

ANALYSIS OF TEACHER PERFORMANCE, DISCIPLINE, AND CREATIVITY ON THE QUALITY OF LEARNING

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DOI: 10.29313/ga:jpaud.v7i1.12154

Abstract

This study aims to determine the influence of teachers' discipline, performance, and creativity on the quality of learning. The method used in this study was quantitative descriptive with 50 respondents and data analysis used, namely Partial Least Square (SmartPLS 4.0). The research findings show that (1) The results of this study found that discipline positively and significantly affected performance (2) The results of this study found that discipline positively had no effect and was not significant on creativity. (3) The results of this study found that discipline positively had no effect and was not significant on the quality of learning. (4) The results of this study found that performance positively had no effect and was not significant on creativity. (5) The results of this study found that performance positively had no effect and was not significant on the quality of learning. . (6) The results of this study found that creativity positively and significantly affects the quality of learning.

Keywords: Discipline; Performance; Creativity; Quality Learning.

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Received June 22, 2023. Accepted December 25, 2023. Published December 27, 2023.

INTRODUCTION

Efforts to improve the quality of education by the ideals of the Indonesian nation are to realize general welfare and educate the nation's life. Education is a means or bridge for humans to develop their potential through the learning process obtained. As we know, it is stated in the 1945 Constitution Article 31 Paragraph 1 states that: "every citizen has the right to education" (Fadia & Fitri, 2021). Education is important for human beings because it relates to their values.

People are valued by the surrounding community for their education. Therefore, for humans education is very important, because education gives people will have many skills and personalities. Some educators contrast materials created specifically for learners with materials used by native speakers of the target language, with the latter considered authentic (Delina et al., 2022)

Education is a continuous and never-ending process so that it can produce continuous quality, aimed at the realization of the future human figure, and rooted in the nation's cultural values and Pancasila (Sujana, 2019). Education has a very important role in improving human creation, taste, and charity, as well as forming a good and independent personality to prepare qualified human resources. Education is an attempt to create the potential for students to produce expected behavioral changes, and also education is an attempt to shape the students to be knowledgeable, skillful (possessing a competence), and independent for preparing graduates who are qualified and can compete globally, and master technological developments (Puluhulawa et al., 2022).

Education is not a simple effort, but rather a dynamic and challenging activity, at all times education is always the focus of attention and often even targets of dissatisfaction. Because education concerns the interests of everyone, not only about investment, current conditions, and the atmosphere of life. That is why education always requires efforts to improve and demand people's lives (Nugraheni & Rahmayanti, 2016).

In everyday life, it is known as self-discipline, learning discipline, and work discipline. Discipline is a person's ability to regularly, and diligently, and work by applicable rules by not violating established rules (Mathematics, 2016). Discipline is also a form of good education without having to be explained to students. As we know, teachers are those who are responsible for the success of the educational process in every school. The quality of education in a nation is largely determined by the quality of its teachers. The teacher is the 'boss in the class' (Saneba et al., 2021).

Therefore, teachers who are one of the elements in the field of education must play an active role and actively participate and place their position as professionals, by the demands of the growing community. In a special sense, it can be said that in every teacher lies the responsibility to bring his students to maturity or a certain degree of maturity. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education pathways (Setianingsih & Kader, 2018).

The teacher is not merely a teacher or educator but also a guide who directs and guides students in learning. Related to this, the teacher has a unique and very complex 3 roles in the teaching and learning process, to deliver students to the desired level. Therefore, every teacher's activity plan must be able to be seated for the benefit of students by their profession and responsibilities.

It is a very important factor for students in educational activities if a teacher is present in class and actively continuously provides education and guidance to students because its existence is one of the keys to success in the teaching and learning process. But it is not enough without being balanced with the active role of teachers and high discipline. Discipline must be instilled in

Every individual, be it teachers or students (- & Hadidah, 2019). It is a very important factor for students in educational activities if a teacher is present in class and actively continuously provides education and guidance to students because its existence is one of the keys to success in the teaching and learning process. But it is not enough without being balanced with the active role of teachers and high discipline. Discipline must be instilled in Every individual, be it a teacher or student. Quality is positively correlated with the quality of education provided to students (Performance et al., 2020). A teacher in the teaching and learning process is not just delivering material, but must also strive so that the learning material delivered becomes a fun activity and easy

to understand by students (Mahmud & Sugeha, 2022). This quality of work is the result of teacher work which includes aspects of accuracy and skills (Utari & Rasto, 2019). Teacher creativity is the ability that a teacher has in creating new things that distinguish them from others. The difference in the ability of students to achieve the desired goals causes teachers to be more creative. The creative attitude possessed by a teacher can determine the quality of learning that has been done (Ofori et al., 2020).

This means that the high and low results are largely determined by the high and low discipline of the teacher. Achieving good results requires many factors, especially the basic abilities possessed by each student and good techniques or methods. In addition to student ability factors, there are also other factors, namely factors from a teacher, including the teacher's ability to shape the soul and character of students. One of those abilities is the discipline of the teacher himself. Learning outcomes are a manifestation of learning efforts in the teaching and learning process.

Developing the creativity of students actively and purposefully, developing students' emotional intelligence as a whole, and disciplining students perfectly is the task of one creative teacher (Vivian Purwanto & Yudianto, 2021).

Assessment is carried out on student learning outcomes in the form of competencies as stated in teaching and learning activities for each subject, taking into account 3 domains, namely: knowledge (cognitive), attitudes (affective), and skills (psychomotor). Based on initial observations on students, there are still many students who have low learning outcomes, this causes one of them is teacher discipline, there are still teachers who neglect their duties and responsibilities to carry out learning in the classroom. In addition, many teachers assume that if the learning process in class has been completed, the task is also completed. Teacher performance is less than optimal because teachers carry out their duties only as routine activities, and lack creativity. Innovation for teachers is relatively closed and creativity is not part of the achievement (Ahyani, 2020). To achieve the objectives of learning, it is necessary to design an appropriate learning design. For this reason, as we know in learning theory, that learning is influenced by internal and external factors of students. (Fabiana Meijon Fadul, 2019).

Internal factors, for example, interest in learning, individual motivation to learn, and so on. External factors such as teachers (regarding teacher appearance, teacher discipline, teacher ability or knowledge, teacher proficiency in teaching, etc.), school facilities and infrastructure, learning conditions, and others. Seeing that fact, researchers are encouraged to conduct a study by reviewing and compiling a paper with the title: "The influence of discipline, performance, and creativity of teachers on the quality of learning", so researchers want to know about discipline, performance, and creativity of teachers related to student learning outcomes.

Based on this background description, the formulation of the problem that can be formulated in this study is the first to find out whether there is an influence of teacher performance on the quality of learning. Furthermore, Is there an influence of teacher discipline on the quality of learning? And is there an influence of teacher creativity on the quality of learning? And is there an influence of teacher creativity, performance, and creativity on learning?

The purpose of this study is. To find out and describe how the performance of kindergarten teachers in West Bekasi sub-district, Bekasi City, how the discipline of kindergarten teachers in West Bekasi sub-district Bekasi City, and how the creativity of kindergarten teachers in west Bekasi sub-district Bekasi City. The benefit of this study for researchers is to find out how much influence the discipline, performance, and creativity of teachers on the quality of learning in kindergarten se West Bekasi sub-district, Bekasi city. The benefit for educators is to know the extent of the influence and to apply things that support the development of learning quality. While the benefits for schools and parents in this study are expected to support the process of performance, discipline, and creativity of teachers toward the quality of learning to be better.

METHODOLOGY

The type of research used in this study is quantitative associative. Associative research is research that aims to determine the relationship between two or more variables. With this research,

it will be possible to build a theory that can function to explain, predict, and control a symptom in research (Samsu, 2017)

In this case, researchers will see how much influence teacher discipline, performance, and creativity have on the quality of learning. The research approach used in this study is quantitative research, which is a type of research that is systematic, planned, and structured from the beginning to making designs (Helen, 2016). The subjects in this study were kindergarten teachers located in West Bekasi District, West Java. The kindergartens in West Bekasi District are 17 kindergartens with a total number of 50 teachers.

Research variables in path analysis are divided into independent variables and dependent variables. An independent variable is a variable that causes or changes or affects another variable (dependent variable). Also often referred to as independent variables, predictors, stimuli, exogenous, or antecedents. In this study, the independent variable is compensation. In this study, compensation will be the cause of changes in other variables or dependent variables (Samsu, 2017)

The nature of a problem and the purpose of the research are reflected in the dependent variable used. The research variables are listed in Table 1 below :

Table 1.
Research Variables

NO	Independent Variable	Variable Dependent
1	PERFORMANCE (X_1)	THE QUALITY OF LEARNING (Y)
2.	DISCIPLINE (X_2)	
3.	CREATIVITY (X_3)	

Variable measurement is developed from indicators contained in the description of variables and transformed into question items. Then structured questions are arranged according to the variables through questionnaires or questionnaires to obtain primary data. To collect data on teacher discipline, performance, and creativity used questionnaires in the form of several questions that reveal benchmarks about teacher discipline, performance, and creativity. The way of scoring each answer to the question item given to respondents has the following values: answer choice A has a value weight of 4, answer choice B has a value weight of 3, answer choice C has a value weight of 2, and answer choice D has a value weight of 1.

The Path Analysis model in this study is as follows:

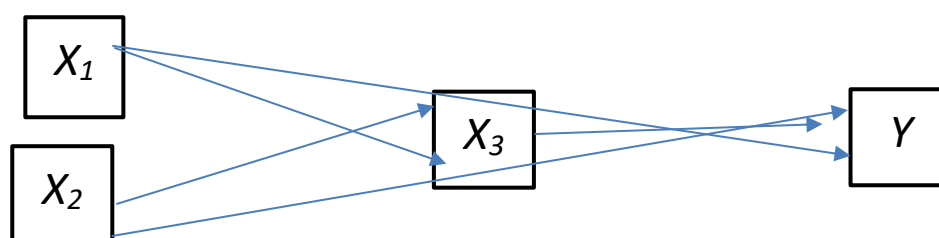


Figure 1. Path diagram

Information:

X_1 = Performance

X_2 = Discipline

X_3 = Creativity

Y = Quality of learning

ρ_{YX_i} = Path Coefficient The influence of variable X_i on variable Y, for $i = 1, 2, 3$

The structural equation in the path diagram above is as follows.

$$Y = \rho_{YX_1} X_1 + \rho_{YX_2} X_2 + \rho_{YX_3} X_3 + \varepsilon_1$$

While the direct, indirect influence and total influence for the path diagram in the Figure above are calculated in the following way.

Direct Influence:

$$X_1 = (\rho_{YX_1}) \quad X_2 = (\rho_{YX_2}) \quad X_3 = (\rho_{YX_3})$$

Indirect Influences:

$$X_1 = (\rho_{YX_1} \times r_{12} \times \rho_{YX_2}) + (\rho_{YX_1} \times r_{13} \times \rho_{YX_3})$$

$$X_2 = (\rho_{YX_2} \times r_{12} \times \rho_{YX_1}) + (\rho_{YX_2} \times r_{23} \times \rho_{YX_3})$$

$$X_3 = (\rho_{YX_3} \times r_{13} \times \rho_{YX_1}) + (\rho_{YX_3} \times r_{23} \times \rho_{YX_2})$$

Total Influence:

$$X_1 = \rho_{YX_1} + (\rho_{YX_2} \times r_{12} \times \rho_{YX_1}) + (\rho_{YX_2} \times r_{23} \times \rho_{YX_3})$$

$$X_2 = \rho_{YX_2} + (\rho_{YX_2} \times r_{12} \times \rho_{YX_1}) + (\rho_{YX_2} \times r_{23} \times \rho_{YX_3})$$

$$X_3 = \rho_{YX_3} + (\rho_{YX_3} \times r_{13} \times \rho_{YX_1}) + (\rho_{YX_3} \times r_{23} \times \rho_{YX_2})$$

In research, the techniques used in collecting data in research are questionnaire techniques through google forms. The type of analysis used is regression analysis which is described descriptively. This study aims to obtain evidence of teacher discipline, performance, and creativity affecting the quality of learning. Seeing the problems and research objectives to be achieved, this study uses an Explanative research approach with a survey approach. Explanative research is research that aims to examine causality between variables that explain a particular phenomenon (Rino Tri Hermawan, 2016)

The measurement scale uses the Likert scale in the form of a questionnaire with five alternative answers, Scoring instruments in the form of questionnaires for variables X1, X2 and X3 use five tiered choices (rating scale), namely for positive statements, then respondents who answer strongly agree (SS) get a score of 5, agree (S) get a score of 4, disagree less (KS) get a score of 3, disagree (TS) scored 2, and strongly disagree (STS) scored 1.

In this study, data analysis used the Partial Least Square (PLS) approach. PLS is a component- or variant-based Structural Equation Modeling (SEM) equation model. The initial model of this study is as follows: Productivity construct is measured by 3 reflective indicators, namely discipline, performance, and creativity. Discipline is measured with 9 reflective indicators, performance is measured with reflective indicators, Creativity is measured with 19 reflective indicators, and learning quality is measured with 22 reflective indicators.

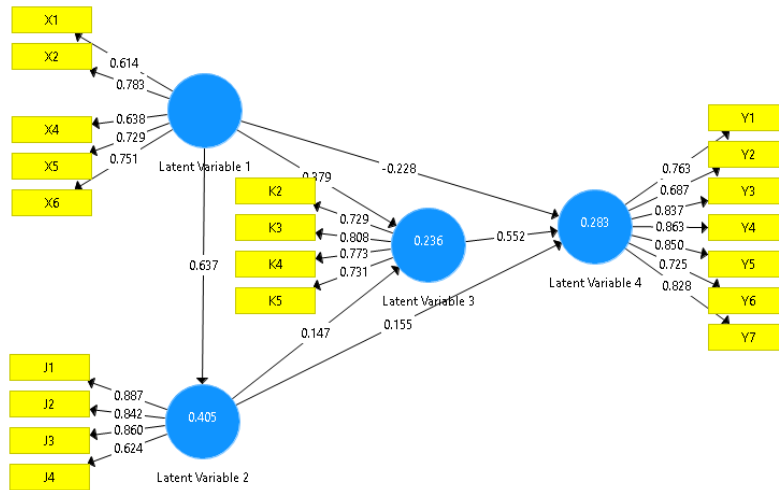
RESULTS AND DISCUSSION

Outer Model Testing (Measurement Model)

The measurement model or outer model with reflective indicators is evaluated with convergent and discriminant validity of the indicator and composite reliability for the indicator block. The initial model of this study is as follows: a construct of learning quality measured by 3 reflective indicators, namely discipline, performance, and creativity. Discipline is measured with 5 reflective indicators, performance is measured with 4 reflective indicators, Creativity is measured with 4 reflective indicators, and learning quality is measured with 7 reflective indicators.

Convergent Validity

An individual reflective measure is said to be high if it correlates more than 0.70 with the construct to be measured. However, for early-stage research from the development of a measurement scale, a loading value of 0.50 to 0.60 is considered sufficient.



Based on the measurement model above, all indicators are analyzed on research variables with a loading factor of more than 0.50 so that they are declared significant or meet the convergent validity requirements. In addition to the value of the loading factor, convergent can also be seen from Average Variance Extracted (AVE) and discriminant validity. Discriminating Validity can be tested by comparing AVE values

CONSTRUCT	Average Variance Extracted (AVE)
DISCIPLINE	0,514
PERFORMANCE	0,656
CREATIVITY	0,578
QUALITY OF LEARNING	0,634

Source: Data analysis with AVE PLS, 2023

From the table above, it can be seen that the AVE value of each construct is above 0.5, greater than the correlation of each construct. Therefore, there is no convergent validity problem in the model being tested. Another method that can be used to test discriminant validity is to look at the cross-loading table.

Discriminant Validity

Discriminant Validity is done by looking at the cross-loading value of the contract measurement. The cross-loading value shows the magnitude of the correlation between each construct with its indicator and indicators from other block constructs. After data processing using Smart PLS 3, the results of cross-loading can be seen in the following table:

	Latent Variable 1	Latent Variable 2	Latent Variable 3	Latent Variable 4
J1	0,680	0,893	0,359	0,161
J2	0,361	0,842	0,301	0,131
J3	0,573	0,862	0,267	0,178
J4	0,263	0,614	0,330	0,275
K2	0,288	0,361	0,718	0,332
K3	0,392	0,331	0,807	0,374
K4	0,194	0,225	0,770	0,358
K5	0,280	0,249	0,744	0,461
X1	0,559	0,190	0,389	0,053
X4	0,633	0,250	0,500	0,217

X5	0,808	0,576	0,114	-0,004
X6	0,830	0,643	0,189	0,024
Y1	0,093	0,162	0,589	0,760
Y2	0,044	0,159	0,365	0,684
Y3	-0,076	0,227	0,325	0,837
Y4	0,117	0,166	0,358	0,865
Y5	0,174	0,213	0,319	0,853
Y6	0,136	0,092	0,281	0,729
Y7	0,081	0,192	0,410	0,829

Source: Data analysis with PLS Cross Loading, 2023

The table above shows that the loading value of each item against its construct is greater than the value of its cross-loading. From the results of the cross-loading analysis, it appears that there is no discriminant validity problem. To ensure that there are no measurement-related problems, the final step in evaluating the outer model is to test the unidimensionality of the model. The unidimensionality test was performed using Dancronbach's alpha composite reliability indicator. For both of these indicators, the cut-off value is 0.7

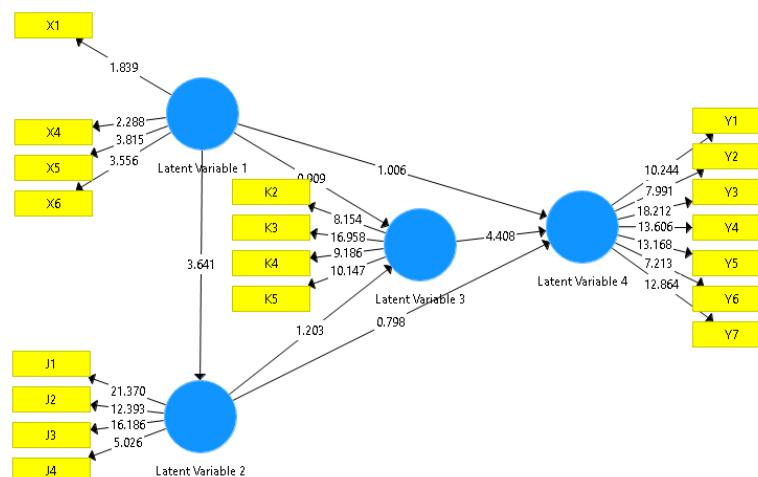
	Cronbach's Alpha	rho_A	Composite Reliability
DISCIPLINE	0,778	0,711	0,805
PERFORMANCE	0,820	0,868	0,882
CREATIVITY	0,757	0,761	0,846
QUALITY OF LEARNING	0,905	0,927	0,923

Sumber : Analisis data dengan AVE PLS Composite Reability, 2023

The table above shows that all constructs have composite reliability and Cronbach’s alpha values above 0.7. Therefore, there are no reliability/unidimensionality problems in the model formed.

Inner Model Testing (Structural Model)

The inner model can be evaluated by looking at the r-square (reliability of the indicator) for the dependent construct and the t-statistical value of the path coefficient test. The higher the r-square value means the better the predictive model of the proposed research model. The value of path coefficients indicates the degree of significance in hypothesis testing



Source: Data analysis with PLS Bootstrapping, 2023

Based on the results above, it can be seen that all pathways have met the significant number at CI 95% > (1.96) except for the tracking relationship between performance and learning quality (0.798). This is a requirement for evaluation with loading factors, which is carried out to assess the significance of latent constructs with their constructs (Ammad et al., 2021)

Furthermore, to see whether a hypothesis can be accepted or rejected including by paying attention to the value of significance between constructs, statistics, and p-values. These values can be seen from the results of bootstrapping. The rule of thumb used in this study is t-statistic > 1.96 with a significance level of the p-value of 0.05 (5%).

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
disiplin-> Kinerja	0,616	0,608	0,169	3,641	0,000
disiplin -> Kreativitas	0,240	0,200	0,264	0,909	0,364
Disiplin -> Kualitas Pembelajaran	-0,194	-0,200	0,193	1,006	0,315
Kinerja -> Kreativitas	0,238	0,314	0,198	1,203	0,230
Kinerja-> Kualitas Pembelajaran	0,138	0,167	0,173	0,798	0,425
Kreativitas -> Kualitas Pembelajaran	0,527	0,522	0,120	4,408	0,000

Source: Data analysis with PLS Path Coefficient Bootstrapping, 2023

Furthermore, we can see how much the power of exogenous variables and dependent endogenous variables in this initial model by looking at the magnitude of the R Square value in the following table

	R Square
PERFORMANCE	0,379
CREATIVITY	0,185
QUALITY OF LEARNING	0,278

Source: Data analysis with PLS R-Square, 2023

Based on the r-square value in the table above, it shows that the discipline can explain the variability of performance constructs by 37.9%, and the remaining 62.1% is explained by other constructs outside those studied in this study. While the discipline was able to explain the variability of creativity constructs by 18.5%, and the remaining 81.5% was explained by other constructs outside those studied in this study. And discipline was able to explain the variability of learning quality constructs by 27.8%, and the remaining 72.2% was explained by other constructs outside those studied in this study.

The Q Square value serves to assess the amount of diversity or variation of research data on the phenomenon being studied and also the estimation of its parameters. A model is considered

to have a relevant predictive value if the Q2 value is greater than 0. The quantity Q2 has a value with a range of $0 < Q2 < 1$.

Through formulas:

$$\begin{aligned} Q2 &= 1 - (1-R1^2) (1-R2^2) (1-R3^2) \\ &= 1 - (1-(0,379^2) (1-(0,185^2) (0,278^2) \\ &= 1 - (1-0,143641) (1-0,034225) (1-0,077284) \\ &= 1 - (0,856359) (0,965775) (0,92216) \\ &= 1 - (0,7626725324) \\ &= 0,23 \text{ atau } 23\% \end{aligned}$$

Research Hypothesis Testing

	Hypothesis			Result	Information
H1	Discipline Performance	positively affects		Original Sample:0.616 T Statistics (I O/STDEV I): 23.641 P-value: 0.000	Accepted
H2	Discipline positively affects creativity			Original Sample: 0.240 T Statistics (I O/STDEV I): 0.909 P-value: 0.364	Rejected
H3	Discipline Quality of Learning	positively affects the		Original Sample:- 0,194 T Statistics (I O/STDEV I): 1,006 P-value: 0,315	Rejected
H4	Performance creativity	positively affects		Original Sample:0,238 T Statistics (I O/STDEV I): 1,203 P-value: 0,230	Rejected
H5	Performance Quality of Learning	positively affects the		Original Sample:0,138 T Statistics (I O/STDEV I): 0,798 P-value: 0,425	Rejected
H6	Creativity Quality of Learning	positively affects the		Original Sample:0,527 T Statistics (I O/STDEV I): 4,408 P-value: 0,000	Accepted

Source: Data analysis with PLS Path Coefficient Bootstrapping, 2023

Based on the table above, the first and sixth hypotheses positively affect the variables. The test results showed a T Statistics value of >1.96 with a p-value of >0.05 , so both hypotheses were accepted. While the second hypothesis tested whether discipline positively affected creativity, the test results showed that there was no significant effect (did not meet the requirements of T Statistics >1.96 with p-value >0.05). While the third hypothesis tests whether discipline affects the quality of learning, the test results show that there is no significant effect (does not meet the requirements of T Statistics >1.96 with p-value >0.05). Also on the fourth hypothesis testing whether performance positively affects creativity, the test results show that there is no significant effect (unqualified T Statistics >1.96 with p-value >0.05). And in the fifth hypothesis testing whether performance positively affects the quality of learning, the test results show that there is no significant effect (unqualified T Statistics >1.96 with p-value >0.05). From this result, it is stated that because the discipline variable on creativity, also the discipline variable on the quality of learning, as well as the performance variable on creativity, and the performance variable on the quality of learning, the results are not reliable so the second, third, fourth and fifth hypotheses are rejected.

	Pengaruh Langsung	Pengaruh tidak Langsung	Pengaruh Total
Discipline → Performance	0,616		
Discipline → Creativeness	0,387	0,147	0,534
Discipline → The quality of learning	0,095	0,305	0,4
Performance → Creativeness	0,238		
performance → The quality of learning	0,263	0,125	0,388
Creativeness → The quality of learning	0,527		

Source: Data analysis with PLS Total Effect, 2023

The table above states that discipline has a direct and indirect effect on the quality of learning. The results of the parameter coefficient test between disciplines on learning quality showed a direct influence of 0.095, while the indirect influence of discipline on learning quality of 0.305 got a total value of 0.4. And performance has a direct and indirect effect on the quality of learning. The results of the parameter coefficient test between performance and learning quality showed a direct influence of 0.263, while the indirect influence of discipline on learning quality of 0.125 obtained a total of 0.388.

CONCLUSION

Based on data analysis and discussion of research results, it can be concluded that: 1. The results of this study found that discipline positively and significantly affects performance; 2. The results of this study found that discipline positively had no effect and was not significant on creativity; 3. The results of this study found that discipline positively had no effect and was not significant on the quality of learning; 4. The results of this study found that performance positively had no effect and was not significant on creativity; 5. The results of this study found that performance positively had no effect and was not significant on the quality of learning; and 6. The results of this study found that creativity positively and significantly affects the quality of learning.

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