



THE INFLUENCE OF WORK DISCIPLINE, TRAINING AND MOTIVATION ON THE PERFORMANCE OF MAN TEACHER IN WEST JAKARTA

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ABSTRACT

Teachers as educational staff are one of the decisive factors in achieving educational goals, as teachers interact directly with students, to give guidance to create good students. business as expected. The aim of this study was to determine the effects of work discipline, training, and motivation on teacher performance. The sampling technique used is saturation sampling or what can be called a census with a total sample of 60 people. The data analysis technique used is Structural Equation Modeling (SEM) processed by SmartPLS application. Research results show that discipline in the workplace has a positive and significant impact on motivation and that training has a positive and significant impact on teacher performance. In addition, work discipline has a positive and significant effect on teacher performance, training has a positive and significant impact on teacher performance, and motivation has a positive and significant impact. to teacher performance. In this study, motivation may mediate the effect between work discipline and teacher performance. Motivation can also mediate the effect between teacher training and performance. These results provide evidence that motivational variability is a variable likely to mediate the effects of work discipline and training on teacher performance.

KEYWORDS: *Teacher Performance, Work Discipline, Training, Motivation.*

INTRODUCTION

Research Background

The position of teachers in the world of education is at the forefront and central in the delivery of the learning process. Therefore, the role of teachers requires integrity, commitment and loyalty as educators and creators of human resources (HR). Since teachers are expected to be highly educated, teacher discipline must be considered (Misrania et al., 2020).

Good teacher performance can be achieved if teachers follow the applicable professional performance standards. Maintaining and improving teacher discipline is expected to increase the effectiveness of teaching and learning activities, and subsequently improve teacher performance. Maintaining discipline also improves public opinion of the school and increases trust in the school. Discipline is another factor that improves performance.

Siagian (2018) In general, work discipline is a training aimed at improving and shaping the attitudes, knowledge and behavior of employees, who voluntarily try to work together with other employees to do so and increase work productivity. Student learning achievement is not only determined by several factors such as intellectual and non-intellectual (Misrania et al., 2020).

Training is another factor that can affect teacher performance in teaching. The development of the world of education, especially after the Covid-19 pandemic hit the world, has caused teachers to improve their teaching skills. The future that students face is increasingly complex and challenging. Therefore, the role of education in its preparation is very large. This means that the world of education must improve the quality of students so that they are able to face all the challenges of life in the future. (Panjaitan & Tiarapusita, 2021). Madrasah Aliyah Negeri 10 has a training program that can be followed by teachers.



The training program is designed to assist teachers in dealing with developments in the world of education. During the 2021/2022 academic year, the school management has held three training programs attended by all teachers. The three training programs are: 1) making grids and questions; 2) improving public services and 3) teaching technology training. Although the school has organized training for teachers, the majority of teachers feel that the school is still lacking in providing training to improve their performance.

The results of a pre-survey conducted by researchers on 20 teachers who teach at MAN 10 Jakarta show that work discipline, training and work motivation are factors that affect teacher performance. The following are the results of the pre-survey in Table 1.

Table 1
Pre-Survey Results

No	Variable	Statements	Answer	
			Yes	Not
1	Work Discipline	Does the school apply sanctions for teachers who commit violations?	14	6
		Have school regulations been well socialized?	10	10
		Does the existing regulation make it difficult for teachers?	12	8
2	Training	Does the school have a training program?	20	0
		Does the school require teachers to attend training?	12	8
		Has the school ever organized training to improve teacher performance?	10	10
3	Occupational Motivation	Do you get recognized when you excel?	10	10
		Are you given opportunities to develop your skills?	10	10
		Do you have a good relationship with your colleagues and superiors?	12	8
4	Teacher Performance	Did you perform your tasks effectively and efficiently?	11	9
		Did you carry out the tasks according to the guidelines?	9	11
		Were you able to lead the class well?	10	10

Source: data processed by researcher, 2022

Based on the pre-survey results in Table 1.1, work discipline is one of the factors that can affect teacher performance. Lack of discipline of teachers in carrying out their teaching duties and enforcing school regulations can cause disruption to the teaching and learning process. In the 2021/2022 academic year, there were 2 teachers who received sanctions from the school due to disciplinary problems that disrupted the teaching and learning process at school.

There have been many studies on the factors that influence teacher performance. From Mithrania and others. (2021) found that work discipline has a significant positive impact on teacher performance. The study of Rizzarini et al. (2021) examined the effect of work motivation and work discipline, and the study showed a large impact (Rizalini et al., 2021).

Formulation of the problem

Based on the background and identification of the problems above, the problem formulation in this research is as follows:

1. How does Work Discipline affect the Motivation of Teachers of MAN 10 West Jakarta?
2. How does Training affect the Motivation of Teachers of MAN 10 West Jakarta?
3. How does Work Discipline affect the Performance of Teachers of MAN 10 West Jakarta?
4. How does Training affect the Performance of Teachers of MAN 10 West Jakarta?
5. How does Motivation affect the performance of teachers of MAN 10 West Jakarta?
6. How is the effect of Work Discipline mediated by Motivation on Teacher Performance MAN 10 West Jakarta?
7. How is the effect of Training mediated by Motivation on Teacher Performance of MAN 10 West Jakarta?



LITERATURE REVIEW

Teacher Performance

Rivai, et al. (2018) which reveals that performance is the result or level of success of a person during a certain period in carrying out tasks compared to various possibilities, such as work result standards, targets or goals or criteria that have been determined in advance and have been agreed upon.

Indicators to measure teacher performance, Wirawan (2016) describes the development of dimensions and indicators of performance evaluation instruments, namely (Syahril & Konadi, 2021):

- a. The dimension of work results consists of three indicators, namely:
 1. Quantity of work
 2. Quality of work
 3. Efficiency in carrying out tasks
- b. The work behavior dimension consists of three indicators, namely:
 1. Work discipline
 2. Initiative
 3. Thoroughness

Work Discipline

Discipline has a strong influence on a school institution, especially in relation to the goals planned by the school. Whether in terms of school quality, teacher quality, graduates, and school accreditation, because all individuals comply with applicable social rules and norms (Rivai, 2018).

In this study, the indicators used to measure work discipline are indicators put forward by Mangkunegara and Octorent (2015) which have been adapted by Syahril and Konadi (2021) into 3 indicators, namely: 1) compliance with regulations; 2) responsibility; 3) awareness.

Training

According to Sulistiyani and Rosidah (2016), training is a systematic process of changing the behavior of employees in a direction to improve organizational goals. This training is very important because it is a way to maintain, maintain, maintain employees and at the same time improve the skills of employees to improve their performance.

In this study, the training indicators used are training indicators put forward by Mangkunegara (2017) and have been adapted by Gutara, et al (2020). In the research of Gutara, et al (2020), the indicator used is training material where the training material that is directly related to teacher performance is 1) material on planning learning programs, 2) material on implementing teaching and learning activities in the classroom and 3) material on assessing or evaluating teaching and learning activities (Gutara et al., 2020).

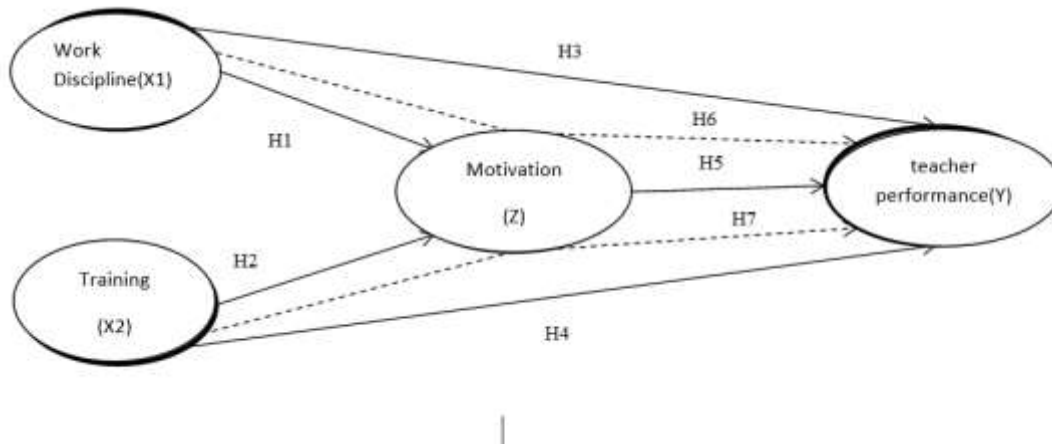
Motivation

According to Mc Clelland in Mangkunegara (2017), which states that motivation varies according to the strength of a person's need for achievement. According to Mc Clelland in Mangkunegara (2017), the dimensions and indicators of motivation can be grouped as follows.

- a. Achievement Needs Dimension. This dimension has three indicators as follows.
 - 1) The drive or desire to outperform others,
 - 2) The drive or desire to achieve success,
 - 3) Desire to get feedback or praise.
- b. Power Need Dimension. This dimension is measured by the following two indicators.
 - 1) Desire for the desire to influence others.
 - 2) Desire to achieve a position or power.
- c. Affiliation Needs Dimension. The need for affiliation has the following indicators.
 - 1) Cooperation with coworkers (teamwork),
 - 2) Familiarity and friendliness with coworkers,
 - 3) Cooperative attitude and friendship with other parties.

Framework

Based on the theoretical review and previous research, the theoretical framework of this study is described as follows:



Picture. 1 Framework

Research Hypothesis

- H1 : Work Discipline affects Work Motivation
- H2 : Training affects Work Motivation
- H3 : Work Discipline affects Teacher Performance
- H4 : Training affects Teacher Performance
- H5 : Motivation affects Teacher Performance
- H6 : Motivation is able to mediate the effect of Work Discipline on Teacher Performance
- H7 : Motivation is able to mediate the effect of Training on Teacher Performance

Definition and Operationalization of Variables

The dimensions and indicators of the research variables can be seen in Table 2.

Table 2. Research Variable Dimensions and Indicators

Variable	Definition	Indicator
Work Discipline (X ₁)	Discipline is an orderly condition where those in an organization happily obey the rules that have been set. (Syahril & Konadi, 2021)	Compliance with regulations Responsibility Awareness
Training (X ₂)	Training is a systematic process aimed at changing employee behavior in improving the goals of an organization. (Gutara et al., 2020).	Learning program planning material training Training on KBM implementation materials Training on KBM assessment or evaluation materials
Work Motivation (X ₃)	Motivation varies according to the intensity of one's need for achievement. (Gutara et al., 2020)	Need for Achievement Need for Power Need for Affiliation
Teacher Performance (Y)	Performance is the result of a person's work by completing the tasks assigned to him based on skills, experience, sincerity, and time. (Syahril & Konadi, 2021)	Work Outcomes Work Ability

Source: processed by the authors (2022)

Population and Research Sample

The population in this study were MAN 10 West Jakarta teachers totaling 60 people. Since the number of employee populations is small, this study uses all members of the population as samples or saturated sampling. The sample was all teachers of MAN 10 West Jakarta who were sampled, totaling 60 people.



Data Analysis Method

This study collected data using a questionnaire. The alternative answers provided are arranged in five levels. The population of this study only consists of teachers who teach at MAN 10 Jakarta. The sampling technique used is the census method or saturated sample. The data collection technique used was a questionnaire. The data analysis method uses the Structural Equation Model (SEM) using SmartPLS software. SEM testing using SmartPLS is carried out on two models, namely the inner model and outer model.

Data Analysis Results

Respondent Characteristics

Based on the research results, the characteristics of MAN 10 Jakarta teachers can be seen in Table 3.

Table 3.
Characteristics of Respondents

No.	Variable	Answer	Quantity	Percentage
1	Gender	Male	27	45,0
		Female	33	55,0
		Total	60	100,0
2	Age	21 Years - 38 Years	22	36,7
		39 Years - 50 Years	27	45,0
		> 50 Years	11	18,3
		Total	51	100,0
3	Length of Service	1 - 5 Years	16	25,0
		5 - 10 Years	6	10,0
		10 - 15 Years	14	23,3
		> 15 Years	25	41,7
		Total	51	100,0

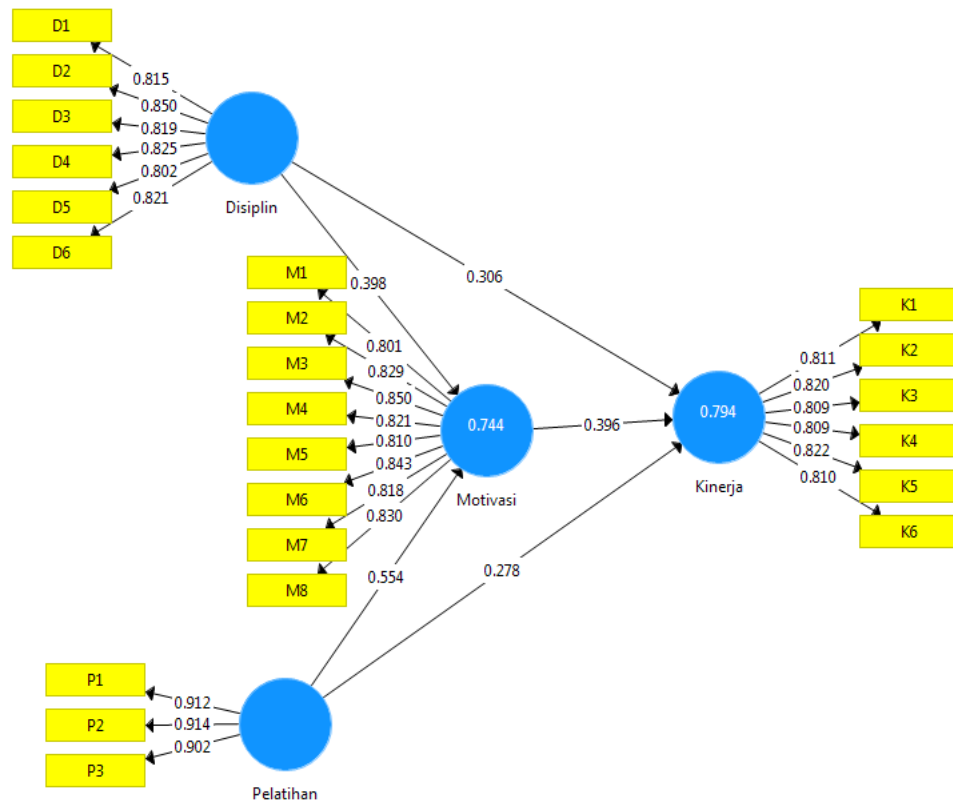
Source: Primary Data processed, 2022

Based on Table 3, the number of male respondents was 27 people or 45.0%, while female respondents were 33 people or 55.0%. Most of the respondents were women. Most of the respondents are teachers aged between 39 and 50 years. These results show that teachers who teach at MAN 10 Jakarta are teachers who have been teaching for a long time.

Based on Table 3, we know that the majority of teachers have been with us for 15 years or more. This shows that teachers who teach at MAN 10 Jakarta are experienced teachers. This experience more or less helps teachers overcome problems in the classroom.

a. Outer Model Testing

Based on the results of testing the outer model, it can be seen that all indicators meet the requirements because the loading factor value > 0.70. Figure 1 shows the results of the convergence validity test. This shows that the index loading factor value is > 0.70.



Picture 2. Test Results of Convergent Validity

The factor loading test results show that all construct indicators have met the convergent validity requirements, namely having factor loading > 0.70. Furthermore, the results of discriminant validity testing also show a strong correlation value between variable indicators and their variables. This result is reinforced by the results of the Fornell Larcker Criterion test.

**Table 4
Fornel-Larcker Criterion Test Results**

	Discipline	Performance	Motivation	Training
Discipline	0.822			
Performance	0.778	0.813		
Motivation	0.749	0.849	0.825	
Training	0.634	0.791	0.806	0.909

The Fornel Larcker Criterion test results show that the research variables have met the validity requirements.

b. Inner Model Testing

Testing the inner model, one of which tests the R2 value which ranges from 0 - 1. R2 values of 0.75, 0.5, and 0.25 can be assessed as strong, medium, and weak models. The results of R2 testing can be seen in the table below.

Table 5
R Square Test Result

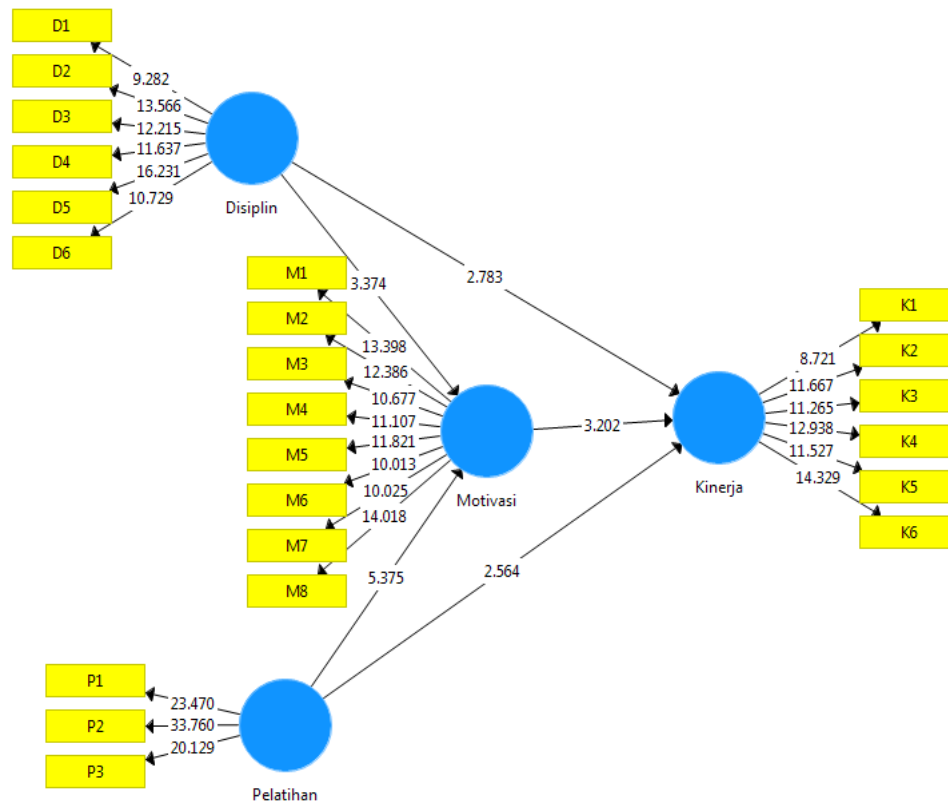
Variables	R-Square
Performance	0.794
Motivation	0.744

The structural model shows that the variable productivity model can be called normal because the value is greater than 0.67. The performance results in an R-squared value of 0.794 or 79.4%. This means that performance can be explained by discipline and learning, and 20.6% may be influenced by other unexplored variables. Synchronous then gives an R-squared value of 0.744 or 74.4%. This means that motivation can be explained by discipline and learning, and 25.6% may be influenced by other unexplored variables.

Table 6
F² (Effect Size)

Variables	Performance	Description	Motivation	Description
Motivation	0.194	Intermediate		
Discipline	0.198	Medium	0.370	Strong
Training	0.130	Weak	0.718	Strong

Pengujian Hipotesis



Picture 2 Bootstrapping Test Results



The results of hypothesis testing show that all hypotheses have a significant effect. Figure 2 above shows the magnitude of the t test value generated by the model. A t-test value greater than the t-table value indicates a significant effect and conversely a t-test value lower than the t-table indicates no significant effect.

Table 7
Summary of Hypothesis Test Results

No	Hypothesis	Original Sample	Standard Deviation	T-Statistics	P Values	Description	
H1	Discipline → Motivasi	0.398	0.118	3.374	0.001	Positive Significant	Results
H2	Training → Motivation	0.554	0.103	5.375	0.000	Positive Significant	
H3	Discipline → Performance	0.306	0.110	2.783	0.006	Positive Significant	Accepted
H4	Training → Performance	0.278	0.108	2.564	0.001	Positive Significant	
H5	Motivation → Performance	0.396	0.124	3.202	0.001	Positive Significant	Accepted
H6	Discipline → Motivation → Performance	0.157	0.075	2.098	0.036	Positively Significant	
H7	Training → Motivation → Performance	0.219	0.074	2.980	0.003	Positively Significant	Accepted

Discussion

The Effect of Work Discipline on Motivation

After testing the hypothesis, work discipline has a positive and significant effect on motivation. So the results show that the higher the teacher's work discipline, the higher the work motivation. This research is in line with the research of Efendi et al (2020) that work discipline has a positive and significant effect on work motivation. Another study is from Rizalini et al (2021). The results show that a teacher's work discipline has a positive effect on his work motivation. Teachers with high discipline are motivated to work (Efendi et al., 2020).

The Effect of Training on Motivation

Hypothesis testing results show that learning has a positive and significant effect on motivation. Training serves to improve teacher competence in both curricular and administrative aspects. The results of this study are in line with research by Niati et al. (2021) that learning affects motivation. According to Niati et al., (2021), learning is very important to improve people's ability to complete assigned tasks easily. Increasing one's competence can increase work motivation because it feels easier to complete the tasks that are their responsibility (Niati, et al., 2021).

The Effect of Work Discipline on Performance

The results of hypothesis testing show that work discipline has a significant influence on performance. In carrying out their work, teachers need to prepare various lesson plans and make progress reports on learning outcomes (K2). Teachers who apply work discipline in the form of arriving and leaving school on time, will prepare well-organized lesson plans so that they can adjust to teaching time. Similarly, in preparing learning progress reports, teachers who have discipline will work on them without delay.

The results of this study are in line with research conducted by Syarkani (2017) which shows that work discipline has a significant effect on performance. Another study that is in line with this research is a study conducted by Hidayati, et al (2019). Work discipline owned by employees helps improve performance because employees voluntarily and cooperatively carry out programs to achieve organizational goals (Lestari et al., 2020; Puspita & Widodo, 2020).



Training Effect on Performance

Hypothesis testing shows that training has a significant effect on performance. The training provided by the school for teachers to participate in is very helpful for teachers in improving their individual abilities both in terms of curriculum and managerial skills (Gutara, et al, 2021). Improving the individual abilities of teachers is very helpful in improving performance

The results of this study are in line with research conducted by (Gutara et al., 2020; Hartomo & Luturlean, 2020; Kosdianti & Sunardi, 2021). Training is very important because it is used to improve employee skills to improve performance while maintaining, retaining, and retaining employees. The results of this study are one proof that the training received by employees can affect their performance. Research by Jansen et al (2019) shows that the training received by teachers improves teacher performance, especially on critical thinking tasks and detecting bias in student learning outcomes (Janssen et al., 2019).

Effect of Motivation on Performance

The results showed that motivation has a significant effect on performance. Motivation provides encouragement that raises a person's passion for work so that they want to work together effectively and compactly in every effort to achieve satisfaction (Hasibuan, 2017). Motivation helps individuals achieve their goals by changing their inner energy (Wulandari & Bagia, 2021). The results of this study are in line with research conducted by Prastiwi et al (2022) which shows that work motivation has a positive and significant effect on performance. Motivated teachers perform better.

Motivation mediates the effect of work discipline on performance.

The results of hypothesis testing show that motivation can mediate the effect of work discipline on performance. Motivation can increase the effect of work discipline on teacher performance at MAN. This shows that the work discipline shown by MAN teachers can increase work motivation so that it can improve teacher performance.

Research conducted by Effendi, et al (2020) shows that work discipline carried out by employees is part of the motivation at work. Employees' willingness to carry out the vision and mission of the organization is part of the organization's efforts to achieve goals. This research is in line with research conducted by Rachman, et. al (2021) which found that work discipline has a positive and significant effect on employee performance mediated by work motivation. Work discipline affects teacher performance, the better work discipline, the higher performance (Rachman et al., 2021).

Motivation mediates the effect of training on performance

The results of hypothesis testing show that motivation can mediate the effect of training on performance. Training provides skills and knowledge to teachers that can help improve their work. Motivation can affect the relationship between training and performance. The training received by teachers gives them confidence in carrying out teaching and learning activities. The training received by teachers also helps improve their performance. Teacher performance is getting better with a sense of responsibility that teachers have after receiving training, because the training attended by teachers is proof that management pays attention to improving their performance.

This research is in line with research conducted by Niati, et.al (2020) which shows that there is a positive and significant influence between training on performance moderated by motivation. Ozkeser's research (2019) shows that training is the key to increasing motivation and that motivation has a significant impact on performance (Prastiwi, et al, 2022).

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Some conclusions from this study are that work discipline has a significant positive effect on motivation. This means that by increasing or improving the quality of teacher discipline will increase teacher motivation at MAN 10 West Jakarta. Training has a positive and significant effect on motivation. Teacher training provided by schools not only helps teachers improve their teaching skills, but also helps them improve management skills to motivate them to work. Work discipline has a significant positive effect on performance. This shows that a teacher's work discipline can improve his or her performance. Training has a large positive impact on performance. This means that teachers receiving training from both schools and self-teachers helps them complete their tasks quickly and accurately. Work motivation has a significant positive effect on performance. Increased work motivation perceived by teachers can improve performance. Work discipline has a large positive impact on



performance mediated by motivation. This shows that motivation can increase the effect of work discipline on performance. Training has a significant positive effect on performance mediated by motivation. This shows that motivation can increase the effect of training on performance.

In the work discipline variable, indicator D5 has the highest bootstrapping value compared to other work discipline indicators. This indicates that the level of teacher discipline to keep their work desks clean is very good, so it needs to be maintained. The indicator with the lowest bootstrapping value is indicator D1, namely leaving school on time. This result indicates that many teachers do not go home at a predetermined time, so the suggestion is that teachers improve their discipline to leave school at a predetermined time. In the training variable, indicator P3 has the lowest bootstrapping value compared to other training indicators. This indicator is about training for assessment or evaluation of KBM. In its implementation, MAN 10 Jakarta management conducts training for teachers to improve their competence. Therefore, in the future, teachers need to improve their ability to evaluate KBM, while on the other hand, in terms of implementing KBM, it has the highest bootstrapping value, so it needs to be maintained.

In the motivation variable, the bootstrapping results show that indicator M1 has the lowest value. The M1 indicator shows that the teacher's desire to excel in school is low. The low motivation indicator compared to other motivation indicators shows that teachers are not motivated to get achievements at school. Therefore, the suggestion that can be proposed is that management needs to provide appropriate rewards to increase teacher achievement motivation, while on the other hand indicator M8 has the highest bootstrapping value so it needs to be maintained. In the teacher performance variable, the indicator with the lowest value is K1. Indicator K1 is related to teaching and learning activities at school. Therefore, the suggestion is that when making lesson plans, teachers prepare an assessment form to find out whether the program that has been running has gone well or needs improvement. As for indicator K6 which has the highest bootstrapping value, it must be maintained by the teacher. MAN 10 managers can increase the level of teacher discipline by giving awards to teachers who maintain their level of discipline. MAN 10 managers can increase the amount of training provided to teachers and develop the types of training that teachers will participate in.

Suggestions

Based on the conclusions that have been made, the following suggestions can be made to practitioners:

1. In the work discipline variable, indicator D5 has the highest bootstrapping value compared to other work discipline indicators. This indicates that the level of teacher discipline to keep their work desks clean is very good, so it needs to be maintained. The indicator with the lowest bootstrapping value is indicator D1, namely leaving school on time. This result indicates that many teachers do not leave school on time, so the suggestion is that teachers improve their discipline to leave school at a predetermined time.
2. In the training variable, indicator P3 has the lowest bootstrapping value compared to other training indicators. This indicator is about training for assessment or evaluation of KBM. In its implementation, MAN 10 Jakarta management conducts training for teachers to improve their competence. Therefore, in the future, teachers need to improve their ability to evaluate KBM, while on the other hand, in terms of implementing KBM, it has the highest bootstrapping value, so it needs to be maintained.
3. In the motivation variable, the bootstrapping results show that indicator M1 has the lowest value. The M1 indicator shows that the teacher's desire to excel in school is low. The low motivation indicator compared to other motivation indicators shows that teachers are not motivated to get achievements at school. Therefore, the suggestion that can be proposed is that management needs to provide appropriate rewards to increase teacher achievement motivation, while on the other hand indicator M8 has the highest bootstrapping value so it needs to be maintained.
4. In the teacher performance variable, the indicator with the lowest value is K1. The K1 indicator relates to teaching and learning activities at school. Therefore, the suggestion is that when making lesson plans the teacher prepares an assessment form to find out whether the program that has been running has gone well or needs improvement. As for indicator K6 which has the highest bootstrapping value, it must be maintained by the teacher.
5. MAN 10 managers can increase the level of teacher discipline by giving awards to teachers who maintain their level of discipline.
6. MAN 10 managers can increase the amount of training provided to teachers and develop the types of training that teachers will participate in.



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