



THE INFLUENCE OF DISCIPLINE, TRAINING, AND WORK ENVIRONMENT ON TEACHER PERFORMANCE

Ervin Nora Susanti^{1*}, Lukmanul Hakim², Yuniarti³, Alpino Susanto⁴, Caesar Putri Widodo⁵

¹⁻⁴Master of Management, Postgraduate Program, Universitas Riau Kepulauan, Indonesia

⁵Management, Economics and Business Faculty, Universitas Riau Kepulauan, Indonesia

*ervin.nora@gmail.com

ABSTRACT

The aim of this research is to determine and analyze the influence of discipline, training and work environment on teacher performance both partially and simultaneously. This research was conducted at SDIT Darussalam Batam. The population in this study was all permanent teachers at SDIT Darussalam Batam, totaling 113 teachers. Samples were taken using census sampling techniques. Data collection was carried out using a questionnaire that had been tested for validity and reliability.

The data analysis technique in this research uses multiple linear regression analysis. The research results show that discipline, training and work environment partially have a positive and significant effect on teacher performance. The results of the F test (simultaneous) show that discipline, training and work environment have a significant influence on teacher performance. The coefficient of determination value of 57.3% shows that the discipline, training and work environment variables are able to explain variations in teacher performance of 57.3% while 42.7% is explained by other variables not used in this research model.

Keywords: teacher performance, discipline, training, work environment, SDIT

1. INTRODUCTION

Education is the main factor in forming quality human resources. Education plays a very important role in the formation of human personality according to normative standards. Teachers are an important component in education. The role, duties and responsibilities of a teacher are very significant in realizing the goals of national education, namely to educate the life of the nation, improve the quality of Indonesian people, including the quality of faith and piety, noble morals and mastery of knowledge, science, technology and art, as well as realizing a just Indonesian society, prosperous and civilized. (Pramudyo, 2020), (Muspawi, 2021) Teacher performance is an important thing that must be done become the attention of teachers and related parties, teachers must have good performance, good or bad teacher performance influence the learning outcomes achieved by student. In implementing formal education, schools and teachers who have good performance are needed. Teacher performance will determine educational success. Achieving optimal performance for a teacher cannot just happen. Teacher performance can be influenced by many factors, including discipline, training and work environment.

Teacher performance is a description of the results of the work carried out by teachers related to the tasks they carry out and the assessment of their responsibilities (Yamin& Maisah, 2010). Teacher performance assessment can be done through the following performance indicators and aspects; (1). Quality of work, the indicators are planning teaching programs quickly, mastering learning material and assessing teaching and learning abilities, (2). Speed or accuracy of work, the indicator is completing the teaching program according to the academic calendar, (3). Initiative in work, the indicator is using media in learning and using varied methods in learning.

One of the schools providing primary level education in Batam City is SDIT Darussalam which is located at Buliang, Batu Aji. SDIT Darussalam provides education based on Islamic religious values. As an educational institution, SDIT Darussalam requires the role of good teacher performance. Based on observations through archival documentation carried out by researchers at SDIT Darussalam Batam, information was obtained that some teachers' performance was not optimal, which was indicated by the lack of teachers in planning teaching and learning programs. The dimensions of planning a teaching and learning program include indicators: (1)



Formulating learning objectives, (2). Selecting and developing teaching materials, (3) planning teaching activities, including planning teaching approaches and methods, steps for teaching and learning activities, learning tools and resources (4) and planning assessments. All these indicators can be seen from the Learning Implementation Plan (RPP) and Teaching Modules created by the teacher concerned. There are still many teachers who have not made Learning Implementation Plans (RPP) and Teaching Modules at the beginning of the semester. process of teaching and learning activities at SDIT Darussalam Batam. On average, only 11.28% of teachers made lesson plans in the first semester 2022/2023, and only 13.03% in the second semester 2022/2023.

Another problem is the low utilization of learning resource media. The majority of teachers have not utilized learning media in the process of teaching and learning activities. Only 28.25% of teachers use learning media in first semesters and only 39.55% in second semesters.

One factor that can influence performance is work discipline. Sutrisno (2016) states that work discipline is a person's behavior in accordance with existing regulations and work procedures. Discipline is attitudes, behavior and actions that are in accordance with organizational regulations, both written and unwritten. Thus, if a teacher violates existing regulations then the teacher has poor work discipline, this will have implications for the teacher's performance. According to Rivai (2018), discipline is the most important operative function of Human Resource Management. The better the discipline of a teacher in an agency, the higher the work performance achieved. On the other hand, without good work discipline, it is difficult for an agency to achieve optimal results. Good discipline reflects the extent of a person's responsibility for the tasks assigned to him. This encourages work enthusiasm and the realization of the goals of an agency, teachers and society in general. Based on initial research at SDIT Darussalam, teacher attendance in the last two years has averaged 56.58% and 59.75%. Even though there has been an increase in the percentage of attendance, the data shows that the level of work discipline is still low, because the percentage of teacher attendance is still below 80%.

The complete set of learning tools that teachers at SDIT Darrusalam must have are Book 1, Book 2, Book 3 and Book 4. Based on data on the completeness of learning tools in the form of Book 1 which contains Analysis of Graduation Competency Standards (SKL), Learning Syllabus, Learning Implementation Plan (RPP), Minimum Completeness Criteria (KKM), all teachers already have (100%). Meanwhile, workbook 2, which contains the Teacher's Code of Ethics, Teacher's Pledge, Teacher's Code of Conduct, Educational Calendar, Time Allocation, Annual Program, Semester Program and Teacher's Agenda Journal, is only owned by 68.7% of teachers. Workbook 3 which contains Student Attendance, List of Grades, Moral Assessment, Analysis of Test Results, Learning Program, Revision and Enrichment, Teaching Schedule, Student Absorption Capacity, Collection of Question Grids, Analysis of Question Items, and revised questions is owned by 77% of teachers while workbook 4 which contains School Self-Evaluation, Follow-up Program, and bibliography is only owned by 20% of teachers.

Training is also needed to help teachers increase skills and knowledge that are closely related to teacher work. In general, training is an effort to increase employee knowledge and abilities in carrying out their work to make them more effective and efficient. Meanwhile, in the educational context, training is a professional development activity carried out previously in order to increase competence while carrying out duties as a teacher. It is hoped that ongoing training for each subject teacher can increase the knowledge, skills and insight of each teacher. So training will improve teacher performance. The training provided to teachers at SDIT Darussalam is still limited, and not all teachers have participated. Training is only given to certain teachers, and not comprehensively to subject teachers. This training, such as curriculum development and learning media training, has only been attended by a few teachers.

Apart from discipline and training, the work environment also influences teacher performance. The work environment is everything inside and outside SDIT Darussalam Batam, both physical and non-physical (social) environments. The work environment will determine a person's comfort at work. More and more good work environment will lead to the achievement of organizational performance maximum (Lutfah, 2019). Agustini (2017), states that the work environment of an organization is the nature of the work environment or psychological environment in the organization which is felt by teachers and is considered to influence teachers' attitudes and behavior towards their work. In line with this, Mardiana (2011) dalam Nabawi (2019), explains that the work



environment is the environment where a worker carries out his daily work. In more detail, Nitisemito stated that the work environment is everything that is around the worker and can influence him in carrying out the tasks given to him. Judging from this work environment, it is indeed less conducive both physically and non-physically. The problem that exists in the physical work environment is that there is no privacy space for teachers which causes teachers to feel uncomfortable being in the room. Meanwhile, non-physical environmental problems focus more on the social environment, such as the existence of groups/distance between teachers, thus allowing teachers to only interact with individuals who are physically and emotionally close.

The author used several previous studies in preparing this research. The aim is to find out the results that have been carried out by previous researchers which are relevant to the research carried out by the author, as well as a comparison and illustration that can support subsequent similar research activities. Research by Hernowo (2018) and Fikratunil (2016) concluded that work discipline has a positive influence on teacher performance. Rahmawati's research (2021) states that training influences teacher performance. Research by Diah (2019) and Fikratunil (2016) obtained results that the work environment influences teacher performance.

Based on the description above, regarding the importance of discipline, training and the work environment of a teacher in improving teacher performance, it is interesting to conduct research on: "The Influence of Discipline, Training and Work Environment on Teacher Performance." The aim of this research is : (1). to study the influence of discipline on teacher performance at SDIT Darussalam Batam, (2). to study the influence of training on teacher performance at SDIT Darussalam Batam, (3) to study the influence of the work environment on teacher performance at SDIT Darussalam Batam, (4) to study the influence of discipline, training and work environment simultaneously on Teacher Performance at SDIT Darussalam Batam.

2. METHODS

This research is quantitative research using primary data taken using a questionnaire distributed to SDIT Darussalam teacher respondents. The population in this study was all SDIT teachers, totaling 113 people. Samples were taken using the census method. Data was obtained through distributing questionnaires to respondents. For each questionnaire item, five alternative answers are provided and the scores are weighted, so that each variable can be measured. In this research, the answers given by the teacher were then scored using a Likert scale. The score used is 1-5. Sugiyono (2016) states that the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into indicator variables. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions.

A. Data Analysis Techniques

Validity and Reliability Test

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questionnaire is able to reveal something that the questionnaire will measure. This validity test uses Pearson Correlation, namely by calculating the correlation between the values obtained from the questions. A question is said to be valid if the significance level is below 0.05 (Ghozali, 2016).

Reliability testing is actually a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answers to questions are consistent or stable over time. Questionnaire items are said to be reliable (feasible) if Cronbach's alpha > 0.06 and are said to be unreliable if Cronbach's alpha < 0.06 (Ghozali, 2016).

Validity and Reliability Test Results

Testing on research instruments takes the form of validity and reliability tests. The validity test results for all variables (Discipline, Training and Work Environment) in Table 1 show that the significance value is below 0.05. This shows that all statements in this research instrument are valid, which means the data used in this research is correct.



Table 1. Research Variable Validity Test Results (XI)

Variable	Question Items	<i>Corrected Item (Total Correlation</i>	r_{table}	Information
Discipline (X1)	1	0.418	0.195	Valid
	2	0.499	0.195	Valid
	3	0.559	0.195	Valid
	4	0.569	0.195	Valid
	5	0.645	0.195	Valid
	6	0.650	0.195	Valid
	7	0.611	0.195	Valid
	8	0.602	0.195	Valid
	9	0.522	0.195	Valid
	10	0.461	0.195	Valid
	11	0.490	0.195	Valid
	12	0.530	0.195	Valid
Training (X2)	1	0.578	0.195	Valid
	2	0.576	0.195	Valid
	3	0.645	0.195	Valid
	4	0.689	0.195	Valid
	5	0.514	0.195	Valid
	6	0.683	0.195	Valid
	7	0.614	0.195	Valid
	8	0.605	0.195	Valid
	9	0.641	0.195	Valid
	10	0.643	0.195	Valid
	11	0.635	0.195	Valid
	12	0.636	0.195	Valid
Work Environment (X3)	1	0.363	0.195	Valid
	2	0.274	0.195	Valid
	3	0.590	0.195	Valid
	4	0.314	0.195	Valid
	5	0.775	0.195	Valid
	6	0.817	0.195	Valid
	7	0.865	0.195	Valid
	8	0.449	0.195	Valid
	9	0.979	0.195	Valid
	10	0.793	0.195	Valid



	11	0.505	0.195	Valid
	12	0.918	0.195	Valid
Teacher Performance(Y)	1	0.416	0.195	Valid
	2	0.276	0.195	Valid
	3	0.581	0.195	Valid
	4	0.485	0.195	Valid
	5	0.479	0.195	Valid
	6	0.636	0.195	Valid
	7	0.501	0.195	Valid
	8	0.562	0.195	Valid
	9	0.527	0.195	Valid
	10	0.653	0.195	Valid
	11	0.779	0.195	Valid
	12	0.553	0.195	Valid
	13	0.621	0.195	Valid
	14	0.742	0.195	Valid
	15	0.492	0.195	Valid

The results of the reliability test based on the Cronbach's alpha value for all variables show that the Cronbach's alpha value is > 0.06 as can be seen in Table 2. This means that all the variables in this study are reliable or reliable where a person's answer to the question is consistent or stable from time to time.

Table 2. Reliability Test Results

Variable	Koefisien Alpha Cronbach's	Decision
Discipline (X_1)	0,839	Reliable
Training (X_2)	0,696	Reliable
Work Environment (X_3)	0,769	Reliable
Teacher Performance (Y)	0,797	Reliable

B. Classic assumption test

1. Normality Test

The normality test aims to find out whether the residual values are normally distributed or not. Testing using a histogram graph, data is declared to be normally distributed if it forms a curve line that tends to be symmetrical towards the mean.

2. Multicollinearity Test

Multicollinearity test to determine whether there is a correlation between independent variables. The multicollinearity test was carried out by observing the value of the VIF (Variance Inflation Factor). If the VIF value is smaller than 10 (< 10), this indicates that there is no multicollinearity problem, and vice versa. A good regression should have no correlation between independent variables.

3. Heteroscedasticity Test

The heteroscedasticity test is to test whether in a regression model, there is an inequality in the variance of the residuals from one observation to another. A good regression model is that there is no heteroscedasticity.



C. Multiple Linear Regression Analysis

Data analysis used to answer the research objectives was carried out using multiple linear regression analysis, where the data was processed using SPSS software.

The multiple linear regression equation model in this research is :

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e \quad (1)$$

Where :

a: constant; b_1 , b_2 , b_3 : variable coefficients; X_1 : Discipline; X_2 : Training; X_3 : Work Environment; Y: Teacher Performance

D. Partial Hypothesis Test (t Test)

The hypothesis that will be tested and proven in this research is related to the presence or absence of the influence of independent variables whose truth needs to be tested in a study. According to Sugiyono (2016) states that what is meant by hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. This is temporary, because what is given is only based on relevant theory, not yet based on empirical facts obtained through data collection. The t statistical test is also called an individual significant test, where this test shows how far the independent variable partially influences the dependent variable. The form of testing is:

$$H_0 : r = 0 \text{ or } H_a : r \neq 0$$

Information :

H_0 = null hypothesis

H_a = alternative hypothesis.

Discipline Variable (X_1)

$H_0: \beta_1 = 0$, meaning that discipline has no effect on teacher performance.

$H_a: \beta_1 \neq 0$, meaning that discipline influences teacher performance.

Training Variable (X_2)

$H_0: \beta_1 = 0$, meaning that training has no effect on teacher performance.

$H_a: \beta_1 \neq 0$, meaning that training has an effect on teacher performance.

Work Environment Variables (X_3)

$H_0: \beta_1 = 0$, meaning the work environment has no effect on teacher performance.

$H_a: \beta_1 \neq 0$, meaning that the work environment influences teacher performance

E. Simultaneous Hypothesis Testing (F Test)

In simultaneous testing, the influence of the two independent variables will be tested together on the dependent variable. The statistical test used in simultaneous testing is the F test or what is usually called Analysis of Variance (ANOVA). Hypothesis testing according to [6], the significant multiple correlation formula can be used as follows:

$$F_h = \frac{R^2/k}{(1-R^2)/(n-k-1)} \quad (2)$$

Information :

R = Multiple Correlation Coefficient



K = Number of independent variables

N = Number of sample members

$Dk = (n-k-1)$ degrees of freedom

The test compares the calculated F with the F table with the following conditions:

If $F_Count > FTable$ then H_0 is rejected and H_a is accepted (influential)

If $F_Count < FTable$ then H_0 is rejected and H_a is accepted (no effect)

Determining the null hypothesis (H_0) and alternative hypothesis (H_a) is as follows:

$H_0: \rho = 0$ means that motivation, satisfaction and work environment influence teacher performance

$H_a: \rho \neq 0$ means that motivation, satisfaction and environment do not have a significant effect on teacher performance.

3. RESULTS & DISCUSSION

Respondent Characteristics

Respondents were 113 people, with 30 men (26.5%) and 83 women (73.4%). The distribution of respondents' work period was 3-5 years as many as 75 people (66.3%), 6-10 years as many as 25 people (22.1%), 10-20 years as many as 13 people (11.5%). Characteristics of research respondents based on education level: Bachelor's degree: 112 people (99.11%), Master's degree: 1 person (0.88%).

Classic Assumption Test Results

Normality test

Figure 1 shows the P-P Plot points follow the diagonal line and spread around the diagonal line, this means that this regression meets the normality assumption

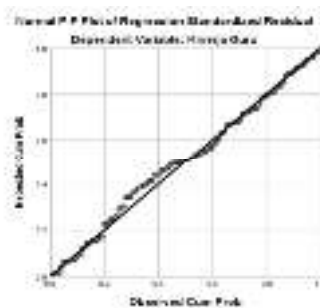


Figure 1. Data normality

Multicollinearity Test Results

The results of the multicollinearity test show that the VIF value is <10 , which means that in the variables Motivation (X_1), Satisfaction (X_2) and Work Environment (X_3) there is no multicollinearity.

Table 3. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Discipline (X_1)	.230	4.356



Training (X ₂)	.868	1.152
Work Environment (X ₃)	.517	1.935

Heteroscedasticity Test

There are no symptoms of heteroscedasticity in the regression model in Figure 2. It shows that the distribution is random and does not form a particular pattern and is spread above and below the 0 axis on the Y axis.

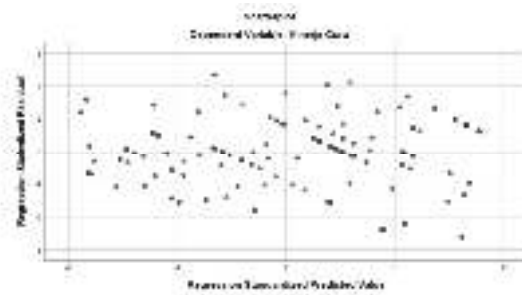


Figure 2. Histogram Scatterplot

Descriptive Statistical Test

Descriptive statistical analysis provides an overview or description of data seen from the minimum, maximum, average (mean), standard deviation values of each research variable. The results of the descriptive analysis of the research variables are as follows:

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Discipline (X ₁)	113	30	65	48.79	5.306
Training (X ₂)	113	30	50	45.49	4.238
Work Environment (X ₃)	113	30	60	48.96	7.558
Teacher Performance (Y)	113	45	75	63.35	5.818

The results of the analysis above show that the number of observations (N) is 113. Discipline (X₁) has an average of 48.79 with a standard deviation of 5,306. Training (X₂) has an average of 45.49 with a standard deviation of 4.238. Work Environment has an average of 48.96 with a standard deviation of 7.558. The dependent variable Teacher Performance (Y) has an average of 63.35 with a standard deviation of 5,818.

Multiple Regression Analysis

Multiple linear regression was used to determine the magnitude of the influence of discipline, training and work environment on the performance of SDIT Darussalam Batam teachers. Through SPSS calculations, the formulation of the regression analysis can be seen in table 5

Table 5. Results of Multiple Regression Analysis

Model	Unstandardized Coefficients	t	Sig.
-------	-----------------------------	---	------



		B	Std. Error		
1	(Constant)	27.524	5.267	5.404	0.000
	Discipline	0.275	0.081	3.235	0.002
	Training	0.188	0.069	2.752	0.007
	Work Environment	0.687	0.128	6.393	0.000

Based on the results, the multiple linear regression formula equation is obtained as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 27.524 + 0.275X_1 + 0.188X_2 + 0.687X_3 + e$$

The explanation of the regression equation is: (1) The constant value is 27,524, which means that if discipline, training and work environment are 0 then teacher performance is 27,524; (2) For the discipline variable (X1) the regression coefficient is positive (0.275). This can be interpreted as if discipline (X1) increases by one unit then teacher performance (Y) also increases by 0.275; (3) For the training variable (X2) the regression coefficient is positive (0.188). This can be interpreted as if training (X2) increases by one unit then teacher performance (Y) also increases by 0.188; (4) For the work environment variable (X3) the regression coefficient is positive (0.687). This can be interpreted as if the work environment (X3) increases by one unit, then teacher performance (Y) also increases by 0.687.

Hypothesis Test Results

t Test (Partial)

Based on the results of partial hypothesis testing as presented in Table 5, it can be explained as follows: (1) The calculated t value of disciplin is 3.235 with a significance value of $0.002 < 0.05$, which means that discipline partially has a positive and significant effect on teacher performance. The higher the teacher's discipline, the higher the teacher's performance will be. The research results that discipline has a significant effect on employee performance in this research are in line with the results of research conducted by Irpani (2021), Arif *et al* (2020), and Ariesni (2021). (2) The calculated t value of training is 2,752 with a significance value of $0.007 < 0.05$, which means that training partially has a positive and significant effect on SDIT Teacher Performance. The higher the teacher training, the higher the teacher's performance will be. The research results that training has a significant effect on teacher performance in this study are in line with research conducted by Rahmawati (2021), which states that training has a positive and significant effect on teacher performance. (3) The calculated t value for the work environment is 6,393 with a significance value of $0.000 < 0.05$, which means that the work environment partially has a positive and significant effect on the performance of SDIT teachers. The higher the work environment, the higher the teacher's performance will be. The results of this research are in line with those conducted by Diah (2022), Rahman (2020), Rahmawati (2021), Fitriani (2023), and Mujib (2013) which stated that the work environment has a positive and significant effect on teacher performance.

F Test (Simultaneous)

Based on the F test as the results presented in Table 6, it is known that the calculated F value is 26,816 with a significance value of $0.000 < 0.05$, so H_0 is rejected, H_a is accepted. It can be concluded that simultaneously Discipline (X1), Training (X2), and Work Environment (X3) have a significant effect on SDIT Teacher Performance.

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------



**Table 6. F
Results**

1	Regression	1436.801	3	478.933	26.816	.000
	Residual	2056.231	109	18.864		
	Total	3493.032	112			

Test

Coefficient of Determination Test

The Adjusted R-square multiple determination coefficient value obtained in this study was 0.573 or 57.3%. This value shows that 57.3% of teacher performance variables can be explained by discipline, training and work environment variables. Meanwhile, the remaining 42.7% can be explained by other variables not included in this research model

Table 7. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768	.589	.573	4.368

4. CONCLUSION

The conclusions obtained from this research are: Discipline has a positive and significant effect on teacher performance at SDIT (2) Training has a positive and significant effect on SDIT teacher performance (3). The work environment has a positive and significant effect on teacher performance at SDIT. (4). Together, discipline, training and work environment have a significant effect on SDIT teacher performance

5. ACKNOWLEDGMENTS

Thank you to the Darussalam Foundation, the Principal of SDIT and the teachers who agreed to be respondents in this research.

REFERENCES

- Agustini, F., (2011). *Manajemen Sumber Daya Manusia Lanjutan: Pendekatan Pengelolaan Sumberdaya Manusia Sebagai Kompetensi Inti Dalam Suatu Organisasi*, Madenatera, Medan.
- Arif, M., Maulana, T., & Lesmana, M. T. (2020). Pengaruh Disiplin Kerja dan Kemampuan Kerja Terhadap Prestasi Kerja Karyawan. *Jurnal Humaniora*, 4(1), 106–119. <https://doi.org/10.30601/humaniora.v4i1.515>.
- Ariesni, S., Lise Asnur. (2021). Disiplin Kerja terhadap Kinerja Karyawan 2021. *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, Vol. 5, No. 3, 2021, pp. 363-369
- Amaliyyah (2017). *Pengaruh Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru Yayasan Swadipa Natar TP. 2015/2016*. [Tesis]. Lampung: Universitas Lampung.
- Ainamulyana. (2018). Indikator dan Faktor Yang Mempengaruhi Kinerja Guru.



- Diah Puji Alfiah, Sri Nawatmi. (2022). Pengaruh Lingkungan Kerja, Kepuasan Kerja, dan Beban Kerja terhadap Kinerja Karyawan BLU UPTD Trans Semarang. *SEIKO: Journal of Management & Business*, 5(2), 2022
- Eliyanto. (2018). Pengaruh Motivasi Kerja dan Lingkungan Kerja Terhadap Kinerja Guru SMA Muhammadiyah di Kabupaten Kebumen. *Jurnal Pendidikan Madrasah*.
- Fikratunil Khasifah, Rini Nugraheni. (2016). Pengaruh Disiplin Kerja, Beban Kerja Dan Lingkungan Kerja Terhadap Kinerja Pegawai (Studi Pada Balai Besar Wilayah Sungai Pemali Juana). *Diponegoro Journal Of Management Volume 5, Nomor 1, Tahun 2016, Halaman 1-7*
- Fitrianis, Sudarno, Agus Joko Purwanto. (2023). Pengaruh Lingkungan Kerja dan Budaya Organisasi Terhadap Kinerja Guru Sekolah Dasar Negeri di Kecamatan Marpoyan Damai Kota Pekanbaru. *Aksara Jurnal Pendidikan Non Formal Vol 9 No 3*.
- Ghozali. (2016). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hernowo Narmodo dan Farid Wajdi. (2009). *Pengaruh Motivasi dan Disiplin terhadap Kinerja Pegawai Badan Kepegawaian Daerah Kabupaten Wonogiri*. Wonogiri: Tesis, Program Magister Sains.
- Irpiani, I, Suprayitno, Sutarno. (2021). Pengaruh Kemampuan Kerja, Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Pegawai Dinas Kesehatan Kabupaten Karanganyar. *Jurnal Ekonomi Dan Kewirausahaan Vol. 21 No. 1*
- Lutfah, A., Hariyati, N., Hand ayaningrum, W. (2019). Improved Teacher Performance Through Work Culture And Environment. *International Journal for Educational and Vocational Studies, Vol. 1, No. 8, December 2019, pp. 859-863*
- Mardiana, M. (2011). *Manajemen Produksi*. Jakarta: Badan Penerbit IPWI.
- Mujib, M.K. (2013). *Pengaruh Lingkungan Kerja terhadap Motivasi Kerja Pegawai Perpustakaan Di Universitas Negeri Yogyakarta*. Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi, 21(1), Februari 2021, 101-106* Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Batanghari Jambi ISSN 1411-8939 (Online), ISSN 2549-4236
- Nitisemito, Alex S. (2010). *Manajemen Personalia, Manajemen Sumber Daya Manusia*. Jakarta: Ghalia Indonesia.
- Nabawi, R (2019). Pengaruh Lingkungan Kerja, Kepuasan Kerja dan Beban Kerja Terhadap Kinerja Pegawai. *Jurnal Ilmiah Magister Manajemen: Vol 2, No. 2, September 2019, 170-183*
- Pramudyo, A. (2010). Analisis Faktor-Faktor yang Mempengaruhi Kinerja Dosen Negeri Dipekerjakan pada Kopertis Wilayah V Yogyakarta, *Jurnal Manajemen Sumberdaya Manusia, Vol 1(1)*.
- Rivai (2018). *Manajemen Sumber Daya Manusia Untuk Perusahaan*. Bandung: Aditama
- Rahmawati, E., Kholid, I., Riyuzen. (2021). The Effect of Training and Teaching Experiences on the Performance of Elementary School Teachers (Pengaruh Pelatihan Dan Pengalaman Mengajar Terhadap Kinerja Guru Sekolah Dasar). *Journal of Contemporary Islamic Education (Journal CIE) Vol.1, No.2, pp. 154-164*.
- Rahman, A., Fakhruddin, Burhanuddin, Firman (2020). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Guru Dan Pegawai Pada SMP Negeri 2 Balaesang Kabupaten Donggala. *Jurnal Sinar Manajemen) Artikel 1 Volume 07, Nomor 02, Agustus 2020*
- Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Kencana Prenada Media Group.



- Suryana, D.I dan Eddy M.S. (2018). Hubungan Lingkungan Kerja, Disiplin Kerja, dan Kinerja Karyawan. *Jurnal Manajemen dan Kewirausahaan*, Vol 17(2). 2018.
- Suwardi dan Joko Utomo, (2017), Pengaruh Motivasi Kerja, Kepuasan Kerja dan Komitmen Organisasional Terhadap Kinerja, *Jurnal Analisis Manajemen Vol. 5(1)*.
- Sugiyono. (2016) *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Suprayitno. (2017). Pengaruh disiplin kerja, lingkungan kerja dan motivasi kerja terhadap kinerja karyawan". *Jurnal Manajemen Sumberdaya Manusia, Vol 2(1)*
- Yamin, Martinis & Maisah. (2010). *Standarisasi Kinerja Guru*. Jakarta: Gaung Persada.