

The Relationship Between Work Discipline and Teacher Productivity: the Mediating Role of Work Motivation

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ABSTRACT

This study examines the relationship between work discipline and teacher productivity, with work motivation as a mediating variable. Using a quantitative approach, data were collected from teachers in educational institutions and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The findings reveal that work discipline significantly influences teacher productivity, both directly and indirectly through work motivation. The results highlight the importance of fostering discipline while enhancing motivation to optimize teacher performance. These findings provide valuable insights for school administrators and policymakers in developing strategies that balance discipline and motivation to improve educational outcomes. Future research should explore additional moderating factors to further understand the dynamics of teacher productivity.

INTRODUCTION

Teacher productivity plays a crucial role in shaping the quality of education and students' academic success. Highly productive teachers not only fulfill their teaching responsibilities effectively but also contribute to fostering a positive learning environment, which enhances overall school performance. Several factors influence teacher productivity, with work discipline being one of the most significant (Anwar et al., 2024). Work discipline reflects adherence to institutional regulations, accountability in task execution, and dedication to professional responsibilities (Andini et al., 2024). However, work discipline alone may not be sufficient to maximize productivity; work motivation also plays a vital role in reinforcing this relationship.

Educators at State Junior High School 1 Donggo, Bima Regency, West Nusa Tenggara, encounter various challenges in their professional roles, including limited educational resources and the diverse needs of students. To address these challenges, maintaining work discipline is essential in ensuring teaching quality and overall teacher performance. Additionally, a high level of work motivation is necessary to sustain teachers' enthusiasm for their duties, particularly when facing obstacles. Therefore, examining how work discipline enhances teacher productivity through work motivation is particularly relevant in this educational setting.

Empirical research highlights the importance of work discipline in improving productivity. Robbins & Judge (2021) discovered a positive correlation between work discipline and workforce productivity across different sectors, including education. In the teaching profession, a study by Azainil et al. (2021) found that teachers with strong discipline are more efficient in managing classroom activities and completing administrative tasks. Moreover, Herzberg's Two-Factor Theory emphasizes that both intrinsic and extrinsic motivation are essential in driving individual performance (Ihensekien & Joel, 2023). This perspective is further supported by Kholifah et al. (2024), whose research identified work motivation as a mediating factor between work discipline and teacher productivity. Their findings indicate that teachers with higher motivation levels tend to demonstrate greater productivity.

At State Junior High School 1 Donggo, teacher productivity has shown a steady increase over the past three years. The following data provide an overview of this trend:

Table 1. Teacher Productivity at State Junior High School 1 Donggo, Bima Regency, West Nusa Tenggara

Period	Punctual Attendance	Completion of Administrative & Academic Tasks	Average Teacher Productivity
2022	72%	65%	68.5%
2023	78%	72%	75%
2024	85%	80%	82.5%

Source: Reseach Data, 2025

This progress suggests that the implementation of work discipline and motivation strategies at the school has played a significant role in improving teacher productivity. The observed increase in productivity did not happen instantly but was the outcome of systematic initiatives by the school administration. These efforts included stricter enforcement of work policies, mandatory punctuality, performance evaluations linked to attendance, and increased responsibility in fulfilling academic and administrative tasks.

Furthermore, the school administration introduced reward and incentive programs to recognize high-performing teachers, which further stimulated their motivation. Regular training sessions and professional development initiatives also encouraged teachers to refine their instructional methods. Another key factor contributing to this improvement is the reinforcement of a strong work culture within the school, where teachers collaborate and support one another in fostering a more effective learning environment.

Although numerous studies have explored the connection between work discipline and productivity, there remains a research gap in understanding how work motivation strengthens this relationship within an educational setting, particularly in the specific context of State Junior High School 1 Donggo. Most existing research has primarily examined the direct link between work discipline and productivity without investigating the mediating role of work motivation. Consequently, this study seeks to address this gap by analyzing how work motivation enhances teacher productivity through the application of work discipline in this school.

The distinctiveness of this study lies in its integration of work motivation as a mediating variable—an aspect that has not been widely examined in previous research, especially within the field of education. By offering a more in-depth understanding of the interplay between work discipline, motivation, and teacher productivity, this research aims to provide a valuable academic contribution. Additionally, its findings may serve as a reference for policymakers in formulating more effective strategies to enhance teacher quality, particularly in schools facing challenges similar to those encountered at State Junior High School 1 Donggo.

By conducting this study, a clearer pattern of relationships among the examined variables is expected to emerge, providing a foundation for developing more effective and sustainable teacher management strategies. This research not only contributes to academic discourse but also offers practical implications for the education sector, particularly for schools seeking to improve teacher discipline and productivity. As a result, this study presents a conceptual framework illustrating the connection between work discipline, work motivation, and teacher productivity.

THEORETICAL REVIEW

Work Productivity

Work productivity refers to the efficiency and effectiveness of individuals in completing tasks to achieve organizational goals (Robbins & Coulter, 2012). In education, teacher productivity influences instructional quality and student

outcomes, shaped by factors such as work discipline, motivation, job satisfaction, and organizational support (Gibson et al., 1985). The Job Demands-Resources (JD-R) model Bakker et al. (2023) emphasizes the balance between workload and resources in maintaining productivity. Enhancing teacher productivity requires fostering discipline, motivation, and adequate institutional support.

Work Discipline

Work discipline refers to an individual's adherence to organizational rules, regulations, and professional responsibilities to ensure efficiency and effectiveness in the workplace (Siagian, 2019). In the education sector, teacher discipline plays a crucial role in maintaining instructional quality and overall school performance. According to Siswanti et al. (2025), work discipline encompasses punctuality, task responsibility, and compliance with institutional policies. It is closely linked to organizational commitment and employee performance, as disciplined teachers are more likely to meet deadlines, manage classrooms effectively, and fulfill their duties with consistency. The Theory of Planned Behavior suggests that disciplined behavior results from a combination of individual attitudes, social norms, and perceived control over actions (Fan et al., 2024). Moreover, studies indicate that work discipline positively influences productivity, particularly when supported by a structured and motivating work environment (Sesario et al., 2024). Strengthening work discipline through clear regulations, consistent enforcement, and motivational strategies is essential for improving teacher performance and overall educational outcomes.

Work Motivation

Work motivation refers to the internal and external factors that drive individuals to perform their tasks efficiently and achieve organizational goals (Robbins, 2011). In the education sector, teacher motivation is essential for maintaining instructional quality and student success. Herzberg's Two-Factor Theory classifies motivation into intrinsic factors, such as achievement and recognition, and extrinsic factors, such as salary and work conditions, both of which influence job performance (Ihensekien & Joel, 2023). Meanwhile, the Self-Determination Theory emphasizes the role of autonomy, competence, and relatedness in fostering motivation (Muhammadin & Herda, 2024). Studies indicate that motivated teachers demonstrate higher engagement, commitment, and productivity. Furthermore, motivation serves as a mediating factor between work discipline and productivity, strengthening their relationship (Nurmalia & Setiyaningsih, 2020). Enhancing teacher motivation through supportive leadership, career development opportunities, and performance-based rewards is crucial in improving overall educational effectiveness.

The Impact of the Work Discipline on Work Productivity

The study by Gaurifa (2024) found that work discipline positively and significantly influences employee productivity at UPTD Puskesmas Luahagrunde Maniamolo, South Nias Regency, emphasizing the need for clear regulations, evaluations, and incentives to maintain productivity. Conversely, Pratama et al. (2024) reported a negative and insignificant effect of work

discipline on productivity at PT. Trigon Scientific Indonesia, indicating that factors like organizational culture, leadership, and motivation may play a more crucial role. This suggests a holistic approach, integrating discipline with motivation and career development, is essential for optimizing performance. Based on these studies, the first hypothesis of this research is formulated as follows:

H1: Work discipline has a positive and significant influence on work productivity among teachers at State Junior High School 1 Donggo

The Impact of the Work Discipline on Work Motivation

The studies conducted by Hayat et al. (2024) and Nabilla et al. (2024) indicate that work discipline has a positive and significant impact on employee motivation at both the Dompu Kota Community Health Center and PT. APL Semarang. Higher levels of discipline, including compliance with regulations, punctuality, and adherence to professional standards, enhance employee motivation and performance. A well-structured disciplinary framework fosters a conducive work environment, promoting commitment and efficiency. Based on these findings, the first hypothesis of this study is formulated as follows:

H2: Work discipline has a positive and significant influence on work motivation among teachers at State Junior High School 1 Donggo

The Impact of the Work Motivation on Work Productivity

Research conducted by Luthfi & Wijaya (2024) demonstrates a positive and significant relationship between work motivation and employee productivity at PT. Multi Garmen Jaya. In contrast, a study by Paembonan et al. (2024) found that work motivation has a negative and insignificant effect on employee productivity at Minimarket ABC in North Toraja Regency. These differing findings suggest that the impact of work motivation on productivity may vary depending on organizational characteristics, work environment, and industry type. Future research should explore contextual factors that influence this relationship to provide a more comprehensive understanding of the dynamics between motivation and productivity across different sectors. Based on these findings, the third hypothesis of this study is formulated as follows:

H3: Work motivation has a positive and significant influence on work productivity among teachers at State Junior High School 1 Donggo

The Impact of the Work Discipline on Work Productivity Mediated by Work Motivation

Research conducted by Irfan & Mahargiono (2023) demonstrates a positive and significant relationship between work discipline and employee productivity, mediated by work motivation, at the East Java Provincial DPRD Office. Similarly, a study by Bramasta et al. (2021) found that work discipline positively and significantly influences employee productivity through work motivation at PT. AUTO 2000 Madiun Branch. These findings suggest that motivation plays a crucial role in strengthening the impact of work discipline on productivity across different organizational settings. Understanding this

mediating effect can help organizations develop strategies to enhance employee performance through structured disciplinary practices and motivation-building initiatives. Based on previous studies, the fourth hypothesis of this research is formulated as follows:

H4: Work discipline positively and significantly work productivity, with work motivation acting as a mediating factor among teachers at State Junior High School 1 Donggo

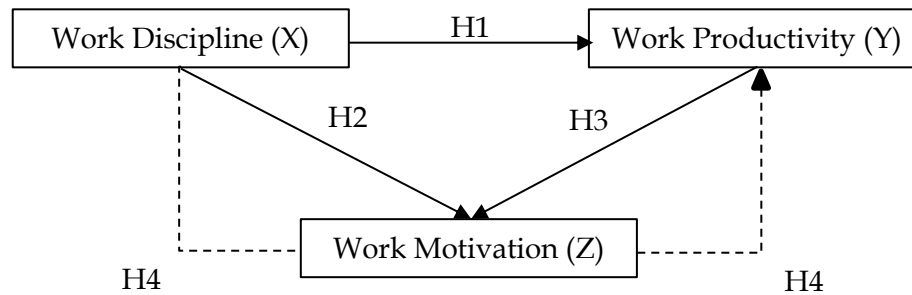


Figure 1. Conceptual Framework

METHODOLOGY

This study employs a quantitative approach using a survey method to collect data. The data collection technique involves distributing questionnaires to teachers at State Junior High School 1 Donggo, Bima Regency, West Nusa Tenggara. The questionnaire consists of structured questions designed to measure work discipline, work motivation, and teacher productivity using a five-point Likert scale. Additionally, secondary data were obtained through school documentation to strengthen the research findings.

The population of this study includes all 75 teachers at State Junior High School 1 Donggo. Given the relatively small population size, which remains within the feasible range for comprehensive analysis, this study applies a saturated sampling technique, in which the entire population is used as the sample. This approach was chosen to ensure more accurate and representative results in describing the relationships among the examined variables.

The research variables include work discipline (X) as the independent variable, work motivation (Z) as the mediating variable, and teacher productivity (Y) as the dependent variable. Each variable is measured using indicators validated in previous studies. To analyze the relationships among variables and test the hypotheses, this study utilizes Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. This method was selected for its ability to analyze complex variable relationships and address data challenges in studies with relatively small sample sizes.

RESULTS

Partial Least Square

This study analyzes the relationship between work discipline and teacher productivity, with work motivation as a mediating variable, using the Partial Least Squares (PLS) approach in SmartPLS 4. PLS-SEM is employed to evaluate the measurement model through Outer Loadings, Composite

Reliability, and Average Variance Extracted (AVE), ensuring the validity and reliability of the constructs. The structural model assessment includes hypothesis testing for both direct and indirect effects, providing insights into the mediating role of work motivation. The results contribute to understanding how work discipline influences teacher productivity and the extent to which motivation strengthens this relationship.

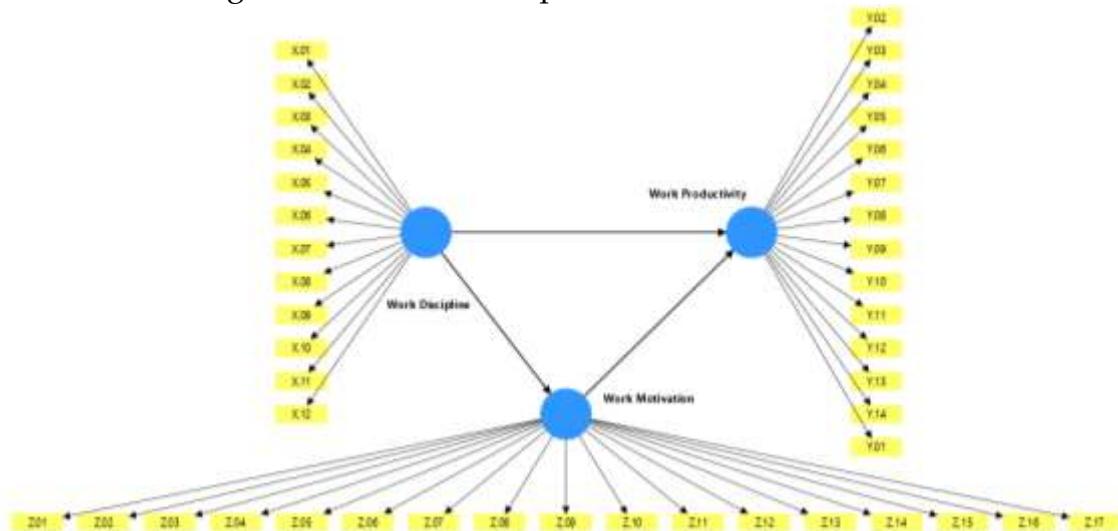


Figure 2. Partial Least Square
 Source: SmartPLS 4 Data Processing Results

Outer Loadings

Outer Loadings represent the indicator reliability in a measurement model within Partial Least Squares Structural Equation Modeling (PLS-SEM). They measure the extent to which each observed variable (indicator) correlates with its corresponding latent construct. In SmartPLS 4, an Outer Loading value above 0.70 is generally considered acceptable, indicating that the indicator contributes significantly to the construct. Lower values may suggest weak relationships and the need for modification or removal of certain indicators. Evaluating Outer Loadings ensures that only relevant indicators are retained, thereby enhancing the validity and reliability of the measurement model.

Table 2. Outer Loadings Results

Work Productivity					
Item	Outer Loadings	Description	Item	Outer Loadings	Description
Y.01	0.357	Invalid	Y.08	0.780	Valid
Y.02	0.211	Invalid	Y.09	0.315	Invalid
Y.03	0.715	Valid	Y.10	0.349	Invalid
Y.04	0.654	Invalid	Y.11	0.762	Valid
Y.05	0.754	Valid	Y.12	0.760	Valid
Y.06	0.717	Valid	Y.13	0.408	Invalid
Y.07	0.698	Invalid	Y.14	0.691	Invalid
Work Discipline					
X.01	0.680	Invalid	X.07	0.744	Valid

X.02	0.517	Invalid	X.08	0.837	Valid
X.03	0.758	Valid	X.09	0.402	Invalid
X.04	0.746	Valid	X.10	0.608	Invalid
X.05	0.765	Valid	X.11	0.844	Valid
X.06	0.738	Valid	X.12	0.744	Valid
Work Motivation					
Z.01	0.653	Invalid	Z.10	0.727	Valid
Z.02	0.687	Invalid	Z.11	0.265	Invalid
Z.03	0.738	Valid	Z.12	0.370	Invalid
Z.04	0.770	Valid	Z.13	0.433	Invalid
Z.05	0.768	Valid	Z.14	0.376	Invalid
Z.06	0.794	Valid	Z.15	0.194	Invalid
Z.07	0.781	Valid	Z.16	0.162	Invalid
Z.08	0.746	Valid	Z.17	0.217	Invalid
Z.09	0.730	Valid			

Source: SmartPLS 4 Data Processing Results

The Outer Loadings analysis in this study assesses the reliability of each indicator in measuring its respective construct. According to the results, only items with an Outer Loading value of 0.70 or higher are considered valid and will be retained for further data analysis. Several items fall below this threshold and will be excluded, including Y.01, Y.02, Y.04, Y.09, Y.10, Y.13, Y.14 (Work Productivity), X.01, X.02, X.09, X.10 (Work Discipline), and Z.01, Z.02, Z.11, Z.12, Z.13, Z.14, Z.15, Z.16, Z.17 (Work Motivation). The removal of these items ensures that the constructs are measured with high validity and reliability, strengthening the research findings on how work discipline and work motivation influence teacher productivity.

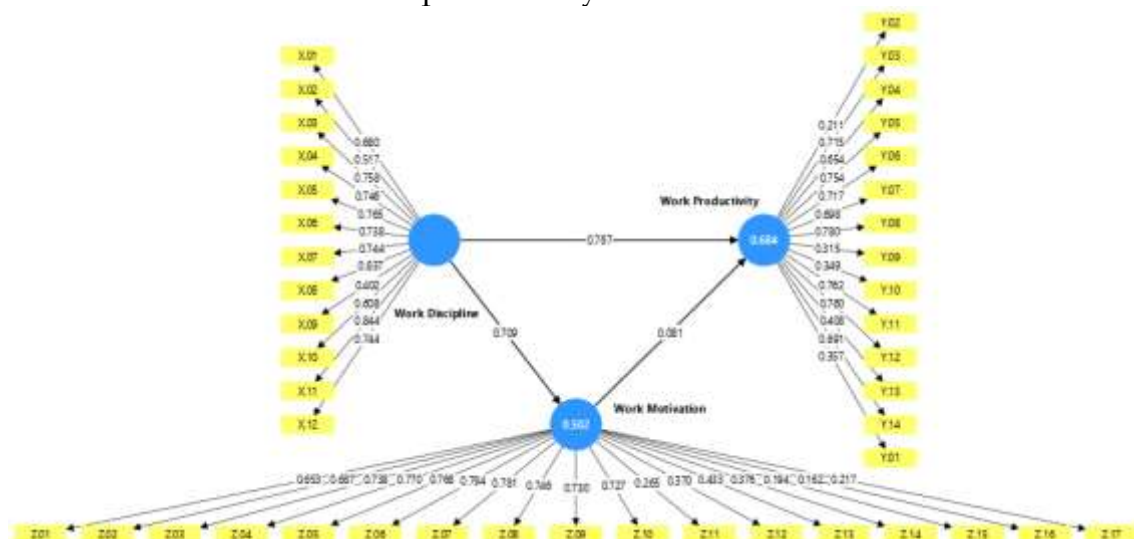


Figure 3. Outer Loadings Framework
Source: SmartPLS 4 Data Processing Results

Composite Reliability

Composite Reliability (CR) is a measure used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the internal consistency and reliability of a construct. Unlike Cronbach's Alpha, which assumes equal

indicator loadings, CR provides a more accurate reliability estimate by considering the actual outer loadings of each indicator. In SmartPLS 4, a CR value above 0.70 is generally considered acceptable, indicating that the construct demonstrates strong reliability. Higher CR values suggest that the indicators consistently represent the construct, ensuring the robustness of the measurement model.

Table 3. Composite Reliability Results

Variable	Cronbach's Alpha	Composite Reliability	Description
Work Productivity	0.862	0.896	Reliable
Work Discipline	0.913	0.930	Reliable
Work Motivation	0.908	0.925	Reliable

Source: SmartPLS 4 Data Processing Results

The Composite Reliability analysis in this study confirms that all constructs demonstrate high internal consistency and reliability. The Composite Reliability values for Work Productivity (0.896), Work Discipline (0.930), and Work Motivation (0.925) all exceed the acceptable threshold of 0.70, indicating that the indicators consistently measure their respective constructs. Similarly, the Cronbach's Alpha values further support this reliability, reinforcing the validity of the measurement model. These results ensure that the constructs used in this research are robust and suitable for further hypothesis testing.

Average Variance Extracted

Average Variance Extracted (AVE) is a measure used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the convergent validity of a construct. It represents the average amount of variance explained by a latent variable in relation to the variance due to measurement error. In SmartPLS 4, an AVE value of 0.50 or higher is considered acceptable, indicating that at least 50% of the variance in the indicators is explained by the construct. A high AVE value confirms that the indicators effectively measure the intended construct, ensuring the validity of the measurement model.

Table 4. Average Variance Extracted Results

Variable	Average Variance Extracted
Work Productivity	0.590
Work Discipline	0.623
Work Motivation	0.608

Source: SmartPLS 4 Data Processing Results

The Average Variance Extracted (AVE) analysis in this study confirms that all constructs meet the convergent validity criteria. The AVE values for Work Productivity (0.590), Work Discipline (0.623), and Work Motivation (0.608) are all above the recommended threshold of 0.50, indicating that more than 50% of the variance in the indicators is explained by their respective constructs. These results validate that the measurement model effectively captures the intended theoretical concepts, ensuring the accuracy and reliability

of further data analysis in examining the relationships between work discipline, work motivation, and teacher productivity.

Direct Effect Hypothesis Test

The Direct Effect Hypothesis Test in Partial Least Squares Structural Equation Modeling (PLS-SEM) is used to measure the direct relationship between an independent and a dependent variable without the influence of a mediating variable. In SmartPLS 4, this test is conducted by examining the path coefficient, t-statistic, and p-value to determine the significance of the relationship. A p-value of less than 0.05 and a t-statistic greater than 1.96 indicate a significant direct effect. The results of this test provide insights into the strength and impact of the direct relationship between variables in the research model.

Table 5. Direct Effect Hypothesis Test Results

Hypothesis	T Statistics	Significance	Description
Work Discipline → Work Productivity	5.145	0.000	Accepted
Work Discipline → Work Motivation	10.617	0.000	Accepted
Work Motivation → Work Productivity	8.162	0.004	Accepted

Source: SmartPLS 4 Data Processing Results

The Direct Effect Hypothesis Test in this study confirms that all direct relationships are statistically significant. The T-statistics for Work Discipline → Work Productivity (5.145), Work Discipline → Work Motivation (10.617), and Work Motivation → Work Productivity (8.162) exceed the critical value of 1.96, with p-values below 0.05, indicating strong and meaningful effects. These results suggest that disciplined teachers tend to be more motivated and productive, reinforcing the importance of maintaining high levels of discipline in the workplace. The findings imply that educational institutions should focus on strengthening work discipline and fostering motivation to enhance overall teacher productivity.

Indirect Effect Hypothesis Test

The Indirect Effect Hypothesis Test in Partial Least Squares Structural Equation Modeling (PLS-SEM) assesses the influence of an independent variable on a dependent variable through a mediating variable. In SmartPLS 4, this test is conducted by analyzing the path coefficient, t-statistic, and p-value to determine whether the indirect relationship is statistically significant. A p-value below 0.05 and a t-statistic greater than 1.96 indicate a significant indirect effect. This analysis helps to understand the mediating role of a variable and how it strengthens or modifies the relationship between the independent and dependent variables in the research model.

Table 6. Indirect Effect Hypothesis Test

Hypothesis	T Statistics	Significance	Description
Work Discipline → Work Motivation → Work Productivity	7.071	0.048	Accepted

Source: SmartPLS 4 Data Processing Results

The Indirect Effect Hypothesis Test in this study confirms that work motivation significantly mediates the relationship between work discipline and teacher productivity. The T-statistic value of 7.071, exceeding the critical threshold of 1.96, and the p-value of 0.048 (below 0.05) indicate a statistically significant indirect effect. This finding implies that while work discipline directly influences teacher productivity, its impact is further strengthened when teachers are highly motivated. These results highlight the crucial role of motivation in optimizing the effects of discipline on productivity, emphasizing the need for strategies that enhance both factors to improve teacher performance.

DISCUSSION

The findings of this study confirm the significant role of work discipline in enhancing teacher productivity, both directly and indirectly through work motivation. The direct effect analysis indicates that teachers who adhere to structured work guidelines, maintain punctuality, and comply with professional standards tend to exhibit higher productivity levels. This result aligns with previous studies that highlight the importance of discipline in shaping employee performance.

Furthermore, this study establishes that work discipline strongly influences work motivation, implying that disciplined teachers are more likely to feel motivated, which in turn enhances their commitment and engagement in the workplace. The mediating role of work motivation further strengthens the relationship between work discipline and productivity, reinforcing the argument that motivation acts as a crucial factor in amplifying the benefits of discipline on productivity.

Additionally, the reliability and validity assessments confirm the robustness of these findings. The Composite Reliability values exceed the recommended threshold, ensuring internal consistency, while the Average Variance Extracted (AVE) values confirm sufficient convergent validity. These statistical indicators validate that the measurement model effectively captures the theoretical relationships between work discipline, motivation, and productivity.

The implications of these results are significant for educational institutions aiming to improve teacher performance. School administrators and policymakers should emphasize the development of structured disciplinary policies while simultaneously fostering an environment that enhances teacher motivation. Strategies such as performance incentives, professional development programs, and supportive leadership can be implemented to ensure that work discipline translates into higher productivity through increased motivation.

Overall, this study contributes to the existing literature by demonstrating the dual role of work discipline in directly influencing teacher productivity and indirectly enhancing it through motivation. Future research could explore additional moderating variables, such as organizational culture or job satisfaction, to further understand the dynamics of teacher productivity in various educational settings.

CONCLUSIONS AND RECOMMENDATIONS

This study highlights the crucial role of work discipline in enhancing teacher productivity, both directly and through the mediating effect of work motivation. The findings suggest that maintaining high levels of discipline in educational institutions fosters a structured and productive work environment. As a recommendation, school administrators should focus on reinforcing disciplinary policies while simultaneously encouraging motivation through incentives, training programs, and career development opportunities. Ensuring a balanced approach between discipline and motivation will contribute to higher teacher performance and, ultimately, better educational outcomes.

FURTHER STUDY

Every research study has limitations, and this study is no exception. Future research should consider incorporating additional variables, such as organizational culture, job satisfaction, or leadership style, to explore their potential moderating effects on the relationship between work discipline, motivation, and productivity. Furthermore, conducting similar studies in different educational settings, such as vocational schools or private institutions, could provide broader insights into the generalizability of these findings. A longitudinal study could also be beneficial to examine how work discipline and motivation influence teacher productivity over time.

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