

The Effect Of Work Discipline, Work Motivation And Teacher Welfare On Student Achievement at SDN Tegal Sari Megang Sakti District

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Abstrak

Pengaruh Disiplin kerja, motivasi kerja dan kesejahteraan guru terhadap prestasi siswa/siswi di SDN Desa tegal sari kec. Megang sakti. Metode penelitian ini adalah pengumpulan data menggunakan kuisioner. Populasi dan sampel dalam penelitian ini berjumlah 30 responden. Teknik analisis data yang digunakan adalah uji regresi, uji koefisien korelasi, uji t, uji koefisien determinasi, dan uji F Hasil persamaan regresi adalah : $Y = 23,384 + 0,108 X_1 + 0,313 X_2 + 0,548 X_3$ Nilai koefisien determinasi (R^2) yang diperoleh adalah 0,922 dapat diartikan bahwa perubahan nilai variabel terikat Prestasi Siswa/siswi dijelaskan oleh seluruh variabel bebas yaitu Disiplin kerja, motivasi kerja dan kesejahteraan guru Hasil penelitian yaitu pengaruh disiplin kerja, motivasi kerja dan kesejahteraan guru. Hal ini dibuktikan dengan nilai disiplin kerja $t_{hitung} = 8,128 > \text{nilai } t_{tabel} = 1,697$ dengan nilai signifikan $0,000 < 0,05$. Hal ini dibuktikan dengan nilai $t_{hitung} = 8,090 > \text{nilai } t_{tabel} = 1,697$ dengan nilai signifikan $0,000 < 0,05$. Hal ini dibuktikan dengan nilai $F_{hitung} = 48,802 > \text{nilai } F_{tabel} = 2,743$ dengan nilai signifikan $0,000 < 0,05$. Kesimpulannya disiplin kerja, motivasi kerja dan kesejahteraan guru berpengaruh signifikan secara parsial dan simultan terhadap prestasi siswa/siswi di SDN Desa tegal sari kec. Megang sakt

Kata Kunci: Disiplin Kerja, Motivasi Kerja, Kesejahteraan Guru, Prestasi Siswa

Abstract

The influence of work discipline, work motivation and teacher welfare on student achievement at SDN Desa Tegal Sari, Resident This research method was quantitative method and data collection using questionnaire. The population and sample in this study was 30 respondents. The data analysis technique used is regression test, correlation coefficient test, t test, coefficient of determination test, and F test. The results of the regression equation are: $Y = 23,384 + 0,108 X_1 + 0,313 X_2 + 0,548 X_3$, The value of the coefficient of determination (R^2) obtained is 0.922 which means that the change in the value of the dependent variable on student achievement was explained by all independent variables, they were work discipline, work motivation and teacher welfare. The results of the study were the influence of work discipline, work motivation and teacher welfare. This was evidenced by the value of work discipline t count = $8.128 > t \text{ table value} = 1.697$ with a significant value of $0.000 < 0.05$. This was evidenced by the value of t count = $8.090 > t \text{ table value} = 1.697$ with a significant value of $0.000 < 0.05$. This was evidenced by the value of F count = $48.802 > F \text{ table} = 2.743$ with a significant value of $0.000 < 0.05$. In conclusion, work discipline, work motivation and teacher welfare have a significant partial and simultaneous effect on student achievement at SDN Tegal Sari, Megang Sakti Resident

Keywords: Work Discipline, work motivation, teacher welfare, Student achievement

INTRODUCTION

Human Resources (HR) is a very important position in an organization, especially organizations, especially educational organizations, because humans can manage everything in education. Good or bad education is very dependent on the development of Human Resources. As Harun said, "HR has a very strategic position in the organization, because it is humans who regulate everything in the organization. No matter how sophisticated the tools that support an organization, it will not run optimally, without being filled with quality human resources. (Nurmalina, 2019)

Work discipline is one of the factors that can affect work productivity, by getting used to being disciplined, it is hoped that it will foster a sense of responsibility in carrying out their duties and can create a good learning atmosphere. The teacher is the second parent in the school who is given the mandate to educate, train, guide and direct the potential of students in realizing what they have aspired to (Suciningrum et al., 2021)

Teachers must be able to apply discipline to themselves and their students. And the teacher must be able to set a good example and be able to apply discipline. If a teacher has not been able to apply discipline well, then the discipline will not succeed in being applied to students. Therefore, the teacher as a benchmark for the creation of student discipline must be able to apply teacher discipline well, especially in learning activities in student behavior. Discipline will be realized by habituation and growing awareness of each school community in upholding school rules and regulations. Therefore we need teachers who are able to provide exemplary discipline. This is because students interact more with teachers

The teacher's work discipline is important because if the teacher's work discipline in the school is good then the goals of the school will achieve optimal results. With the existence of high work discipline in a teacher will generate and encourage the emergence of work enthusiasm to educate students. If discipline is owned by each individual in the work environment, it is hoped that it will create a conducive working atmosphere, so that it is comfortable to carry out work activities. This of course also applies to teachers in schools. One of the disciplines is related to attendance according to the arrival time specified in the school rules. Without discipline in a school environment it will cause an uncomfortable work atmosphere at school because a school without discipline is like a mouse without water. The discipline of the teacher's presence will have a positive impact where the teacher can have more learning preparation time, besides that the teacher's presence at the beginning of time also opens up opportunities to meet students and greet each other, so that students are comfortable and ready to learn (Suciningrum et al., 2021) Other factors that determine teacher work apart from high discipline are also supported by motivation and well-being in order to achieve even better results in the future.

Work motivation is a strong energy or drive that causes behavior or causes changes in behavior to achieve goals. Teacher motivation is an encouragement that arises from internal and external stimuli so that a person wishes to make changes in certain behaviors/activities better than the previous situation, with such encouragement it is believed that the teacher is able to produce a good quality learning process and has an impact on efforts to improve the quality of education To be able to improve the performance of good teachers, they must have work discipline and high work motivation, thus greatly influencing teacher performance. With a system that provides persistence, direction, and enthusiasm for behavior (Kristiani & Pahlevi, 2020)

In addition to discipline, motivation is also very much needed by a teacher in carrying out his duties and responsibilities. The performance of a teacher is determined by his motivation in working for a teacher. Teachers really need a lot of motivation both from within themselves and from the principal, colleagues, family. In a school that has an important role to continue to motivate teachers so that school performance and goals can be achieved properly. High teacher work motivation will achieve good results because teachers will bring out their abilities to the best of their ability to achieve good performance.

Teacher welfare is the provision of the prosperity of life to people who work in the educational environment, both in the form of material and spiritual so that a decent and better life is fulfilled as reciprocity or remuneration for the responsibilities they carry (Maulana, Yulia, & Win, 2016). It can be seen that teachers have a workload that must be carried out related to the implementation of

their profession as teachers, apart from discipline and teacher work motivation, one effort that needs to be done in order to improve the quality of teacher welfare is to give awards or reward to teachers. Rewards are very important to motivate teachers to improve their performance (Kulla, 2017). The award can be in the form of a letter of commendation or other forms of appreciation, in principle so that teachers can improve their discipline and work motivation so that teacher performance is expected to continue to increase.

Achievement is the result in the form of impressions due to changes in the individual from the learning activities he/she does. The changes achieved can be in the form of skills, behavior, or abilities which are the result of a learning process that can last for a certain period of time. In this context, achievement is the real result of the teaching and learning process carried out between teachers and students with learning materials. (Normalina, 2019)

Student achievement is also influenced by various factors, namely teacher discipline, teacher motivation as well as welfare, because students need discipline and motivation to be able to improve student achievement, because if discipline, teacher work motivation and well-being are good then it will produce optimal work for teachers in carrying out his job as a teacher. Good teacher work discipline will make the organization or school achieve its goals. And high student discipline arises from a student's sense of awareness about obeying the rules and regulations that exist at school. If the four variables of work discipline, work motivation and teacher welfare are optimal, it will increase student achievement. Based on the theory above, it can be assumed that discipline, motivation and teacher welfare can directly and indirectly influence teacher performance. (Srinawati, 2020)

SDN Desa Tegal Sari Megang Sakti District is one of the elementary schools located between Tegal Sari Village and Marga Puspita Village with the vision "Strong in faith, advanced in achievement and polite in character behavior" and with the Mission "Increasing piety to God Almighty and forming students intelligent, skilled and virtuous". With a total of 30 employees with 14 honorary and 16 civil servant teachers. Based on initial observations relating to discipline, motivation and welfare of teachers on student achievement there is still a lack of teacher enthusiasm for teaching at SDN Tegal Sari, Megang Sakti district, because teachers still often come late and come home not on time. There are also some teachers who come at 09.00 so that students do not get more lessons. As well as the lack of interaction between students and teachers because the time is too short to teach so that students' understanding in learning is still lacking. Based on the explanation above, it is necessary to conduct research with the title "The Influence of Discipline, Work Motivation and Teacher Welfare on Student Achievement at SDN Tegal Sari Megang Sakti District .

METHOD

This research is a quantitative type of research. The quantitative method is a research method based on the philosophy of positivism, or facts that occur in a structured and systematic way. (Gani & Nasution, n.d.2021)

Data Collection Techniques

According to Sujarweni (2017), data collection is a method used by researchers to uncover or capture quantitative information from respondents according to the scope of research

a. Observation

Observations are made to observe the phenomenon that is being targeted. The observed targets were teacher behavior related to work motivation and work discipline as well as student achievement at SDN Tegal Sari Village.

b. Questionnaire

Questionnaires were used to obtain data on work motivation, work discipline, and teacher performance. The data in this study are primary data revealed by spreading or giving a questionnaire/questionnaire.

c. Documentation

This documentation technique is used to complete data related to the general description of SDN Tegal Sari Village, a list of teacher names, and a list of US scores and grade 6 students at SDN Tegal Sari Village

Hypotheses

H1: It is suspected that work discipline has an effect on student achievement

H2: It is suspected that work motivation influences student achievement

H3: it is suspected that teacher welfare influences student achievement

H4: it is suspected that work discipline, work motivation and teacher welfare influence student achievement

Population

Population is an important aspect in research. Research is needed in answering a problem. As stated by Akdon and Sahlan (2005:96) that the population is an object or subject that is in an area that meets certain requirements with research problems, based on this understanding, in this case the population taken must be in accordance with the problems and types of data collection instruments. used, besides that the population were all units of the selected sample. (Iii, 2018). The population in the study, were all employees of SDN Tegal Sari totally 30 teachers.

Sample

In this study, the population numbered 30 teachers, so the sampling technique in this study used a saturated sample technique. Saturated sample technique is a sampling technique in which all members of the population are used as samples (Sugiyono, 2017: 15). So the number of samples used in this study were 30 teachers with 14 honorary and 16 civil servants at Tegal Sari Elementary School, Megang Sakti District.

RESULTS AND DISCUSSION

RESULTS

T Test (Partial)

To see the partial effect of each independent variable on the dependent variable, it can be explained using the t test. The detailed t test results can be presented in the table below:

Table 1 T Test Result of Work Discipline (X₁)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	16.538	3.110		5.317	.000
	Work Discipline	.465	.057	.838	8.128	.000

Source : Data Collecting by using SPSS 22 version

Based on table 1 above can be explained that work discipline variable (X₁) on students achievement shows the value of t count = 8.128 Greater than the value of t table 1.697 with a significant level = 0.000 < (a) 0.05, this shows that Ho is rejected and Ha is accepted and partially the work discipline variable has a significant effect on student achievement.

Table 2 T Test Result of Work Motivation (X₂)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	7.457	4.262		1.749	.091
	Work Motivation	.829	.102	.837	8.090	.000

a. Dependent Variable: Students Achievement

Source : Data Collecting by using SPSS 22 version

Based on table 2 above, it can be explained as follows: that the variable work motivation (X₂) on student achievement shows a t count = 8.090 which is greater than the t table value of 1.697 with a significant level = 0.091 > (a) 0.05, this shows Ho accepted and Ha rejected and partially the work

motivation variable does not have a significant effect on student achievement.

Table 3 T Test Result of Teachers' welfare (X₃)

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	1.095	4.396		.249	.805
	Teacher welfare	1.021	.104	.880	9.788	.000

a. Dependent Variable: Students Achievement

Source :Data Collecting by using SPSS 22 version

Based on table 3 above, it can be explained as follows: that the teacher welfare variable (X₃) on student achievement shows a t count = 9.788 which is greater than the t table value of 1.697 with a significant level = 0.091 > (a) 0.05, this shows Ho accepted and Ha rejected and partially the teacher's welfare variable does not have a significant effect on student achievement.

Multiple Linear Regression Test

Multiple linear regression analysis was used to determine discipline, work motivation and teacher welfare on student achievement at SDN Tegal Sari. In addition, regression analysis is also used to test the truth of the hypotheses proposed in this study. The recapitulation of the results of the correlation analysis and multiple linear regressions can be seen in the table below.

Table 4 The Result of Multiple Linier Regression Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	23.384	3.966		2.018	.995
	Work Discipline	.108	.063	.212	1.715	.098
	Work Motivation	.313	.127	.316	2.467	.021
	Teacher Welfare	.548	.159	.472	3.455	.002

a. Dependent Variable: Students Achievement

Source : Data Collecting by using SPSS 22 version

From table 4 above it can be seen that the multiple linear regression equation model for estimating student achievement is influenced by work discipline, work motivation and teacher welfare

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 23,384 + 0,108 X_1 + 0,313 X_2 + 0,548X_3$$

From the regression equation above, it can be explained as follows:

The constant value is 23.384. This shows that if the variables of work discipline, work motivation and teacher welfare do not change or are otherwise zero, then the value of the student achievement variable is 23.384.

The regression coefficient value of the work discipline variable is 0.108. This indicates that if the value of the work discipline variable increases by one unit, the value of the work discipline variable will experience a positive change of 0.108. Conversely, if the regression value is 0.108, it decreases by one unit, then student achievement is also predicted to experience a decrease of 0.108.

The regression coefficient value of the work motivation variable is 0.313. This shows that if the value of the work motivation variable increases by one unit, then the value of the motivation variable will change positively by 0.313. Conversely, if the regression value is 0.313 it decreases by one unit, then student achievement is also predicted to decrease by 0.313 The regression coefficient value of

the teacher's welfare variable is 0.584. This indicates that if the value of the teacher's welfare variable increases by one unit, then the value of the teacher's welfare variable will change positively by 0.584. Conversely, if the regression value is 0.584, it decreases by one unit, then student achievement will also be predicted to decrease by 0.584

Discussion

1. Reliability Analysis, Simple Linear Regression, Correlation Coefficient Analysis and Analysis of Work Discipline Variable t Test (X1) on Student Achievement (Y)

From the results of simple linear regression calculations, the value of $b = 0.465$ is obtained, while the value of $a = 16.538$. Then this value is entered into the simple linear regression equation, namely $Y = 16.538 + 0.465 X_1$, which means that if the work discipline variable (X_1) does not change or the value is zero then the value of the student achievement variable (Y) is 16,538 Coefficient of work discipline regression coefficient (X_1) of $b_1 = 0.465$ states that every increase in work discipline (X_1) by one unit will increase student achievement (Y) by 0.465. Conversely, every decrease in work discipline (X_1) by one unit, this will reduce student achievement (Y) by 0.465. The correlation coefficient value is obtained by an R number of 0.799. This shows that the work discipline variable (X_1) has a strong relationship to student achievement (Y). While the direction of the relationship is positive because the value of R is positive.

From the calculation of the t test, it is known that the t count results show that the work discipline variable (X_1) has a t count value of 8.128 which is greater than the t table value at a significant level of 1.697 or it can be said that the work discipline variable (X_1) has a significant effect on student achievement variables (Y). based on the results of the data processing above, it can be proven that $H_1 =$ work discipline (X_1) has a positive effect on student achievement.

The first hypothesis states that there is a significant effect partially between work discipline (X_1) on student achievement (Y). based on the results of data processing, the t count value for work discipline (X_1) is 8.128 while the t table is 1.697. From these data it is found that t count is greater than t table ($t \text{ count} > t \text{ table}$). So it can be concluded that partially the work discipline variable (X_1) has a significant positive effect on the student achievement variable (Y).

2. Simple Linear Regression Analysis, Correlation Coefficient Analysis and Work Motivation Variable t Test (X2) on Student Achievement (Y)

From the results of simple linear regression calculations, the value of $b_2 = 0.829$ is obtained, while the value of $a = 7.457$. Then this value is entered into the simple linear regression equation, namely $Y = 7.457 + 0.829 X_2$, which means that if the work motivation variable (X_2) does not change or the value is zero then the value of the student achievement variable (Y) is 7.457. The regression coefficient of work motivation (X_2) of $b_2 = 0.829$ states that every increase in work motivation (X_2) of one unit will increase student achievement (Y) of 0.829. Conversely, every decrease in work motivation (X_1) by one unit, this will reduce student achievement (Y) by 0.829. The correlation coefficient value is obtained by the R number of 0.837. This shows that the variable work motivation (X_2) on student achievement (Y) has a strong relationship. While the direction of the relationship is positive because the value of R is positive.

From the calculation of the t test it is known that the t count results show that the motivation variable (X_2) has a t count value of 8,090 greater than the t table value at a significant level of 1.697 or it can be said that the work motivation variable (X_2) has a significant effect on student achievement variables (Y). based on the results of the data processing above, it can be proven that $H_2 =$ work motivation (X_2) has a positive effect on student achievement.

3. Simple Linear Regression Analysis, Correlation Coefficient Analysis and T-test of Teacher Welfare Variables (X3) on Student Achievement (Y)

From the results of simple linear regression calculations, the value of $b_2 = 1.021$ is obtained, while the value of $a = 1.095$. Then this value is entered into the simple linear regression equation, namely $Y = 1.095 + 1.021 X_3$, which means that if the teacher welfare variable (X_3) does not change or the value is zero then the value of the student achievement variable (Y) is 1.095. The teacher

welfare regression coefficient (X3) of $b_2 = 1.021$ states that every increase in work discipline (X3) by one unit will increase student achievement (Y) by 1.021. On the other hand, for every decrease in teacher welfare (X3) by one unit, this will reduce student achievement (Y) by 1.021. The correlation coefficient value is obtained by the R number of 0.880. This shows that the teacher's welfare variable (X3) has a strong relationship to student achievement (Y). While the direction of the relationship is positive because the value of R is positive.

From the calculation of the t test, it is known that the t count results show that teacher welfare (X3) has a t count value of 9,788 greater than the t table value at a significant level of 1.697 or it can be said that the teacher welfare variable (X3) has a significant effect on student achievement variables (Y). based on the results of the data processing above, it can be proven that $H_2 =$ teacher welfare (X3) has a positive effect on student achievement.

The third hypothesis states that there is a significant effect partially between teacher welfare (X3) on student achievement (Y). based on the results of data processing, the tcount for teacher welfare (X3) is 9,788 while the ttable is 1,697. From these data it is found that tcount is greater than ttable (tcount > ttable). So it can be concluded that partially the teacher welfare variable (X3) has a significant positive effect on student achievement variables (Y).

4. Multiple Linear Regression Analysis, Analysis of the Coefficient of Determination (R²). And F Test Work discipline variable (X1) work motivation (X2) and teacher welfare (X3) on student achievement (Y)

From the regression equation $Y = 23.384 + 0.108 X_1 + 0.313 X_2 + 0.548X_3$ using a constant value of $a = 23.384$ states that if work discipline (X1) work motivation (X2) and teacher welfare (X3) do not change or the value is zero then the variable value Student achievement (Y) is 23.384. The regression coefficient of work discipline (X1) of $b_1 = 0.108$ states that every increase in work discipline (X1) by one unit will increase student achievement (Y) by 0.108. Vice versa if there is a decrease in work discipline (X1) by one unit, it will reduce student achievement (Y) by 0.108. The regression coefficient of work motivation (X2) is one unit, so this will increase student achievement (Y) of 0.313. Vice versa if there is a decrease in work motivation (X2) by one unit, it will reduce student achievement (Y) by 0.31

The regression coefficient for teacher welfare (X3) of $b_1 = 0.584$ states that every increase in teacher welfare (X3) by one unit will increase student achievement (Y) by 0.584. Vice versa if there is a decrease in teacher welfare (X3) by one unit, it will reduce student achievement (Y) by 0.584. The value of the coefficient of determination is obtained by the number R Square (R²) of 0.922 or 92.2%. This value gives the understanding that work discipline (X1), work motivation (X2) and teacher welfare (X3) contribute 92.2% to student achievement (Y). while the remaining 8.8%. $F_{count} < F_{table}$ then H_0 is accepted and H_a is rejected. In this study it turned out that $F_{count} (48.802) > F_{table} (2.743)$. This means that H_0 is rejected and H_a is accepted. This shows that there is a significant influence between the variables of work discipline (X1) work motivation (X2) and teacher welfare (X3) on student achievement (Y). Based on the results of data processing above it can be proven that $H_3 =$ work discipline (X1) work motivation (X2) and teacher welfare (X3) have a positive effect on student achievement (Y).

The fourth hypothesis which states that there is a significant influence jointly between work discipline (X1) work motivation (X2) and teacher welfare (X3) has a positive effect on student achievement (Y). based on the results of data processing, the value of F count is (48.802) while F table is (2.743). From these data it can be seen that F count is greater than F table ($F_{count} > F_{table}$). So it can be concluded that simultaneously the variables of work discipline (X1) work motivation (X2) and teacher welfare (X3) have a significant positive effect on student achievement (Y).

Relevant Research

Nastiti Amalda, Lantip Diat Prasajo April 2018, The Influence of Teacher Work Motivation and Student Discipline on Student Achievement. This research aims to determine the effect of motivational factors, teacher work and student discipline on student achievement in SMA/MA in the city of Mataram. Data collection was in the form of a questionnaire, The reliability is calculated by

Cornbatch alpha formula. The data analysis technique used is simple regression and multiple regression.

Conclusion

Based on the results of both partial and simultaneous research, it can be concluded as follows:

- a. Based on the calculation results that the t count = 8.128 is greater than the t table value with a significance level = $0.000 < (a) 0.05$, $df (n-2) 30-2 = 28$ is 1.672. This shows that H_0 is rejected and H_a is accepted, meaning that the variable of work discipline has a significant effect on student achievement.
- b. Based on the calculation results that the t count = 8.090 is greater than the t table value with a significance level = $0.000 < (a) 0.05$, $df (n-2) 30-2 = 28$ is 1.697. This shows that H_0 is rejected and H_a is accepted, meaning that the work motivation variable has a significant influence on student achievement
- c. Based on the calculation results that the t count = 9.788 is greater than the t table value with a significance level = $0.000 < (a) 0.05$, $df (n-2) 30-2 = 28$ is 1.697. This shows that H_0 is rejected and H_a is accepted, meaning that the teacher's welfare variable has a significant influence on student achievement
- d. Based on the F test, the F count value is $48.802 > F$ table 2.743 and the significance level simultaneously is $0.000 < (a) 0.005$ $df = n-k-1 = 30 - 3 - 1 = 26$. So H_0 is rejected and H_a is accepted. This shows that together (simultaneously) the independent variables namely work experience, work motivation and teacher welfare have a significant influence on the dependent variable namely student achievement.

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