

## THE INFLUENCE OF DISCIPLINE, COMPETENCE, ORGANIZATIONAL CULTURE AND QUALITY OF LEADERSHIP ON TEACHER PERFORMANCE IN SMK BATIK 2 SURAKARTA

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**Abstract :** *Teacher discipline and organizational culture practices in schools and teacher competence and leadership of school principals greatly affect teacher performance at SMK Batik 2 Surakarta. This research aims to determine whether discipline, competence, organizational culture and leadership quality have a simultaneous effect on teacher performance at SMK Batik 2 Surakarta. This type of research is a type of quantitative research, conducted at SMK Batik 2 Surakarta. The research time was carried out for one month, namely in December 2020. The research population was 50 people using a non-probability sampling technique with the technique taken, namely saturated sampling (census) with a sample of 50 people. Data collection is done by observing, documenting and asking questions. The data analysis technique was carried out with the classical assumption test, namely normality test, multicollinearity test, as well as heteroscedasticity test and multiple regression analysis as well as model suitability test (Good of Fit) by analyzing the coefficient of determination (R<sup>2</sup>), F test, t test and the coefficient of determination (R<sup>2</sup>). The results showed that: 1) there was a positive and significant influence on teacher perceptions of discipline on the teacher's performance at SMK Batik 2 Surakarta supported by empirical evidence, 2) there was a positive and significant influence on organizational culture on teacher performance at SMK Batik 2 Surakarta supported by empirical evidence, 3) there is a positive and significant effect of teacher competence on teacher performance at SMK Batik 2 Surakarta supported by empirical evidence, 4) there is a positive and significant influence on leadership quality on teacher performance at SMK Batik 2 Surakarta supported by empirical evidence.*

**Keywords:** *Discipline, organizational culture, teacher competence, leadership quality.*

### 1. Introduction

Along with the rapid development of science and technology, the world of education has a very important role to create superior and competitive human resources. Education is a reflection of the process of actualizing all the potentials possessed by graduates into abilities that can be utilized in everyday life in the wider community. Superior human resources will make a country count; therefore, teachers are the determinants of creating superior human resources.

Law Number 20 Year 2003 article 1 paragraph 1 concerning the national education system mandates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control and intelligence, noble character and skills possessed by himself, society, nation and state.

Suprihati (2014) in her journal states that performance is generally understood as a record of output results on the function of the position or all work activities within a certain period of time. In short, performance is mentioned as a success in carrying out a job. Individual performance contributes to group performance which in turn contributes to organizational performance. Performance can also be an action or execution of a task that is completed by a person within a certain period of time and can be measured. Performance can be measured in terms of efficiency, effectiveness, and organizational health.

Ahmad (2017) states that in order to achieve the targeted goals in improving the quality of education, efforts can be made by teachers to improve the quality of their performance in learning activities in schools by increasing teacher competence through training, procurement of textbooks and learning tools, teacher certification, procurement and improvement of educational facilities and infrastructure, as well as improving the quality of school management. Aunga (2017) in his research journal entitled “The influence of leadership style on teacher performance in elementary schools in Arusha District Tanzania”, in this research a quantitative and descriptive survey design was used. Questionnaires were used to collect data. The sample size of 140 respondents was used, the results of this research that there is a significant relationship between transformational leadership style and teacher performance.

The research by Susanto et al, (2017) on the influence of discipline and leadership shows that simultaneously the discipline and leadership factors of the principal affect the teacher's performance at SMAN 1 Balung. Discipline is a person's awareness and willingness to obey the rules and norms that apply.

The research conducted by Bariroh (2015) found the results that teacher work discipline will affect student achievement, because there is a relationship of 0.786 or 78.6% which is classified as very strong based on the level of closeness. In line with this research, research conducted by Nashir (2017) found that the implementation of teacher discipline at SMP Unismuh Makassar showed a very large influence between variables. Teacher discipline affects student achievement at SMP Unismuh Makassar 51, % and the remaining 49% is influenced by other variables.

The objectives of this research are: 1) to find out whether discipline, competence, organizational culture and leadership quality have a simultaneous effect on teacher performance at SMK Batik 2 Surakarta, 2) to find out whether discipline has an effect on teacher performance at SMK Batik 2 Surakarta, 3) to find out whether teacher competence affects the performance of teachers at SMK Batik 2 Surakarta, 4) to find out whether organizational culture affects the performance of teachers at SMK Batik 2 Surakarta, 5) to find out whether the quality of leadership affects the performance of teachers at SMK Batik 2 Surakarta.

## 2. Method

This type of research is a type of quantitative research, conducted at SMK Batik 2 Surakarta. The research time was carried out for one month, in December 2020. The research population was 50 people using a non-probability sampling technique with the technique taken, namely saturated sampling (census) with a sample of 50 people. Data collection is done by observing, documenting and asking questions. The data analysis technique was carried out with the classical assumption test, namely normality test, multicollinearity test, as well as heteroscedasticity test and multiple regression analysis as well as model suitability test (Good of Fit) by analyzing the coefficient of determination ( $R^2$ ), F test, t test and the coefficient of determination ( $R^2$ ).

### 3. Result And Discussion

#### A. Result

##### Classic assumption test

The classical assumption test in this research consisted of normality, multicollinearity, and heteroscedasticity tests. The following are the results of the classical assumption test.

##### a. Normality

The normality test results from Kolmogorov-Smirnov are shown in table 1.

Table 1  
Result of Normality Test

Variable	<i>Kolmogorov-Sminov</i>	Description
Teacher Discipline (X <sub>1</sub> )	0,353	Data is normally distributed
Organizational Culture (X <sub>2</sub> )	0,338	Data is normally distributed
Teacher Competence (X <sub>3</sub> )	0,330	Data is normally distributed
Principal Leadership (X <sub>4</sub> )	0,061	Data is normally distributed
Teacher Performance (Y)	0,112	Data is normally distributed

Data source: processed in 2021

Based on table 1 above, it can be seen that the overall significance value (p value) of the variable is > 0.05. Thus, it can be concluded that the regression model is feasible to use, because it meets the assumption of normality or it can be said that the distribution of research data is normally distributed.

##### b. Heteroscedasticity Test

Heteroscedasticity test is used to determine whether in the regression model there is a similarity of variance (homoscedasticity) from one residual to another observation. If this assumption is not met, then heteroscedasticity occurs. Based on the results of the heteroscedasticity test using the Glejser method, the following results were obtained:

Table 2  
Result of Heteroscedasticity Test

Variable	<i>Signifikansi</i>	Description
Teacher Discipline (X1)	0,212	Heteroscedasticity does not occur
Organizational Culture (X2)	0,164	Heteroscedasticity does not occur
Teacher Competence (X3)	0,352	Heteroscedasticity does not occur
Principal Leadership (X4)	0,275	Heteroscedasticity does not occur

Data source: processed in 2021

In table 2, based on the heteroscedasticity test using the Glejser method, the overall significance value is greater than 0.05, so it can be concluded that the data does not have heteroscedasticity problems. Thus, the data used for the regression model passes the

heteroscedasticity problem. The results of the four tests show that the data used to construct multiple linear regression models meet the requirements. Based on this, the results of the regression analysis can be guaranteed to have good accuracy.

c. Multicollinearity Test

Multicollinearity test is used to determine whether there is a correlation between independent variables with one another. The results of the multicollinearity test can be seen from the magnitude of the Tolerance Value and Variance Inflation Factor (VIF). The results of the multicollinearity test can be seen in table 3 as follows:

Table 3  
Result of Multicollinearity Test

Variable	Tolerance	VIF	Description
Teacher Discipline (X <sup>1</sup> )	0,208	4,813	Multicollinearity does not occur
Organizational Culture (X <sup>2</sup> )	0,104	9,623	Multicollinearity does not occur
Teacher Competence (X <sup>3</sup> )	0,309	3,234	Multicollinearity does not occur
Principal Leadership (X <sup>4</sup> )	0,183	5,474	Multicollinearity does not occur

Data source: processed in 2021

Based on the opinion of Ghozali (2001) if the calculation results show that all independent variables have a tolerance of more than 0.1 ( $> 0.1$ ) and all independent variables have a VIF value of less than 10 ( $< 10$ ), it can be concluded that there are no symptoms of multicollinearity. in the regression model. The results of the multicollinearity test of this research, based on table 4.3, it was concluded that there were no symptoms of multicollinearity in the regression model so that it met the requirements of regression analysis.

## Multiple Linear Regression

a. Result of Multiple Linear Regression

Hypothesis testing in this research using multiple linear regression analysis. The results of multiple linear regression analysis are shown in table 4.

Table 4  
Multiple Regression Analysis Results

Variable	Standardized Coefficients $\beta$	T <sub>count</sub>	Sig	Description
(Constant)	2,676			
Teacher discipline (P)	0,202	0,218	0,028	Significant
Organizational Culture (M)	-,389	-,396	0,005	Significant
Teacher competence (R)	0,575	0,537	0,000	Significant

Principal Leadership (M)	0,552	0,651	0,000	Significant
$R^2$	= 0,914	$F_{count}$	= 119,217	
<i>Adjusted R<sup>2</sup></i>	= 0,906	$F_{table}$	= 2,75	
$t_{table}$	= 1,997			

Data source: processed in 2021

Based on the results of multiple regression analysis in table 4.8, the following equation can be obtained:

$$TO = 2,676 + 0,202P + -0,389M + 0,575R - 0,552L$$

Description:

TO : Teacher performance

P : Teacher Discipline

M : Organizational Culture

R : Teacher Competence

L: Principal's Leadership

Based on the linear regression equation, it can be interpreted as follows:

1)  $a = 2,676$

The constant value for the regression equation is 2.676, this means that if P (teacher discipline), M (organizational culture), R (teacher competence), and L (leadership principal) are constant, then the teacher's performance to work better is 2.676 unit. This shows that variations in teacher performance can be explained by the variables of teacher discipline, organizational culture, teacher competence and principal leadership.

2)  $\beta_1 = + 0.202$

The value of the regression coefficient for the teacher discipline variable is + 0.202, this means the better the teacher discipline, the more teacher performance increases. Conversely, if there is no teacher discipline, it will reduce teacher performance.

3)  $\beta_2 = - 0.389$

The value of the regression coefficient for the organizational culture variable is -0.389, this means that if the teacher has never participated in an organization in the field of teaching, it will reduce teacher performance. Conversely, if the teacher participates in teacher organization activities, it will improve teacher performance.

4)  $\beta_3 = + 0.575$

The value of the regression coefficient for the teacher competency variable is + 0.575, this means that the higher the teacher's competence as per the laws and regulations regarding teacher competence, the more teacher performance will improve. Conversely, if the teacher's competence is low, it will reduce teacher performance.

5)  $\beta_4 = 0,552L$

The value of the regression coefficient for the stress variable is 0.552, this means that the better the principal's leadership, the better the teacher's performance. On the other hand, the worse the principal in controlling and leading the school, the lower the teacher's performance.

b. Model feasibility test

The test used to determine the feasibility of the model in this research used the F test. The results of the F test are shown in table 5.

Table 5  
Result of F Test

Model	Sum of Square	df	Mean square	F	Sig	Description
Regression	553,307	4	138,327	119,217	0,000	Decent model
Residual	52,213	45	1,160			
Total	605,520	49				

Data source: processed in 2021

The results of the F test shown in Table 4.5 show that the calculated F value is 119.217 with a significant value of  $0.000 < 0.05$ , meaning that the regression model shows a good of fit or together the independent variables affect the dependent variable. In other words, the variables of teacher discipline, organizational culture, teacher competence, and principal leadership are able to explain the magnitude of the dependent variable of teacher performance.

c. Hypothesis testing

The test tool used to test the hypothesis in this research is the partial test (t test). The results of the t test are shown in Table 6.

Table 6  
t test result

Variable	Standardized Coefficients B	T <sub>count</sub>	Sig	Description
(Constant)	2,676			
Teacher Discipline (X <sub>1</sub> )	0,202	0,218	0,028	H <sub>0</sub> rejected
Organizational Culture (X <sub>2</sub> )	-,389	-,396	0,005	H <sub>0</sub> rejected
Teacher Competence (X <sub>3</sub> )	0,575	0,537	0,000	H <sub>0</sub> rejected
Principal Leadership (X <sub>4</sub> )	0,552	0,651	0,000	H <sub>0</sub> rejected

Data source: processed in 2021

Based on Table 4.6, it can be concluded that the value of sig. teacher discipline (X<sub>1</sub>) 0.028  $< 0.05$ , meaning that the teacher discipline variable (X<sub>1</sub>) affects the teacher performance variable (Y) at a significance level of 0.05. sig value. organizational culture variable (X<sub>2</sub>) 0.005  $< 0.05$ , meaning that organizational culture variable (X<sub>2</sub>) has an effect on teacher performance variable (Y) at a significance level of 0.05. sig value. teacher competence (X<sub>3</sub>) 0.000  $< 0.05$ , meaning that the teacher competency variable (X<sub>3</sub>) affects the teacher performance variable (Y) at a significance level of 0.05. sig value. the principal's leadership (X<sub>4</sub>) 0.000  $< 0.05$ , meaning that the principal's leadership variable (X<sub>4</sub>) has an effect on the teacher performance variable (Y) at a significance level of 0.05.

d. Coefficient of Determination (R<sup>2</sup>)

The results of the coefficient of determination test are shown in Table 7

Table 7  
Coefficient of Determination Results

Model	R	R square	Adjusted R Square	Std. Error
1	.956	.914	.906	1,07717

Data source: processed in 2021

Based on table 7, it can be seen that the adjusted R<sup>2</sup> square value is 0.906 or 90.6%. These results indicate that the independent variables in this research which include teacher discipline, organizational culture, teacher competence, and principal leadership are able to explain 90.6% of the dependent variable. Meanwhile the remaining 9.4% is explained by other variables outside this research model.

## B. Discussion

### 1) The effect of discipline on teacher performance at SMK Batik 2 Surakarta

Teachers have a very big contribution to the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. Discipline has a big effect on student learning achievement. Discipline carried out by a teacher has an impact in achieving satisfactory achievements for students.

Work discipline is the sixth operative function of human resource management and has an important role. The better the work discipline of the teacher, the higher the student's achievement. Without good work discipline, it is difficult for organizations or educational institutions to achieve optimal results. In work discipline, it is required the ability to live up to high rules, laws and regulations. A teacher who is disciplined, in carrying out his duties and obeying it with a high awareness, of the work he does as a person's moral responsibility for the work he is doing, is always passionate and enthusiastic in carrying it out, in order to support the realization of organizational or institutional goals.

The results of the research as shown in table 4.6 found that teacher discipline significantly affected the performance of teachers at SMK Batik 2 Surakarta. This shows that discipline has a big role to play in realizing and improving teacher performance. The results of this research are in line with research conducted by Bariroh (2015), Rabukit Damanik (2019), Windi, Rulina, and Seftiawan (2020) which found that teacher work discipline will affect student learning achievement, because there is a very strong relationship based on the level of closeness.

Teacher work discipline can be viewed from several aspects such as discipline in coming and going to work, discipline in making learning administration, discipline in carrying out the learning process, discipline in giving punishment when students make mistakes, and discipline in the learning assessment process have a significant relationship with achievement. student learning.

The results of the research above are also in accordance with the opinions of Hasibuan (2013), Rivai (2011), and Sutrisno who state that work discipline is a tool used to communicate with employees so that they are willing to change a behavior as well as an effort to increase awareness and willingness one who fulfills all the rules. Good work discipline reflects the amount of responsibility that must be borne by a person for the tasks assigned to him, which encourages morale in realizing organizational goals. For this reason,

discipline in the form of implementing regulations is very necessary for employees, teachers, and students as a tangible form of supervision in creating school organizational rules.

Based on the findings above, the first hypothesis which states that there is an influence of discipline on the teacher's performance at SMK Batik 2 Surakarta is proven. Discipline is an attitude, behavior, and action that is in accordance with the rules, both written and unwritten, and if violated there will be sanctions for the violation.

2) The influence of teacher competence on teacher performance at SMK Batik 2 Surakarta

Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and realized by teachers in carrying out their professional duties. Teacher competence is a basic ability that must be possessed by a teacher which has a very large influence on his performance as a teacher.

The results of the research as shown in table 4.6 above show that there is an influence of teacher competence on teacher performance at SMK Batik 2 Surakarta. The results of this research are in line with research conducted by Hasibuan and Munasib (2020) and Koswara and Rasto (2016) found that competence has a positive effect on the level of teacher performance, both teachers who have not followed professional certification and those who have followed professional certification, and there are differences in competence. and the performance of teachers who have not followed professional certification with those who have followed professional certification.

A person's performance is based on an understanding of the knowledge, skills, expertise and behaviors needed to do a good job (Amstrong & Kotler, 2003). Mulyasa stated that teachers who have high performance will be passionate and try to improve their competence both in relation to planning, implementation, and assessment so that optimal results are obtained in his view (Nuchiyah, 2007). The performance and effectiveness of employees in carrying out their duties is largely determined by the competencies required by their field of work (Reinhard, 2013). According to Moehariono, competence and performance have a very close and important relationship (Hakim, 2015).

In line with the results of the research above, this finding is in accordance with the opinion of Danim (2014) which states that competence is a set of basic knowledge, skills, and values that are reflected in the thinking and acting habits of a professional. Law Number 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) also states that the competence of teachers as referred to in article 8 includes pedagogic competence, personality competence, social competence, and professional competence (BSNP, 2006; Sardiman, 2010).

Based on the findings above, the hypothesis which states that there is an influence of teacher competence on teacher performance at SMK Batik 2 Surakarta is proven. Teacher competence is the ability of a teacher to carry out his obligations responsibly and appropriately. Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by a teacher or lecturer in carrying out professional duties.

3) The influence of organizational culture on teacher performance at SMK Batik 2 Surakarta

Organizational culture is the basic pattern of assumptions for creating, discovering, or developing groups by learning to adapt from the outside and integrate them into the organization, something that will be done well and consistently and validly, and also as a

reference for correcting as acceptance, thoughts, and feelings. in relation to all issues in detail and detail. Organizational culture is a set of assumptions or belief systems, values and norms developed within the organization that serve as behavioral guidelines for its members to overcome problems of external adaptation and internal integration. Organizational culture can provide values and norms for employees in the operational principles of the organization.

The results of the research as shown in table 4.6 show that there is an influence of organizational culture on the performance of teachers at SMK Batik 2 Surakarta. The results of this research are in line with research conducted by Suryanti (2017) which found that organizational culture has a major influence on the level of leaders and employees, so that the effectiveness of the work process that occurs can run well if the organizational culture that occurs is in accordance with the systematic work performance of the organization concerned.

The application of the concept of organizational culture in schools is actually not much different from the application of other organizational culture concepts. Organizational culture in schools is characterized by the existence of norms that contain standards of behavior from school members, both for students and teachers. Organizational culture is characterized by the belief of all members of the organization in viewing something intrinsically, for example about time, people, and so on, which are used as organizational policies.

The results of the research are also in accordance with the opinion of Mas'ud, (2004), (Robbins and Judge, 2011: 36) which states that organizational culture is a system of meanings, values and beliefs that are shared in an organization that is the basis for acting and differentiating. From one organization to another, organizational culture then becomes the identity or main character of the organization that is maintained and maintained.

Based on the findings above, the hypothesis which states that there is an influence of organizational culture on teacher performance at SMK Batik 2 Surakarta is proven. Thus, the success of an organization can be affected by the culture that occurs within the organization. The resources owned by the organization can develop in accordance with the organizational culture by involving developing systems and mechanisms.

4) The influence of leadership quality on teacher performance at SMK Batik 2 Surakarta

Principal leadership is the ability possessed by a functional staff, namely a teacher in the form of a task to lead an institution or school in order to mobilize all existing resources in an institution or school so that it can be used optimally to achieve the goals that have been set. Leaders play an important role in what they lead and the progress or decline of the quality of the school depends on who is leading.

Leadership is the activity of influencing others to want to work to achieve predetermined goals. For this purpose, school principals must be able to influence and mobilize school resources in relation to planning and evaluating school programs, curriculum development, learning, manpower management, learning facilities and resources, finance, student services, and school relations.

The results of the research as shown in table 4.6 indicate that there is an influence of leadership quality on the performance of teachers at SMK Batik 2 Surakarta. This explains that the progress or decline of schools and the increase in teacher performance are influenced by the extent to which the leadership quality of the principal. The results of this research are in line with research conducted by Mukhlis Catio and Denok Sunarsi (2020) which found

that principal leadership greatly influences school success and increases teacher performance.

The results of the research are also in accordance with the opinion of Robbins (2013), Martinis and Maisah (2010), and (Henry, 2009) which state that leadership is the ability to influence a group and direct it to achieve certain goals. Leadership is also said to be an influencing process carried out by a person in managing his group members to achieve goals.

Based on the findings above, the hypothesis which states that there is an influence of the quality of the principal's leadership on the teacher's performance at SMK Batik 2 Surakarta is proven. The principal plays an important role in an educational institution and must be able to direct and guide teachers to work professionally.

#### 4. Conclusion

Based on the results of the analysis of hypothesis 1 which states that there is a positive and significant influence on teacher perceptions of discipline on teacher performance at SMK Batik 2 Surakarta, it is supported by empirical evidence. Hypothesis 2 which states that there is a positive and significant influence of organizational culture on teacher performance at SMK Batik 2 Surakarta is supported by empirical evidence. Hypothesis 3 which states that there is a positive and significant effect of teacher competence on teacher performance at SMK Batik 2 Surakarta is supported by empirical evidence, hypothesis 4 which states there is a positive and significant influence on leadership quality on teacher performance at SMK Batik 2 Surakarta is supported by empirical evidence. The results of this research indicate that teacher discipline, organizational culture, teacher competence, and leadership quality affect the teacher's performance at SMK Batik 2 Surakarta. The quality of the principal's leadership will affect how the performance of teachers at SMK Batik 2 Surakarta.

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