

TEACHER PERFORMANCE IN VIEW OF COMPETENCE, DISCIPLINE AND WORK MOTIVATION (Study on SMP Negeri 1 Wonosari Klaten)

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Abstract: *This research was conducted to determine and analyze the effect of competence, discipline and motivation on the performance of teachers at SMP Negeri 1 Wonosari Klaten. This research was conducted at SMP Negeri 1 Wonosari Klaten. Quantitative approach used in this research. The population in this study were all teachers at SMP Negeri 1 Wonosari Klaten. The number of samples is 45 people. The sampling technique uses the census sampling method. Data collection using a questionnaire technique. Data analysis techniques used statistical analysis, namely the classical assumption test, multiple linear regression test, F test, t test, and the coefficient of determination (R²). The results of the study show that partially competence has a significant effect on teacher performance at SMP Negeri 1 Wonosari Klaten. Partially, discipline has a significant effect on teacher performance at SMP Negeri 1 Wonosari Klaten. Partially, motivation has a significant effect on teacher performance at SMP Negeri 1 Wonosari Klaten. The test results for the coefficient of determination obtained an Adjusted R² value of 0.463 or 46.3% indicating that the performance of SMP Negeri 1 Wonosari Klaten teachers is influenced by competency, discipline and motivation variables, while the remaining 53.7% is explained by other variables.*

Keywords: *Teacher Performance, Competence, Disciplin, Motivation*

1. Introduction

As science advances in the age of globalization, society must adapt in order to stay up with the times and get ready for fierce competition. It is believed that education will produce competent people who can use, master, and advance science and information technology. To obtain high results, educational institutions must be able to make the most of their current human resources by giving teachers the chance to attend workshops, seminars, and other such activities. Educators with the necessary understanding, breadth of insight, and aptitude may envision how the school will develop and how the community will demand that parents send their children there. The teacher is just one of the many elements that influence how well students are educated.

The effectiveness of a school agency's use of its human resources, including teachers, to achieve its goals can be assessed by looking at how well those employees perform in the classroom (Nofianto and Suwitho, 2022). Organizational or academic goals are supported by effective teacher performance and organizational standards. Performance is the degree to which an educational agency has achieved its vision, mission, and goals. The effectiveness of a teacher is typically a key factor in the success of a person or organization. The competency factor is one

of many that affects a teacher's quality and has been stated as influencing various areas of teacher performance. There are significant things that can be done to further educational goals through enhancing instructors' performance.

When performing job, one must take into account good performance in accordance with the performance standards used and required by the agency. The effectiveness of a teacher has an impact on the success of an organization or educational setting. If teachers perform well, the quality of education in schools will rise. On the other hand, if the quality of the school declines, it indicates that the performance of the teachers at work is subpar. When performing activities, a teacher's performance is influenced by a variety of elements, including competency, discipline in carrying out their obligations as teachers, motivation, and more. In order to achieve a goal, it is necessary to maintain stability in the form of bettering teacher performance as an educational aspect while using superior and qualified resources.

Competence is the core knowledge and expertise for instructors who can inspire pupils to execute activities successfully and efficiently, according to (Yusmawati *et al.*, 2022). Offering training or opportunity for self-development is one strategy to increase teachers' competence. Before realizing innovative and scientific work, self-improvement is the cornerstone of instructors' competency growth. The phenomenon that occurs for pedagogical competence is still not ideal for teachers when it comes to upgrading plans, a favorable environment, facilities and infrastructure, the physical and mental health of teachers, the principal's leadership style, welfare guarantees, the principal's managerial skills, and others (Rokhman and Supriyoko, 2020). Competence has an impact on teachers' performance since each teacher's level of proficiency reflects the state of the institution (Ayu and Wibowo, 2022). According to research by (Ayu and Wibowo, 2022), competency has a favorable and considerable impact on teachers' abilities. According to research by Yusmawati *et al.*, (2022), competence significantly and favorably affects teacher performance.

Work discipline has an impact on teachers' performance in addition to competency criteria. This is consistent with studies by Sriyono *et al.*, (2022), who explained that discipline is crucial to carrying out their commitments as instructors, educators, and student mentors. Discipline can raise awareness of how given duties are performed, but awareness cannot be raised on its own and must be developed through formal or informal instruction. Higher work discipline among teachers may have an impact on agency performance activities Sriyono *et al.*, (2022). Work discipline affects teacher performance in addition to competency-related factors. This is in keeping with the study done by Sriyono *et al.*, (2022), which explained the importance of discipline in carrying out the duties and obligations of teachers, educators, and student mentors. Discipline can improve performance awareness, which must be developed through formal or informal education because it cannot be developed on its own. The agency's performance activities may be impacted by a teacher's level of work discipline (Sriyono *et al.*, 2022).

A working teacher typically contains motivational elements in addition to discipline. The motivational elements that may impact teacher performance must also concern schools. According to Misrina *et al.*, (2022), a teacher who is highly motivated will work diligently. A working teacher typically has a range of motives. When a teacher wishes to mobilize his capacity to conduct a teaching and learning activity, motivation is a factor that can serve as a process of encouragement. Teachers that are motivated by their work have the drive to accomplish specific objectives. Instructors that are still less effective in their classrooms are less driven to do so, which affects their output or performance (Alhusaini *et al.*, 2020). Organizations or schools need to understand what drives instructors because motivational factors are one of the aspects that

guide the process of teaching and learning activities. According to research by Misrina *et al.*, (2022), teacher effectiveness is significantly impacted by motivation. Research has shown that motivation has a favorable and considerable impact on teacher performance (Alhusaini *et al.*, 2020).

In Jalan Pakis Raya, Bentangan, Wonosari District, Klaten Regency, SMP Negeri 1 Wonosari is one of the state junior high schools. Junior high school education equips the next generation to deal with the modern world's rapid technological advancement. 54 teachers support the educational process at SMP Negeri 1 Wonosari Klaten Principal. Teachers have a significant role and obligation in the field of education since they are an essential part of the learning process for the achievement of educational success.

Literature Review

Teacher Performance

Emron (2016: 190) defines performance as the outcome of a process measured over time with reference to established provisions or agreements, which are directly tied to strategic corporate goals, customer happiness, and economic contribution (Wibowo, 2014: 7). Employee performance, according to Malayu (2016: 138), is a person's charisma in carrying out the responsibilities entrusted to him. Suharsimi (2016: 4) defines teacher performance as the work that teachers do to complete tasks or a sequence of tasks as part of the process of managing the cooperative efforts of groups of teachers who are members of educational organizations, with the goal of achieving predetermined effectiveness and efficiency. Performance, according to Harahap and Tirtayasa (2020), is a manifestation of the organization's or company's vision, mission, and goals. It is the outcome of work that can be evaluated in terms of both quality and quantity when a person carries out the mandate that has been given to them. According to Hartiwi *et al.*, (2020), teacher performance refers to the instructor's capacity to carry out the activities and behaviors necessary for student learning. According to Zulfahmi *et al.*, (2022), teacher performance is a direct result of teachers' efforts in carrying out their responsibilities as members of the workforce with an emphasis on student knowledge and learning.

These definitions lead to the conclusion that teacher performance is the end result of a process that is directly tied to the objectives that an individual wishes to attain in line with the vision and mission of the organization or agency. The effectiveness of a teacher's capacity to help students understand and learn can be gauged by looking at both the quantity and quality of the work they complete.

Competence

Competence is defined by Wirawan (2015: 247) as the collection of aptitudes, aptitudes, skills, knowledge, expertise, and mindsets required to successfully carry out specific tasks or jobs. According to Edy (2016: 203), competence is the capacity to perform tasks and duties in line with predetermined work needs while being supported by knowledge, skills, and work attitudes. According to Istiatin (2018: 69), competence is a quality that defines an individual and is connected to one's capacity for and efficacy in performing tasks. Ayu and Wibowo (2022) define competence as a collection of wise and responsible decisions that a person must own in order to be recognized capable of carrying out activities in particular domains of employment. To put it another way, competency is a confluence of the mental aptitudes, talents, skills, knowledge, and responsibilities necessary to successfully do job tasks. "Competence is the work ability of each individual which incorporates parts of knowledge, skills, and work attitudes

according to established criteria," states Article 1 paragraph (10) of Law of the Republic of Indonesia No. 13 of 2003 concerning Manpower. Competence is the capacity to apply knowledge and skills to new circumstances in a professional setting (Yusmawati *et al.*, 2022).

The author draws the conclusion that competence is the capacity of a person to do duties in a line of work that have been predetermined in accordance with standards.

Discipline

Discipline is a crucial component of employee development that enables individuals to follow the norms and conduct expected at work, claim (Hamali & Yusuf, 2018). Sutrisno (2016: 89) defines discipline as conduct that complies with both written and unwritten work norms and procedures. Workplace discipline, on the other hand, is an endeavor to control behavior, comply with the norms set by the business or institution, and maintain compliance in carrying out activities, according to Uno & Lamatenggo (2016: 34). So, it can be inferred that discipline refers to conduct that complies with the policies and guidelines established by the company or institution. Nofianto and Suwito (2022) define work discipline as a sense of submission to and conformity with all the regulations established by the institution or organization. The better a person performs, the more disciplined he is in his work. Every educator must demand discipline as an attitude or behavior in order for learning activities to proceed as planned both within and outside of the classroom (Ayu and Wibowo, 2022).

The author draws the conclusion that work discipline is an attitude, behavior, and actions of a teacher who is obedient and obedient to the rules that apply in an organization or institution from the aforementioned knowledge.

Motivation

Malayu (2016: 141) asserts that the purpose of motivation is to focus the strength and potential of subordinates so that they wish to collaborate effectively to attain set goals. Every person has sentiments or desires, and those wishes profoundly affect everyone's capacity, thus behavior and action are encouraged (Enny, 2019: 17). Sutrisno (2017: 109) The definition of motivation is "creating a driving force that produces a person's job passion so that they desire to work collaboratively, efficiently, and with all of their efforts to achieve satisfaction". The driving forces in each person are what motivate them, according to Lubis *et al.*, (2021). Due to the fact that each person has a different motivation for working, teachers will perform better as their demands are met. Motivation is defined by (Surga *et al.*, 2022) as the driving force that induces a person to be willing and willing to direct his skills, energy, and time in order to attain set goals.

As a result of the information presented above, the author draws the conclusion that each person's motivation is what drives them to act and exert all of their effort in order to achieve a specific objective.

2. Research Method

Research Design

This study's research design took a descriptive quantitative method. The SMP Negeri 1 Wonosari, which is situated at Jalan Pakis Raya, Dusun I, Bentangan, Wonosari District, Klaten Regency, was the site of this study. Beginning in November 2022 and lasting for three months until January 2023, this study was carried out.

Population, Sample and Sampling Techniques

45 teachers from SMP Negeri 1 Wonosari Klaten made up the study's population. The authors of this study used 100% of the existing population, or 45 teachers at SMP Negeri 1 Wonosari, because the population was not higher than 100 respondents. Saturated sampling is the sampling method employed.

Data Collection Techniques

Primary data for this study were collected directly from teachers at SMP Negeri 1 Wonosari Klaten through questionnaires. Secondary data is information gathered from SMP Negeri 1 Wonosari Klaten's documentation, such as information on the school's size, the number of teachers, and research-related publications.

Operational Definition of Variables

Teacher Performance

Teacher performance is the end result of a process that is closely related to the objectives that an individual will attain in line with the vision and mission of an organization. The following are the indicators of teacher performance: Quality, Quantity, Timeliness, Effectiveness, Independence, Work commitment (Muhammad and Wardhana, 2022). The following are the instruments used to measure teacher performance: Job completion with the acceptable standard of quality is of good quantity, Aiming to complete the work by the deadline, Students actively participate in the teaching and learning process, By working on the assigned activities on their own without the assistance of others, Possess an excellent work ethic.

Competency

Competence is a person's ability to carry out tasks in the field of work that has been determined according to standards. The following are indicators of competence: Motive, Disposition, Self-concept, Knowledge, Skills (Yusmawati *et al.*, 2022). The instrument lattice for competence is as follows: Conduct instruction well and as much as feasible to ensure that students comprehend the material with ease, Have a positive outlook while at school, Quick to complete jobs, Having sufficient information of the types of assessments that will be administered to students, Possess the abilities necessary to collaborate with others in work.

Discipline

Work discipline is the attitude, conduct, and deeds of a teacher who is submissive and obedient to the laws that are in effect inside the organization. Workplace discipline indicators include: Recognize the guidelines for the passage of time, Follow the organization's regulations, Observe the workplace dress code, Respecting the organization's other regulations (Surga *et al.*, 2022). The instrument grids in work discipline are: Ending class hours according to the load / teaching hours in class, Trying to be present on time before the lesson starts, Doing work in accordance with established regulations, Act in accordance with legal and social norms, Using uniforms in accordance with applicable rules.

Motivation

Motivation is the force that propels each person to take action and exert all of their effort in order to achieve a predefined goal. The following are indicators of motivation: Responsibility in carrying out tasks, Success, Self-improvement, and Independence in action. The instrument grids in motivation are: Challenging tasks make teachers more enthusiastic in completing them,

Teachers have good work performance, The school institution provides opportunities for self-development in the form of training, Trying to provide freedom of action as an educator, Never complain because they want to achieve success at work.

Data Analysis Techniques

This study's data analysis employed classical assumption test, multiple linear regression test, hypothesis testing and coefficient of determination test.

3. Results and Discussion

3.1. Results

Classical Assumption Test

Normality Test

Table 1
Normality Test Results

<i>Kolmogorov-Smirnov</i>	<i>Asymp. Sig. (2-tailed)</i>	Limit	Information
0,068	0,200	0,05	Normal data

Source: Primary data processed by SPSS statistics version 25, 2023

Based on the findings of the aforementioned Kolmogorov-Smirnov normality test, which indicated that the significance value was $0.200 > 0.05$, it was determined that the residual data values were normally distributed.

Multicollinearity Test

Table 2
Multicollinearity Test Results

Variabel	<i>Collinearity Statistic</i>		Information
	<i>Tolerance</i>	<i>VIF</i>	
Competence	0,609	1,641	Multicholnearity-Free
Discipline	0,658	1,520	Multicholnearity-Free
Motivation	0,881	1,136	Multicholnearity-Free

Source: Primary data processed by SPSS statistics version 25, 2023

The results of the multicollinearity test provide the following value. Competence (X1) the test findings indicate that the tolerance value of 0.609 is larger than 0.1 and the VIF value of 1.641 is less than 10, respectively. As a result, the regression model can be used for testing because this demonstrates that the variable does not experience multicollinearity. Discipline (X2): Based on the test results, the tolerance value of 0.658 is greater than 0.1 and the VIF value of 1.520 is less than 10, and these values are both within the acceptable range. As a result, the regression model can be used for testing because this demonstrates that the variable does not experience multicollinearity. Motivation (X3) According to test results, the tolerance value of 0.881 is greater than 0.1 and the VIF value of 1.136 is less than 10, and both values are less than 10. As a result, the regression model can be used for testing because this demonstrates that the variable does not experience multicollinearity.

Heterokedasticity Test

Table 3
Heterokedasticity Test Results

Variable	Sig. (<i>P value</i>)	Information
Competence	0,154	No heteroskedasticity occurs
Discipline	0,419	No heteroskedasticity occurs
Motivation	0,750	No heteroskedasticity occurs

Source: Primary data processed by SPSS statistics version 25, 2023

According to the result of the conducted heterokedasticity test, there is no evidence of heterokedasticity in the three variables examined, namely Competence, Discipline, and Motivation. Each variable with a P-value larger than 0,05 demonstrates this. A competence variable with a P-value of 0,154 suggests that there is no heterokedasticity. Similarly, the P-value for the Discipline variable is 0,419, while the P-value for Motivation is 0,750.

Multiple Linear Regression Test

Table 4
Multiple Linear Regression Test Results

Variable	<i>Unstandardized Coefficients</i>	
	B	<i>Std. Error</i>
(<i>Constant</i>)	8,473	2,903
Competence	0,290	0,120
Discipline	0,281	0,122
Motivation	0,228	0,105

Source: Primary data processed by SPSS statistics version 25, 2023

A relationship between the dependent variable and the three independent variables, namely Competence, Discipline, and Motivation, is shown by the above multiple linear regression equation. The following formulation is possible for this regression equation:

$$Y = 8.473 + 0.290X_1 + 0.281X_2 + 0.228X_3 + e$$

The equation for multiple linear regression can be understood as follows:

- The constant value (α) is 8.473, which indicates that the Teacher Performance variable is at 8.473 if the independent variables, Competence, Discipline, and Motivation, have a value of 0 (zero).
- The value of the competence variable coefficient (X_1), obtained from calculations of multiple linear regression coefficients, is 0.290. This demonstrates that adding the variable Competence will result in Teacher Performance improving by 0.290 if the variables of Competence, Discipline, and Motivation are constant at 0 (zero). Because of this, teacher performance at SMP Negeri 1 Wonosari Klaten is positively correlated with the competency variable.
- The value of the discipline variable coefficient (X_2) from calculations involving multiple linear regressions is 0.281. This demonstrates that adding the discipline variable will improve teacher performance by 0.281 if the variables Competence, Discipline, and Motivation are all

constant at 0 (zero). Hence, at SMP Negeri 1 Wonosari Klaten, the Discipline variable is positively correlated with teacher performance.

- d. The value of the motivation variable coefficient (X3) from calculations involving multiple linear regressions is 0.228. This demonstrates that adding the motivation variable will improve teacher performance by 0.228 if the variables Competence, Discipline, and Motivation are all constant at 0 (zero). Hence, teacher performance at SMP Negeri 1 Wonosari Klaten is favorably correlated with the motivation variable.
- e. The multiple linear regression analysis results show that the Competency variable has the most significant impact on teacher performance, as evidenced by the fact that its regression coefficient, 0.290, is the highest of all the variables.

t-Test

Table 5
T-Test Results

Variable	t_{count}	t_{table}	Sig.
Competence	2,409	2,019	0,021
Discipline	2,300	2,019	0,027
Motivation	2,166	2,019	0,036

Source: Primary data processed by SPSS statistics version 25, 2023

These are the results of this study's t test interpretation:

- a. As a result of the calculation's output, which shows that $t_{\text{count}} > t_{\text{table}}$ ($2.409 > 2.019$) and that 0.021 0.05 is significant, H_0 is deemed invalid. It can be said that the Competence variable (X1) has a measurable and somewhat beneficial impact on Teacher Performance.
- b. If the calculation's results show that $t_{\text{count}} > t_{\text{table}}$ ($2.300 > 2.019$) and that the significance level is (0, 027 0.05), H_0 is disregarded. It may be said that the Discipline variable partially has a positive and significant impact on Teacher Performance.
- c. H_0 is disregarded when the calculation's results show that $t_{\text{count}} > t_{\text{table}}$ ($2.166 > 2.019$) and that the significance level is 0.036 0.05. It can be said that the Motivation variable has a large and partially beneficial impact on Teacher Performance.

Coefficient of Determination

Table 6
Coefficient of Determination

R	$R \text{ Square}$	$Adjusted \ R \text{ Square}$
0,707 ^a	0,499	0,463

Source: Primary data processed by SPSS statistics version 25, 2023

The Adjusted R Square score is 0.463 according to the coefficient of determination (R^2) test results in the table above. The R Square coefficient of determination is 0.463 or equal to 46.3% in magnitude. This figure indicates that the Teacher Performance variable can be explained by the variables Competence, Discipline, and Motivation by 46.3%. The remainder ($100\% - 46.3\% = 53.7\%$), however, is influenced by additional factors that were not considered in this study. For instance, organizational culture, leadership, and other factors.

3.2. Discussion

The effect of competence on teacher performance at SMP Negeri 1 Wonosari Klaten

Based on research that has been conducted on teachers of SMP Negeri 1 Wonosari Klaten. Based on the H1 test results using SPSS statistical software version 25, it can be shown that H_0 is rejected and H_a is accepted since the competency variable (X1) obtained a t-count value of $2.409 > t\text{-table } 2.019$ with a significant value of $0.021 < 0.05$. These findings support the hypothesis that H1, which states that the competency variable (X1) has a favorable and significant impact on teacher performance, is accepted. The study's hypothesis number one, "Competence has a positive and significant effect on teacher performance," is supported by the data.

One of the most crucial qualities a teacher needs to have in order for their work to be at its best is competence. He or she will operate effectively and productively as a competent teacher by applying the knowledge, skills, and experience necessary for the position. It is a very good idea to divide teaching duties among teachers according to their areas of knowledge and aptitude. The teacher's capacity to instruct, guide, and serve as an example for students is referred to as this competency. Particularly in SMP Negeri 1 Wonosari Klaten, teachers are encouraged to use these competencies as a springboard for carrying out their duties as educators.

According to Ayu and Wibowo research, competence has a favorable and significant impact on teachers' performance at SMA N 2 Kendal (2022). According to Yusmawati et al. (2022), competency has a favorable and significant impact on teachers' performance at SMPN 1 Bangkinang Kota.

The effect of discipline on teacher performance at SMP Negeri 1 Wonosari Klaten

Based on research conducted on the Wonosari Klaten teachers at SMP Negeri 1. In addition, the discipline variable (X2) obtained a t-count value of $2.300 > t\text{-table } 2.019$ with a significant value of $0.027 < 0.05$, indicating that H_0 is rejected and H_a is accepted. These findings are based on the results of the H2 test using SPSS statistical software version 25. According to these findings, the hypothesis (H2) is accepted, indicating that the discipline variable (X2) has a favorable and significant impact on teacher performance. The study's second hypothesis, that "Discipline has a positive and significant effect on teacher performance," is supported by the data.

Perhaps the most important factors in maximizing performance to realize the vision and mission of the school is discipline. The principal and instructors must work together to establish appropriate discipline. Teachers that have a strong sense of discipline will abide by all school policies, facilitating effective learning. Teachers, particularly those at SMP Negeri 1 Wonosari Klaten, use the discipline as a guidance.

According to earlier research by Nofianto and Suwitho (2022), discipline at Bandar Kedung Mulyo Jombang State High School has a favorable and significant impact on teachers' performance. According to Sriyono et al. (2022), discipline at Daar El Dzikir Unggulan Elementary School (SDU), Bulu District, Sukoharjo Regency, has a favorable and significant impact on teachers' performance.

The effect of motivation on teacher performance at SMP Negeri 1 Wonosari Klaten

Based on research that was conducted on the teachers at SMP Negeri 1 Wonosari Klaten. The motivation variable (X3) achieved a t-count value of $2.166 > t\text{-table } 2.019$ with a significant value of $0.036 < 0.05$ in the H3 test using SPSS statistical software version 25, which means that

H_0 is rejected and H_a is accepted. These findings support the hypothesis that H_3 , which states that the motivation variable has a favorable and significant impact on teacher performance, is accepted. This study's hypothesis number three, "Motivation has a positive and significant effect on teacher performance," is supported by the data.

Teachers need motivation to work hard and be enthusiastic in order to produce the best results. Giving teachers the principal's support is a kind of motivation and gives them the most opportunities to do evaluations and contribute more comprehensive insights. Teachers, particularly those at SMP Negeri 1 Wonosari, use this motivation as a model.

According to earlier research by Alhusaini et al (2020), teachers at SMA Negeri 1 OKU Baturaja work better when they are motivated, and this relationship is favorable and substantial. According to Misrina et al. (2022), motivation has a large and favorable impact on the performance of elementary school teachers in the Bukit Raya District of Pekanbaru City.

4. Conclusion

The following conclusions can be reached in light of the findings of the study and analysis that has been done:

1. Teachers at SMP Negeri 1 Wonosari Klaten perform better when they are competent, and this effect is positive and significant.
2. Teachers at SMP Negeri 1 Wonosari Klaten perform better when they are disciplined, which is a positive and significant effect.
3. Teachers at SMP Negeri 1 Wonosari Klaten perform better when they are motivated, which is a positive and significant effect.
4. The coefficient of determination (R^2) test results show a value of 0.463, which indicates that the independent variables of competence, discipline, and motivation have a 46.3% influence on the teacher performance variable, with the remaining 53.7% being influenced by other variables not included in the research variables.

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