
The Effect Of Work Motivation And Discipline On Teacher Performance At Public Junior High School 1 Lamongan

Masram

Program Studi Magister Manajemen, Fakultas Ekonomi dan Bisnis, Institut Teknologi dan Bisnis Ahmad Dahlan Lamongan, Indonesia

Abdul Malik Sayyidur Rohman

Program Studi Magister Manajemen, Fakultas Ekonomi dan Bisnis, Institut Teknologi dan Bisnis Ahmad Dahlan Lamongan, Indonesia

Cuk Triono Singgih

Program Studi Magister Manajemen, Fakultas Ekonomi dan Bisnis, Institut Teknologi dan Bisnis Ahmad Dahlan Lamongan, Indonesia

Mu'ah,

Program Studi Magister Manajemen, Fakultas Ekonomi dan Bisnis, Institut Teknologi dan Bisnis Ahmad Dahlan Lamongan, Indonesia

Penulis Korespondensi

Masram

masramwarji@gmail.com

Article Info

Article History :

Received 10 Jan - 2023

Accepted 13 Feb - 2023

Available Online

14 Maret - 2023

Abstract

The teacher is an agent of change who is the key to the success of education, so the success or failure of educational goals depends on the teacher's performance. Factors that influence teacher performance include work motivation and work discipline. Some teachers at Public Junior High School 1 Lamongan have less motivation and discipline, which needs improvement, impacting performance. This is reflected in late arrivals, fewer hours to work, and inappropriate use of uniforms. From these problems, the purpose of this study was to determine the effect of work motivation and discipline on teacher performance and the combined effect of work motivation and work discipline on teacher performance at Public Junior High School 1 Lamongan. The research method uses a quantitative approach with a correlational design. The population of this study was all teachers at Public Junior High School 1 Lamongan with a total of 59 teachers, and the sampling technique used the entire population (Census). Data analysis techniques using regression analysis techniques. The results of this study indicate work motivation and discipline have a significant effect on teacher performance, and work motivation and work discipline simultaneously have a significant effect on teacher performance at Public Junior High School 1 Lamongan.

Keyword : *Work Motivation, Work Discipline, Teacher Performance*

1. INTRODUCTION

Human resources are important in any business activity because the quality of these

matters determines a company's performance. Ardana et al. (2014) stated that every company must manage company resources

professionally. Human Resources (HR) plays the most important role in the company compared to other resources. Performance within the organization is an indicator of the success or failure of achieving the set organizational goals. It also explains that companies need employees who can work better and faster, so employees with high performance (job performance) are needed. Employee performance results from the quality and quantity of work produced by employees or the real behaviour that is displayed following the responsibilities given to them (Mangkunegara, 2017). Performance is a multidimensional construct with many factors that influence it, one of which is personal/individual factors which include knowledge, skills, self-confidence, motivation, work ethic, work discipline, and commitment possessed by each individual (Mahmudi, 2015).

Public Junior High School 1 Lamongan is the oldest and first junior high school in Lamongan, and this school was founded in the Dutch era in 1936 under the name *HIS (Hollandsch-Inlandsche School)*. In 1951 the status changed to become a public school and changed its name to Public Junior High School 1 Lamongan. As of January 2022, Public Junior High School 1 Lamongan has 59 teachers and 18 education staff. Internal studies from GTK (Teachers and Education Personnel) affairs sources show that problems such as employee performance achievements have decreased from 2020 to 2021, namely from 92.3% to 89.6%. In addition, the results of interviews with the head of GTK affairs also provided information on the performance assessment of Public Junior High School 1 Lamongan teachers, who were in the good category with an average score of 81.8. This score still needs to be improved to improve the quality of teachers at Public Junior High School 1 Lamongan.

The results of other observations in the Public Relations section of Public Junior High School 1 Lamongan stated that a community satisfaction index (IKM) survey for Public Junior High School 1 Lamongan for the last three years from 2019 to 2021 obtained the following results.

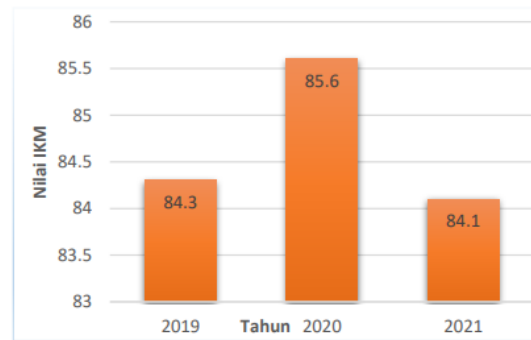


Figure 1. Graph of Community Satisfaction Index (IKM) Survey of Public Junior High School 1 Lamongan

Based on Figure 1, the results of the IKM survey found that the community satisfaction rate for Public Junior High School 1 Lamongan had decreased in 2021, even though it was still in the Good category. The decline in the value of IKM is one indicator that the performance of Public Junior High School 1 Lamongan employees are not yet optimal. The results of this IKM are a record of improving employee performance to provide excellent service to consumers. If consumers are satisfied, it is hoped that the IKM Public Junior High School 1 Lamongan rate will increase.

The not optimal motivation felt by Public Junior High School 1 Lamongan employees can be the cause of not achieving the specified employee performance. To overcome this problem, work motivation needs to be increased. An increase in motivation is expected, so that employee performance will increase by increasing facilities, providing rewards, and providing training according to expertise. In addition, the enforcement of work discipline needs to be encouraged to improve employee performance at Public Junior High School 1 Lamongan.

Motivation is a situation that stimulates or moves a person to accomplish something or engage in an activity to attain his objectives (M. Andriani & Widiawati, 2017). The results of previous research indicate that work motivation has a positive and significant effect on employee performance. Increasing motivation in each field employees with superiors will improve employee performance (Sekartini, 2016). However, the results of this study contradict research conducted by Hidayat (2021) which explains that motivation has no effect on employee performance which can be caused by a lack of appreciation in the form of praise or bonuses from superiors to their

subordinates which can result in low employee motivation at work.

Work discipline is a person's awareness, willingness, and willingness to follow the rules and social norms in their environment (Wulandari & Hamzah, 2019). According to Hasibuan (2019), discipline is a factor that determines a company's success in achieving its goals. Even though work motivation is very high, it is not balanced with work discipline, so employee performance will not be optimal. Work discipline positively and significantly affects employee performance (Vallennia et al., 2020). However, according to the research results of Irawan et al. (2021), work discipline has no significant effect on performance.

Some of these studies show that there are still gaps in research results, and given the importance of employee motivation and work discipline on employee performance at Public Junior High School 1 Lamongan, the authors are interested in examining the influence of work motivation and work discipline on teacher performance at Public Junior High School 1 Lamongan. So the purpose of this study was to determine the effect of work motivation on teacher performance at Public Junior High School 1 Lamongan, the effect of work discipline on teacher performance at Public Junior High School 1 Lamongan, and the combined effect of work motivation and work discipline on teacher performance at Public Junior High School 1 Lamongan.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Literature review Performance

Employee performance is the quality and quantity of work accomplished by an employee in fulfilling his responsibilities (Mangkunegara, 2017). Another opinion was put forward by Hasibuan (2019) that employee performance results from a person's work when they do the tasks given to them. This result is based on the person's skill, experience, sincerity, and time. Employee performance indicators are work quality, timeliness, initiative, ability, and communication (Syahwan et al., 2022). Meanwhile, according to Supardi (2013), standard indicators of teacher performance include knowledge, skills, and dispositions; assessment system and unit evaluation; field experience and clinical practice; diversity; faculty qualification,

performance and development; governance and Resources Unit.

Motivation

Motivation is a process responsible for the level of individual effort, direction, and persistence to achieve a goal (Robbins & Judge, 2017). Maslow, a motivational figure and humanistic psychologist, said human needs are hierarchically built into five basic needs hierarchies: psychological needs, security needs, social needs, esteem needs, and self-actualization needs.

Work Discipline

Work discipline is the willingness of a worker to act and behave according to work norms and rules (Shihab et al., 2022). Hasibuan (2019) illustrates that many indicators influence employee discipline in an organization, including goals and abilities, exemplary leadership, remuneration, fairness, discretion, punitive sanctions, firmness, and human relations. Disciplinary regulations for civil servants are stipulated in Government Regulation of the Republic of Indonesia Number 30 of 1980 concerning Regulations for Civil Servants, which contain main points including obligations, ban, and sanctions if obligations are not complied with or prohibitions are violated.

Hypothesis Development

Work Motivation on Teacher Performance

Teacher work motivation and performance and their implications for education management is the process of utilizing all resources owned, both hardware and software, so that in this utilization, the role of high motivation is needed to be able to produce optimal performance and achieve effective and efficient goals (Ihsan et al., 2021). Increased motivation has a goal so that employees can work optimally and achieve optimal performance (Subariyanti, 2017). Teacher work motivation influences teacher teaching performance, so one can improve teacher performance by increasing teacher work motivation (Fauzyah, 2020).

H1: Work motivation influences teacher performance at Public Junior High School 1 Lamongan

Work Discipline on Teacher Performance

Discipline is the action of employees who have the urge to comply with existing standards and regulations. Work discipline improves employee performance. Therefore, if it's improved, so will performance (Afandi &

Bahri, 2020). Good discipline shows a person's sense of responsibility for his tasks. Discipline originates more from within the employees themselves, such as complying with all existing regulations within the company, completing assignments on time, and taking attendance when starting or finishing work so that the higher the employee's work discipline will improve employee performance (Ekhsan, 2019).

H2: Work discipline influences teacher performance at Public Junior High School 1 Lamongan

Work Motivation and Work Discipline on Teacher Performance

Motivation and work discipline together have a positive and significant effect on teacher performance. Therefore, if motivation and discipline at work are raised, so will teacher performance (Gabriella & Tannady, 2019). The results of Abdulah's (2019) also show that motivation and discipline simultaneously or together significantly affect employee performance.

H3: Work motivation and work discipline have a joint influence on teacher performance at Public Junior High School 1 Lamongan

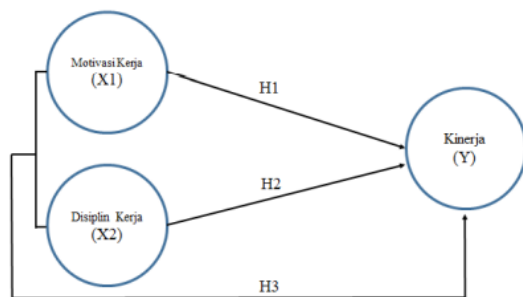


Figure 2. Research Conceptual Framework

3. RESEARCH METHOD

Types of Research

This type of research uses explanatory research. This study aims to find the relationship between two or more variables by describing employee motivation and discipline, then linking the effect to employee performance at Public Junior High School 1 Lamongan. Quantitative methods were utilized in the carrying out of this study.

Place and Time of Research

This study was conducted at Public Junior High School 1 Lamongan in the province of East Java. The study was conducted in the months of January and February of 2022.

Population and Sample

This study's population consists of all teachers at Public Junior High School 1 Lamongan. As a result, this study is a total population study. All the existing samples (Census) were used as research subjects, namely as many as 59 respondents using the census method.

Operational Definition

- Motivation is a desire of Public Junior High School 1 Lamongan employees who encourage them to do something by directing their best abilities.
- Discipline is an obligation, obedience to the rules and regulations, which are related to the work that is done.
- Teachers' performance is the actions and mannerisms they highlight as part of their job.

Method of Collecting Data

This study only used questionnaires to collect primary data from respondents about the specified variables. The instrument is designed using a Likert scale with a score of 1-5 based on the degree of agreement with the statements contained in the instrument.

Data Analysis Technique

The analysis was carried out on each variable using the SPSS program computer application, which includes: correlation test, regression analysis, simple regression test, and multiple regression test.

4. RESULTS AND DISCUSSION

Research Result

The Effect of Work Motivation on Teacher Performance

The following are the findings from the t-test that was conducted to determine the effect of work motivation (X1) on teacher performance (Y):

Table 1

X1 t-test results against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1059,625	150,519		7,040	,000

Work motivation	8,10 8	2,04 6	,378	3, 96 2	,0 0 0
--------------------	-----------	-----------	------	---------------	--------------

a Dependent Variable: Teacher performance

The following is the equation for the regression line that was obtained as a result of performing a simple linear regression analysis:

$$Y' = 1059,625 + 8,108X_1$$

Based on the value t-count = 7,040 with a significance level of 0.000 for t. Therefore, it is accepted that work motivation (X1) has a significant and positive effect on teacher performance (Y). This demonstrates that work motivation significantly affects teacher performance at Public Junior High School 1 Lamongan.

The significance test of 0.000 shows that the value is less than 0.05, indicating a significant relationship between work motivation (X1) and teacher performance (Y). Thus, teacher performance without work motivation (constant) is 1059.625, and any change/increase in work motivation determines teacher performance. Every point increase in work motivation increases the teacher's performance variable score of 8.108.

The results of the coefficient test for determining work motivation (X1) on teacher performance (Y) are as follows:

Table 2

Test Results for the Coefficient of Determination X1 against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,378	,143	,134	619,339

a. Predictors: (Constant), Work motivation

b. Dependent Variable: Teacher performance

The table above shows that the results of simple linear regression analysis calculations obtained an R-squared score of 0.134, which means that 13.4% of teacher performance variables are influenced by work motivation variables, while other variables outside this study influence the rest. By accepting the first hypothesis, it means that changes in teacher performance (by 13.4%), especially in increasing professional, pedagogical, social, and personality competencies, are determined by the motivation of the work done by the teacher. The work motivation in question is intrinsic motivation and extrinsic motivation.

The Effect of Work Discipline on Teacher Performance

The results of the t-test of work motivation (X1) on teacher performance (Y) are as follows:

Table 3

X2 t-test results against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	179.292	97.847	.288	1.832	0.70
Work discipline	3.649	1.252		11.914	.004

a Dependent Variable: Teacher performance

The results of calculating simple linear regression analysis obtained by the regression line equation are:

$$Y' = 179,292 + 3,649X_2$$

Based on the t-count = 11.914 with a significant t of 0.004. Therefore, the hypothesis that work discipline (X2) has a positive and significant effect on teacher performance (Y) is accepted.

This demonstrates that work discipline significantly affects teacher performance at Public Junior High School 1 Lamongan. The significance test result of 0.004 shows that the value is less than 0.05, indicating a significant relationship between work discipline (X2) and teacher performance (Y). Thus, without work discipline (constant), teacher performance is 179.292, and any change/increase in the work discipline variable will determine teacher performance. Every time the work discipline variable increases by one point, the teacher performance variable will increase by 3.649 points.

The following are the findings of the determination coefficient test that was performed on the effect of work discipline (X2) on teacher performance (Y):

Table 4. Test Results for the Coefficient of Determination X2 against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288	.829	.073	64.0743

a Predictors: (Constant), Work discipline

b Dependent Variable: Teacher performance

The data presented in the following table demonstrates that the outcomes of simple linear regression analysis calculations yielded an R-squared score of 0.829. This score indicates that work discipline variables influence 82.9% of teacher performance variables; the remaining variables are influenced by other variables unrelated to this study. If the second hypothesis is true, it follows that teacher performance changes (by 82.9%), especially improvements in developing professional, pedagogical, social, and personality competencies, are determined by the teacher's work discipline.

The Effect of Work Discipline and Work Motivation on Teacher Performance

The following are the findings of the F test concerning the effects of the variables work motivation (X1) and work discipline (X2) on teacher performance (Y):

Table 5. F Test Results X1 and X2 against Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	90582.085	2	45291.042	12.756	0.000
Residual	330198.322	93	3550.520		
Total	420780.406	95			

a. Predictors: (Constant), Work motivation, Work discipline

b. Dependent Variable: Teacher performance

Based on the results of SPSS calculations, the value of F-count = 12.756 is obtained with an F significance of 0.000. F-table (3.44), or an F significance of 0.0000, indicates less than 0.05. Thus, the hypothesis that work

motivation (X1) and work discipline (X2) together have a positive and significant effect on teacher performance (Y) is acceptable.

The results of the coefficient test for determining work motivation (X1) and work discipline (X2) on teacher performance (Y) are as follows:

Table 6. Test Results for the Coefficient of Determination X1 and X2 against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durb in Watson
1	.464	.215	.198	595,862	.573

a. Predictors: (Constant), Work motivation, Work discipline

b. Dependent Variable: Teacher performance

The R Square value is 0.215%, as displayed in the table above. This indicates that 21.5% of teacher performance (Y) can be explained by work motivation (X1) and work discipline (X2), while the remainder is impacted by other variables that were not investigated in this study.

Table 7. Regression Coefficients X1 and X2 against Y

Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.	95% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero order	Partial	Part
1 (Constant)	77,850	175.082		4.409	.000	424.173	1119.528			
Work motivation	.410	1.166	.364	2.925	.004	1.095	5.726	.288	.290	.269
Work discipline	.810	1.971	.269	3.962	.000	11.725	-3.895	.378	.380	.364

a Dependent Variable: Teacher performance

The calculation of multiple regression analysis results in the coefficient table obtained a constant score of 77.850, a regression direction score of work motivation (X1) of 0.410, and a disciplinary regression direction score (X2) of 0.810. Based on the constants and the direction of the regression, the regression line equation is:

$$Y' = 77,850 + 0,410X_1 + 0.810X_2$$

Without discipline and motivation, the teacher's performance is 77.850. Any changes/improvements between the discipline and work motivation variables will affect teacher performance. Every time the work motivation variable increases by one point, the teacher's performance variable increases by 0.410. It raises the teacher's performance variable by 0.80. Accepting the third hypothesis, work discipline and motivation determine performance. Teacher work discipline and motivation are crucial to good teacher performance pedagogically, socially, professionally, and personally to become a professional teacher.

Work motivation, with a value of 36.4%, has a greater impact on teacher performance than work discipline, with a value of 26.4%. This demonstrates that a teacher's work motivation at Junior High School 1 Lamongan has the potential to affect their performance.

Discussion

Work Motivation on Teacher Performance

The findings of this study show that work motivation has a substantial impact on teacher performance at Public Junior High School 1 Lamongan. Based on the analysis of each question item, it can be said that the teachers at

Public Junior High School 1 Lamongan are intrinsically motivated to work. This means that they are careful with their assignments, persistent when they face problems, don't need outside encouragement to do well, want to learn more about the work they are given, always try to do their best, show a positive interest, prefer to work alone, and are tired of the routine. Intrinsic motivation has a dominant influence on teacher performance, especially pedagogical and professional competence. While extrinsic motivation, which includes: achievement, recognition, responsibility, promotion, salary, relationships with colleagues, and security, also tends to be motivational. This extrinsic motivation has a dominant influence on teacher performance, especially social competence and personality.

According to Andriani, Kesumawati, & Kristiawan's (2020) research, work motivation has a favourable and significant effect on the performance of State Vocational School instructors in Palembang. These findings are consistent with these findings.

Work Discipline on Teacher Performance

The results of this study prove that there is a significant influence between work discipline on teacher performance at Public Junior High School 1 Lamongan. From the analysis of each item of questions regarding teacher work discipline, it can be concluded that Public Junior High School 1 Lamongan teachers are disciplined in carrying out their teaching duties, including working honestly, orderly, carefully, enthusiastically, and within working hours.

Teachers of Public Junior High School 1 Lamongan also show discipline in dress and appearance, which includes: dressing neatly

and politely, being polite, and behaving towards the community, neighbors, co-workers, and superiors. Meanwhile, discipline in carrying out other tasks at school, including complying with all statutory and official regulations that apply in schools and obeying official orders from the authorities, is seen as tending to be disciplined. Discipline in carrying out other tasks at school has a dominant influence on teacher performance, especially social competence. Meanwhile, discipline in carrying out teaching tasks has a dominant influence on teacher performance, especially pedagogic competence, and professional competence, and discipline in dress and appearance has a dominant influence on teacher performance, especially personality competence.

The findings of this study are consistent with those found in a study that was carried out by Efendi, Rifa'i, Bahrin, Milla, & Suharmi (2020). That study found that work discipline has a favorable and significant effect on the performance of employees.

Work Motivation and Work Discipline on Teacher Performance

The findings of this study show that work motivation and discipline substantially impact teacher performance at Public Junior High School 1 Lamongan. This can be understood as teacher performance in the absence of discipline and work motivation, and any change/increase in discipline and work motivation will affect teacher performance. The more the work motivation, the better the teacher's performance, individually and collectively. Compared to work discipline characteristics, work motivation has the greatest influence on teacher performance. This indicates that the teacher's work motivation can influence the teacher's performance.

This study's results align with research conducted by Purnomo, Djudi, & Mayowan (2017) explaining that work motivation and discipline simultaneously have a significant effect on employee performance.

5. CONCLUSION

From data analysis and research outcomes, we can conclude:

Teachers' performance at Public Junior High School 1 Lamongan is highly influenced by their work motivation. This indicates that the teacher's performance positively correlates with the teacher's work motivation. The lower a

teacher's work motivation, the poorer their performance.

Teachers' performance at Public Junior High School 1 Lamongan is highly influenced by their work discipline. This indicates that the teacher's performance positively correlates with the teacher's work discipline. The lower a teacher's work discipline, the poorer their performance.

Work motivation and work discipline have a substantial concurrent effect on teacher performance at Public Junior High School 1 Lamongan. This demonstrates that the greater the teacher's work discipline and motivation, the higher the teacher's performance. Conversely, the lesser the teacher's discipline and job motivation, the worse the teacher's performance.

This study's results suggest:

Teachers who already have good work motivation are to be maintained, while those who have not to try to increase their work motivation. It should be maintained for teachers who are already disciplined, while those who are not disciplined should try to discipline themselves.

For the structural ranks of school management, especially school principals, to foster and set an example of discipline in carrying out tasks. The school principal should provide policies to provide motivation, such as rewards so that the teacher's performance can be maximized following their respective fields of work.

6. REFERENCES

- Abdulah, B. (2019). Pengaruh Motivasi dan Disiplin Kerja Terhadap Kinerja Karyawan SMK Ksatria Jakarta. *Jurnal Ekobis: Ekonomi, Bisnis & Manajemen*, 9(1), 40–55. <https://doi.org/10.37932/j.e.v9i1.47>
- Afandi, A., & Bahri, S. (2020). Pengaruh Kepemimpinan Motivasi dan Disiplin Kerja Terhadap Kinerja Karyawan. *MANEGGIO: Jurnal Ilmiah Magister Manajemen*, 3(2), 235–246. <https://doi.org/10.30596%2Fmaneggio.v3i2.5044>
- Andriani, M., & Widiawati, K. (2017). Penerapan Motivasi Karyawan Menurut Teori Dua Faktor Frederick Herzberg Pada PT Aristika Kreasi Mandiri. *Jurnal Administrasi Kantor*, 5(1), 83–98. <https://ejournal-binainsani.ac.id/index.php/JAK/article/vi>

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2020). The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7), 19–29. <https://www.ijstr.org/final-print/july2018/The-Influence-Of-The-Transformational-Leadership-And-Work-Motivation-On-Teachers-Performance.pdf>
- Ardana, I. K., Mujiati, N. W., & Utama, I. W. M. (2014). *Manajemen Sumber Daya Manusia* (Edisi Pert). Graha Ilmu.
- Efendi, R., Rifa'i, M. N., Bahrun, K., Milla, H., & Suharmi. (2020). The Mediation of Work Motivation on the Effects of Work Discipline and Compensation on Performance Batik MSMEs Employees in Yogyakarta City, Indonesia. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 7(1), 689–703. <https://doi.org/10.18415/ijmmu.v7i1.1375>
- Ekhsan, M. (2019). Pengaruh Motivasi dan Disiplin Kerja terhadap Kinerja Karyawan. *OPTIMAL: Jurnal Ekonomi Dan Kewirausahaan*, 13(1), 1–13. <https://doi.org/10.33558/optimal.v13i1.1734>
- Fauzyah, N. (2020). Hubungan Motivasi Kerja dengan Kinerja Guru Madrasah. *MUNTAZAM: Jurnal Manajemen Pendidikan Islam*, 1(1), 44–54. <https://doi.org/10.1212/mj.v1i1.4018>
- Gabriella, P., & Tannady, H. (2019). Pengaruh Motivasi dan Disiplin Kerja Terhadap Kinerja Guru di SMAN 8 Bekasi. *Seminar Nasional Sains & Teknologi Informasi (SENSASI) 2019*, 121–124. <http://seminar-id.com/prosiding/index.php/sensasi/article/view/281>
- Hasibuan, M. S. P. (2019). *Manajemen Sumber Daya Manusia* (Cet. 1). Bumi Aksara.
- Hidayat, R. (2021). Pengaruh Motivasi, Kompetensi dan Disiplin Kerja Terhadap Kinerja. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 5(1), 16–23. <https://doi.org/10.31294/widyacipta.v5i1.8838>
- Ihsan, A. H., Supiana, & Gustini, N. (2021). Motivasi Kerja dan Kinerja Guru Madrasah Serta Implikasinya Bagi Manajemen Pendidikan Islam. *Jurnal Isema: Islamic Educational Management*, 6(1), 95–102. <https://doi.org/10.15575/isema.v6i1.9988>
- Irawan, D., Kusjono, G., & Suprianto. (2021). Pengaruh Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Pegawai Negeri Sipil Pada Kantor Kecamatan Serpong. *Jurnal Ilmiah Mahasiswa (JIMAWA)*, 1(3), 176–185. <https://doi.org/10.32493/jmw.v1i3.15117>
- Mahmudi. (2015). *Manajemen Kinerja Sektor publik*. Unit Penerbit dan Percetakan Sekolah Tinggi Ilmu Manajemen YKPN.
- Mangkunegara, A. P. (2017). *Manajemen Sumber Daya Manusia Perusahaan* (Cetakan 14). PT. Remaja Rosdakarya.
- Peraturan Pemerintah Republik Indonesia Nomor 30 Tahun 1980 Tentang Peraturan Pegawai Negeri Sipil, (1980). <https://peraturan.bpk.go.id/Home/Details/66626/pp-no-30-tahun-1980>
- Purnomo, C. A. H., Djudi, M., & Mayowan, Y. (2017). Pengaruh Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Karyawan (Studi pada Karyawan Tetap PT Karoseri Tentrem Sejahtera Kota Malang). *Jurnal Administrasi Bisnis (JAB)*, 48(1), 28–35. <http://administrasibisnis.studentjournal.uib.ac.id/index.php/jab/article/view/1865>
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. Pearson Education Limited.
- Sekartini, N. L. (2016). Pengaruh Kemampuan Kerja, Disiplin Kerja, Motivasi Kerja Terhadap Kepuasan Kerja Dan Kinerja Karyawan Administrasi Universitas Warmadewa. *JAGADHITA: Jurnal Ekonomi & Bisnis*, 3(2), 64–75. <https://doi.org/10.22225/jj.3.2.130.64-75>
- Shihab, M. R., Prahiawan, W., & Maria, V. (2022). Pengaruh Disiplin Kerja, Motivasi Kerja, dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada PT. So Good Food Manufacturing Kabupaten Tangerang Tahun 2020. *Jurnal Inovasi Penelitian*, 3(3), 5479–5492. <https://doi.org/10.47492/jip.v3i3.1879>
- Subariyanti, H. (2017). Hubungan Motivasi Kerja dan Kepuasan Kerja Terhadap Kinerja Karyawan PTLR Batan. *Jurnal Ecodemica*, 1(2), 224–232. <https://doi.org/10.31294/jeco.v1i2.2102>

- Supardi. (2013). *Kinerja Guru*. RajaGrafindo Persada.
- Syahwan, T. Z., Amaluddin, & Muttaqin, A. (2022). Organizational Communication Patterns On Performance Of Employees In Providing Land Certificate Services At The Land Office Of Makassar City. *Jurnal RESPON*, 3(3), 16–25. <https://jurnal.ilkom.fs.umi.ac.id/index.php/respon/article/view/69>
- Vallennia, K., Atikah, A., & Azijah, F. N. (2020). Pengaruh Disiplin Kerja Terhadap Kinerja Karyawan (Studi Kasus PT. Sinar Sosro Rancaekek). *E-Journal Equilibrium Manajemen*, 6(2), 39–49. <https://jurnal.upb.ac.id/index.php/equilibrium/article/view/104>
- Wulandari, A., & Hamzah, R. (2019). Dampak Disiplin Kerja Dan Kemampuan Kerja Terhadap Prestasi Kerja Karyawan. *Jurnal Signaling STMIK Pringsewu*, 8(2), 41–47. <https://doi.org/10.56327/signaling.v8i2.806>