THE INFLUENCE OF COMPUTER ANXIETY AND COMPUTER ATTITUDE TO THE END USER COMPUTING SKILL

(Study on the Perum Perhutani Unit II KPH Pasuruan, Malang)

MINOR THESIS

Submitted as Prerequisite of Bachelor Degree of Business Administration Faculty of Administrative Science of Brawijaya University

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MALANG
2013

MINOR THESIS APPROVAL

Title : THE INFLUENCE OF COMPUTER ANXIETY AND COMPUTER ATTITUDE TO THE END USER COMPUTING SKILL (STUDY AT PERUM PERHUTANI UNIT II KPH PASURUAN, MALANG)

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I declare in good faith that the best of my knowledge, in the text of this minor thesis there is no scientific papers that have been asked by other to get work or opinion ever written or issued to other, except in writing cited in this manuscript and called in the source citations and bibliography.

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MOTTO

"The worst in the business world is the situation of no decision"

(Napoleon)

"The most beautiful thing we can experience is the mysterious. It is the source of all art and science"

(Albert Einstein)

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CHAPTER1

INTRODUCTION

A. Background

In the globalization era, many people need fast, precise and accurate information. To obtain the necessary information had needed a sophisticated information technology. The information providers have been developed of information technology continuously. Definition of information technology is a technology which could be used to store, manage, generate and disseminate the information. One of the real of the implementation of information technology is the use of computer technology.

Information processing shouldn’t base on the actual use of computers, but in this modern era that high competition, the use of computers is very influential in getting the accurate information. The role of computers in today's world is very large if we can actually use it exactly as what needed. For companies and organizations that want to engage in a business competition. If not using computer technology, while others use it then the company will be left behind and unable to compete, this can high impacts the business life cycle.

The importance of mastery to computer technology in the business world, each manager emphasizes the importance of computer use and software that can assist with their work, so as to improve the quality of future work. As stated by

Mcleod (2004:30) in the computer field, competitive advantage refers to use of information to gain leverage in the market. So the company does not have to fully rely on physical resources otherwise superior conceptual resources-data and information can be used equally well. This is done by integrating all the information concerning the work undertaken via computer and networks. Success in the use of computers is strongly influenced by employee attitudes toward computer.

The various attitude that shown by the individual to the presence of computers in their world, it's called as the computer attitude. Computer attitude show a person's reactions or judgments to the computer that based on the pleasure or displeasure to the computer. Attitude is a reaction or response from someone that closed to a stimulus or object. User attitudes are factors which affect the individual performance (skill) in the use a computers. Attitudes also clearly shows connotations of correspondence reactions to specific stimuli in everyday life is an emotional reaction to the social stimuli.

In facing to the new developments in information technology, someone can interpret the presence of computer in different ways and sometimes could rejection. This is may be caused by simple ignorance to the computer or it caused by anxiety or fear to the computer technology, is often referred as "computer phobia". Because new changes sometimes can be make pressure, there is can arise in the form of anxiety, but there is also a deal with the new challenge that must be faced.

Type of stress is related with negative beliefs about computers, problems in using a computer or a rejection of the computer. Some people feel worry and fear with a computer because they have not enough mastery of the computer technology, so they can't get the benefit from the presence of computers, while most people feel the need to anticipate to the computer. Characteristic of Anxiety have marked a sense of fear and prudence or alertness was not clear and unpleasant. Fear and anxiety are two emotions that functions as a sign of there is danger. The Fear is arises when there is a threat from the environment and comes from within self and not clear. According to Davison & Neale (2001) anxiety disorder different from normal anxiety in terms of intensity and duration of the impact on the individual.

In the cognitive perspective, the anxiety related to the tendency to pay more attention to negative stimuli, interpret of ambiguous information as a threat and believe that the events of unpleasant will happen again in the future (matthew et.al, 2001). Differences in individual's behavior are a factor which determines the behavior work. Desires of the individual are affected by confidence in the result in the future. Dislike of person toward computer can be caused by fear and anxiety is related to the use of information technology or we can called computer anxiety.

The role of EUC can't separate from use of human resources in order to keep the globalization era. According to problem, each company always need the employees who can and have high skills in using the computer so that when doing a job will be completed and the result would be satisfactory. According to Mcleod

(2004:19) concept of EUC does not mean that the information specialists is not otherwise, the specialists will often perform of consulting role than before. So users or employees who are active in learning or developing expertise in a computer, it would be easy to keep track of technology.

In Perum Perhuatani, the use of computer technology must be owned because to manage the forest resources not only need physical and knowledge of the forest, but also the knowledge of information technology especially in the computer to make a decision that involves a thousand trees becomes effective and targeted. Forests are very important place for human life on earth, according to Joko (2012:5) “forests in malang areas covering 31,970 ha consisting of production forests is 20303.6 ha and protected forests 11666.4 ha”. if without information technology especially in the computer possible manage these forests will goes a long time and probably would not a good result. In Perhutani, there is a part that all employees must using computers, the part can called PSDH (Pengolahan Sumber Daya Hutan) where the section is a place to make everything decisions about Perhutani activities

The focus of this problem is analyze the skills of employees in the Perum Perhutani unit II KPH Pasuruan, Malang in using a computer. Researchers find the extent of the role end user computing that contained in the workplace, especially employees in the Perum Perhutani unit II KPH pasuruan, malang and has expected to known the role of end user computing in supporting the all activities. Based on the background, The researcher has interested to research and take the title

"THE INFLUENCE OF COMPUTER ANXIETY AND COMPUTER ATTITUDE TO END USER COMPUTING SKILL (STUDY ON THE PERUM PERHUTANI UNIT II KPH PASURUAN, MALANG)"

B. Formulation of Problems

Based on the background issues that have been mentioned above, the formulation of problems in this research are as follows:

1. Is the Fear, Anticipation, Pessimism, and Optimism affect simultaneously the End User Computing skill?
2. Is the Fear, Anticipation, Pessimism, and Optimism affect partially the End User Computing skill?

C. Research Objectives

Based on the formulation of the problem that has been set out above, so purpose of this study is

1. To explain the influence of fear, anticipation, Pessimism, Optimism simultaneously on end user computing skill.
2. To explain the influence of fear, anticipation, Pessimism, Optimism in Partially on end user Computing skill.

D. Research Contributions

From this study, it is expected to be useful for the development and advancement of the study of management information systems, especially in the use of computer technology in order not to think of fear and pessimism that the user can know the many benefits of computer technology, and is also useful for those engaged in information system. The benefits of this research can be formulated as follows:

1. Theoretical aspects

   The results of this study are expected to be useful for the development of knowledge, especially in the field of management information systems, especially in the field of computer technology. Which made as a reference if computer technology should not be in fear, but we must prepare for confronted the development of computer technology.

2. Practical Aspects

   The results of this study are expected to be useful for a change and as an input can be used as a essentially material for consideration to solve the problems the company faced, especially on the issue of computing anxiety, computer attitude and its effect on employee performance.

E. Systematic of discussion

To provide an overview of this research, the author provides a brief overall description of the systematic discussion as follows:

CHAPTER I : INTRODUCTION

This chapter is contains the background of the problem, formulation of the problem, purpose of the study, the contribution of research and writing systematic.

CHAPTER II : LITERATURE REVIEW

This chapter is describes the theories are used as the basis for the implementation of research, understanding of computer technology, computer anxiety, computer attitude, End-User Computing, level of expertise End-User Computing, enterprise, previous studies, the research model and hypotheses.

CHAPTER III : RESEARCH METHODOLOGY

This chapter is contains the type of research, population, sample, sampling techniques, data and data sources, data collection techniques, the operational definition and measurement of variables, and data analysis methods.

CHAPTER IV : ANALYSIS RESULTS

This chapter contains the implementation of the research, description of the data, data analysis, and data analysis methods.

CHAPTER V : CONCLUSION

This chapter contains the results of the research conclusions, limitations of the study, and suggestions for future research

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research

Computer anxiety had been seen as an important variable for the study of individual behavior in Information technology. Research about computer anxiety had been conducted by researchers in the country, for example: Sam, et al. (2005), Rahmawati and Djamaluddin (2009), Raafat George Saadé and Dennis Kira (2003), Embi (2007)

1. Sam, et al (2005)

This research about the Computer Self-Efficacy, Computer Anxiety, and Attitudes toward the Internet: A Study among Undergraduates in Unimas is the skill In using the Internet. This study employed a survey research design to investigate undergraduates' computer anxiety, computer self-efficacy, and reported use of and attitudes toward the Internet. This study also examined differences in computer anxiety, computer self-efficacy, attitudes toward the Internet and reported use of the Internet for undergraduates with different demographic variables in University Malaysia Sarawak (Unimas).

The subjects for this study were 148 undergraduates at Universiti Malaysia Sarawak (Unimas). The mean age of the subjects was 23.8 years old (standard deviation = 4.06), ranging from 19 to 43 years old. Majority of the subjects were in the 19-23 age group. of the Internet does seem to decrease the

levels of computer anxiety among the undergraduates. Undergraduates with lower computer anxiousness demonstrated more positive attitudes toward the Internet in this study.

2. Rahmawati and Djamaluddin (2009)

The purpose of this research is to examine: (1) influence of individual factor to acceptance learning based on technology web at accountancy student in Sebelas Maret University Surakarta, (2) influence of technological factor to acceptance learning based on technology web at accountancy student in Sebelas Maret University Surakarta. Respondents of this research are accountancy student Sebelas Maret University Surakarta which have accessed internet. Examination data conducted with validity test, reliability, and classic assumption. Data analysis use analysis of multiple regressions. The results of this research are: (1) there is influence of individual factor for self efficacy to acceptance learning based on technology of web at accountancy student Sebelas Maret University Surakarta. This Result consistence with Brown (2002), Tse et al. (2007), and Basile and of D Aquila (2002). Many student which like with and computer of internet and give attitude which are positive. (2) there is no influence of individual factor for anxiety computer to acceptance learning based on technology of web at accountancy student Sebelas Maret University Surakarta. This Result consistence with Mc Elroy (2007), (3) there is influence of technological factor to acceptance learning based on technology of web at accountancy student Sebelas Maret

University Surakarta. Sampel which is used the next research broader, not only accountancy student in UNS.

3. Saadé and Kira (2009)

It has been reported that as many as fifty percent of adults, including first-year University students, have some sort of computer-related phobia. This report demonstrates that the use of computers still has some unpleasant side effects despite the Internet boom in the past decade. Past research shows that computer anxiety influences how users perceive ease of use of information. However, few have investigated the role of computer self-efficacy in mediating computer anxieties on perceived ease of use. Therefore, in this study we base our contribution on the variables of computer self-efficacy and computer anxieties. A survey methodology approach was used in this study using 18 items for 3 constructs (perceived ease of use, anxiety, and self-efficacy).

Survey data from 645 university students were analyzed. The psychometric properties of the items and constructs were validated followed by the assessment of mediation of computer self efficacy. Results from the use of a learning management system indicate that computer self-efficacy plays a significant role in mediating the impact of anxiety on perceived ease of use. This role is observed by computer selfefficacy (1) reducing the strength and significance of the impact of anxiety on perceived ease of use and (2) having a strong and significant relationship with computer anxiety.

4. Embi (2007)

In her study was designed to determine the levels of computer anxiety, computer self-efficacy, and computer applications usage among members of the Faculty of Accountancy at University Technology MARA (UiTM), Malaysia. The importance of the role of technology and information systems in economic development has grown significantly throughout the globe, research in this area conducted in the United States at many different levels, it has never been conducted in Malaysia, specifically with the accounting faculty at UiTM. Therefore, a total of 368 full-time accounting faculty members who were teaching in the 2006/2007 academic year were surveyed, using questionnaires. At the end of the data collection period, 262 responses were received from the population. A test of the nul1 hypothesis revealed no evidence to imply that the respondent group's gender and UiTM location distributions were significantly different from the population distributions based on the same attributes.

Together with a high response rate (71%), these findings add credibility to the belief that the sample was representative of the population. This study showed that a majority of the faculty had low levels of computer anxiety and high levels of computer self-efficacy. The influence of computer anxiety in the sample is very small, while the effect of computer self-efficacy in the study sample is very large, research of Embi (2007) that the case was not eminently successful in proving the existence of the category of gender, age and educational background affect computer self-efficacy, but respondents who interacted with the application of

computer technology and high-frequency intensity that impact to computer anxiety levels are low responders.

The use of free variables and bound variables in the studies mentioned above, and the results will be described in the following table below:

TABLE 2.1

PREVIOUS RESEARCH

Researcher	Variable X	Variable Y	Research Object	Result
Sam, et al. (2005)	Computer Anxiety	Perceived Ease of Use	study were 148 undergraduates at Universiti Malaysia Sarawak (Unimas).	Undergraduates with lower computer anxiousness demonstrated more positive attitudes toward the Internet in this study.
Rahmawati and Djamaluddin (2009)	Individual factor	Technological factor	Sampel which is used the next research broader, not only accountancy student in UNS. Independent variable which used in the next research suggested to be added.	There is influence of individual factor for self efficacy to acceptance learning based on technology of web, it's no influence of individual factor for anxiety computer to acceptance learning based on technology of web, there is influence of technological factor to acceptance learning based on technology of web

Researcher	Variable X	Variable Y	Research Object	Result
Saadé and Kira (2009)	Computer Self-Efficacy, Computer Anxiety	Attitudes toward the Internet	Survey data from 645 university students were analyzed. The psychometric properties of the items and constructs were validated followed by the assessment of mediation of computer self efficacy.	Results from the use of a learning management system indicate that computer self-efficacy plays a significant role in mediating the impact of anxiety on perceived ease of use.
Roslani Embi (2007)	Computer anxety and computer self efficacy.	Application of computer-based information systems	262 responses were received from the population and UiTM location distributions were significantly different from the population distributions based on the same attributes	Proving that the level of computer anxiety negative related to computer self-efficacy and affect negatively the intensity of the use of computer applications.

Source: Processed Data, 2013

B. System

1. Definition of system

According to McLeod (2001:11) “System is a group of elements that are integrated with the common purpose to achieve a goal” and according to Elizabeth (2011:8) “System can be defined as a collection of component that works together toward common goals”. It can be concluded that the system is a set of components that are interconnected and integrated to achieve a common goal.

2. Definition of Information System

According to Louden and Louden (2004:8) “Information system is an interrelated components working together to collect, process, store, and produce information to support decision making, coordination, control, analysis, and visualization in an organization”.

> According to o’brien (2003:10) “Information System that expresses a fundamental conceptual framework for the major component and activities of information system. An information System depends on the resources of people (end user and IS specialist), hardware (machine and media), software (program and procedures), data (data and knowledge base) and network (communication media and network support) to perform input, processing, output, storage and control activities that convert data resources into information product.

It can be concluded the information system is a component of people, hardware, software, communication network and to produce the information for support manager or people to make decision making.

3. Component of information System

According to O'Brien (2003:11) component of information system include:

a. People, hardware, software, data and network are the five basic resources of information system.
b. People resources include end user and are specialist, hardware resources consist of machine and media, software resources include both program and procedures, data resources can include data and knowledge bases, and network resources include communications media and network.
c. Data resources are transformed by information processing activities into a variety of information product for end users.
d. Information processing consists of input processing, output, storage and control activities.

C. Computer-Based Information System

1. Definition of CBIS

According to Turban and rainer (2006:31)" CBIS is an information system that using computer technology to perform some or all of the work presented." Meanwhile, according to Mcleod and Schell (2004:14) "CBIS is a portion of the computer to process of information consist the application areas of computer-based AIS, MIS, DSS, virtual office and knowledge-based systems"

This system can a PC or software and also include a thousand computers of various sizes with hundreds of printer, plotter and other equipment, databases, and communications networks. So it can be concluded, that CBIS is the information resources of a company, the users and management that run where the role of the computer is needed.

2. Applications Program

According to Turban et al (2006:50) “computer program was designed to support specific tasks, business processes (such as the process of doing payroll) or in some cases, specific application program. In accordance with this study which examines the skills in using computers, the role in use of program various is very important to support the process of assessment to be done.

D. Computer Anxiety

1. Definition of computer anxiety

Anxiety is a physiological state that is portrayed by cognitive, somatic, emotional, and behavioral components and that creates feelings of nervousness, fear, worry, or apprehension (Embi, 2007:10), in the research of Embi The most common types of anxiety are generalized anxiety disorder, panic disorder, social anxiety disorder, phobias, obsessive-compulsive disorder, and post-traumatic stress disorder. It can be concluded, anxiety is a psychological felt by humans will perceptions of unpleasant feelings that are not brave and not be able rationally.

According to Oye, N. et al, (2012: 213) **“**Computer anxiety is also considered as the tendency of a person to experience a level of uneasiness over his/her impending use of a computer” and according to Brosnan, 1998 in Jerrell (2010:28) “Computer anxiety has been defined as ‘an irrational anticipation of fear evoked by though of using (or actually using) computers, the effect of which result in avoiding, or minimizing, computer usage” and “Computer anxiety is a

condition, which is not an innate or dispositional quality but it happens or take place when an individual is using computer or thinking about the prospective utilization of computer" (Chua et al, 1999 in Sultan, 2009:293).

The opinion of some experts on computer anxiety, it can be concluded is the extent to fear of person with the interaction to the computer or inconvenience some people when using the computer

2. Types of Computer Anxiety

According to Linda V.Orr, 2000 in Rahmawati and djamaluddin (2009:80) identify three types of technophobia:

a. Anxious technophobe
   Someone who is included in this stage showed the classic signs of an anxiety reaction when we use a technology, these signs may be sweating in the palms of the hands, a hard heart or headaches.
b. Cognitive technophobe
   Someone who is included in this level at first will feel calm and relax, they actually received a new technology but it appears some negative messages such as "I'll hit the wrong button and mess up this machine"
c. Uncomfortable User
   Someone who is included in this stage can be said there is still a little worried and negative thinking but generally do not require one-on-one counseling.

Computer anxiety can be associated with a reduction or even worse avoidance technologies, especially information on computer technology. Avoidance of information technology has serious impact on a person's performance. Decline performance within an organization or corporation will ultimately affect one's career. This Research is found two Variable of computer anxiety, same the Research from Rahmawati and djamaluddin (2009:80):

a. Fear
Someone feel afraid to the computer because they haven't mastering to the computer technology and they don't get benefit from the computers. Someone who scare with the computer because they do not know to control the computer technology. So they can't get the benefit from the presence of a computer. The fear to the computer is a response of a threat to the use of computer anxiety and fear is substantially realized but not fully, resulting in a negative attitude.

b. Anticipation
Someone needs to anticipate to the anxiety that comes with the computer. Anticipation can be done applying the ideas of fun learning to the computer, the person need to anticipate to the anxiety that comes with the computer. Anticipation can be done by applying the ideas of fun learning to the computer. Thus it can be concluded that the anticipation is a positive response from the anxiety computer. Apply to the ideas in learning more fun and more interactive.

E. Computer attitude

1. Definition of Computer Attitude

Computer attitude is a person's reaction or judgments to the computer by the pleasure (optimism) or displeasure (Pessimism) to the computer or the general attitude suggests a feeling of pleasure or displeasure to the stimulus object And according to Voogt and Knezek (2008:384) "computer attitudes are often analyzed from the perspective of gender differences in computing"

The theory of attitude is determined by the value of the benefits and social norms, where the factors that giving contribute to the acceptance computer technology. Variety of attitudes is emerge and shown by the individual to the

presence of computers in their environment. There are two that indicated a person's attitude in the face of the computer, that optimism and pessimism.

Variety of attitudes to the presence of computers in their world, there are two attitude shown in the face of a person who was also present in computer research ali (2008: 6-7), namely optimism and Pessimism.

a. Optimism
   Optimism of someone will appear to the computer, they feel if the presence of computers could help to the job and provide a variety of benefits. They believe that the presence of computers in human life, efficiency in work would be achieved. All of the work performed by humans can be replaced by a computer that can deliver results more quickly and accurately. In the end a perception that the computer is a tool that is able to bring human life into an era of more advanced.

b. Pessimism
   Pessimism of someone would appear to the computer when they assume the presence of a computer will control and dominate to human life. They believe if the computers in the lives of human activity will be replaced by computer technology, so there will be a feeling intimidated. Ultimately a perception if the computer is a tool that will control and dominate to human life, and taking human life into an era intimidated by the presence of computer.

F. End User Computing

1. Definition of End User Computing

The role of human resources is very importance in the provision of computer information system. Definition End user Computing by McLeod (2004:18) is all or part development of computer-based system by user. End user computing is adoption and using of information technology by a personal information system from outside the department to develop a software application

in order support the work of the organization, and human as End User (Clarke, 2008:1522)

It can be concluded if the end user computing is adoption and using of information technology by personnel from outside the department information system is used to support operational applicant and managerial organization.

2. The Benefit of End User Computing

End user computing has a benefit for users in their activities (Mc Leod, 2001: 36), among other:

a. To transfer some workload of to the user system development. End users get benefit with moving workload from the information services to the computer. This make the information services must develop organizational systems that might be a cargo of work that has accumulated over several months or years. It has also allowed more time to maintain systems that have been on the computer.
b. Reducing the communication between the user and the specialization of information.

A similar argument about the benefits of end user computing proposed by sahyono and Gutrie in (Clarke, 2008:1525) about increase of effectiveness individuals who use applications have developed, namely:

a. Various steps to formulate a system that was developed and used by other user.
b. As an increase to end-user learning in their ability to complete the job.
c. Increased competitive advantage
d. Facilitate the effectiveness of the organization to access data to improve making decisions.

3. The Reason of End User Computing Development

According to Mcleod (2004:18):

a. Increasing Knowledge about the Computer, an impact of computer education programs at the university and pre-university deeply felt.
b. The queue of Information Services, information specialists always have many jobs than they can handle.
c. Hardware is cheap, the market have currently flooded with cheap microcomputer so as the users can obtain the hardware without having to pay expensive.
d. Ready-made software, hardware and software companies producing the software that able to carry out the tasks information for decision-making.

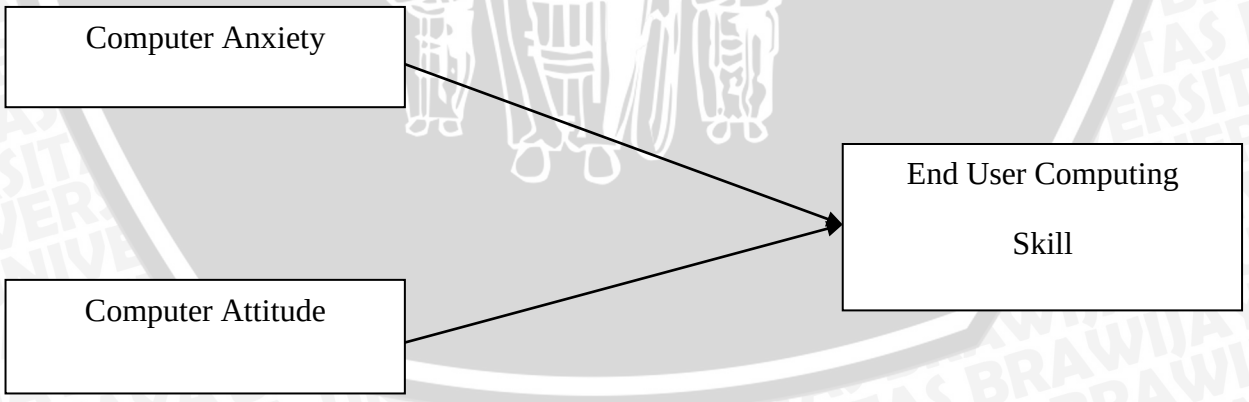
G. Concept and hypotheses Model

1. Concept Model

Based on the theoretical description of the review above, it can be drawn into the form of the concept as follows:

FIGURE 2.1

CONCEPT MODEL



Source: Processed Data, 2013

2. Hypotheses model

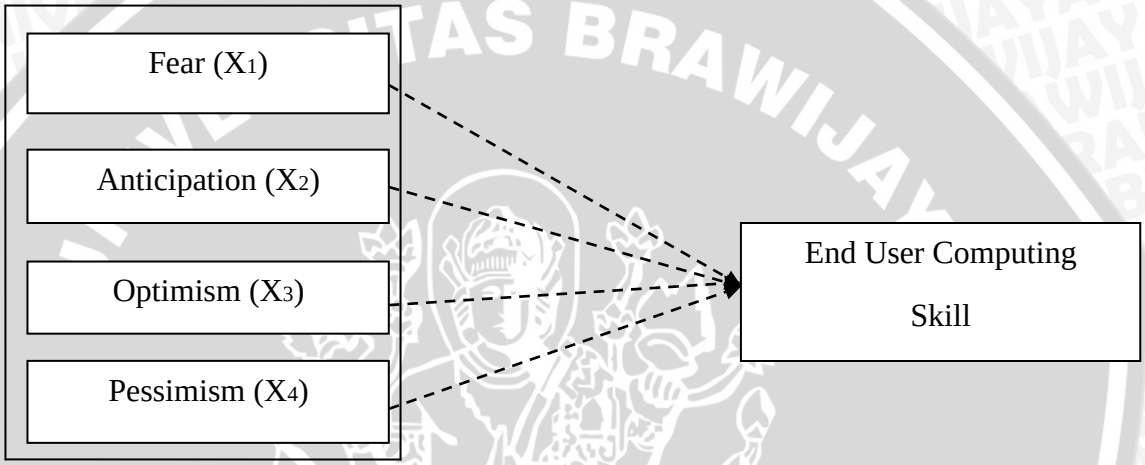
Skill of employees in the Perum Perhutani on End User Computing can be influenced by two factors, namely computer anxiety and computer attitude. Computer anxiety can be defined as individuals with trait anxiety and anxiety to the computer, while the computer attitude shows a person's reactions or judgments to the computer by the pleasure or displeasure to the computer.

Computer anxiety has two characteristics that could explain the anxiety person to the computer. These characters are fear and anticipation to the computer that showed the idea of learning to the computer and on the computer attitude, there are two characteristics that indicate a person's attitude to the computer, the two characteristics are Pessimism and optimism, pessimism character showed a negative attitude to the existence of computers could in human life. While optimism shows attitudes to trust and believe if the presence of computers could able to relieve each job and provides a benefits.

Based on the description, it has mentioned in the previous section, and then the hypothesis model of this study can be described as follows:

FIGURE 2.2

HYPOTESIS MODEL



Source: Processed Data, 2013

The hypothesis in this study is:

a. H1: Fear (X1) significantly influence the End User Computing Skill (Y).

b. H2: Anticipation (X2) significantly influence the End User Computing Skill (Y).

c. H3: Pessimism (X3) significantly influence the End User Computing Skill (Y)gy

d. H4: Optimism (X4) significantly influence the End User Computing Skill (Y)

e. H5: Fear (X1), Anticipation (X2), Pessimism (X3), and Optimism (X4) influence simultaneously to the End User Computing Skill (Y)

CHAPTER III

RESEARCH METHODE

A. Type of Research

This chapter is describes methods that used to answer the research questions. The research analysis should to prepare the data and framework of analysis procedures to be used in research. This needs to be done avoid of difficulties and problem may be faced by researchers during analysis and to provide optimal results. The researcher should to prepare the data with consider the purpose, models, and analysis frameworks to be used in research to answer the research problems.

Type of this research can be considered as the Explanatory Research with the hypothesis testing procedures for answer the questions and research objectives. According to Mcnabb (2008:100) "Explanatory research is the approach taken in most mainstream qualitative research. Its goal is to go beyond the traditional descriptive design of the positivist approach to provide meaning as well as description". So explanatory research is conducted provide explanations and description from the phenomena that was developed into the model. This research is usually looking at the phenomena and it can develop the new models to complement the research. Hypothesis testing to be done for proves that the hypothesis of the research could be justified and proven scientifically.

The method of this study is a survey method, where the research takes a sample from the population and use the questionnaire as a data collection tool. Survey research could be used for assessment purposes (exploratory), descriptive, explanation, evaluation, prediction, or predict certain events in the future, with this research will known the influence of computer anxiety variable include fear and anticipation, and computer attitude includes optimism and pessimism to the End User Computing.

B. Research Locate

This research locate in the Perum Perhutani unit II KPH pasuruan, Malang. at Kawi street no1 Malang. The company have chosen because a company that is growing, because in the current environment, especially in forests, where there are essential in order not happen the global warming, the use of information systems especially the computer is important to support their activities.

C. Concept, Variable and Measurement.

1. Concept

The concept is a notion or characteristic that related with the some principal events, conditions, circumstances. These concepts were created with classifying and grouping the objects or events which have the same characteristic. According to Sugiyono (2005:17) “Concept is an express word that abstraction by generalization from particular”. Definition or characteristic abstracted from reality and use the words as labels to mark sense. The concept of this research is

researching the influence of variable computer anxiety and computer attitude to the End User Computing skill.

2. Variable

According to Davis 1998 in Sawarno and Martadiredja (2008:105)" Variable is simply symbol or a concept that can assume any one of a set value". So the research variables are variety symptoms variable namely factors that can change or be modified for research purposes. Research variable need to defined and described in order to plot of the relationship between variables in the research can be found and analyzed. In this study, independent variables that would researched is Fear (X1), Anticipation (X2), Pessimism (X3), Optimism (X4), the dependent variable is Skill on End User Computing (Y).

3. Operational Definition

The concept of operational definition includes understanding to get the data that would be analyzed for operationalize of the research concepts become the research variable and create a way to measures. According to Sawarno and Martadiredja (2008:112) "Operational definition is a definition that based on observable characteristics of what is being defined" and according to Sugiyono (2007: 2) research variables are everything specified by the researchers to be studied in order to obtain the necessary information, and then can conclude. The concept of operationalize, the following variables and indicators:

a. Fear (X_1)

Fear has related with the worries or scares a end user in using the computer.

Indicators:

1) I hesitate to use a computer for fear of making mistake that I cannot correct (X1,1)

   Users feel hesitate using a computer

2) I feel insecure about my ability to interpret a computer printout (X1,2)

   Users feel insecure about ability to interpret a computer

3) Fear if wrong presses (X1,3)

   Users fear when wrong presses the computer would be damaged.

4) Difficulties in understanding the computer (X1,4)

   The users have difficulty in understanding the technical aspects of computers.

5) Worried to learn the computer program language (X1,5)

   The user worried not understands the computer program language.

6) you have to be a genius to understand all the special key contained on most computer terminal (X1,6)

   The user must be a genius for understand a computer

7) I dislike working with machine that are smarter than I am (X1,7)

   The user dislikes working with computer because she/he is smarter than computer

8) I am afraid that if I begin to use a computer I will become dependent upon them and lose some of my reasoning skill (X1,8)

   The user afraid if dependent upon can lose of our reasoning skill

b. Anticipation (X_2)

Anticipation is the user's confidence and pleasure with the idea of learning and using the computers.

Indicators:

1) The challenge of learning about computers is exciting (X2,1)

   Learning about computer is a very enjoyable challenge.

2) I look forward to using a computer on my job (X2,2)

   The desire is using the computers their work.

3) I am sure that with time and practice I will be as comfortable working with computers as I am in working with a typewriter (X2,3)

   Convince if everyone can use a computer.

4) I am confident that I can learn computer skill (X2,4)

   The user confident that can learn computer skill.

5) learning to operate computers is like learning any new skill the more you practice, the better you become (X2,5)

The use confident that operate computer is like learning a new skill.

6) I feel computer are necessary tools in both educational and work setting (X2,6)

   The user feels that computer is necessary tools in both educational and work setting.

7) I feel that I will be able to keep up with the advances happening in the computer field (X2,7)

   The user feel can to follow the advances happening in the computer field.

8) anyone can learn to use a computer if they are patient and motivated (X2,8)

   The user feel if anyone can learn to use a computer

c. Pessimism (X_3)

Pessimism is an attitude that believes if computers will dominate and control the people. They believe if the presence of computers in human lives so many people will depend to computer technology.

Indicators:

1) Soon our lives will be controlled by computer (X3,1)

   Feel if in the future our lives will be controlled by computer.

2) Computers turn people into another Number (X3,2)

The user feels if computer can turn people into another number.

3) Computers are lessening the importance of too many now done by humans (X3,3)

The user feels that Computers are lessening the importance of too many now done by humans.

4) soon our will be completely run by computers (X3,4)

The user feels if our life will be completely run by computers

5) The overuse of computers may be harmful and damaging to humans (X3,5)

Feel that overuse of computer would be damaging and dangerous to human health.

6) computer will be replace the working humans being (X3,6)

Feel if computers would replace of humans in performing the work

d. Optimism (X4)

Optimism is an attitude to believe if the computer would be helpful. They believe if each the work that done by humans could be replaced by a computer that is able to deliver results more quickly and accurately.

Indicators:

1) Computers are bringing us into a bright new era (X4,1)

Feel the computer bring into a new era that called the information age.

2) The use of computers is enhancing our standard of living (X4,2)

   Feel using the computers is an improved standard of human life.

3) Computers is quickly and efficiently tool (X4,3)

   Feel if the computer is a tool that quickly and efficiently to process information.

4) Life will be easier and faster with computers (X4,4)

   Feel the work will be more easily done with a computer.

5) there are unlimited possibilities of computers application that haven't even been thought of yet (X4,5)

   Feel if still any application that haven't even been thought of yet

6) Computers can eliminate a lot of tedious work for people (X4,6)

   Feel the computer can reduce much work.

7) computers are responsible for many of the good thing with enjoy (X4,7)

   Feel that computers are responsible for many of the good thing with enjoy

e. Computer Skill (Y)

Expertise in using a computer or End User Computing can be defined as a skills of person in use or operate the computer. While the expert is someone who has a certain level of skill or knowledge in a particular subject

height derived from training or experience is characterized by doing the work easy, fast, intuitive, and rarely makes mistakes

Indicators:

1. Working with Personal Computer (Y1)

   Could work with a personal computer

2. looking for help to solve the problem (Y2)

   Could seen help to solve the problem on a computer system.

3. Enter data or word (Y3)

   Could enter the data and words into to file

4. Open a file (Y4)

   Can open the file in the computer

5. Understanding the terms hardware (Y5)

   Understand the terms related to computer hardware.

6. Understanding the term of software (Y6)

   Understanding terms related to computer software.

7. Learning software (Y7)

   Learn to use a variety of computer software.

8. Using numeric data (Y8)

   Using computer to analyze numeric data

9. Using the printer (Y9)

   Using the printer to print hardcopy

10. Copying flash, USB and CD (Y10)

    Copy a data into the flash, USB and CD.

11. I feel confident trouble shooting computer problem

    The user feels confident trouble shooting computer problem

12. I feel confident explaining why a program (software) will or not run on a given computer.

    The user can to explain why a program (software) will or not run on a given

13. I feel confident understanding the three stages of data processing: input, processing output.

    The user understanding the three stages of data processing: input, processing output

14. I feel confident learning to use a variety program (software)

    The user confident learning a variety program

15. I feel confident using the computer to organize information

    The user confident using the computer to organize information

16. I feel confident adding and deleting information from data file.

    The user confident adding and deleting information from data file.

17. I feel confident using the computer to write a letter or essay.

    The user can use the computer to write a letter or essay

18. I feel confident describing the function of computer hardware

The user confident describing the function of computer hardware

The definition of operational variables in the table as follows:

TABLE 3.1

INDICATORY VARIABLE

Concept	Variable	Indicatory	Source
Computer Anxiety	Fear (X1)	1. user hesitate to use a computer for fear of making mistake that I cannot correct (X1,1) 2. user feel insecure about my ability to interpret a computer printout (X1,2) 3. Fear when wrong presses (X1, 3) 4. Difficulties in understanding the computer (X1, 4) 5. Worried to learn the computer program language (X1, 5) 6. you have to be a genius to understand all the special key contained on most computer terminal (X1,6) 7. I dislike working with machine that are smarter than I am (X1,7) 8. I am afraid that if I begin to use a computer I will become dependent upon them and lose some of my reasoning skill (X1,8)	Heinnsen et al (1987), rifa gudono (1999). Rustiana (2005)

Concept	Variable	Indicatory	Source
Computer Anxiety	Anticipation (X_2)	1. The challenge of learning about computers is exciting (X2,1) 2. I look forward to using a computer on my job (X2,2) 3.I am sure that with time and practice I will be as comfortable working with computers as I am in working with a typewriter (X2,3) 4. I am confident that I can learn computer skill (X2,4) 5. learning to operate computers is like learning any new skill the more you practice, the better you become (X2,5) 6. I feel computer are necessary tools in both educational and work setting (X2,6) 7. I feel that I will be able to keep up with the advances happening in the computer field (X2,7) 8. anyone can learn to use a computer if they are patient and motivated (X2,8)	Heinnsen et al (1987), rifa gudono (1999). Rustiana (2005)
Computer Attitude	Pessimism (X3)	1. Soon our lives will be controlled by computer (X3,1) 2. Computers turn people into another Number (X3,2) 3. Computers are lessening the importance of too many now done by humans (X3,3) 4. soon our will be completely run by computers (X3,4)	(Nikell and pinto (1986),

Concept	Variable	Indicatory	Source
Computer Attitude	Pessimism (X3)	5. The overuse of computers may be harmful and damaging to humans (X3,5) 6. computer will be replace the working humans being (X3,6)	Heinnsen et al (1987), rifa gudono (1999). Rustiana (2005)
	Optimism (X4)	1. Computers are bringing us into a bright new era (X4,1) 2. The use of computers is enhancing our standard of living (X4,2) 3. Computers is quickly and efficiently tool (X4,3) 4. Life will be easier and faster with computers (X4,4) 5. there are unlimited possibilities of computers application that haven't even been thought of yet (X4,5) 6. Computers can eliminate a lot of tedious work for people (X4,6) 7. computers are responsible for many of the good thing with enjoy (X4,7)	

Concept	Variable	Indicatory	Source
EUC Skill	EUC Skill	1. Working with Personal Computer (Y1) 2. looking for help to solve the problem (Y2) 3. Enter data or word (Y3) 4. Open a file (Y4) 5. Understanding the terms hardware (Y5) 6. Understanding the term of software (Y6) 7. Learning software (Y7) 8. Using numeric data (Y8) 9. Using the printer (Y9) 10. Copying flash, USB and CD (Y10) 11. I feel confident trouble shooting computer problem (Y11) 12. I feel confident explaining why a program (software) will or not run on a given computer (Y12) 13. I feel confident understanding the three stages of data processing: input, processing output.(Y13) 14. I feel confident learning to use a variety program (software) (Y14) 15. I feel confident using the computer to organize information (Y15) 16. I feel confident adding and deleting information from data file.(Y16) 17. I feel confident using the computer to write a letter or essay.(Y17)	Heinnsen et al (1987), rifa gudono (1999). Rustiana (2005)

		18. I feel confident describing the function of computer hardware (Y18)	

Source: Processed Data, 2013

4. Measurement Scale

In this research will use a likert scale measurement where each the answer will be given score, answer option in this research as follow (Sawarno & Martadiredja, 2008:82):

a. Strongly agree given a score 5.

b. Agree given a score 4.

c. Neutral is given a score 3.

d. Disagree given a score 2.

e. Strongly disagree given a score 1.

From the Likert scale can be determined how much the class interval to use the formula:

$$c = \frac{\quad}{\quad}$$

Where:

c = estimates (class width, class size, class length)

k = Class Amount

Xn = greatest value of observation

X1 = Lowest value of observation

c = ——

Based on calculations by the formula, it will get the value of the class interval on Likert scale, as follows:

TABLE 3.2

MEASUREMENT SCALE

No	Notation	Score	Class Interval
1	Strongly agree	5	>4.2 – 5
2	Agree	4	>3.4 – 4.2
3	Neutral	3	>2.6 – 3.4
4	Disagree	2	>1.08 – 2,6
5	Strongly disagree	1	>1 – 1.08

Source: Processed Data, 2013

D. Population and Sample

1. Population

According to Sugiyono (2002:72) Population is a region consisting of generalization objects / subjects who have certain qualities and characteristics that determined by the researchers to learn and then can concluded. And according to Williams (2009:33) "Population is the set of all elements of interest in a particular study". So population is all subject or object of research. In this research, the subject population in the Perum Perhutani Unit II KPH Pasuruan, Malang that using the Computer is 75 Person.

2. Sample

According to Arikunto 1996 in Tukiran and Hidayati (2011:34) “sample is a part or representative of the population who will be researched. And according to Williams (2009:33)” sample is Subset of the population”. So it can be concluded that the sample is part from population who will be researched. In this research, the sample is a employee who work in Perum perhutani unit II KPH pasuruan, malang especially in part of PSDH that amount 30 person. PSDH (Forest Resource Processing) the part is a place to make all decision and use of computer is influence in this part, and also PSDH is the central of activity in perum perhutani because perhutani need a decision to make when, where and how to cut a trees and take a SAP activity.

a. Technique of sample collection

The Method of Sample collection in this study is using a purposive sampling technique, According to Jogiyanto (2008:76) “purposive sampling is done by taking a sample of the population based on specific criteria, and can be used based on judgment or quota”. And also according to Tukiran and hidayati (2011:37) “Purposive sampling is used if the population too much and located that far away, and also any some consideration.

It can be conclude that Purposive sampling is a way in which to take a sample that too much and the time and cost that a bit, so the researchers had to determine its own sample to be studied. The sample that used in this study

was employees who work in part of PSDH in the Perum Perhutani unit II KPH Pasuruan.

The reason to use purposive sampling, in order the samples obtained is appropriate with the research that will be done. where the use criteria are all employees that using the computer in the PSDH, Researchers took samples at the PSDH because the section is the brain of all Perhutani activities and the use of computers in PSDH (Forest Resource Processing) is important to support all activities of the company, therefore the researchers is comfortable to take samples at the site which totaling 30 person.

E. Data Source and Technique of Data Collection

1. Data source

   a. Primary Data

   "Primary data is original research where the data collection must designate specially to answer the research question" (Cooper & Schindler, 2001:769). And according to Bordens & abboot (2005:61) a primary source is containing the full research report, including all details necessary to duplicate the study. A primary source includes descriptions the rational of study. Its subject is apparatus, procedure, result and references.

   The primary data that used in this research is data from questionnaires completed by respondents. The questionnaire is a about that has been used by previous studies, the author is adopting the questionnaires from previous

studies have modified. The questionnaire was distributed to all employees and supervisors are working in Perum Perhutani unit II KPH Pasuruan, malang.

2. Technique of Data Collection

Data collection is an important step in process of business research because with getting the right data so the research will continue until to get answers from formulation of the problems that have been defined (Sawarno & Martadiredja, 2008:153) Technique of data collection is:

a. Questionnaire

According to Kumar (2002:72) "Questionnaires are instruments that present information to a respondent in writing or through the use of pictures and then require a written response a check, a cycle, or word, a sentence, or several sentences". In this case, the amount or qualification of respondent must determine of sampling. This could be concluded that the questioner is list of questions and given to the respondents in order to obtain appropriate answers to the research objectives. The questionnaire in this study is closed, which is already supplied the answer questionnaires so that respondents only have to choose.

3. Research Instruments.

The relevant Data collecting in the research has needed the best instrument and then will be formulated of the object generalization and eventually can achieve the research objectives. The research instrument is using a

Questionnaire. The questionnaire has questions in the form a multiple choice question that is kind of questions where respondents are asked to choose an answer from the various types of alternative answers. The objective of this questionnaire is to obtain data relevant to the purpose of the survey and to obtain valid and high reliabilities information.

F. Test of Data Instrument

1. Validity Test

Validity is related with the precision of measurement tools to do job in order achieve the target (Jogiyanto, 2008:164). Measurement scale can valid if the scale is doing what it should do and measure what should do. Validity test has done by correlating the scores obtained by each item questions. If the score of each questions item have correlated significantly with the total score on a particular alpha level, if 5%, it can be said the tool is valid. the amount of respondents that I use as many as 30 people and obtained values of r table is 0,361. The validity will be obtained in such manner known as construct validity. Testing criteria are as follows

a) If the r ≥ r table (2 sided test with sig. 0.05) the instrument or questionnaire items was correlated significantly to the total score (is valid).
b) If the r <r table (2-sided test with sig. 0.05) the instrument or questionnaire items was not significantly correlated to the total score (invalid)

Test the validity of the technique could use the formula of Pearson's product moment correlation (Sugiyono, 2010: 248)

$$r_{xy} = \frac{\quad}{\quad}$$

r = Coefficient Correlation

n = Sample

x= item

y= total

2. Reliability Test

According to Jogiyanto (2008:164) Reliability indicates the accuracy and precision from measurement. Reliability tests are useful for determining whether the instruments in this case can be used many times, although by the same respondents will produce consistent data. The reliability instrument is characterizes the level of consistency.

- if alpha > 0,90 so it is perfect Reliability
- if alpha Between 0,70 – 0,90 so it is high Reliability
- If alpha between 0,50 – 0,70 so Moderate Reliability
- if alpha < 0,50 So it is Low Reliability

The formula that use is the Cronbach's coefficient alpha formula (Jogiyanto, 2008:186):

$$= \frac{\quad}{\quad}$$

Where:

= Cronbach's coefficient alpha

k = Amount of item / question

S_1 = Amount of variance score each item

St = Variance total

G. Data Analysis Method

1. Descriptive statistical analysis

Descriptive statistical has used to describe quantitative data into qualitative data in order to easy interpret.

> According to Drummond (2003:104) "Descriptive Statistics can be used to prepare understandable explanation of your data in a economical way. Raw data are not interesting because they are meaningless. Number 'crunching' is essential in order to present information in a orderly fashion and to describe the most interesting characteristic of the data you have accumulated.

So it can conclude that descriptive statistics are statistics used to analyze the data in a way describes or represents data that have been collected as is without to generalize research results.

2. Classic Assumptions Testing

Theoretically, the use of regression models will produce a valid parameter value, if the model can meet the requirements of the classical assumptions. A classic assumption that must be met is or residual confounding variable has a normal distribution, there is no autocorrelation, no Heteroskedasticity, and no multicollinearity.

a. Normality Test.

Normality test is used to determine whether the data population have distributed normally or not. This test is commonly used to measure large-scale data ordinal, interval, or ratio. Normality test to the data needs to be done, before hypotheses testing, there is must to determine distribution pattern of the data used in the regression model equations. Data Normality test is done on two variables that is dependent variable and independent variables. To test the distribution pattern of the data used test One-Sample Kolmogorov-Smirnov. This test compares the distribution of values with a perfect normal distribution of the same mean and standard deviation as the set of values (O'Donoghue, 2010:190).

A distribution of data considered normal if the significance Z value, the result the Kolmogorov - Smirnov showed greater value when compared to the value of degree confidence in the use of 5% (0.05).the value of under 0.05

means that the distribution is significantly different to the required normal distribution and that the data fail to satisfy the assumption of normality (O'Donoghue, 2010:190).

b. Multicollinearity Test

According to Barbara (2005:52) "Multicollinearity is a problem for behavior researcher is the interellatedness of the independent variables". And according to Andren (2008:35) "Multicollinearity refers to situation with a high correlation among the explanatory variables within a multiple regression models". Multicollinearity test aims to test whether the regression equation was found a correlation between independent variables. Multicollinearity is occurs if has a strong relationship between the independent variables in the regression model. This can result in estimates that done not be exact. Three measures of the degree of multicollinerity are often suggested in a literature: the use a correlation matrix, the variance inflation factor (VIF), and The value of tolerance (TOL) (Andren, 2008:38). There test is aimed to test whether the regression model found a correlation between independent variable. Purpose of this test is to test the regression model found a correlation between independent variable. A good regression model should not happen correlation between independent variables (Ghozali, 2006; 91).

According to Gujarati (2003) in Tjandra (2007:40) “If the coefficient value >0,8, so there is any multicollinearity in research model, While Tolerance value is 0 and 1, If TOL = 0, so there is any high collinearity and perfect between independent variable in model”. If look base on VIF value, so if greater the VIF value, the value of collinearity between independent variable is can too. As the rule of thumb if TOL value < 0,1 or VIF value > 10 so there is any muliticollinearity between independent variable.(Ghozali, 2005 in Tjandra ,2007:41). To find and detect the presence of multicollinearity in this model will be used VIF value using the guidelines of Ghozali (2005) which states that the value of VIF> 10, then there is a problem of multicollinerity.

c. Autocorrelation

Autocorrelation conducted to determine the correlation between a disturbance at a period in the previous it error is usually the case for using time series data. According to Andren (2008:22) “Autocorrelated error term can take a range of different specifications to manifest a correlation between pair wise observation”. Autocorrelation test is done by calculating the value of Durbin Watson. (DW), According to Andren (2008:27)”The Durbin Watson test (DW) is maybe the most common test for autocorrelation and is based on the assumption that the structure is of first order”. The decision whether or not there is autocorrelation in Andren (2008:28) as follows:

1. If the Durbin-Watson values greater than the upper limit (upper bound) so autocorrelation coefficients equal to zero. This means there is negative autocorrelation problem.(DW>Du) and (DW<4-Du)
2. If the Durbin-Watson value is lower than the line limit (lower bound) so autocorrelation coefficient greater than zero. This means there is positive autocorrelation problem.
3. If the Durbin-Watson value lies between the upper and lower limits, then it cannot be concluded.

d. Heteroskedasticity

According to Thomas (2008:6) "This is refered to as homoskedastic error term, when the assumption is violated and the variance is different for different observations we refer to this as heteroskedasticity". Heteroskedasticity test is purpose tot testing whether the regression model occurred from residual inequality variance one observation to another that. If the variance remains called, Heteroskedasticity and they are different so there is a problem. Regression models were either not happening or is heteroskedasticity, There are several ways to detect the presence or absence of heteroskedasticity are seen scatter plot (the dependent predictive value of the residual ZPRED SRESID), the three most common statistical test procedures to identify a problem of heteroskedasticity are the Goldfeld-Quant test, the Breucsh-pagan test, and the white's test (Andren, 2008:10).

According to Santoso (2002) in Kharisma (2010:44) detection of the heteroskedasticity is:

a) The probability value> 0.05 it free of heteroskedasticity.

b) The profitability value> 0.05 it exposed heteroskedasticity.

3. Multiple Regression Analysis.

According to Purbaya and Muliawan (2008:281) “Multiple regression analysis is analyzed to the phenomenon which to indicate a causal relationship, where a dependent variable is determined by one or more independent variables ". and for knowing presence or not of the influence between computer anxiety and computer attitude to end user computing skill, it is used multiple linear regression method, because in this case any four of independent variable involve fear, anticipation, pessimism, optimism and to easing the implementation of the calculation then the idea of research will use the tools of SPSS for windows. Multiple regression analysis with using 4 independent Variable it could be written was (Sugiyono,2004:211):

Y= a+b1X1+b2X2+b3X3+…..+bnXn

Where:

Y : The value of independent between dependent variable

a : Constanta

b : Regression Coefficient

X : Independent Variable

H. Hypothesis Testing

1. F Test

Hypothesis testing is used for determine the effect of independent variables on the whole to Dependent Variable. This test is done by comparing the value F with value F table. According to Andren (2008:29) an F test is based on a test statistic that follows the F distribution. We would like to know if the model that we stated is equivalent to the null hypothesis, or if the alternative hypothesis is a significant improvement of the fit. Decision criteria are:

a. If F > F table then H0 is rejected (no significant effect).
b. If F < F table then H0 is accepted (no significant effect) Based on significance basis, the criteria if significance> 0.05 then H0 is accepted and if significance < 0.05 then H0 is rejected.

2. t Test

Hypothesis testing with "t test" is to look for "t" and compare with "t table", is an independent variable in Partial had a significant effect to the dependent variable. The formulation of the hypothesis in this test as follows:

a. If t > t table then H0 is rejected (no significant effect)
b. If t < t table then H0 is accepted (no significant effect) Based on significance, criteria if significance > 0.05 then H0 is accepted and if significance <0.05 then H0 is rejected.

CHAPTER IV

RESULT

A. Overview of Research Sites

1. History of Perum Perhutani

Perum Perhutani was originally a public company formed by Department of forest such as government agencies, which use to manage a company's forestry and other forestry companies located throughout Indonesia. In an effort to refine and develop in order to obtain uniformity, either by way of management, controlling or the legal entity of the State business so it can perform by all functions, as well as in conducting a labor research. And certainly that is necessary, because in the absence of labor that has the potential to finish the job did not go up in accordance with the company target.

So there are changes that were made, and those changes in force since August 1945, the following amendments:

a) In 1945 to 1957, companies such as the forestry department in which 1945 to 1957, led by the Minister of Welfare.

b) In 1957 to 1960 the company was converted into a form of decentralization in which Governor supervise

c) Then in 1961 until 1972, precisely on October 1 was converted into the form of state-owned enterprises Perhutani, on the basis of government regulation No. 18 in 1961.

d) Since 1972 Perhutani set by Government to become a Public Company Perhutani (Perum Perhutani), with the basic rule No. 15 in 1972 the Government led and supervised By the Minister of Industry.

e) Perum Perhutani legal entity led by a board of directors consisting of a president, assisted by three Directors, including:

   1) Production Director.
   2) Marketing Director.
   3) General Director.

f) In April 1984 the company led by the Minister of State Forestry, so PERUM PERHUTANI till now has his own department, the name is Public Company Perhutani based in Jakarta as well as supervising 3 Production Units, they are:

   1) Perum Perhutani Unit I of Central Java, which was established by government regulation No. 19 year 1961.
   2) Perum Perhutani Unit II of East Java, based in Surabaya and 24 Kesatuan Pemangkuan Hutan (KPH) that each - each headed by an Administrator / Stakeholder Forest.

3) Perum Perhutani Unit III of West Java, established government regulation No. 2 in 1978.

Besides, Perum Perhutani also provides the opportunity for all citizens of Indonesia, to provide Darma Bakti in forestry employment tailored to their intelligence and ability.

2. The vision and mission of Perum Perhutani Unit II KPH Pasuruan, Malang.

a). Vision of Perum Perhutani KPH Pasuruan, Malang

Sustainable forest Management to overall prosperity of the people.

b). The Mission of Perum Perhutani KPH Pasuruan, Malang

1) Managing Forest Resources with the principles of sustainable forest management (SFM) in order to generate profits to ensure the sustainable growth of the Company.
2) Build and develop the company, organization, and human resources modern, professional and reliable and also empower rural communities through the development of forest economy institution, cooperative of forest village society or cooperative of forest farmers.
3) Support and participated in the development of the region as a Regional, National and International.

3. Organizational Structure

(Picture of the organizational structure in place at the attachment)

For more details, the author describes the organizational structure and decomposes it about duty of each division on Perum Perhutani Unit II KPH Pasuruan, Malang as attached on the following page:

a) Administration Perhutani / KPH

Main Tasks:

Holding Company management, forest protection and forest products as well as coordinating with institutions within jurisdiction.

Functions:

1) Implement Penyusunan Rencana Teknik Tahunan (PRTT), Rencana Kerja Tahunan Perusahaan (RKTP), rencana 5 tahun Perusahaan (RLTP) dan Anggaran Pendapatan dan Belanja (RAPB).
2) Implement Rencana Operasional (RO) based on the work plan and budget in the field of management of the Company.
3) Leading, executing, controlling and securing the implementation of plans and work programs and policies that have been set.

4) Providing guidance, coaching, supervision, and evaluation of subordinate officers.
5) It acts as a coordinator and treasurer material.
6) Set the execution the task of forest management, forest protection and forest products as well as public relations and agrarian affairs.
7) Coordinate with agencies and institutions.
8) Come build a small industry and improve the welfare of forest communities.
9) Carrying out other duties assigned by the leadership.
10) Delivering accountability, performance of duties to the unit.

b) Assistant Administrator Perhutani / KSKPH

Main Tasks:

Assist Administrator in organizing forest management, forest protection and forest products as well as coordination with agencies and institutions within its jurisdiction.

Functions:

1) Assist implementation and operational control include forestry techniques, equipment, personnel, financial, and administrative courts.

2) Providing guidance, coaching, supervision and assessment of the implementation of the work.
3) Helping small industry development and improve the welfare of the community around the forest.
4) Coordinate with relate agencies and institutions.
5) Providing service to the attestation timber property.
6) Carrying out duties - other duties assigned by Administrator.

c) Head Section of Pengelolaan Sumber Daya Hutan (PSDH)

Main Tasks:

Holding company management in the field of wood based industry management operational plans and policies that have been defined in order to achieve power and efficiency are optimized and running some general administrative tasks in the field of forestry.

Functions:

1) Prepare RKTP and RAPB based on specified program.
2) Creating operational plan implementation tasks.
3) Conducting intensive communication and coordination with the other ranks of Perhutani primarily industrial and marketing sector.

4) Lead, implement, control and secure and accountable for the implementation of work plans and programs and policies that have been defined.
5) Implement the guidance and protection of personnel assigned to the technical and administrative aspects, discipline, health and safety.
6) Stints as coordinator and treasurer of the material.
7) Create reports and provide advice to the leader.
8) Taking security measures all the assets of the Company.

d) Head of Administration / KTU

Main Tasks:

Implement, manage, and coordinate the activities of clerical fields, including public sector, personnel, and forest products.

Functions:

1) Carry out preparation, RAPB based on RKTP.
2) Implementing RO preparation and work program in the field of public personnel, finance, and forest products.
3) Lead, implement, discipline, controlling and securing the implementation of the administrative work.
4) Acting as treasurer branch in KPH.
5) Prepare materials clerical jobs report.
6) Help set wage rates.

7) Providing guidance, coaching, supervision, and assessment of the company's work procedures within the KPH and subordinate officers.
8) Responsible to the Administrator.

e) Head of Planned Plants.

Main Tasks:

Implement engineering and business administration fields hatcheries and restoration of trees covering the procurement of seeds / seedlings, nursery, Areal Produksi Benih (APB), Slonal Seed Orchard (CSO), Clonal Bank, Seedling Seed Orchard (SSO) and garden seeds between Perum Perhutani Unit II KPH Pasuruan, Malang, in accordance with the regulations.

Functions:

1) Work plan and the needs of technical means.
2) Technical auditing field based work instructions.
3) Implement observation physical implementation and budget.
4) Prepare work progress and results of the grain.
5) Carry out other duties that are related to the provision and restoration of trees given by the section head reforestation and rehabilitation of forest and head of forest development accounts.

6) Account for the performance of its duties to the bureau of forest development through head section of reforestation and forest rehabilitation.

f) Head Section of Pengelolahan Hutan Bersama Masyarakat (PHBM)

Main Tasks:

Implement forestry extension.

Functions:

1) Counsel and did a sample to community groups.
2) Developed swadaya and swakarya community.
3) Prepare public education programs.
4) Teaching courses on forestry for community groups at the field level.
5) Train and guide forestry extension underneath.
6) Helping prepare guidance / information forestry.
7) Carry out testing, survey or evaluation.
8) Implement coordination and cooperation with relevant agencies and institutions.
9) Responsible to the Administrator.

g) Head Section of Sarpan and Optimalisation Asset (SOA)

Main Tasks:

Implementing, managing, and coordinating the distribution of forest security tasks in their working area.

Functions:

1) Make RO security tasks in the field of forest distribution.
2) Implement commission (with inspection) and the post-transport demand of forest products.
3) Inspect, examine, monitoring and curb the forest products company in the region.
4) Conducting joint operations together with agencies.
5) Carry out patrols in the area.
6) Coordinate with relevant agencies within its jurisdiction.
7) Store and use the pre-transport of forest products letter.
8) Implement administrative security-related distribution of forest products.
9) Providing guidance, coaching, supervision, and evaluation of subordinate officers.

h) Tester Level I

Main Tasks:

Implement, coordinate, organize and foster employment testing.

Functions:

1) Help, prepare and compile test RO forest.
2) Testing forest results
3) Checking correctness and testing equipment forest conditions.
4) Create and check a result sign of the test and make testing documents.
5) Creating and checking the official testing of forest.
6) Creating reports test of forest in KPH.
7) Provide technical guidance test execution.
8) Fostering, supervise, and coordinate the implementation of testing.
9) Operationally responsible to Administrator while the results of testing to the test supervisor

i) Head of Personnel / Human Resources

Main Tasks:

Assisting in the implementation of the administrative head of the field of staffing, organizing coaching personnel as well as the hint of directors, Unit and also Administrator, collecting data and reports staffing both monthly and annual, and annual plans and make the rank, appointment, assessment, and promotion make finishing proposals.

Functions:

1) Responsible to the head of the administration.
2) Responsible for the results of his work and the work of the staff of underneath.
3) Charge of personnel affairs executive staff.
4) Obligations and responsibilities and comply with all applicable laws and regulations as well as guidance and instruction of both Unit Directors and also Kesatuan Pemangkuan Hutan (KPH).

j) Head of Finance

Main Tasks:

Helping coordinate the Chief Administrative duties - financial management of tasks, assist members of the procurement of goods, services, helping Administrator researching, organizing and distributing parts - parts needed.

Functions:

1) Responsible to the head of the administration.
2) Responsible for its own work and the subordinates.
3) Authorities on the financial affairs staff.

4) Obligation and responsibility to comply with all applicable laws and regulations and orders from top manager.

k) Head of Public Affairs

Main Tasks:

Doing business administration, household and office supplies Perum Perhutani Unit II KPH Pasuruan in accordance with rules and regulations.

Functions:

1) Conducting business office administration, management of correspondence and archives
2) Carry out household and protocols.
3) Conducting business office supplies.
4) Responsible for the implementation of the tasks to the General Bureau Chief.

l) Head of Data and Information.

Main Tasks:

Assist the smooth to implementation of the work in the field of data and information.

Functions:

1) Supervise the work of the office.
2) Distributing data to be obtained.

3) Checking data.
4) Help develop the program.
5) Make a plan need of computer equipment.
6) Make corrections and compile the results of computer processing.
7) Helps maintain, store, and secure disk.
8) Providing guidance, coaching, supervision, and evaluation of subordinates.

m) Head of Plant Division

Main Tasks:

Carry out the affairs of seeding and restoration tree that includes procurement of seeds / seedlings, nursery, Area pembenihan bibit (APB) and the seed orchard crop in Perum Perhutani accordance with the regulations.

Functions:

1) Work plan and the needs of facility / technical infrastructure (RAB).
2) Carry out technical checks on the ground based work instructions.
3) Prepare progress reports of the results of the job grains.
4) Observing physical implementation and budget.

5) Carry out tasks that are related to other hatcheries and restoration of trees given by the Head of reforestation and forest rehabilitation and also forest development bureau chief.
6) Account for the performance of its duties to the chief demand of forest development through the section head of reforestation and forest rehabilitation.

n) Head of Production

Main Tasks:

Perform, manage, and coordinate business development and production.

Functions:

1) Organize registration of plant work execution, maintenance, harvesting, PMDH, PS and wanawisata.
2) Preparing data for reporting material.
3) Prepare, working papers proof correction forestry techniques.
4) An inspection of the field for an evaluation.
5) Planning for work training.
6) Providing guidance, coaching, supervision, and evaluation of subordinate.

o) Head of Public Relations.

Main Tasks:

Conducting business information and counseling, demonstration and sampling media relations, documentation, publications and library on Perum Perhutani in accordance with regulations

Functions:

1) Organize and conduct information and education, demonstration and sampling, media relations, publications and publicity.
2) Perform public relations coaching in KPH.
3) Prepare progress reports public relations, problems and solution suggestions.
4) Carrying out other task that has to do with public relations given by the head of accounts kemagra and Public relations.
5) Account for the performance of its duties, the chief demand kemagra and Public Relations.

p) Head of Planning Division

Main Tasks:

Perform the task of planning, monitoring in industrial production in accordance with the rules or regulations.

Functions:

1) Creating a physical count and cost of raw materials for each type of production effectively and efficiently.
2) Prepare each order completion time production.
3) Performing the integration and evaluation of industrial raw material preparation, progress.
4) Make the calculation of the goods / production costs in each type of production.
5) Make-up the existing designs production types and also its development.
6) Collecting, analyzing, and presenting the production and delivery of advice to the leader.
7) Accountable for the performance of its duties to the section head of the timber and non-timber industry.

q) Observation Engineering Building

Main Tasks:

Help administrator plan and oversee all construction Perhutani projects, helping Administrator to collect and report the UKS, ISP and DK Model, as a member of a team of procurement of goods or services, plan, purchase, and distribute other interests that need.

Functions:

1) Responsible to Administrator.
2) Responsible for the results of his work and the work of subordinates.
3) Authorities on the implementation of forest staff.
4) Obligation and responsibility to comply with all applicable laws regulations and also smooth hint from directors Unit clerical occupations forest.

4. Meaning of Perhutani KPH Pasuruan Logos.

FIGURE 4.1
PERHUTANI LOGOS

Corporate Identity of Perum Perhutani is a new symbol that represents the rate of transformation that is constantly made by the company to face these challenging of the present, which refers to the People - Planet - Profit which is a basic approach Perum Perhutani. Color "bright orange" on this brand identity is emerging as a core, giving energy to all the elements around it. All elements put together in the energy and become a spirit that will bring

the Perum Perhutani and bolted to its employees for the future of wave transformation wade.

Color "GREEN" symbolizes a vibrant ecosystem that supports the structure of our lives as a life support system through environmental management and sustainable forest management, responsible, and sustainable. Color "HARVEST YELLOW" is symbolizes abundant crops for the welfare of the people, such as Food and Feed.

Color "BLUE FRESH" describes the purity of the water flowing in the jungle, giving life to everything able to turn that energy and life. Color "BROWN WOOD" on writing "PERHUTANI" represents the earth and the natural resources. This writing also underlines the emblem on it, symbolizes the strong expression of Perum Perhutani's commitment to achieve a better future and brighter as forest management continuesly for the progress of the nation and the overall prosperity of the Indonesian people.

17 Colorful Circle symbolize the readiness and ability of Perum Perhutani Indonesia to manage the Sustainable Forests and Continuous. Circle Blue, Green and Orange which form the "Star" symbolizes if every employee in professionally perum perhutani work together with passion to achieve company goals. "Circle orange" arrow which pointing upwards is symbolizes the commitment and spirit of all employees in Perum Perhutani to perform transformation and continuous improvement in order to achieve the company's vision.

B. Overview of Respondents

30 questionnaires have analyzed and obtained a complete picture of respondents who described as follows:

1. Respondent Description by Gender

Based on the results of research by distributing questionnaires to the respondents, that is all employees who use computers that work at the PSDH, it can be an overview of respondents by sex is presented as follows:

TABLE 4.1
RESPONDENT DESCRIPTION BY GENDER

No	Characteristic	Amount	Presentation
1	Male	18	60%
2	Female	12	40%
Amount		30	100%

Source: Processed Data, 2013

From the table shows that from 30 respondents there were as many as 18 respondents (60%) are male and 12 people (40%) are female. Thus the respondent group who male are the most, so it can be concluded that the employees is use computers in Perum Perhutani especially in the PSDH is Male .

2. Respondents Description by Tenure

Based on the results of research conducted by distributing questionnaires to the respondents, which is all employees use computers that

work at the PSDH, it can be an overview of respondents based on Tenure is presented as follows:

TABLE 4.2
RESPONDENT DESCRIPTION BY TENURE

No	Working Period (Y)	Amount	Presentation
1	≤15	3	10%
2	16-20	13	43%
3	21-25	7	23%
4	26-30	5	17%
5	≥ 31	2	7%
Amount		30	100%

Source: Processed Data, 2013

From the shows that 30 employees from as many as 3 employees (10%) have a tenure under 15 years, 13 employees (43%) have a tenure between 16 to 20 years, 7 employees (23%) have a tenure between 21 to 25 years, 5 employees (17%) have a tenure between 26 to 30 years, and only 2 employees (7%) that have a tenure over 31 years. Thus the results of questionnaires to employees in the Perum Perhutani KPH unit II Pasuruan, Malang that have tenure between 16 to 20 years are the most.

3. Respondents Description by Age

Based on the results of research conducted by distributing questionnaires to the respondents, which is all employees use computers that work at the PSDH, it can be an overview of respondents based on age is presented as follows:

TABLE 4.3
RESPONDENT DESCRIPTION BY AGE

No	Age (Y)	Amount	Presentation
1	21 - 25	6	20%
2	26 – 30	3	10%
3	31 – 35	4	13%
4	36 – 40	4	13%
5	41 – 45	8	27%
6	46 – 50	3	10%
7	51 – 55	2	7%
Amount		30	100%

Source: Processed Data, 2013

From the table it can be seen that the average age most respondents are between 41- 45 years old as many as 8 employees (27%) and 21- 25 years old as many as 13 employees (20%), 31-35 years old and 36-40 years old as many as 8 employees (13%), 26-30 years old and 46-50 years old 3 employees (10%), and the last 51-55 years old as many as 2 employees (7%). It can be concluded who work in the Perum perhutani unit II KPH Pasuruan that uses a computer is has between 41- 45 years old.

4. Respondents Description by level of education

Based on the results of research conducted by distributing questionnaires to the respondents, that all employees who use computers that work at the PSDH, it can be an overview of respondents based on Level of education of each employee's is presented as follows:

TABLE 4.4
RESPONDENT DESCRIPTION BY LEVEL EDUCATION

No	Educational	Amount	Presentation
1	SMA	11	37%
2	D1	1	3%
3	D3	3	10%
4	S1	15	50%
Amount		30	100%

Source: Processed Data, 2013

From the table it can be seen that the highest level of employee education are S1 level that is 15 employees (50%), and then high school that is 11 employees (37%) and D3 that is 3 employees (10%) and the remaining D1 as many 1 employees (3%) in this case proved that the average respondent has been getting a decent the education.

C. Overview of Respondents Answer Distribution

1. Independent variables (Fear, X1)

There are 8 Indicators of questions posed to the respondent about worries or fears variable end users usage the computer. And below is the result of the variable frequency distribution of Fear can be seen in the following table:

TABLE 4.5
DISTRIBUTION FREQUENCY OF FEAR VARIABLE (X1)

NO	Indicator	Answer Alternative										Amount		Mean
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%	F	%	
1	X1.1	0	0.0	0	0.0	3	10.0	23	76.7	4	13.3	30	100	2.0
2	X1.2	0	0.0	0	0.0	2	6.7	25	83.3	3	10.0	30	100	2.0
3	X1.3	0	0.0	0	0.0	5	16.7	21	70.0	4	13.3	30	100	2.0
4	X1.4	0	0.0	0	0.0	6	20.0	20	66.7	4	13.3	30	100	2.1
5	X1.5	0	0.0	0	0.0	8	26.7	20	66.7	2	6.7	30	100	2.2
6	X1.6	0	0.0	0	0.0	8	26.7	17	56.7	5	16.7	30	100	2.1
7	X1.7	0	0.0	0	0.0	3	10.0	20	66.7	7	23.3	30	100	1.9
8	X1.8	0	0.0	0	0.0	7	23.3	18	60.0	5	16.7	30	100	2.1
Mean of Variable														2.0

Source: Processed Data, 2013

Based on the table above: I hesitate to use a computer for fear of making mistake that I cannot correct (X1.1), 3 respondents (10%) is neutral, 23 respondents (76.7%) disagree, and as many as 4 respondents (13.3%) answered strongly disagree. The average of indicator "I hesitate to use a computer for fear of making mistake that I cannot correct" is 2.0 so it can be said to get on low category. It shows that employee doesn't feel afraid to use the computer.

Table above: I feel insecure about my ability to interpret a computer printout (X1.2), 2 respondents (6.7%) is neutral, 25 respondents (83.3 %) disagree, and as many as 3 respondents (10%) answered strongly disagree. The average of indicator "I feel insecure about my ability to interpret a

computer printout “is 2.0 so it can be said to get on low category. It shows that employees feel confident in using computers.

Table above: I hesitate to press a keyboard cause the computer to destroy a large amount of information (X1.3), 5 respondents (16.7%) is neutral, 21 respondents (70%) disagree, and as many as 4 respondents (13.3%) answered strongly disagree. The average of the indicator "I hesitate to press a keyboard cause the computer to destroy a large amount of information” is 2.0, so that it can get in the low category. It shows that employees are afraid to pressing the wrong button that can damage the computer.

Table above: I have difficulty in understanding the technical aspect of computers (X1.4), 6 respondents (20%) is neutral, 20 respondents (66,7%) disagree, and as many as 4 respondents (13.3%) answered strongly disagree. The average of the indicator “I have difficulty in understanding the technical aspect of computers “is 2.1, so that it can get in the low category. It shows that employees aren’t difficulty in understanding the technical aspect of computers.

Table above: I don’t think I would be able to learn a computer program language (X1.5), 8 respondents (26,7%) is neutral, 20 respondents (66,7%) disagree, and as many as 2 respondents (6,7%) answered strongly disagree. The average of the indicator "I don’t think I would be able to learn a computer program language" is 2,2, so that it can get in the low category. It

shows that employees believe if they will be able to learn a computer program language.

Table above: you have to be a genius to understand all the special key contained on most computer terminal (X1.6)", 8 respondents (26,7%) is neutral, 17 respondents (56,7%) disagree, and as many as 5 respondents (16,7%) answered strongly disagree. The average of the indicator “you have to be a genius to understand all the special key contained on most computer terminal” is 2,1, so that it can get in the low category. It shows that employees disagree if to be a genius to understand the entire special key contained on most computer terminal.

Table above: I dislike working with machine that is smarter than I am. (X1.7)", 3 respondents (10%) is neutral, 20 respondents (56,7%) disagree, and as many as 7 respondents (23,3%) answered strongly disagree. The average of the indicator “I dislike working with machine that are smarter than I am” is 1,9, so that it can get in the low category. It shows that employees like working with machine.

Table above: I am afraid that if I begin to use a computer I will become dependent upon them and lose some of my reasoning skill (X1.8), 7 respondents (23,3%) is neutral, 18 respondents (60%) disagree, and as many as 5 respondents (16,7%) answered strongly disagree. The average of the indicator "I am afraid that if I begin to use a computer I will become dependent upon them and lose some of my reasoning skill" is 2,1, so that it

can get in the low category. It shows that employees are disagree that if I begin to use a computer I will become dependent upon them and lose some of my reasoning skill.

2. Independent variables (Anticipation,X2)

There are 8 Indicators of questions posed to the respondent about anticipation variable end users usage the computer. And below is the result of the variable frequency distribution of Anticipation can be seen in the following table:

TABLE 4.6
DISTRIBUTION FREQUENCY OF ANTICIPATION VARIABLE (X2)

NO	Indicator	Answer Alternative										Amount		Mean
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%	F	%	
1	X2.1	14	46.7	15	50.0	1	3.3	0	0.0	0	0.0	30	100	4.4
2	X2.2	12	40.0	17	56.7	1	3.3	0	0.0	0	0.0	30	100	4.4
3	X2.3	13	43.3	16	53.3	1	3.3	0	0.0	0	0.0	30	100	4.4
4	X2.4	8	26.7	20	66.7	2	6.7	0	0.0	0	0.0	30	100	4.2
5	X2.5	20	66.7	10	33.3	0	0.0	0	0.0	0	0.0	30	100	4.7
6	X2.6	18	60.0	12	40.0	0	0.0	0	0.0	0	0.0	30	100	4.6
7	X2.7	7	23.3	21	70.0	2	6.7	0	0.0	0	0.0	30	100	4.2
8	X2.8	20	66,7	8	26,7	2	6,7	0	0.0	0	0.0	30	100	4.6
Mean of Variable														4.4

Source: Processed Data, 2013

Based on Table above: The challenge of learning about computer is exiting (X2.1), A total of 14 respondents (46.7%) is strongly agree, 15 respondents (50%) is agree, 1 respondent (3.3%) is neutral. The average of indicator "The challenge of learning about computer is exiting" is 4.4 so it can

be said to get on high category. It shows that employee agree if the challenge of learning about computer is exiting.

Table above: I look forward to using a computer on my job (X2.2), A total of 12 respondents (40%) is strongly agree, 17 respondents (56,7%) is agree, 1 respondent (3.3%) is neutral. The average of indicator " I look forward to using a computer on my job" is 4.4 so it can be said to get on high category. It shows that employee agree if they look forward to using a computer on our job.

Table above: I am sure that with time and practice I will be as comfortable working with computers as I am in working with a typewriter (X2.3), A total of 13 respondents (43,3%) is strongly agree, 16 respondents (53,3%) is agree, 1 respondent (3.3%) is neutral. The average of indicator " I am sure that with time and practice I will be as comfortable working with computers as I am in working with a typewriter" is 4.4 so it can be said to get on high category. It shows that employee agree if that with time and practice I will be as comfortable working with computers as I am in working with a typewriter.

Table above: I am confident that I can learn computer skill (X2.4), A total of 8 respondents (26,7%) is strongly agree, 20 respondents (66,7%) is agree, 2 respondent (6,7%) is neutral. The average of the indicator " I am confident that I can learn computer skill " is 4,`2, so that it can get in the high category. It shows that employees confident that can learn computer skill.

Table above: learning to operate computers is like learning any new skill the more you practice, the better you become (X2.5), A total of 20 respondents (66,7%) is strongly agree, 10 respondents (33,3%) is agree. The average of the indicator "learning to operate computers is like learning any new skill the more you practice, the better you become" is 4,7, so that it can get in the high category. It shows that employees confident that learning to operate computers is like learning any new skill the more you practice, the better you become.

Table above: I feel computer are necessary tools in both educational and work setting (X2.6), A total of 18 respondents (60%) said strongly agree, 12 respondents (40%) said agree, no respondent answered neutral, disagree and strongly disagree. The average of the indicator " I feel computer are necessary tools in both educational and work setting " is 4,6, so that it can get in the high category. It shows that employees strongly agree if computer are necessary tools in both educational and work setting.

Table above: I feel that I will be able to keep up with the advances happening in the computer field (X2.7), A total of 7 respondents (23,3%) is strongly agree, 21 respondents (70%) is agree, 2 respondent (6,7%) is neutral. The average of the indicator "I feel that I will be able to keep up with the advances happening in the computer field" is 4,2, so that it can get in the high category. It shows that employees feel that I will be able to keep up with the advances happening in the computer field.

Table above: Anyone can learn to use a computer if they are patient and motivated (X2.8), A total of 20 respondents (66,7%) is strongly agree, 8 respondents (26,7%) is agree, 2 respondent (6,7%) is neutral. The average of the indicator "anyone can learn to use a computer if they are patient and motivated" is 4,6, so that it can get in the high category. It shows that employees feel that anyone can learn to use a computer if they are patient and motivated.

3. Independent variables (Pessimism, X3)

There are 6 Indicators of questions posed to the respondent about pessimism variable end users usage the computer. And below is the result of the variable frequency distribution of pessimism can be seen in the following table:

TABLE 4.7
DISTRIBUTION FREQUENCY OF PESSIMISM VARIABLE (X3)

NO	Indicator	Answer Alternative										Amount		Mean
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%	F	%	
1	X3.1	0	0.0	0	0.0	3	10.0	24	80.0	3	10.0	30	100	2.0
2	X3.2	0	0.0	0	0.0	4	13.3	21	70.0	5	16.7	30	100	2.0
3	X3.3	0	0.0	0	0.0	8	26.7	19	63,3	3	10,0	30	100	2.2
4	X3.4	0	0.0	0	0.0	7	23.3	16	53.3	7	23.3	30	100	2.0
5	X3.5	0	0.0	0	0.0	11	36.7	17	56.7	2	6.7	30	100	2.3
6	X3.6	0	0.0	1	3.3	5	16.7	20	66.7	4	13.3	30	100	2.1
Mean of Variable														2.1

Source: Processed Data, 2013

Based on table above: soon our lives will be controlled by computers (X3.1), 3 respondents (10%) is neutral, 24 respondents (80%) disagree, and as many as 3 respondents (10%) answered strongly disagree. The average of indicator "soon our lives will be controlled by computers" is 2.0 so it can be said to get on low category. It shows those employee disagree if soon our lives will be controlled by computers.

Table above: computers turn people into another number (X3.2), 4 respondents (13,3%) is neutral, 21 respondents (70%) is disagree, and as many as 5 respondents (16,7%) is strongly disagree. The average of indicator "computers turn people into another number" is 2.0 so it can be said to get on low category. It shows that an employee disagree if computers turn people into another number.

Table above: computers are lessening the importance of too many now done by humans (X3.3)", 8 respondents (26.7%) is neutral, 19 respondents (63,3%) is disagree, and as many as 3 respondents (10,0%) answered strongly disagree. The average of the indicator "Computers are lessening the importance of too many now done by humans" is 2.2, so that it can get in the low category. It shows that employees disagree if computers are lessening the importance of too many now done by humans.

Table above: soon our will be completely run by computers (X3.4)", 7 respondents (23,3%) is neutral, 16 respondents (53,3%) disagree, and as many as 7 respondents (33.3%) answered strongly disagree. The average of the

indicator "soon our will be completely run by computers" is 2.0, so that it can get in the low category. It shows that employees disagree if soon our will be completely run by computers.

Table above: the overuse of computer may be harmful and damaging to humans (X3.5), 11 respondents (36,7%) is neutral, 17 respondents (56,7%) disagree, and as many as 2 respondents (6,7%) answered strongly disagree. The average of the indicator "The overuse of computer may be harmful and damaging to humans" is 2,3, so that it can get in the low category. It shows that employees disagree if the overuse of computer may be harmful and damaging to humans.

Table above: computer will be replace the working humans being (X3.6), 1 respondent (3,3%) answered agree, 5 respondents (16,7%) is neutral, 20 respondents (66,7%) disagree, and as many as 4 respondents (13,3%) answered strongly disagree. The average of the indicator "computer will be replace the working humans being" is 2,1, so that it can get in the low category. It shows that employees disagree if computer will be replace the working humans being.

4. Independent variables (X4 Optimism)

There are 7 Indicators of questions posed to the respondent about optimism variable end users usage the computer. And below is the result of the variable frequency distribution of optimism can be seen in following table:

TABLE 4.8
DISTRIBUTION FREQUENCY OF OPTIMISM VARIABLE (X4)

NO	Indicator	Answer alternative										Amount		Mean
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%	F	%	
1	X4.1	11	36.7	18	60.0	1	3.3	0	0.0	0	0.0	30	100	4.3
2	X4.2	9	30.0	18	60.0	3	10.0	0	0.0	0	0.0	30	100	4.2
3	X4.3	19	63.3	11	36.7	0	0.0	0	0.0	0	0.0	30	100	4.6
4	X4.4	15	50.0	15	50.0	0	0.0	0	0.0	0	0.0	30	100	4.5
5	X4.5	8	26.7	17	56.7	5	16.7	0	0.0	0	0.0	30	100	4.1
6	X4.6	5	16.7	22	73.3	2	6.7	1	3.3	0	0.0	30	100	4.0
7	X4.7	5	16.7	18	60.0	7	23.3	0	0.0	0	0.0	30	100	3.9
Mean of Variable														4.2

Source: Processed Data, 2013

Based on table above: computers are bringing us into a bright era (X4.1), A total of 11 respondents (36.7%) is strongly agree, 18 respondents (60%) said agree, 1 respondent (3.3%) is neutral. The average of indicator "computers are bringing us into a bright era" is 4.3 so it can be said to get on high category. It shows that employee agree if computers are bringing us into a bright era.

Table above: the use of computers is enhancing our standard of living (X4.2)", A total of 9 respondents (30%) is strongly agree, 18 respondents (60%) is agree, 3 respondent (10%) is neutral. The average of indicator " the use of computers is enhancing our standard of living" is 4.2 so it can be said

to get on high category. It shows that employee agree if they use of computers is enhancing our standard of living.

Table above: computer are a fast and efficient fast means to getting information (X4.3)", A total of 19 respondents (63,3%) said strongly agree, 11 respondents (36,7%) said agree. The average of indicator "computers are a fast and efficient fast means to getting an information" is 4.6 so it can be said to get on high category. It shows that employee strongly agree if computer are a fast and efficient fast means to getting information.

Table above: life will be easier and faster with computers (X4.4), A total of 15 respondents (50%) said strongly agree, 15 respondents (50%) said agree. The average of the indicator "life will be easier and faster with computers" is 4,5, so that it can get in the high category. It shows that employees agree if life will be easier and faster with computers.

Table above: there are unlimited possibilities of computers application that haven't even been thought of yet (X4.5)", A total of 8 respondents (26,7%) is strongly agree, 17 respondents (56,7%) is agree, 5 respondent (16,7) is neutral. The average of the indicator "there are unlimited possibilities of computers application that haven't even been thought of yet" is 4,1, so that it can get in the high category. It shows that employees agree if any unlimited possibilities of computers application that haven't even been thought of yet.

Table above: computers can eliminate a lot of tedious work for people (X4.6), A total of 5 respondents (16,7%) is strongly agree, 22 respondents

(73,3%) is agree, 2 respondent (6,7%) is neutral, 1 respondent (3,3%) is disagree. The average of the indicator " computers can eliminate a lot of tedious work for people is 4,0, so that it can get in the high category. It shows that employees agree if computers can eliminate a lot of tedious work for people.

Table above: computers are responsible for many of the good thing with enjoy (X4.7), A total of 5 respondents (16,7%) said strongly agree, 18 respondents (60%) said agree, 7 respondent (23,3%) is neutral. The average of the indicator “computers are responsible for many of the good thing with enjoy” is 3,9, so that it can get in the high category. It shows that employees agree if computers are responsible for many of the good things with enjoy.

5. Dependent variables (EUC Skill, Y)

There are 18 Indicators of questions posed to the respondent about EUC variable end users usage the computer. And below is the result of the variable frequency distribution of EUC can be seen in following table:

TABLE 4.9
DISTRIBUTION FREQUENCY OF EUC SKILL VARIABLE (Y)

NO	Indicator	Answer Alternative										Amount		Mean
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Y1	4	13.3	23	76.7	3	10.0	0	0.0	0	0.0	30	100	4.0
2	Y2	9	30.0	20	66.7	1	3.3	0	0.0	0	0.0	30	100	4.3
3	Y3	9	30.0	21	70.0	0	0.0	0	0.0	0	0.0	30	100	4.3
4	Y4	10	33.3	19	63.3	1	3.3	0	0.0	0	0.0	30	100	4.3
5	Y5	5	16.7	21	70.0	4	13.3	0	0.0	0	0.0	30	100	4.0
6	Y6	7	23.3	19	63.3	4	13.3	0	0.0	0	0.0	30	100	4.1
7	Y7	6	20.0	20	66.7	4	13.3	0	0.0	0	0.0	30	100	4.1
8	Y8	9	30.0	19	63.3	2	6.7	0	0.0	0	0.0	30	100	4.2
9	Y9	12	40.0	16	53.3	2	6.7	0	0.0	0	0.0	30	100	4.3
10	Y10	11	36.7	19	63.3	0	0.0	0	0.0	0	0.0	30	100	4.4
11	Y11	4	13.3	18	60.0	8	26.7	0	0.0	0	0.0	30	100	3.9
12	Y12	1	3.3	22	73.3	7	23.3	0	0.0	0	0.0	30	100	3.8
13	Y13	7	23.3	18	60.0	5	16.7	0	0.0	0	0.0	30	100	4.1
14	Y14	6	20.0	18	60.0	6	20.0	0	0.0	0	0.0	30	100	4.0
15	Y15	6	20.0	21	70.0	3	10.0	0	0.0	0	0.0	30	100	4.1
16	Y16	12	40.0	17	56.7	1	3.3	0	0.0	0	0.0	30	100	4.4
17	Y17	9	30.0	16	53.3	5	16.7	0	0.0	0	0.0	30	100	4.1
18	Y18	7	23.3	20	66.7	3	10.0	0	0.0	0	0.0	30	100	4.1
Mean of Variable														4.1

Source: Processed Data, 2013

Based on Table above: I feel confident working on a personal computer (Y1), A total of 4 respondents (13,3%) is strongly agree, 23 respondents (76,7%) is agree, 3 respondent (10%) is neutral. The average of indicator " I feel confident working on a personal computer" is 4.0 so it can be

said to get on high category. It shows that employee agree if respondents feel confident working on a personal computer.

Table above: I feel confident getting help for problems in the computer system (Y2), A total of 9 respondents (30%) is strongly agree, 20 respondents (66,7%) is agree,1 respondent (3,3%) is neutral. The average of indicator "I feel confident getting help for problems in the computer system" is 4.3 so it can be said to get on high category. It shows that employee agree if they feel confident getting help for problems in the computer system.

Table above: I feel confident entering and saving data into a file (Y3), A total of 9 respondents (30%) is strongly agree, 21 respondents (70%) is agree. The average of indicator " I feel confident entering and saving data into a file" is 4,3 so it can be said to get on high category. It shows that employee strongly agree if they feel confident entering and saving data into a file.

Table above: I feel confident calling up a data file to view on the monitor screen (Y4), A total of 10 respondents (33,3%) is strongly agree, 19 respondents (63,3%) is agree, 1 respondents (3,3%) is neutral. The average of the indicator "I feel confident calling up a data file to view on the monitor screen" is 4,3, so that it can get in the high category. It shows that employees agree if they confident calling up a data file to view on the monitor screen.

Table above: I feel confident understanding terms/words relating to computer hardware (Y5), A total of 5 respondents (16,7%) is strongly agree, 21 respondents (70%) is agree, 4 respondent (13,3%) is neutral. The average

of the indicator "I feel confident understanding terms/words relating To computer hardware" is 4,0, so that it can get in the high category. It shows that employees confident if they feel confident understanding terms/words relating to computer hardware.

Table above: I feel confident understanding term/words relating to computer software (Y6), A total of 7 respondents (23,3%) is strongly agree, 19 respondents (63,3%) is agree, 4 respondent (13,3%) is neutral. The average of the indicator "I feel confident understanding term/words relating to computer software "is 4,1, so that it can get in the high category. It shows that employees agree if feel confident understanding term/words relating to computer software.

Table above: I feel confident learning advanced skill within a specific program with enjoy (Y7), A total of 6 respondents (20%) is strongly agree, 20 respondents (66,7%) is agree, 4 respondent (13,3%) is neutral. The average of the indicator "I feel confident learning advanced skill within a specific program with enjoy" is 4,1, so that it can get in the high category. It shows that employees feel I feel confident learning advanced skill within a specific program with enjoy.

Table above: I feel confident using the computer to analysis number data (Y8), A total of 9 respondents (30%) is strongly agree, 19 respondents (63,3%) is agree, 2 respondent (6,7%) is neutral. The average of indicator "I feel confident using the computer to analysis number data" is 4.2 so it can be

said to get on high category. It shows that employee agree if they feel confident using the computer to analysis number data.

Table above: I feel confident using a printer to make a hardcopy of my work (Y9), A total of 12 respondents (40%) is strongly agree, 16 respondents (53,3%) is agree, 2 respondent (6,7%) is neutral. The average of indicator "I feel confident using a printer to make a hardcopy of my work" is 4.3 so it can be said to get on high category. It shows that employee agree if they feel confident using a printer to make a hardcopy of my work.

Table above: I feel confident copying a disk (Y10), A total of 11 respondents (36,7%) is strongly agree, 19 respondents (63,3%) is agree. The average of indicator " I feel confident copying a disk" is 4.4 so it can be said to get on high category. It shows that employee agree if they feel confident copying a disk.

Table above: I feel confident trouble shooting computer problem (Y11), A total of 4 respondents (13,3%) is strongly agree, 18 respondents (60%) is agree, 8 respondents (26,7%) is neutral. The average of the indicator "I feel confident trouble shooting computer problem" is 3,9, so that it can get in the high category. It shows that employees agree if they feel confident trouble shooting computer problem

Table above: I feel confident explaining why a program (software) will or not run on a given computer (Y12), A total of 1 respondents (3,3%) is strongly agree, 22 respondents (73,3%) is agree, 7 respondent (23,3) is

neutral. The average of the indicator "I feel confident explaining why a program (software) will or not run on a given computer" is 3,8, so that it can get in the high category. It shows that employees confident if they feel confident explaining why a program (software) will or not run on a given computer.

Table above: I feel confident understanding the three stages of data processing: input, processing, output (Y13), A total of 7 respondents (23,3%) is strongly agree, 18 respondents (60%) is agree, 5 respondent (16,7%) is neutral. The average of the indicator " I feel confident understanding the three stages of data processing: input, processing, output" is 4,1, so that it can get in the high category. It shows that employees agree if they feel confident understanding the three stages of data processing: input, processing, and output.

Table above: I feel confident learning to use a variety program (software) (Y14), A total of 6 respondents (20%) is strongly agree, 18 respondents (60%) is agree, 6 respondent (20%) is neutral. The average of the indicator "I feel confident learning to use a variety program (software)" is 4,0, so that it can get in the high category. It shows that employees agree if they feel confident learning to use a variety program (software).

Table above: I feel confident using the computer to organize information (Y15), A total of 6 respondents (20%) is strongly agree, 21 respondents (70%) is agree, 3 respondent (10%) is neutral. The average of the

indicator "I feel confident using the computer to organize information" is 4,1, so that it can get in the high category. It shows that employees agree that feel confident using the computer to organize information

Table above: I feel confident adding and deleting information from data file (Y16), A total of 12 respondents (40%) is strongly agree, 17 respondents (56,7%) is agree, 1 respondent (3,3%) is neutral. The average of the indicator “I feel confident adding and deleting information from data file” is 4,4, so that it can get in the high category. It shows that employees agree if confident adding and deleting information from data file.

Table above: I feel confident using the computer to write a letter or essay (Y17), A total of 9 respondents (30%) is strongly agree, 16 respondents (53,5%) is agree, 5 respondent (16,7%) is neutral. The average of the indicator "I feel confident using the computer to write a letter or essay" is 4,1, so that it can get in the high category. It shows that employees agree confident using the computer to write a letter or essay

Table above: I feel confident describing the function of computer hardware (Y18)", A total of 7 respondents (23,3%) is strongly agree, 20 respondents (66,7%) is agree, 3 respondent (10%) is neutral. The average of the indicator "I feel confident describing the function of computer hardware" is 4,1, so that it can get in the high category. It shows that employees feel confident describing the function of computer hardware.

D. Validity and Reliability Test

Validity Test in this research use a method of factor analysis, whereas for reliability test use a Cronbach alpha with SPSS statistical tools for windows version.

TABLE 4.10
VALIDTY AND RELIABILITY TEST OF FEAR (X1)

No	Correlation	Correlation Coefficient	Probability	Description
1	X1.1	0, 713	0, 000	Valid
2	X1.2	0, 629	0, 000	Valid
3	X1.3	0, 638	0, 000	Valid
4	X1.4	0, 718	0, 000	Valid
5	X1.5	0, 759	0, 000	Valid
6	X1.6	0, 713	0, 000	Valid
7	X1.7	0, 706	0, 000	Valid
8	X1.8	0, 637	0, 000	Valid
Alpha = 0, 769				Reliable

Source: Processed Data, 2013

This table above can be known that all the indicators for the fear variable (X1) has a probability level 0.000 where the value is smaller than 0.05 ($p < 0.05$), so that overall indicator is valid. While reliability calculating of Cronbach apha is 0,769 for overall is reliable because greater than 0.6.

TABLE 4.11
VALIDITY AND RELIABILTY TEST OF ANTICIPATION (X2)

No	Correlation	Correlation Coefficient	Probability	Description
1	X2.1	0, 732	0, 000	Valid
2	X2.2	0, 726	0, 000	Valid
3	X2.3	0, 747	0, 000	Valid
4	X2.4	0, 756	0, 000	Valid
5	X2.5	0, 686	0, 000	Valid
6	X2.6	0, 701	0, 000	Valid
7	X2.7	0, 671	0, 000	Valid
8	X2.8	0, 789	0, 000	Valid
Alpha = 0, 777				Reliable

Source: Processed Data, 2013

This table above can be known that all the indicators for the anticipation variable (X2) has a probability level 0.000 where the value is smaller than 0.05 (p <0.05), so that overall indicator is valid. While reliability calculating of Cronbach Alpha is 0,777 for overall is reliable because greater than 0.6

TABLE 4.12
VALIDITY AND RELIABILTY TEST OF PESSIMISM (X3)

No	Correlation	Correlation Coefficient	Probability	Description
1	X3.1	0, 647	0, 000	Valid
2	X3.2	0, 669	0, 000	Valid
3	X3.3	0, 671	0, 000	Valid
4	X3.4	0, 787	0, 000	Valid
5	X3.5	0, 616	0, 000	Valid
6	X3.6	0, 729	0, 000	Valid
Alpha = 0, 772				Reliable

Source: Processed Data, 2013

This table above can be known that all the indicators for the pessimism variable (X3) has a probability level 0.000 where the value is smaller than 0.05 (p <0.05), so that overall indicator is valid. While reliability calculating of Cronbach alpha is 0,772 for overall is reliable because greater than 0.6

TABLE 4.13
VALIDITY AND RELIABILTY TEST OF OPTIMISM (X4)

No	Correlation	Correlation Coefficient	Probability	Description
1	X4.1	0, 745	0, 000	Valid
2	X4.2	0, 666	0, 000	Valid
3	X4.3	0, 643	0, 000	Valid
4	X4.4	0, 737	0, 000	Valid
5	X4.5	0, 727	0, 000	Valid
6	X4.6	0, 772	0, 000	Valid
7	X4.7	0, 614	0, 000	Valid
Alpha = 0, 773				Reliable

Source: Processed Data, 2013

This table above can be known that all indicators for the optimism variable (X4) has a probability level 0.000 where the value is smaller than 0.05 (p <0.05), so that overall indicator is valid. While reliability calculating of Cronbach alpha is 0,773 for overall is reliable because the indicator greater than 0.6

TABLE 4.14
VALIDITY AND RELIABILTY TEST OF EUC SKILL (Y)

No	Correlation	Correlation Coefficient	Probability	Description
1	Y1	0, 607	0, 000	Valid
2	Y2	0, 730	0,000	Valid
3	Y3	0, 703	0, 000	Valid
4	Y4	0, 734	0, 000	Valid
5	Y5	0, 643	0, 000	Valid
6	Y6	0, 654	0, 000	Valid
7	Y7	0, 694	0, 000	Valid
8	Y8	0, 743	0, 000	Valid
9	Y9	0, 750	0, 000	Valid
10	Y10	0, 689	0, 000	Valid
11	Y11	0, 700	0, 000	Valid
12	Y12	0, 681	0, 000	Valid
13	Y13	0, 625	0, 000	Valid
14	Y14	0, 622	0, 000	Valid
15	Y15	0, 625	0, 000	Valid
16	Y16	0, 715	0, 000	Valid
17	Y17	0, 668	0, 000	Valid
18	Y18	0, 630	0, 000	Valid
Alpha = 0,759				Reliable

Source: Processed Data, 2013

This table above can be known that all indicators for the EUC skill variable (Y) has a probability level 0.000 where the value is smaller than 0.05 (p <0.05), so that overall indicator is valid. While reliability calculating of Cronbach apha is 0,759 for overall is reliable because greater than 0.6.

E. Classic Assumption Test

1. Normality Test

Regression model can be said to meet the assumptions of normality if residual

Obtained from the regression model are normally distributed. Hypothesis testing is:

H0: Distribution of residuals are normally distributed

H1: Distribution of residuals are not normally distributed

The way to test this assumption, it can be used kolmogorov-Smirnov method which reject H0 if ρ-0, 05 which will be described in the following table:

TABLE 4.15

On-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	5.55175019
Most Extreme Differences	Absolute	.082
	Positive	.045
	Negative	-.082
Kolmogorov-Smirnov Z		.450
Asymp. Sig. (2-tailed)		.987

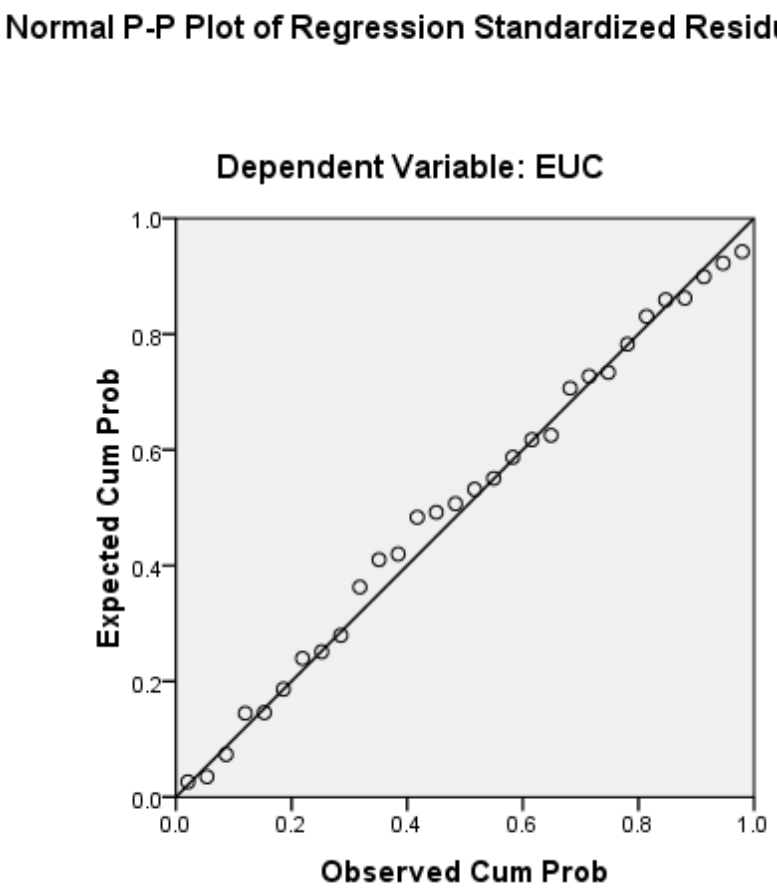
a. Test distribution is Normal.

Source: Processed Data, 2013

Kolmogorov-Smirnov test based on the Table, in get ρ-Value (Asymp. Sig. (2-tailed)) is 0. 987, where the value is greater than α = 0.05. Because significant value is greater than α = 0.05, can be concluded that the assumption of normality has been met, so that it can be stated if the regression model was fit for use.

results of Normality assumption test illustrated in the figure as follows:

FIGURE 4.2



Source: Processed Data, 2013

If the value of residual Unstandarized have presented in the P-P plot graph which comparing the actual of distribution cumulative residual to the actual of cumulative distribution, so it is seen the plot of residual have form a

straight line which indicates the residuals have a normal distribution because the plot of the residual form a straight line pattern.

2. Multicollinearity Test

In order to determine whether or not the relationship which very strong and perfectly linear, and nothing the relation between variables X, then performed multicollinearity test because each variable must be independent. multicollinearity test done through linear regression test using SPSS software, with reference to the value of tolerance, VIF (Variance Inflation Factor) and correlation coefficient between variables. Criteria which used, include:

a). If the tolerance value <0.1 then it happened muliticolinearity

b). If the VIF value> 10 then it happened multicollinearity.

Through test on SPSS software using these criteria, the multicollinearity test results are:

TABLE 4.16
MULTUCOLLINEARITY TEST

Variable	Tolerance	VIF	Description
X1	0, 744	1, 344	Non muliticolinearity
X2	0, 728	1, 373	Non muliticolinearity
X3	0, 766	1, 305	Non muliticolinearity
X4	0, 824	1, 214	Non muliticolinearity

Source: Processed Data, 2013

Here are the results of multicolinearity test to the independent variables:

a). Tolerance for fear (X1) is 0, 744 and the value of VIF = 1,344

b). Tolerance for anticipation (X2) is 0.728 and VIF value = 1.373

c). Tolerance for Pessimism (X3) is 0.766 and VIF value = 1.305

d). Tolerance for Optimism (X4) is 0.824 and VIF value = 1,214

Linearity Testing on multicollinearity test is result that the value of tolerance in all independent variable has a value > 0.1 and has a value of VIF <10, based on the result, it can be concluded if there is no multicollinearity between the independent variables.

3. Heteroscedasticity Test

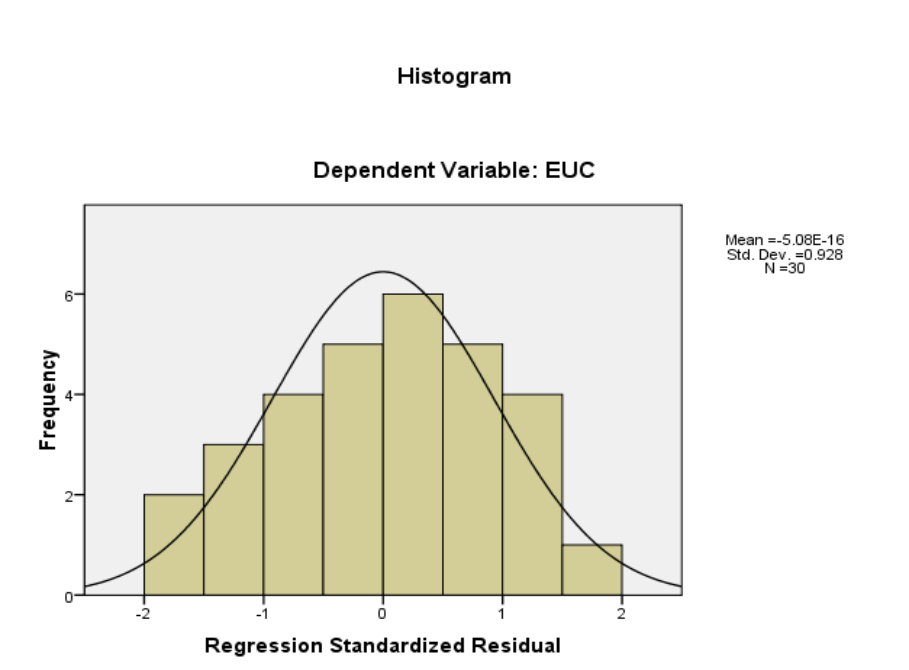
Besides to the multicolinearity, the linearity test is also done heteroscedasticity test which it to determine whether inequality value of residual deviation caused by independent variables value or any differences from variance value by increasing value the independent variable. Heteroscedasticity test in this study done to test the histograms and scatter plots. Level of data homogeneity was tested using the hypothesis criteria, among others:

H0: the data variety of homogeneous

H1: the data are not homogeneous variety of

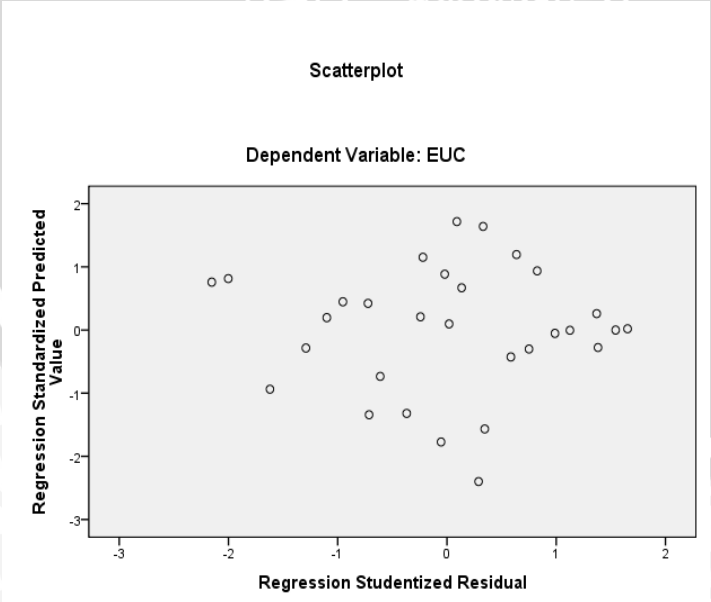
How to test heteroscedasticity is to look at the plot graph between predicted value of dependent variable (ZPRED) with residual (SRESID). If there are certain pattern, such as dots which form a particular pattern regular (bumpy, narrow and then the wide), it indicates there has been a heteroscedasticity (homokedastisitas assumptions are not met). Whereas, if there is obvious pattern, and the points spread above and below of zero on the Y , then there is heteroscedasticity (assuming heteroscedasticity are met).

FIGURE 4.3



Source: Processed Data, 2013

FIGURE 4.4



Source: Processed Data, 2013

Based on the picture above it can be seen that the distribution and amount of data values in the respondents have passed the test of heteroscedasticity, namely the histogram image where the lines of normal curve are resembles a bell. Furthermore, the result of heteroscedasticity test is using scatter plots, can be seen scattered dots above and below zero on the Y axis in general, the Result of heteroskedstisitas test showed that the research data had homogeneous variety.

4. Autocorrelation Test

To test the variables are researched, namely whether there is autocorrelation or not, it can be used to test the Durbin-Waston (DW). Diagnosis of autocorrelation in the regression model is done by testing the value of Dubin-Waston.

TABLE 4.17
AUTOCOLLERATION TEST

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.593[a]	.352	.248	5.979	2.114

a. Predictors: (Constant), Optimism, fear, Pessimism, Anticipation

b. Dependent Variable: EUC

Source: Processed Data, 2013

From table above, the value of Durbin-Waston (DW) of 2,114 by looking at the DW is located between Du and (4-Du) or value 2.114 is between 1,750 (Du) and 2.250 (4-Du). (1,750 <2,114 <2,250). it can be said that in this research is no autocorrelation.

5. Multiple Linear Regression Analysis

This study uses multiple linear regression analysis method which aims to determine the influence of computer anxiety and computer attitude that consists variables of fear, anticipation, pessimism, optimism to the end user computing employees skill in the Perum Perhutani unit II KPH Pasuruan, Malang especially in the employees who use a computer at PSDH section. Multiple linear regression method as the analysis used to determine the effect more than one independent variable (X) to the dependent variable (Y). Based on the results of data processing is using the software SPSS 16, gained summaries as in the following table:

TABLE 4.18
Analysis Recapitulation of Multiple Linear Regression between Fear (X1), anticipation (X2), pessimism (X3), and Optimism (X4) to The End User Computing Skill

Variable		Coefficient B	Coefficient Beta	t	Sig. t	Description Ho
Dependent	**Independent**					
End User Computing Skill	Fear (X1)	0,328	0,147	0,787	0,439	Accepted
	Anticipation (X2)	1,038	0,479	2,539	0,018	Rejected
	Pessimism (X3)	0,416	0,149	0,807	0,427	Accepted
	Optimism (X4)	0,558	0,231	1,300	0,206	Accepted
Constant		10,569		0,590	0,560	
R	: 0,593					
Adjusted R Square	: 0,248					
F	: 3,396					
Significance F	: 0,024					
N	: 30					

Source: Processed Data, 2013

The following is regression models from the calculation of using multiple linear regression analysis:

Y = 10,569 + 0,328 X1 + 1,038 X2 + 0,416 X3 + 0,558 X4

The regression model can be interpreted through the following explanation:

a). Constants

Based on the test results of partially is amount 10,569. Through the constant value known if there is not independent variables that consists of Fear (X1), Anticipation (X2), pessimism (X3), Optimism (X4), the greater the level of employees skill on end user computing by 10,569.

b) The influence of Fear (X1) to end user computing skill (Y)

The coefficient Value of fear (X1) regression is 0, 328 it shows each fear variable experiencing increase positive changes to end user computing skill as well as having relationship which unidirectional. if fear (X1) variable increase by 1 point, Y variable will increase by 0,328 and if fear (X1) decreases by 1 point , Y variable will decrease by 0,328.

c) The influence of Anticipation (X2) to the End User Computing Skill (Y)

The coefficient value of Anticipation regression (X2) of 1,038 it shows each anticipation variable (X2) experiencing positive increase to end user computing skill as well as having relationship which

unidirectional. If anticipation (X2) variable increase by 1 point, Y variable will increase by 1,038 and if anticipation (X2) decreases by 1 point, Y variable will decrease by 1,038.

d) The influence of Pessimism (X3) to the end user computing skill (Y). Regression coefficient of pessimism (X3) is 0, 416, this indicates each pessimism variable (X3) experienced positive changes to the end user computing skills as well as having same nature of relationships. If pessimism (X3) variable increase by 1 point, Y variable will increase by 0,416 and if pessimism (X3) decreases by 1 point, Y variable will decrease by 0,416.

e) The influence of Optimism (X4) to the skill End User Computing (Y). Optimism regression the coefficient value of (X4) is 0, 558 shows from each optimism variable (X4) experienced positive increase changes to the end user computing skills as well as having the same nature of the relationship. If optimism (X4) variable increase by 1 point, Y variable will increase by 0,558 and if optimism (X4) decreases by 1 point, Y variable will decrease by 0,558.

Based on the interpretation of the regression model has been described above, it can be identified the contribution of the four independent variables which affect the dependent variables, ie independent variables consist of Fear (X1), anticipation (X2),

Pessimism (X3), Optimism (X4), partially have an influence to the dependent variable is end user computing skill (Y).

In this study, the interpretation results of regression model are fear (X1) has a positive effect of 0, 328, anticipation (X2) of 1,038, Pessimism (X3) of 0, 416, Optimism (X4) is 0, 558 which means that fear, Pessimism, and Optimism have a positive influence, but not significant end user computing skill. While the Anticipation variable is providing a positive and significant effect to the end user computing skills, that means if the Fear (X1) has increased, then the user satisfaction (Y) will also experience a significant increase. can be concluded, if fear increases end user computing skills variables will increase too is 0, 328.

While the Anticipation variable is providing a positive and significant effect to the end user computing skills, that means if the Anticipation (X2) has increased, then the user satisfaction (Y) will also experience a significant increase can be concluded, if fear increases end user computing skills variables will increase too is 1, 038. and if pessimism (X3) has increased so end user computing skill also increase is 0, 416, and increased optimism variable (X4) will also increase in end user computing skill is 0,558.

6. Hypothesis Test Results

a) Simultaneous Test (F test)

Simultaneous testing done to show, what all the variables used in the regression models have a significant influence to the Y variable. All of these variables simultaneously tested using F test. Testing of data is using multiple linear regression method and the F test using SPSS 16 for windows software. F test results are on the next table.

The F-test for the four independent variables and the dependent variable, the F test is amount 3,396 with F significance is 0,024 (<0.05) so that Ho is rejected. Reject is means if the hypothesis of variable fear, anticipation, and pessimism and optimism simultaneously to give effect to the end user computing skill variables are acceptable.

The influence simultaneously from the four independent variables to end user computing skills can be seen from the value of Adjusted R Square 0, 248. This value indicates that each variable of fear, anticipation, pessimism and optimism influences contributed 24,8% to the end user computing skills, while the remaining 75,2% is influenced by other variables not examined in this research.

b) Partial test (t test)

This study in addition to using the F test was also conducted t tests the purpose to identify independent variables which have a more dominant

influence to the independent variables. Tests conducted at the 0.05 level with decision-making criteria, namely:

1) If the probability of t> 0.05 then H0 is accepted or Ha were rejected which means that independent variables tested individually have no significant relationship to the dependent variable.
2) If the probability of t <0.05 then H0 were rejected or Ha were accepted which means if the independent variables tested individually do not have a significant relationship to dependent variable.

TABLE 4.19
HYPOTESIS TEST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	10.569	17.900		.590	.560
	Fear	.328	.417	.147	.787	.439
	Anticipation	1.038	.409	.479	2.539	.018
	Pessimism	.416	.516	.149	.807	.427
	Optimism	.558	.429	.231	1.300	.206

a. Dependent Variable: EUC

Source: Processed Data, 2013

a) The influence of fear (X1) for end user computing skill (Y)

The influence of fear to end user computing skills based on partial calculations is known that the influence of fear has an positive effect to the end user computing skill significant level are 0, 05 (ρ <0, 05), if the other variable is assumed constant, It can be seen that fear has a beta coefficient value are 0, 147 with t is amount 0,787 and a probability value 0,439 (ρ> 0, 05) so that Ho is accepted. Accept Ho means there is no significant positive effect of fear (X1) to the end user computing expertise skill (Y).

b) The influence of anticipation (X2) to the end user computing skill (Y)

The influence of anticipation to the end user computing skills based on calculations partial known that the anticipation variable effects have the positive effect to the end user computing skill variable at significant level 0,05 (ρ <0, 05), if the other variable is assumed constant. It can be seen that fear has a beta coefficient value are 0, 479 with t is amount 2,539 and a probability value 0,018 (ρ< 0, 05) so that Ho is rejected. Rejected Ho means there is have significant positive effect of Anticipation (X2) to the end user computing expertise skill (Y).

c) The influence of Pessimism (X3) for end user computing skill (Y)

The influence of Pessimism to the end user computing skills based on partial calculations is known that the influence of Pessimism has an positive effect to the end user computing skill significant level are 0,05 (ρ <0,05), if the other variable is assumed constant, It can be seen that

Pessimism has a beta coefficient value are 0,149 with t is amount 0,807 and a probability value 0,427 (ρ> 0,05) so that Ho is accepted. Accept Ho means there is no significant positive effect of Pessimism (X1) to the end user computing expertise skill (Y).

d) The influence of Optimism (X4) for end user computing skill (Y)

The influence of Optimism to the end user computing skills based on partial calculations is known that the influence of Optimism has an positive effect to the end user computing skill significant level are 0,05(ρ <0,05), if the other variable is assumed constant, It can be seen that Optimism has a beta coefficient value are 0, 231 with t 1. 300 and a probability value 0,206 (ρ> 0,05) so that Ho is accepted. Accept Ho means there is no significant positive effect of Optimism (X1) to the end user computing expertise skill (Y).

F. Discussion

Results of data analysis from 30 respondents of employees in the Perum Perhutani unit II KPH pasuruan, malang as the end user in this research, known that the independent variables consisting of fear (X1), anticipation (X2), Pessimism (X3), and Optimism (X4) together have an influence to the end user computing skill (Y). the level of influence simultaneously from four variables to end user computing skills can be seen from Square Adjusted value is 0, 248. Value indicates if each fear (x1), anticipation (X2), Pessimism (X3), and Optimism (X4) variables to contributed 24.8% to end user computing skills, while 75.2% were influenced by other variable

not investigated in this study. the contributions Value which give is very weak, that is suggesting if in end user computing skills are not too bothered or affected by all the independent variables simultaneously to measure the end user computing skill.

Moreover, based on the results of the analysis in this study can be identified the contribution of four independent variables that affect to the dependent variable, that is consists of fear (x1), anticipation (X2), Pessimism (X3), and Optimism (X4) is partially has an influence to the variable dependent the end user computing with anticipation (X2) is the dominant effect variable. This is indicated by the high beta coefficients are: 0, 479 and with a probability values 0, 018 ($p < 0,05$). Based on these results, the hypothesis about the influence of anticipation (X2) to the end user computing skill has been proven. but additionally, the third variable, hypothesis proved true well that there is also a positive effect of the variable fear (x1), Pessimism (X3), and Optimism (X4) although not significantly. Following the discussion of each variable:

1. Fear variables (X1)

   Fear (X1) had an insignificant positive effect to the end user computing skill (Y), this study is not consistent with the research from Imroniah (2009), and inconsistency with previous results may be due to culture conditions and technological developments. Cultural conditions in previous studies assume that computers are still a luxury item and are still secondary needs so still high anxiety arises in their usage.

Contrast with the current state in which the computer is considered to be a primary need that is used almost every day added with the development of technologies that to easily in using the computer so there is no more anxiety because it was used activities of daily computer use.

2. Anticipation variable (X2)

   Anticipation (X2) has a significant positive effect on end user computing skills (Y), so the end user computing skill is influenced by variables significantly anticipation. The results also showed if anticipation variables (X2) has the most dominant effect to the end user computing skills (Y). This suggests that an interesting learning concept and interactive in the learning process the end user computing can be influence to the end user computing skill in employees. The results are consistent with research from imroniah (2009).

3. Pessimism variable (X3)

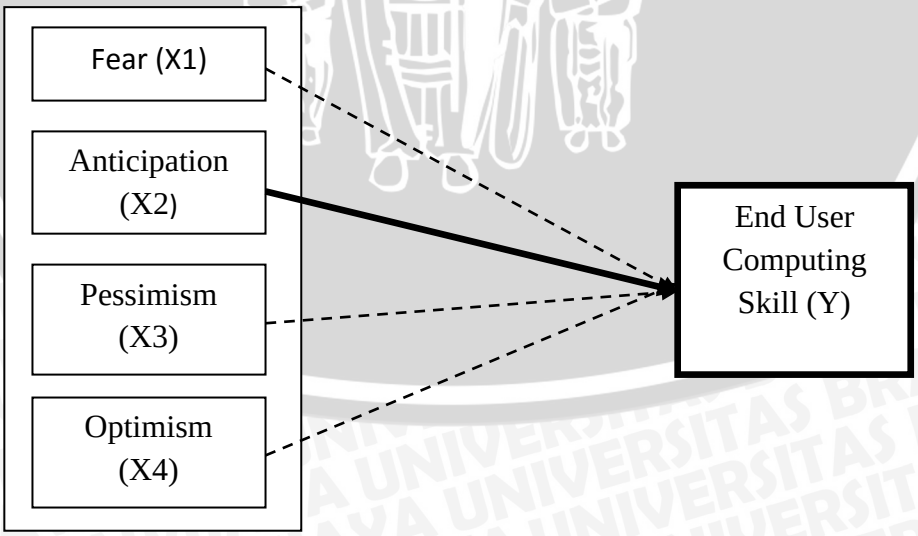
   Pessimism (X3) had no significant positive effect to end user computing skills (Y), this study is not consistent with the research from imroniah (2009), and inconsistency with previous results may be due to culture conditions and technological developments. Cultural conditions in previous studies assume the computer still a luxury item and secondary needs so arises high pessimism in their usage. Contrast with the current state in which the computer is considered to be a primary need that is used almost every day added with the development of technologies that to

easily in using the computer so there is no more anxiety because it was used activities of daily computer use.

4. Optimism variable (X4)

Optimism (X4) had no significant positive effect to the end user computing skills (Y), the results of this study indicate if it is not always upbeat attitude has an influence on end user computing skills. Employees who feel optimistic tend to feel satisfied with the ability to control a computer so small tendency to increase our capabilities. This study is not consistent with the research from imroniah (2009), inconsistency with previous results may be due to culture conditions and technological developments. From the above results there are differences hypothesis after the research so model changes as follows:

FIGURE 4.5
HYPOTESIS



Source: Processed Data, 2013

f. H1: Fear (X1) isn't significant influence to End User Computing Skill (Y). **(Rejected)**

g. H2: Anticipation (X2) significant influence to End User Computing Skill (Y). **(Accepted)**

h. H3: Pessimism (X3) isn't significant influence to End User Computing Skill (Y). **(Rejected)**

i. H4: Optimism (X4) isn't significant influence to End User Computing Skill (Y). **(Rejected)**

j. H5: Fear (X1), Anticipation (X2), Pessimism (X3), and Optimism (X4) influence simultaneously to the End User Computing Skill (Y). (**Accepted)**

CHAPTER 5

CLOSING REMAIN

A. CONCLUSION

Based on the description of the research and discussion in chapter four, so conclusions in this study are as follows:

1. Simultaneously testing it can be seen a positive effect between fear (X1), Anticipation (X2), Pessimism (X3), and Optimism (X4) variables to the End User Computing Skill (Y) it can be seen from the F equal to 3.396 with a F significance equal to 0.024 ($p < 0.05$), Moreover, known the amount of the effect of four variables simultaneously to the End User Computing Skill (Y) as seen from Square adjusted value 0, 248 the value of indicates that fear of each variable (X1), anticipation (X2), Pessimism (X3), and Optimism (X4) contributed respectively by 24,8% to the End User Computing Skill. while 61.6% were influenced by other variables not examined in this study. Value of the contributions made is very weak, suggesting that the employees as end users don't too much attention to all variables of computer anxiety and computer attitude simultaneously to measure End User Computing Skill.
2. Partial testing showed that computer anxiety and computer attitude has an influence on user satisfaction with the regression model as follows:

   Y = 10, 569 + 0, 328 X1 + 1, 038 X2 + 0, 416 X3 + 0, 558 X4

The standard constant value 10, 569 known if there is fear (X1), anticipation (X2), pessimism (X3), optimism (X4) variable then the amount of employees in the end user computing skill (Y) is equal to 10, 569. Also based on the results of these studies known that variable fear, pessimism and optimism have a positive influence, but no significant effect on employee in the end user computing skill (Y) which means that if fear, pessimism and optimism has increased, so EUC skill of employee will have increased but not very significant. While the anticipation (X2) and significant positive impact to the employee in the EUC skill, which means if the anticipation X2 has increased, so EUC skill will having a significant increase. In outline it can be concluded, if fear increases will increase the EUC skill equal to of 0,328. In addition, if anticipation X2 increase so EUC skill will be increase equal to 1, 038 and pessimism has increased, it will improve the EUC skill equal to 0, 416 and optimism increase will also increase employees in the EUC skill equal to 0, 558.

3. There are variable anticipation as variable who has a influence dominant, proved to with has the coefficient beta highest that is 0.479 and t equal to 2, 539 as well as value of probability 0, 018 ($p < 0,05$) based on these results, the hypothesis regarding the influence of computer anxiety and computer attitude to the EUC skills has been proven, that is dominant influence by variable anticipation. But on the other by a single variable,

the variable of fear, optimism, pessimism is also a positive effect though not significantly.

B. SUGESSTION

Through the conclusion of the results, it can be put forward some suggestions that are expected to benefit all parties. As for the suggestions given, among others:

1. future studies should extend the object of research is not only at the level of the employee but developed to the domain manager and even better, that is developed based on inter-company owned Perhutani in eastern Java.
2. In a subsequent study should be more emphasis on pessimism and optimism variable and used as independent variables.
3. To further enhance the employee's skills in using a computer at the PSDH, Finance and other parts.

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ATTACHMENT 1

KUESIONER

Penelitian Skripsi Tentang:

"PENGARUH COMPUTER ANXIETY DAN COMPUTER ATTITUDE TERHADAP KEHLIAN DALAM END USER COMPUTING PADA KARYAWAN PERUM PERHUTANI UNIT II KPH PASURUAN MALANG"

Assalamualaikum Wr. Wb

Responden yang terhormat, dalam rangka penelitian skripsi saya yang berjudul "**PENGARUH COMPUTER ANXIETY DAN COMPUTER ATTITUDE TERHADAP KEHLIAN DALAM END USER COMPUTING, PADA KARYAWAN PERUM PERHUTANI UNIT II KPH PASURUAN MALANG",** Saya mohon kesediaan anda untuk menjawab pertanyaan-pertanyaan yang telah saya berikan.

KUESIONER

Identitas Responden

1. Nama : …… (Boleh tidak diisi)
2. Jabatan/Bagian : ……
3. Umur : ……
4. Pendidikan Terakhir : SMA (se-derajat) / D1 / D2 / D3 / D4 / S1 / S2 / S3 *)
5. Masa Kerja : ……
6. Jenis Kelamin : Laki-laki/Perempuan *)

Keterangan : *) Coret yang Tidak Perlu

A. Petunjuk Pengisian

1. Mohon dengan hormat bantuan dan kesediaan Bapak/ibu untuk mengisi jawaban dari seluruh pertanyaan berikut yang ada sesuai dengan apa yang Bapak/ibu rasakan dengan keberadaan komputer.
2. Pilihlah salah satu jawaban dari pertanyaan dengan memberikan tanda "√" **(cek).**
3. Keterngan pilihan jwaban sebagai berikut:

Jawaban	Notasi	Score
Sangat Setuju	SS	5
Setuju	S	4
Netral	N	3
Tidak Setuju	TS	2
Sangat Tidak Setuju	STS	1

Fear (X1)

No	Pertanyaan	SS	S	N	TS	STS
1	Saya khawatir menggunakan komputer karena takut membuat kesalahan					
2	Saya merasa tidak yakin dengan kemampuan saya dalam menggunakan komputer					
3	Saya takut menekan tombol yang salah yang bisa merusak komputer					
4	Saya khawatir akan mengalami kesulitan dalam memahami komputer					
5	Saya khawatiur dalam memahami bahasa pemprogaman komputer					
6	Anda harus menjadi seorang yang jenius untuk mengetahui tombol kunci yang ada di terminal komputer					

7	Saya tidak suka bekerja dengan mesin karna saya lebih pintar					
8	Saya takut jika saya menggunakan komputer saya akan tergantung padanya dan akan kehilangan keterampilan penalaran saya					

Anticipation (X2)

No	Pertanyaan	SS	S	N	TS	STS
1	Tantangan dalam mempelajari komputer sangatlah menyenangkan					
2	Saya yakin ingin menggunakan komuter dalam pekerjaan saya					
3	Saya merasa yakin setiap orang dapat belajar menggunakan komputer					
4	Saya merasa percaya diri jika saya bisa mempelajari keahlian komputer					
5	Belajar mengoperasikan komputer seperti belajar keahlian baru, semakin kita belajar semakin kita bisa					
6	Saya merasa bahwa komputer merupakan alat yang penting baik di lingkungan pendidikan maupun dilingkungan kerja					
7	Saya merasa yakin akan mampu mengikuti perkembangan yang terjadi dalam dunia komputer					
8	Setiap orang bisa menggunakan komputer jika mereka sabar dan mau berusaha					

Pessimism (X3)

No	Pertanyaan	SS	S	N	TS	STS
1	Dunia ini akan di control oleh komputer					
2	Dengan adanya komputer, manuisa menjadi tersisihkan					
3	komputer akan mengurang makna pentingnya suatu pekerjaan					
4	Tidak lama lagi dunia akan di kuasai oleh komputer					
5	komputer akan mengganggu kesehatan manusia					
7	Komputer akan menggantikan pekerjaan manusia					

Optimism (X4)

No	Pertanyaan	SS	S	N	TS	STS
1	Komputer akan membawa kita kedalam era informasi					
2	Penggunaan komputer dapat meningkatkan standart kemajuan organisasi					
3	Komputer merupakan suatu alat bantu yang cepat dan efisien dalam mengolah suatu informasi					

4	Pekerjaan akan menjadi lebih muda dengan adanya komputer					
5	Kemungkinan ada applikasi komputer yang tak terbatas yang masih belum kita ketahui					
6	Komputer mampu mengurangi pekerjaan yang banyak					
7	Komputer bertanggung jawab untuk banyak hal yang kita nikmati					

Keahlian dalam end user computing (Y)

No	Pertanyaan	SS	S	N	TS	STS
1	Saya bisa bekerja dengan personal komputer					
2	Saya bisa mencari bentuan untuk mengatasi masalah system komputer					
3	Saya bisa memsukkan data atau kata kedalam file					
4	Saya bisa membuka sebuah file data untuk menampilkan pada layar monitor					
5	Saya bisa memahami istilah yang berkaitan dengan hardware					
6	Saya bisa memahami istilah yang berkaitan dengan software/hardware komputer					
7	Saya bisa bekerja menggunakan berbagai software Microsoft office					
8	Saya bisa menggunakan komputer untuk menganalisa sejumlah data					
9	Saya bisa menggunakan printer untuk membuat sebuah hardcopy pekerjaan saya					
10	Saya bisa mengkopy sebuah file ke USB, flashdisk/CD					
11	Saya bisa mengatasi masalah komputer					
12	Saya bisa menjelaskan mengapa program berjalan atau tidak berjalan di dalam komputer					
13	Saya mengerti 3 tahapan proses data: input, processing and output					
14	Saya bisa belajar menggunakan berbagai program apllikasi					
15	Saya bisa menggunakan komputer untuk mencari informasi					
16	Saya bisa menambahkan dan menghapus data di komputer					
17	Saya bisa menggunakan komputer untuk menulis surat dan essay					
18	Saya bisa mendeskripsikan fungsi dari hardware komputer(keyboard, monitor, diskdrive, CPU)					

ATTHACMENT 4
FREQUENCY OF VARIABLE DISTRIBUTION (FEAR)

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	13.3	13.3	13.3
	2	23	76.7	76.7	90.0
	3	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	25	83.3	83.3	93.3
	3	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	13.3	13.3	13.3
	2	21	70.0	70.0	83.3
	3	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	13.3	13.3	13.3
	2	20	66.7	66.7	80.0
	3	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

X1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	2	20	66.7	66.7	73.3
	3	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

X1.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	16.7	16.7	16.7
	2	17	56.7	56.7	73.3
	3	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

X1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	23.3	23.3	23.3
	2	20	66.7	66.7	90.0
	3	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Y1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	16.7	16.7	16.7
	2	18	60.0	60.0	76.7
	3	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

FREQUENCY OF VARIABLE DISTRIBUTION (ANTICIPATION)

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	15	50.0	50.0	53.3
	5	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	17	56.7	56.7	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	16	53.3	53.3	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	20	66.7	66.7	73.3
	5	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	10	33.3	33.3	33.3
	5	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

X2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	12	40.0	40.0	40.0
	5	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

X2.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	21	70.0	70.0	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

X2.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	8	26.7	26.7	33.3
	5	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

FREQUENCY OF VARIABLE DISTRIBUTION (PESSIMISM)

X3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	24	80.0	80.0	90.0
	3	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

X3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	16.7	16.7	16.7
	2	21	70.0	70.0	86.7
	3	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

X3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	19	63.3	63.3	73.3
	3	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

X3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	23.3	23.3	23.3
	2	16	53.3	53.3	76.7
	3	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

X3.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	2	17	56.7	56.7	63.3
	3	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

X3.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	13.3	13.3	13.3
	2	20	66.7	66.7	80.0
	3	5	16.7	16.7	96.7
	4	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

FREQUENCY OF VARIABLE DISTRIBUTION (OPTIMISM)

X4.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	18	60.0	60.0	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

X4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10.0	10.0	10.0
	4	18	60.0	60.0	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

X4.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	11	36.7	36.7	36.7
	5	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

X4.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	15	50.0	50.0	50.0
	5	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

X4.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.7	16.7	16.7
	4	17	56.7	56.7	73.3
	5	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

X4.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	2	6.7	6.7	10.0
	4	22	73.3	73.3	83.3
	5	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

X4.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	18	60.0	60.0	83.3
	5	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

FREQUENCY OF VARIABLE DISTRIBUTION (END USER COMPUTING SKILL)

Y1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10.0	10.0	10.0
	4	23	76.7	76.7	86.7
	5	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Y2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	20	66.7	66.7	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Y3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	21	70.0	70.0	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Y4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	19	63.3	63.3	66.7
	5	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Y5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	13.3	13.3	13.3
	4	21	70.0	70.0	83.3
	5	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Y6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	13.3	13.3	13.3
	4	19	63.3	63.3	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Y7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	13.3	13.3	13.3
	4	20	66.7	66.7	80.0
	5	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Y8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	19	63.3	63.3	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Y9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	16	53.3	53.3	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Y10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	19	63.3	63.3	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Y11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	26.7	26.7	26.7
	4	18	60.0	60.0	86.7
	5	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Y12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	23.3	23.3	23.3
	4	22	73.3	73.3	96.7
	5	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Y13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.7	16.7	16.7
	4	18	60.0	60.0	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Y14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	20.0	20.0	20.0
	4	18	60.0	60.0	80.0
	5	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Y15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10.0	10.0	10.0
	4	21	70.0	70.0	80.0
	5	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Y16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	17	56.7	56.7	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Y17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.7	16.7	16.7
	4	16	53.3	53.3	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Y18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10.0	10.0	10.0
	4	20	66.7	66.7	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

ATTHACMENT 5
RELIABILITY AND VALIDITY RESULT (X1)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.769	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1.1	30.57	33.978	.671	.746
X1.2	30.57	35.013	.585	.755
X1.3	30.50	33.983	.580	.748
X1.4	30.47	33.223	.667	.740
X1.5	30.33	33.195	.717	.738
X1.6	30.43	32.668	.654	.737
X1.7	30.67	33.402	.654	.742
X1.8	30.47	33.430	.569	.745
TOT	16.27	9.513	1.000	.838

Correlations

	Tot
Pearson Correlation	.713**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.629**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.638**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.718**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.759**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.713**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.706**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.637**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	1
Sig. (2-tailed)	
N	30

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

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

RELIABILITY AND VALIDITY RESULT (X2)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.777	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x2.1	66.43	35.495	.686	.750
X2.2	66.50	35.638	.680	.751
X2.3	66.47	35.430	.704	.749
X2.4	66.67	35.471	.715	.749
X2.5	66.20	36.510	.643	.758
X2.6	66.27	36.271	.657	.756
X2.7	66.70	36.217	.621	.757
X2.8	66.27	34.616	.747	.742
TOT	35.43	10.116	1.000	.872

Correlations

	Tot
Pearson Correlation	.732**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.726**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.747**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.756**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.686**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.701**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.671**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.789**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	1
Sig. (2-tailed)	
N	30

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

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

RELIABILITY AND VALIDITY RESULT (X3)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.772	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x3.1	23.07	21.513	.588	.755
X3.2	23.10	20.852	.599	.746
X3.3	22.90	20.645	.596	.744
X3.4	23.07	19.306	.723	.721
X3.5	22.77	20.944	.532	.751
X3.6	22.97	19.895	.655	.732
TOT	12.53	6.051	1.000	.775

Correlations

	Tot
Pearson Correlation	.647**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.669**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.671**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.787**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.616**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.729**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	1
Sig. (2-tailed)	
N	30

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

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

RELIABILITY AND VALIDITY RESULT (X4)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.773	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x4.1	55.13	28.189	.697	.743
X4.2	55.27	28.271	.599	.748
X4.3	54.83	29.178	.588	.755
X4.4	54.97	28.516	.692	.746
X4.5	55.37	27.482	.665	.738
X4.6	55.43	27.495	.723	.736
X4.7	55.53	28.464	.536	.752
TOT	29.73	8.133	1.000	.823

Correlations

		Tot
x4.1	Pearson Correlation	.745**
	Sig. (2-tailed)	.000
	N	30
x4.2	Pearson Correlation	.666**
	Sig. (2-tailed)	.000
	N	30
x4.3	Pearson Correlation	.643**
	Sig. (2-tailed)	.000
	N	30
x4.4	Pearson Correlation	.737**
	Sig. (2-tailed)	.000
	N	30
x4.5	Pearson Correlation	.727**
	Sig. (2-tailed)	.000
	N	30
x4.6	Pearson Correlation	.772**
	Sig. (2-tailed)	.000
	N	30
x4.7	Pearson Correlation	.614**
	Sig. (2-tailed)	.000
	N	30
Tot	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

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

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

RELIABILITY AND VALIDITY RESULT (Y)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.759	19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	144.97	182.309	.584	.750
Y2	144.73	180.064	.711	.746
Y3	144.70	181.459	.685	.749
Y4	144.70	179.734	.715	.746
Y5	144.97	180.723	.618	.748
Y6	144.90	179.679	.628	.746
Y7	144.93	179.444	.671	.746
Y8	144.77	178.944	.724	.745
Y9	144.67	178.092	.730	.744
Y10	144.63	181.206	.669	.748
Y11	145.13	178.533	.675	.745
Y12	145.20	181.407	.662	.749
Y13	144.93	179.651	.596	.747
Y14	145.00	179.655	.592	.747
Y15	144.90	181.128	.600	.748
Y16	144.63	179.620	.694	.746
Y17	144.87	178.189	.639	.744
Y18	144.87	180.671	.604	.748
TOT	74.50	47.569	1.000	.929

Correlations

	TOT
Pearson Correlation	.607**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.730**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.703**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.734**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.643**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.654**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.694**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.743**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	.750**
Sig. (2-tailed)	.000
N	30

Pearson Correlation Sig. (2-tailed) N	.689** .000 30
Pearson Correlation Sig. (2-tailed) N	.700** .000 30
Pearson Correlation Sig. (2-tailed) N	.681** .000 30
Pearson Correlation Sig. (2-tailed) N	.625** .000 30
Pearson Correlation Sig. (2-tailed) N	.622** .000 30
Pearson Correlation Sig. (2-tailed) N	.625** .000 30
Pearson Correlation Sig. (2-tailed) N	.715** .000 30
Pearson Correlation Sig. (2-tailed)	.668** .000

N	30
Pearson Correlation	.630**
Sig. (2-tailed)	.000
N	30
Pearson Correlation	1
Sig. (2-tailed)	
N	30

Corelation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

ATTHACMENT 6
NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Fear	Anticipation	Pessimism	Optimism	EUC	Unstandardized Residual
N		30	30	30	30	30	30
Normal Parameters[a]	Mean	16.27	35.43	12.53	29.73	74.50	.0000000
	Std. Deviation	3.084	3.181	2.460	2.852	6.897	5.55175019
Most Extreme Differences	Absolute	.166	.126	.142	.104	.128	.082
	Positive	.106	.076	.082	.095	.128	.045
	Negative	-.166	-.126	-.142	-.104	-.127	-.082
Kolmogorov-Smirnov Z		.907	.691	.777	.569	.702	.450
Asymp. Sig. (2-tailed)		.383	.727	.582	.902	.707	.987

a. Test distribution is Normal.

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	485.664	4	121.416	3.396	.024[a]
	Residual	893.836	25	35.753		
	Total	1379.500	29			

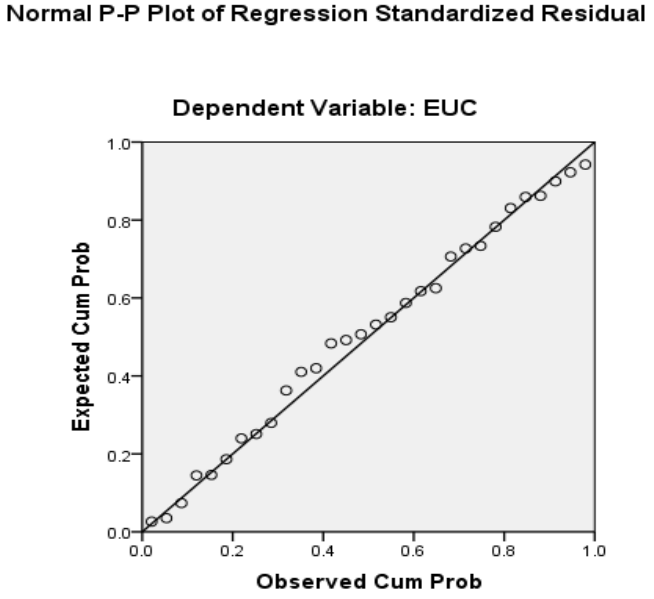
a. Predictors: (Constant), Optimism, Fear, Pessimism, Anticipation

b. Dependent Variable: EUC

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	64.68	81.52	74.50	4.092	30
Residual	-11.602	9.419	.000	5.552	30
Std. Predicted Value	-2.399	1.716	.000	1.000	30
Std. Residual	-1.940	1.575	.000	.928	30

a. Dependent Variable: EUC



ATTHACMENT 7
MULTYCOLLINEARITY TEST

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Fear	.744	1.344
	Anticipation	.728	1.373
	Pessimism	.766	1.305
	Optimism	.824	1.214

a. Dependent Variable: EUC

ATTHACMENT 8
HETEROCEDASTICITY TEST

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593[a]	.352	.248	5.979

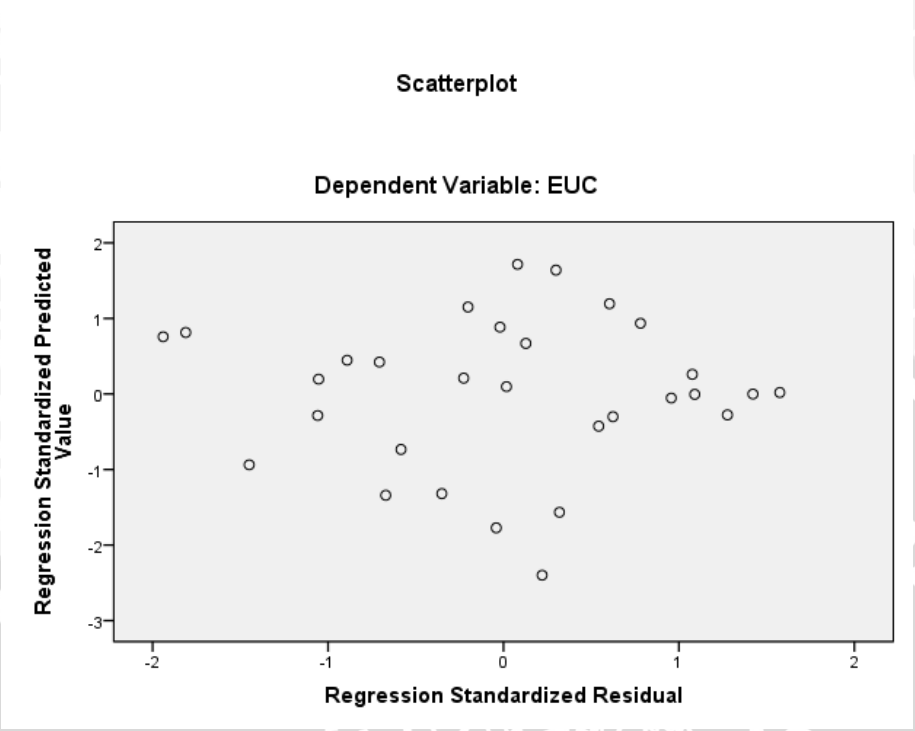
a. Predictors: (Constant), Optimism, Fear, Pessimism, Anticipation

b. Dependent Variable: EUC

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	64.68	81.52	74.50	4.092	30
Residual	-11.602	9.419	.000	5.552	30
Std. Predicted Value	-2.399	1.716	.000	1.000	30
Std. Residual	-1.940	1.575	.000	.928	30

a. Dependent Variable: EUC



ATTHACMENT 9
AUTOCORRELATION TEST

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.593[a]	.352	.248	5.979	2.114

a. Predictors: (Constant), Optimism, fear, Pessimism, Anticipation

b. Dependent Variable: EUC

ATTHACMENT 9
MULTYPLE REGRESSION ANLYSIS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.569	17.900		.590	.560
	fear	.328	.417	.147	.787	.439
	Anticipation	1.038	.409	.479	2.539	.018
	Pessimism	.416	.516	.149	.807	.427
	Optimism	.558	.429	.231	1.300	.206

a. Dependent Variable: EUC

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	485.664	4	121.416	3.396	.024[a]
	Residual	893.836	25	35.753		
	Total	1379.500	29			

a. Predictors: (Constant), X4, X1, X3, X2

b. Dependent Variable: Y

CURRICULUM VITAE

Name : Mardan Indra Lukmana

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1. 1997-2003: Elementary School at SDN Pandian 1 Sumenep, Madura
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4. 2009-2013: S1 Universitas Brawijaya, Malang

Scientific Papers :

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2. Minor Thesis with entitle "The Influence of Computer Anxiety and Computer Attitude to The End User Computing Skill"

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Dekan Fakultas Ilmu Administrasi Universitas Brawijaya Malang mohon dengan hormat bantuan Bapak/Ibu/Saudara untuk memberikan kesempatan melakukan riset/survey mahasiswa:

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Lamanya	: 1 bulan
Peserta	: 1 orang

Demikian atas bantuan dan kesediaan Bapak/Ibu/Saudara, kami ucapkan terima kasih.

Malang, 27 Maret 2013
a.n. Dekan
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