

## The Effect of Work Motivation and Work Discipline on the Performance of Senior High School Teachers in Sekadau Hulu District, Sekadau Regency

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### Article Info

#### Article history:

Received 2026-08-19

Revised 2026-09-25

Accepted 2026-10-06

#### Keywords:

Work Motivation,  
Work Discipline,  
Teacher Performance,  
Senior High School Teachers

### ABSTRACT

Teacher performance serves as a critical indicator of educational quality, particularly in regions with geographical constraints. This study aimed to analyze the effect of work motivation and work discipline on the performance of senior high school teachers in Sekadau Hulu District, Sekadau Regency. Using a quantitative approach with explanatory research design, data were collected from 61 teachers through Likert-scale questionnaires and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). Results demonstrated that work motivation significantly and positively affects teacher performance ( $\beta = 0.380$ ,  $p = 0.008$ ), work discipline significantly and positively affects teacher performance ( $\beta = 0.489$ ,  $p = 0.000$ ), and work motivation significantly affects work discipline ( $\beta = 0.672$ ,  $p = 0.000$ ). Furthermore, work discipline partially mediates the relationship between work motivation and teacher performance, with a Variance Accounted For (VAF) value of 46.4%, indicating that nearly half of motivation's influence on performance operates through discipline mechanisms. These findings suggest that integrated interventions simultaneously strengthening both motivation and discipline are essential for optimizing teacher performance in geographically challenged educational contexts.

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## 1. INTRODUCTION

Quality education fundamentally depends on teacher performance as the primary driver of effective learning processes. Teachers are not merely knowledge transmitters but also character builders, competency enhancers, and determinants of student learning outcomes [1]. The Indonesian Education System Law Number 20 of 2003 mandates that quality education requires professional educators capable of delivering optimal learning

experiences. However, achieving this ideal remains challenging, particularly in regions facing geographical constraints and limited infrastructure.

Teacher performance is influenced by various internal and external factors. Among internal factors, work motivation and work discipline play pivotal roles in shaping teacher effectiveness. Work motivation determines the direction, intensity, and persistence of teachers' efforts in performing professional duties. Teachers with high motivation demonstrate initiative, resilience in facing challenges, and goal-oriented behavior [2], [3]. Work discipline relates to behavioral consistency and procedural adherence. Disciplined teachers utilize time effectively, complete administrative tasks punctually, and serve as role models for students [4], [5]. These factors interact synergistically, as motivation without discipline yields inconsistent performance, while discipline without motivation produces unproductive compliance [6], [7].

Previous studies have extensively examined the relationship between motivation, discipline, and teacher performance. Hair et al. [8] found that work motivation and discipline collectively contribute 87.1% to teacher performance. Hamalik [9] demonstrated significant effects of both factors on elementary school teacher performance. Hamalik [9] reported that responsibility and work discipline partially and simultaneously affect junior high school teacher performance. Hasibuan [10] found a strong correlation ( $r = 0.776$ ) between motivation and discipline, with a 60.2% contribution to teacher performance. These findings consistently indicate that motivation and discipline are critical predictors of teacher performance.

However, most existing research has been conducted in regions with adequate infrastructure, facilities, and relatively robust human resource development support. Studies examining the relationship between motivation, discipline, and teacher performance in geographically challenged areas remain scarce. Geographic constraints potentially affect motivation levels, discipline adherence, and overall performance. Therefore, research investigating these dynamics in difficult-to-access regions such as Sekadau Hulu District is urgently needed.

Sekadau Hulu District, Sekadau Regency, West Kalimantan Province, represents a region with relatively low accessibility [11]. Travel time to the regency center ranges from 1-2 hours, with roads partially unpaved. Four senior high schools operate in this district with a total of 61 teachers. Data indicate average teacher attendance rates of 87.5%, ranging from 84% to 92%. Classroom lateness accounts for 58.8% of total discipline violations, with an average duration of 10-15 minutes. Approximately 11.3% of teachers fail to complete learning preparation documents on time, and 8.7% miss school activities without notification.

Participation in professional development activities remains low: 66% in Subject Teacher Consultations, 59.6% in curriculum training, 51.1% in learning workshops, and 40.4% in educational seminars. Additionally, approximately 8% of teachers commute more than 20 km to school, demonstrating lower attendance rates and higher lateness frequency. These data reveal variation in motivation and discipline levels, potentially affecting teacher performance, and indicate gaps between professional demands and actual conditions.

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Based on these observations, research examining the relationship between motivation, discipline, and teacher performance in Sekadau Hulu District is essential. This study aims to fill the research gap by: (1) analyzing work motivation's effect on teacher performance; (2) analyzing work discipline's effect on teacher performance; (3) analyzing work motivation's effect on work discipline; and (4) analyzing whether work discipline mediates the relationship between motivation and performance. The findings will contribute new insights about teacher performance dynamics in geographically constrained regions and inform regionally responsive educational policies.

## 2. METHOD

This study employed a quantitative approach with an explanatory research design. The quantitative paradigm was selected because research data are presented numerically and analyzed statistically, consistent with Hosnan [12] assertion that quantitative methods are based on positivist philosophy. The explanatory design was appropriate for testing causal relationships between independent variables (work motivation and work discipline) and the dependent variable (teacher performance), including mediation testing [13].

The population comprised all 61 senior high school teachers in Sekadau Hulu District, Sekadau Regency, distributed across four schools: SMAN 1 Sekadau Hulu (24 teachers), SMAN 2 Sekadau Hulu (11 teachers), SMAN 3 Sekadau Hulu (9 teachers), and SMAS PGRI Rawak (17 teachers). Given the small population size ( $< 100$ ), saturated sampling was employed, utilizing the entire population as the sample. This approach aligns with Hosnan [12]. recommendation that saturated sampling is appropriate when the population is relatively small.

The research instrument was a self-developed questionnaire based on literature review, measuring three variables: Work Motivation ( $X_1$ ), Work Discipline ( $X_2$ ), and Teacher Performance ( $Y$ ). All variables were operationalized as reflective constructs, where indicators manifest the underlying construct, and changes in the construct reflect changes in all indicators [14].

Work motivation was measured using 15 items adapted from Maslow's Hierarchy of Needs theory (1943), covering five dimensions: physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Work discipline was measured using 15 items based on Kusnandar [15], covering four dimensions: adherence to regulations, adherence to learning processes, task responsibility, and professional ethics and attitude. Teacher performance was measured using 18 items based on Maier [16], covering three dimensions: lesson planning ability, lesson implementation ability, and learning outcome assessment ability.

Items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Instrument validity and reliability were assessed through the outer model evaluation in SEM-PLS.

Data collection proceeded through systematic stages: preparation (instrument development and validation); permitting (obtaining research permits from the Education Department and individual schools); implementation (distributing questionnaires directly to all 61 teachers); processing (compiling and inputting data); analysis (performing SEM-

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PLS analysis including outer and inner model evaluation); and conclusion (interpreting results to answer research questions and formulate recommendations).

Data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS version 4.2.9. SEM-PLS was selected for its capability to test complex relationships, including direct and indirect (mediation) effects, without requiring strict normality assumptions [14], [17].

**Outer Model Evaluation** tested convergent validity (loading factor  $> 0.70$ , AVE  $> 0.50$ ), discriminant validity (Fornell-Larcker criterion, cross-loadings, HTMT  $< 0.90$ ), and reliability (Cronbach's Alpha  $> 0.70$ , Composite Reliability  $> 0.70$ ). **Inner Model Evaluation** assessed multicollinearity (VIF  $< 5.0$ ), coefficient of determination ( $R^2$ ), effect size ( $f^2$ ), and predictive relevance ( $Q^2 > 0$ ). **Hypothesis Testing** used bootstrapping with 5,000 subsamples, evaluating path coefficients, T-statistics ( $> 1.960$ ), and p-values ( $< 0.05$ ). **Mediation Testing** followed Hair et al.'s (2019) procedures, calculating indirect effects, significance, and Variance Accounted For (VAF) to determine mediation type (full, partial, or none).

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

The 61 respondents comprised 28 males (45.9%) and 33 females (54.1%). The majority were aged 31-40 years (65.6%), with 14.8% under 30 years, 9.8% aged 41-50 years, and 9.8% above 50 years. All respondents held S1/D4 qualifications (100%). Regarding employment status, 40 respondents (65.6%) were civil servants, while 21 (34.4%) were non-civil servants. Most served as subject teachers (82.0%), with 11.5% as vice principals, 4.9% as homeroom teachers, and 1.6% as guidance counselors. Experience distribution showed 39.3% with  $\leq 5$  years, 32.8% with 6-10 years, 16.4% with 11-20 years, and 11.5% with  $> 20$  years. Income levels were predominantly below Rp 2,000,000 (39.3%), with 36.1% earning Rp 2,000,000-4,000,000, 23.0% earning Rp 4,000,001-6,000,000, and only 1.6% above Rp 6,000,000.

Convergent validity testing showed all indicators had loading factors  $> 0.70$ , ranging from 0.702 to 0.866 (Table 1), confirming strong indicator validity. Average Variance Extracted (AVE) values for all constructs exceeded 0.50: Work Motivation (0.553), Work Discipline (0.620), and Teacher Performance (0.577), confirming adequate convergent validity.

Table 1. Convergent Validity Results

| Construct           | AVE   | Composite Reliability | Cronbach's Alpha |
|---------------------|-------|-----------------------|------------------|
| Work Motivation     | 0.553 | 0.949                 | 0.942            |
| Work Discipline     | 0.620 | 0.961                 | 0.956            |
| Teacher Performance | 0.577 | 0.961                 | 0.957            |

*Note: All indicators had loading factors  $> 0.70$  (range: 0.702 - 0.866)*

Discriminant validity was confirmed through Fornell-Larcker criterion (square roots of AVE  $>$  inter-construct correlations), cross-loadings (each indicator's highest loading on its own construct), and HTMT values ( $< 0.90$ , range: 0.693 - 0.766). Reliability

was confirmed with Composite Reliability values ranging from 0.949 to 0.961 and Cronbach's Alpha values from 0.942 to 0.957 (Table 1), all exceeding the 0.70 threshold. Multicollinearity assessment showed all VIF values below 5.0 (range: 2.306 - 4.941), indicating no critical collinearity issues.

The structural model demonstrated adequate explanatory power.  $R^2$  for Work Discipline was 0.451, indicating that Work Motivation explained 45.1% of the variance in discipline.  $R^2$  for Teacher Performance was 0.633, indicating that Work Motivation and Work Discipline collectively explained 63.3% of performance variance (Table 2).

Table 2. Coefficient of Determination ( $R^2$ )

| Variable            | R-square | R-square Adjusted |
|---------------------|----------|-------------------|
| Work Discipline     | 0.451    | 0.442             |
| Teacher Performance | 0.633    | 0.621             |

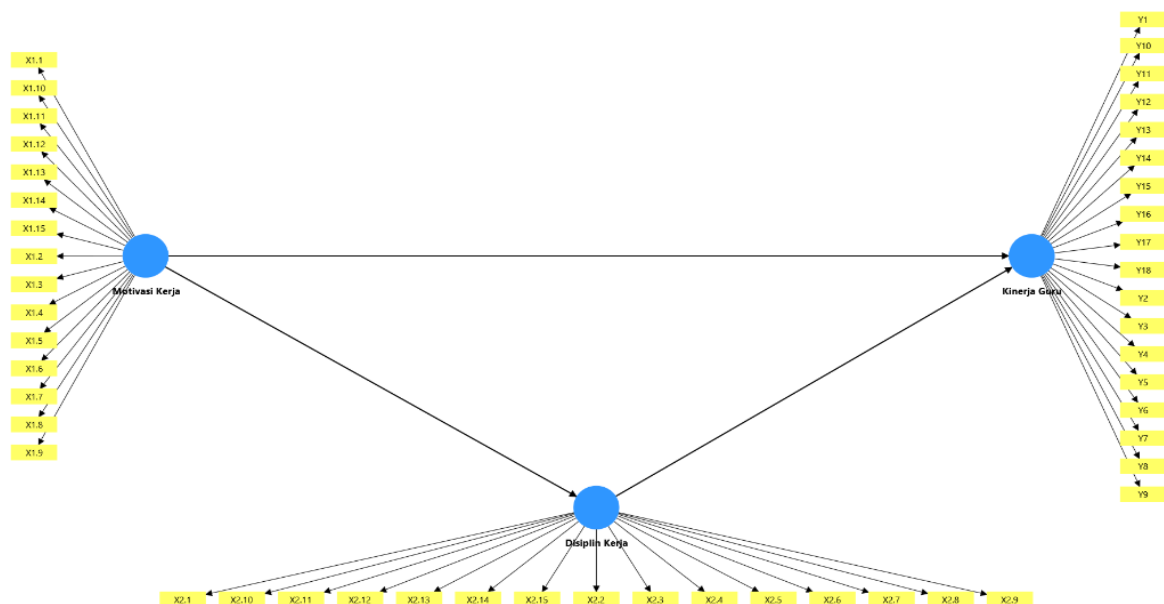


Figure 1. Predictive Relevance

Source: Output SmartPLS (v.4.2.9), 2026

Effect size ( $f^2$ ) analysis showed Work Motivation had a strong effect on Work Discipline (0.822), Work Discipline had a strong effect on Teacher Performance (0.359), and Work Motivation had a moderate effect on Teacher Performance (0.216). Predictive relevance ( $Q^2$ ) values were 0.423 for Work Discipline and 0.469 for Teacher Performance (both  $> 0$ ), confirming the model's predictive capability.

Table 3 presents the hypothesis testing results, revealing that all four hypotheses were supported. Work Motivation positively and significantly affected Teacher Performance ( $\beta = 0.380$ ,  $T = 2.645$ ,  $p = 0.008$ ). Work Discipline positively and significantly affected Teacher Performance ( $\beta = 0.489$ ,  $T = 3.615$ ,  $p = 0.000$ ). Work Motivation positively and significantly affected Work Discipline ( $\beta = 0.672$ ,  $T = 9.668$ ,  $p = 0.000$ ). Most importantly, Work Discipline significantly mediated the relationship between Work Motivation and Teacher Performance, with an indirect effect of 0.329 ( $T = 3.147$ ,  $p$

= 0.002). The Variance Accounted For (VAF) was 46.4% ( $0.329 / (0.329 + 0.380) \times 100\%$ ), indicating partial mediation.

Table 3. Hypothesis Testing Results

| Hypothesis | Path                                             | Coefficient | T-Statistic | p-value | Result    |
|------------|--------------------------------------------------|-------------|-------------|---------|-----------|
| H1         | Motivation → Performance                         | 0.380       | 2.645       | 0.008   | Supported |
| H2         | Discipline → Performance                         | 0.489       | 3.615       | 0.000   | Supported |
| H3         | Motivation → Discipline                          | 0.672       | 9.668       | 0.000   | Supported |
| H4         | Motivation → Discipline → Performance (Indirect) | 0.329       | 3.147       | 0.002   | Supported |

Note: Direct effects shown for H1-H3; Indirect effect shown for H4

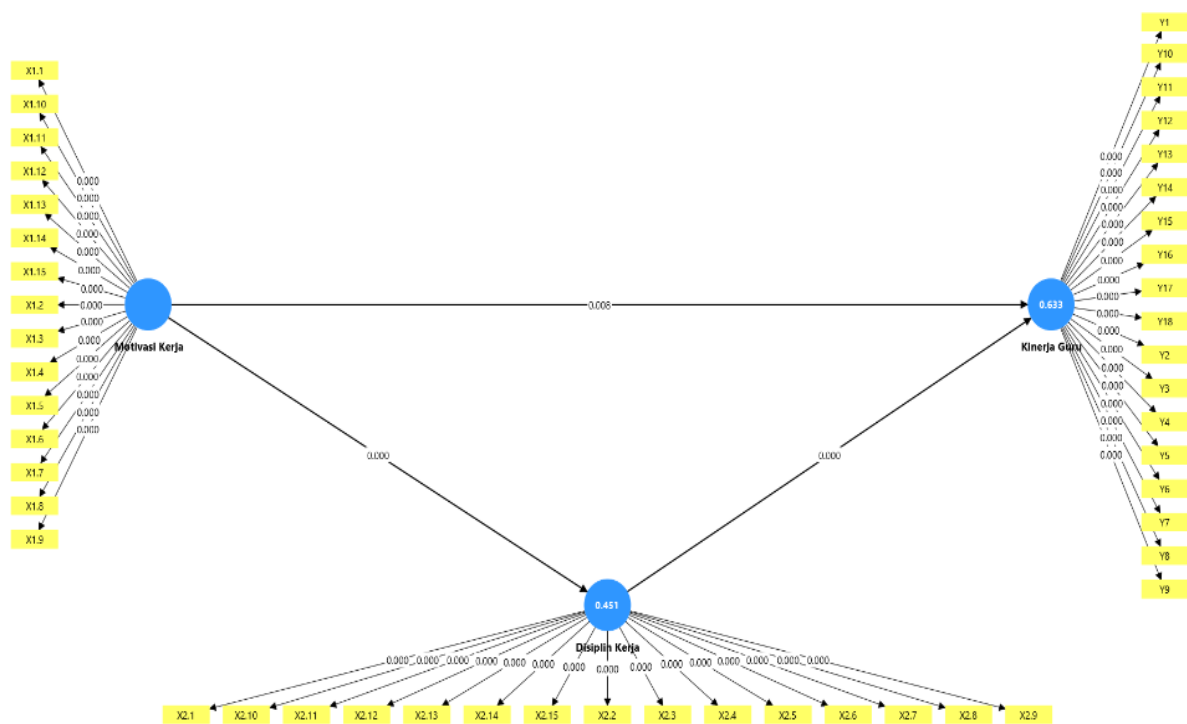


Figure 2. Pengujian Hipotesis

Source: Output SmartPLS (v.4.2.9), 2026

## 3.2. Discussion

### 3.2.1 Effect of Work Motivation on Teacher Performance

The significant positive effect of work motivation on teacher performance ( $\beta = 0.380$ ,  $p = 0.008$ ) aligns with Maslow [18]. Hierarchy of Needs theory posits that human behavior is driven by efforts to fulfill hierarchical needs, from basic physiological needs to self-actualization. In the teaching context, motivated teachers demonstrate higher dedication, persistence, and outcome orientation [19]. The dominance of self-actualization indicators (highest loadings on X1.13 at 0.785 and X1.5 at 0.770) suggests that Sekadau Hulu teachers are primarily driven by intrinsic satisfaction from professional development and meaningful contributions, rather than external rewards alone.

This finding is particularly significant given the geographic constraints of Sekadau Hulu. Despite limited accessibility (1-2 hours' travel, partially unpaved roads) and modest participation in professional development (e.g., 66% in MGMP), teachers demonstrate strong internal motivation to develop competencies and innovate in learning. This confirms that external limitations do not necessarily diminish internal drive; conversely, geographic challenges may stimulate creativity and dedication [20], [21].

The contribution of esteem needs (X1.4 at 0.767, X1.5 at 0.770) indicates that teachers value recognition and respect from colleagues and supervisors. This aligns with [22] and [23], who argue that recognition motivates individuals to enhance performance quality continually. Even in remote areas, professional acknowledgment remains a powerful motivator. Social needs (X1.7 at 0.733, X1.8 at 0.710) also significantly contribute, suggesting that positive collegial relationships create supportive professional communities, essential for maintaining commitment in isolated settings.

The finding that physiological and safety needs contributed less strongly, despite 39.3% of teachers earning below Rp 2,000,000 monthly, suggests that once basic needs are sufficiently met, higher-order needs dominate. This is supported by Robbins and Judge [24] progression principle, indicating that teachers with stable employment (65.6% civil servants) and moderate experience (32.8% with 6-10 years) focus more on professional growth than basic security.

### **3.2.2. Effect of Work Discipline on Teacher Performance**

Work discipline's significant positive effect on teacher performance ( $\beta = 0.489$ ,  $p = 0.000$ ) demonstrates stronger influence than motivation, suggesting that in geographically constrained contexts, rule adherence and behavioral consistency are particularly crucial determinants. This finding is supported by Rusman [25]. Scientific Management theory positions discipline as fundamental to efficiency and optimal productivity. Teacher discipline, defined as attitudes and behaviors demonstrating obedience, compliance, and self-control toward organizational rules and norms [26], appears critical for maintaining educational quality in resource-limited settings.

The dominance of regulatory adherence indicators, particularly compliance with administrative policies (X2.11 at 0.866), reflects [27] bureaucratic rationality, where formal rule compliance characterizes rational organizations. Teachers with high discipline demonstrate professional commitment through punctual attendance, standardized lesson implementation, timely administrative completion, and professional ethics—all collectively enhancing performance.

Ketaatan terhadap proses pembelajaran indicators (X2.20 at 0.792, X2.21 at 0.770, X2.22 at 0.763) reveal strong commitment to core teaching duties, including classroom punctuality and curriculum-aligned instruction. For teachers facing geographic challenges (some commute > 20 km), time adherence demonstrates professional dedication despite access limitations. Task responsibility indicators (X2.24 at 0.793, X2.25 at 0.802, X2.26 at 0.787) align with [28] principle that responsibility naturally follows authority, emphasizing full task completion.

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The substantial effect size of discipline on performance ( $f^2 = 0.359$ ) relative to motivation's effect ( $f^2 = 0.216$ ) suggests that in remote areas with limited supervision, self-discipline becomes the primary mechanism ensuring consistent service delivery. This is supported by the high proportion of teachers with shorter service periods ( $\leq 5$  years: 39.3%), who require strong discipline foundations for professional development.

### **3.2.3. Effect of Work Motivation on Work Discipline**

The strongest relationship in the model ( $\beta = 0.672$ ,  $p = 0.000$ ,  $f^2 = 0.822$ ) demonstrates that motivation profoundly influences discipline. This confirms the theoretical interdependence of motivation and discipline in shaping work behavior [29], [30]. Motivation provides the "fuel" driving teacher effort, while discipline serves as the "steering mechanism" ensuring energy is channeled effectively [31], [32].

The self-actualization dominance among motivation indicators likely explains this strong relationship. Teachers driven by intrinsic growth and meaningful contribution develop self-discipline [33], characterized by self-regulation and autonomous rule adherence. This transforms discipline from external compliance to internal commitment - particularly valuable in isolated settings where external monitoring is limited.

The robust motivation-discipline relationship is also supported [34]. Expectancy Theory suggests that motivated teachers believe their disciplined behavior leads to positive outcomes such as recognition and achievement. Conversely, [35] suggests otherwise. Motivation-Hygiene theory suggests that motivation factors like achievement and recognition foster voluntary discipline beyond mere rule compliance.

### **3.2.4. Mediation Effect of Work Discipline**

Work discipline's significant partial mediation (indirect effect = 0.329,  $p = 0.002$ , VAF = 46.4%) confirms that motivation influences performance through two pathways: direct (53.6%) and indirect through discipline (46.4%). This indicates that nearly half of motivation's performance effect operates through enhanced discipline, supporting the conceptualization of discipline as a transformative mechanism channeling motivational energy into productive outcomes.

The partial mediation type aligns with research by [36], [37], and [38], demonstrating that motivation and discipline simultaneously contribute to performance. However, this study extends previous findings by quantifying the mediation proportion, revealing that integrated interventions addressing both factors yield optimal results. In Sekadau Hulu's context, this is particularly meaningful: motivated teachers develop stronger discipline, which then enables more effective performance despite geographic and infrastructural limitations.

The mediation mechanism can be understood through sequential reasoning: Teachers with high motivation, especially self-actualization and esteem needs, are driven to achieve professional excellence. This drive manifests as disciplined behavior - punctual attendance, administrative compliance, standardized instruction. These disciplined behaviors, in turn, enable effective lesson planning, implementation, and evaluation, ultimately producing superior performance. Without discipline, even high motivation may

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produce inconsistent outcomes; without motivation, discipline may remain mechanical compliance without genuine commitment.

#### **4. CONCLUSION**

This study confirms that work motivation and work discipline significantly influence teacher performance in Sekadau Hulu District, both directly and through mediation mechanisms. Work motivation positively affects teacher performance, with self-actualization needs emerging as the dominant motivational factor, demonstrating that teachers in geographically constrained settings are primarily driven by intrinsic professional growth aspirations rather than external rewards alone. Work discipline exerts an even stronger influence on performance, with regulatory adherence being the most critical discipline dimension, underscoring the importance of behavioral consistency in resource-limited contexts.

The study reveals that work motivation strongly shapes work discipline, representing the strongest relationship in the model. This interdependence validates that motivated teachers develop internal commitment to disciplined behavior, transforming compliance from external obligation to personal responsibility. Most importantly, work discipline partially mediates the motivation-performance relationship, accounting for nearly half (46.4%) of motivation's total effect. This confirms that discipline serves as a key mechanism channeling motivational energy into productive performance outcomes.

These findings have significant implications for educational policy and practice in geographically challenged regions. School principals and education authorities should design integrated performance improvement programs that simultaneously strengthen motivation (particularly through professional development, recognition, and supportive collegial relationships) and enforce discipline (through clear regulations, consistent monitoring, and fair sanctions). The strong mediation effect suggests that isolated interventions addressing only motivation or only discipline will be less effective than comprehensive approaches.

Future research should extend these findings by: (1) examining additional variables such as leadership style, organizational culture, self-efficacy, and job satisfaction, given that 36.7% of performance variance remains unexplained; (2) employing qualitative or mixed methods to explore contextual factors affecting teacher motivation and discipline in remote areas; (3) conducting longitudinal studies to examine sustainability of effects; and (4) replicating the study across multiple institutions and regions to establish generalizability.

#### **ACKNOWLEDGEMENTS**

The authors would like to express their gratitude to the Faculty of Teacher Training and Education, Tanjungpura University, Pontianak, for supporting the implementation of this research. The authors also thank the Education Department of Sekadau Regency and the senior high schools in Sekadau Hulu District for providing research permission and access to the research setting.

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The authors sincerely appreciate the participation of the 61 senior high school teachers in Sekadau Hulu District who contributed as respondents in this study. Their participation provided the data required for the analysis and completion of this research.

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