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The Influence of Perceptions of School Management Training and Work Discipline on Teacher Work Productivity

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Abstract

This study examines how perceptions of school management training and work discipline influence teacher work productivity. The background highlights that both training and discipline are essential for improving teacher performance but have rarely been studied together in the elementary school setting. The study aims to determine the extent to which these two variables affect productivity. Using a quantitative causal method, data were collected from 178 teachers selected through proportionate stratified random sampling and measured using a Likert-scale questionnaire. Analysis techniques included descriptive statistics, validity and reliability tests, prerequisite tests, multiple linear regression, t-tests, F-tests, and the coefficient of determination. The findings show that 75% of respondents reported that their productivity was influenced by training and discipline. Perceptions of training had a positive and significant effect on productivity ($\beta = 0.421$; $t = 6.114$; $p = 0.000$), and work discipline also showed a positive and significant effect ($\beta = 0.398$; $t = 5.772$; $p = 0.000$). Both variables simultaneously demonstrated a significant influence ($F = 56.382$; $p = 0.000$), with an R^2 value of 0.487, indicating that 48.7% of productivity variation is explained by these factors. The study concludes that enhancing school management training and strengthening work discipline are effective strategies for improving teacher work productivity.

Keywords

Elementary School Teachers, School Management Training, Teacher Performance, Teacher Productivity, Work Discipline.

1. Introduction

Education is a fundamental sector in national development because it plays a direct role in improving the quality of human resources (Armstrong, 2021). Among the various components of education, teachers hold a central position as implementers, designers, and developers of the learning process in schools. Teacher quality significantly determines the quality of learning, student learning outcomes, and the overall success of educational programs. Therefore, efforts to improve teacher quality and productivity are a primary focus in modern educational management (Sallis, 2020; Égert et al., 2023).

Teacher productivity is not only related to the number of tasks completed, but also encompasses the quality of performance demonstrated by teachers in planning lessons, implementing instructions, organizing administration, innovating, and making positive contributions to the school (Danielson, 2020; Darling, 2020; Putri, 2022; Zahra, 2024). In the elementary school context, teacher productivity becomes increasingly crucial because teachers must manage the learning process while meeting various administrative demands and adapting to developments in the curriculum and educational technology. Mangkunegara (2021) emphasized that productivity is a combination of effectiveness and efficiency, so a teacher is considered productive when they are able to complete tasks on time and with high quality. Thus, teacher productivity is a multidimensional aspect influenced by various factors, both internal and external.

One important factor influencing teacher productivity is school management training. Training serves as a professional capacity development instrument aimed at improving teachers' pedagogical, managerial, and administrative abilities (Rivai & Sagala, 2020). School management training not only provides technical skills but also strengthens teachers' mindsets, work ethic, and abilities to face the dynamics of modern educational tasks. However, the success of training is greatly influenced by participant perceptions, namely how teachers assess the relevance, quality, and usefulness of the training received (Robbins & Judge, 2021). When teachers have positive perceptions of training for example, feeling that the material is useful and applicable, they are more motivated to implement it in their daily tasks. Conversely, less positive perceptions can hinder the transfer of knowledge gained in training into teaching practice.

Besides training, work discipline is also a major determinant of teacher productivity. Hasibuan (2021) states that discipline is an individual's awareness and willingness to obey regulations and carry out tasks responsibly. In the school environment, teacher discipline is reflected in punctuality in attendance, adherence to teaching schedules, thoroughness in administrative preparation, and a commitment to professional ethics (Uno, 2020; Mustofa & Rahman, 2022). Good work discipline enables teachers to work in an orderly, systematic, and consistent manner, thereby increasing the effectiveness of the learning process. Research by Hendri and Wulan (2023) shows that teachers with high discipline tend to be more optimal in managing classes and completing administrative tasks. Thus, work discipline directly contributes to increased teacher productivity.

Several previous studies have demonstrated a strong relationship between training, discipline, and teacher work productivity (Rahmasari, 2022). Research by Wulandari and Rahayu (2024) demonstrated that professional training significantly impacts teacher performance and productivity. Similar findings were presented by Ningsih and Suharto (2021), who emphasized that improved teacher competency through training contributes to teaching effectiveness and administrative performance. Furthermore, research by Zainun et al. (2025) revealed that teacher discipline has a positive relationship with learning quality and work productivity. However, research examining the simultaneous influence of perceptions of school

management training and work discipline on teacher productivity is still limited, particularly in the context of elementary schools in Bekasi Regency.

Karang Bahagia District, with a significant number of elementary school teachers, faces diverse work dynamics. High administrative burdens, curriculum implementation demands, and the need for professional development require teachers to possess both managerial competencies and strong discipline. The local government and schools have conducted various school management training programs, but it remains unclear how teachers perceive these trainings and the extent to which teacher discipline and training contribute to their work productivity. This situation necessitates a more in-depth study.

This research is significant because it provides an empirical overview of the factors that can effectively increase teacher productivity. From a theoretical perspective, this research enriches studies related to training, work discipline, and teacher productivity, particularly in the context of causal studies. Practically, the results of this study can provide input for school principals, supervisors, and education policymakers in designing professional development programs and strengthening teacher discipline in educational institutions. The research findings are expected to help schools formulate more relevant training models and management strategies that continuously improve teacher discipline.

Based on this background, this research aims to analyze the influence of perceptions of school management training on teacher work productivity, analyze the influence of work discipline on teacher work productivity, and analyze the simultaneous influence of perceptions of school management training and work discipline on teacher work productivity. Through this approach, the research is expected to provide a comprehensive understanding of the relationship between variables and their contribution to improving the quality of education.

2. Literature Review and Hypothesis Development

2.1. Effect of School Management Training Perceptions on Teacher Productivity

Teacher productivity represents a critical factor in determining educational quality and student learning outcomes. Training perception encompasses teachers' subjective evaluations of training relevance, quality, and applicability to their daily instructional responsibilities. According to Salas et al. (2020), training effectiveness depends significantly on trainees' perceptions and reactions to training programs, which subsequently influences their motivation to transfer learned knowledge and skills to workplace contexts.

Management training for school leaders plays a pivotal role in creating supportive environments that foster teacher productivity. Research by Aguinis and Burgi-Tian (2021) demonstrates that positive perceptions of training programs are strongly associated with improved job performance and organizational outcomes. Bell et al. (2017) found that training perception significantly affects employee performance through enhanced motivation, self-efficacy, and knowledge application. The relationship between training perception and productivity operates through several mechanisms. First, positive training perceptions enhance teachers' self-efficacy beliefs, enabling them to approach instructional challenges with greater confidence. Massenberget al. (2015) emphasize that perceived training quality influences self-efficacy development and subsequent performance outcomes. Second, well-designed training programs provide teachers with concrete tools that directly improve classroom management and instructional delivery. Nikolova et al. (2020) confirm that perceived training relevance significantly predicts training transfer and job performance improvements. Third, when teachers perceive training as valuable, they demonstrate increased motivation to apply learned concepts. The meta-analysis

by Botke et al. (2018) reveals that training interventions produce substantial improvements when participants perceive the training as relevant and beneficial to their professional development.

H1: School management training perceptions has a positive effect on teacher productivity.

2.2. The Influence of Work Discipline on Teacher Productivity

Work discipline constitutes a fundamental element of organizational success, particularly within educational institutions where teacher behavior directly impacts student learning experiences (Masnawati & Hariani, 2023). Work discipline encompasses adherence to established rules, punctuality, responsibility fulfillment, and consistent demonstration of professional conduct (Sulila, 2019; Sibarani et al., 2025). Sitopu et al. (2021) define work discipline as employees' conscious willingness to comply with organizational regulations, emphasizing that discipline reflects individual commitment to organizational goals and professional standards.

The theoretical foundation linking work discipline to productivity posits that disciplined work habits create structured environments conducive to optimal performance (Gibson et al., 2020). Iskanto et al. (2021) argue that work discipline serves as a critical determinant of employee performance, as disciplined individuals demonstrate greater consistency in task completion and time management. Teachers demonstrating high levels of work discipline utilize instructional time more efficiently and maintain consistent standards in student assessment. Nasution and Priangkatara (2020) emphasizes that discipline functions as the foundation for effective organizational operations.

Empirical evidence supports the positive association between work discipline and teacher productivity. Asbari et al. (2020) reveal that work discipline significantly influences teacher performance in educational institutions, with disciplined teachers exhibiting superior instructional effectiveness and professional responsibility. Jufrizen and Hadi (2021) demonstrate that work discipline positively correlates with teacher performance indicators including lesson preparation quality and instructional delivery effectiveness. Furthermore, work discipline facilitates productive professional interactions. Purwanto et al. (2020) identify work discipline as a distinguishing characteristic of high-performing educators, noting that disciplinary behaviors serve as prerequisite conditions for achieving educational excellence.

H2: Work discipline has a positive effect on teacher productivity.

2.3. Simultaneous Effect of Teacher Productivity

Contemporary research increasingly recognizes the importance of examining the simultaneous effects of multiple organizational variables. The integration of training perceptions and work discipline represents a particularly relevant combination, as these factors address different dimensions of teacher professional development and organizational behavior. Noe et al. (2021) emphasize that employee performance results from the complex interaction of multiple factors including competency development through training and behavioral consistency through discipline.

Theoretical frameworks suggest that training and discipline function synergistically to maximize employee productivity. Training provides teachers with necessary competencies, while work discipline ensures consistent application of these capabilities. Becker and Gerhart (2022) argue that optimal performance emerges from the combination of ability developed through training and behavioral consistency reinforced through disciplinary systems. A teacher who perceives

training positively but lacks work discipline may fail to implement learned strategies consistently, limiting potential productivity gains.

Research examining multiple predictors indicates that combined models typically explain greater variance in productivity outcomes compared to single-predictor models. Madiistriyatno (2022) demonstrate that training effectiveness and work discipline jointly account for significant variance in employee performance, with interaction effects suggesting multiplicative relationships. Harsono(2023) found that training programs produce optimal results within organizations maintaining strong disciplinary cultures. Desky et al. (2020) demonstrate that the combination of effective training and robust disciplinary practices creates conditions conducive to sustained performance improvements, suggesting that integrated human resource management approaches yield superior outcomes.

H3: School management training perceptions and work discipline simultaneously have a positive and significant effect on teacher work productivity.

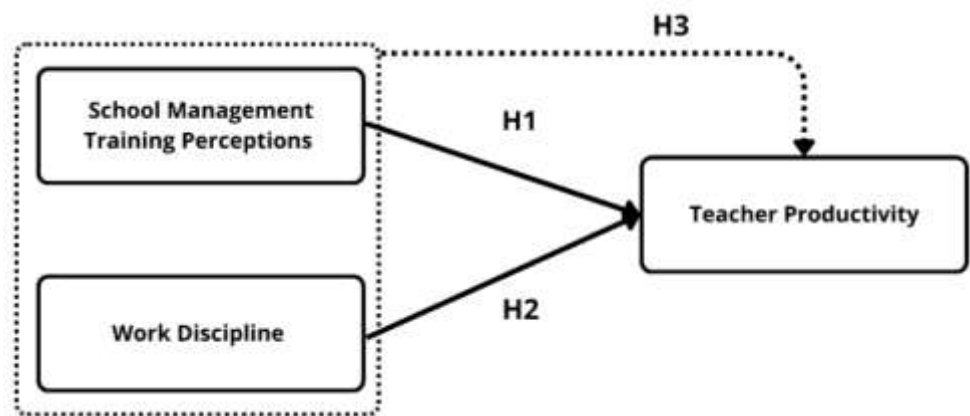


Figure 1. Conceptual Framework

Figure 1 illustrates the conceptual framework of this study, which examines the influence of school management training perceptions and work discipline on teacher productivity. As shown in the diagram, the first hypothesis (H1) proposes that perceptions of school management training positively affect teacher productivity. The second hypothesis (H2) posits that work discipline also positively influences teacher productivity. Furthermore, the third hypothesis (H3) represents the simultaneous effect of both school management training perceptions and work discipline, suggesting that these variables jointly contribute to enhancing teacher productivity. This framework highlights the interconnected roles of training quality and disciplined work behavior in improving overall teacher performance.

3. Methods

This study uses a quantitative approach with a causal study method. The quantitative approach was chosen because this study aims to examine the influence of independent and dependent variables based on statistically analyzed numerical data. The causal study was used to determine the causal relationship between perceptions of school management training (X_1) and teacher work discipline (X_2) on teacher work productivity (Y). The research was conducted in Karang Bahagia District, Bekasi Regency, which comprises several public and private elementary schools. This area was chosen due to the heterogeneous nature of the elementary schools and the existence of a school management training program organized by the local government. The data collection period was August–October 2025,

including the stages of instrument preparation, field data collection, and data verification. The study population was all elementary school teachers in Karang Bahagia District, Bekasi Regency, who were active in the 2025/2026 academic year. Based on data from the Bekasi Regency Education Office, the number of elementary school teachers in the area is estimated at approximately 320 teachers from 18 public and private elementary schools.

The sampling technique used was proportionate stratified random sampling. This technique was chosen because the teacher population is spread across several schools with varying numbers of teachers. Each school was sampled proportionally to ensure balanced representation.

The number of samples in this study was determined using the Slovin formula: $n = \frac{N}{1 + Ne^2}$. With a population size of 320 teachers and an error level of 5%, the calculation becomes $n = \frac{320}{1 + 320(0.05)^2} = \frac{320}{1 + 0.8} = \frac{320}{1.8} = 177.7$. Based on this result, the sample size was rounded up to 178 teachers.

This study involves two independent variables and one dependent variable. The first independent variable, school management training perception (X_1), refers to teachers' assessments of the relevance of the training, the quality of its delivery, the competence of the resource persons, the level of school support, and the overall usefulness of the training. The second independent variable, teacher work discipline (X_2), encompasses teachers' compliance with attendance requirements, adherence to school rules, diligence in completing tasks, regularity in administrative work, and commitment to professional ethics. The dependent variable, teacher work productivity (Y), reflects the teachers' ability to produce effective and efficient performance through learning activities, administrative tasks, innovation, time management, and meaningful contributions to school development.

All variable indicators in this study were measured using a 1–5 Likert scale ranging from strongly disagree to strongly agree. The research instrument consisted of a closed-ended questionnaire developed based on the theories of Danielson (2020), Gomes (2020), Rivai and Sagala (2020), Robbins and Judge (2021), and Hasibuan (2021), with each variable containing several dimensions and three to four indicators formulated as statements. Validity testing was carried out using the Pearson Product-Moment correlation, where an item was considered valid if the calculated correlation value exceeded the table value. Reliability testing used Cronbach's Alpha, with coefficients of $\alpha \geq 0.70$ indicating reliable items following Nunnally (1978). Data were collected through questionnaires distributed directly or via Google Forms, supported by documentation such as teacher data, school profiles, and training records. Data analysis using SPSS included descriptive statistics, prerequisite tests (normality, linearity, multicollinearity, and heteroscedasticity), and multiple linear regression to assess the influence of the independent variables on teacher productivity. Hypothesis testing consisted of t-tests for partial effects, F-tests for simultaneous effects, and the coefficient of determination (R^2) to evaluate the overall contribution of the variables.

4. Results

This study involved 178 elementary school teachers in Karang Bahagia District, Bekasi Regency. Based on descriptive data analysis, 75%, or 134 teachers, stated that their work productivity was influenced by their perceptions of school management training and work discipline. Meanwhile, 25%, or 44 teachers, reported that they did not perceive a significant influence from either factor.

Percentage of teachers whose productivity is influenced by training and work discipline

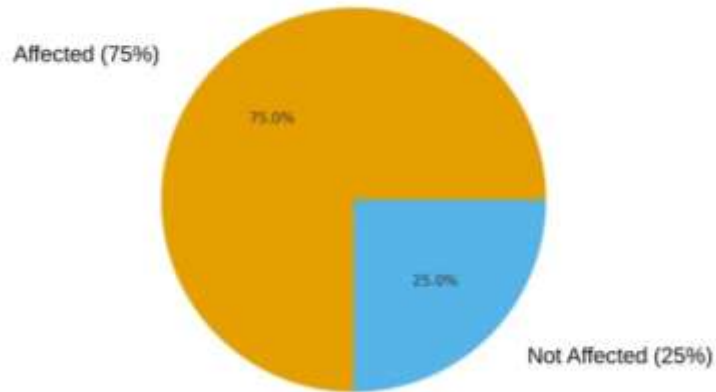


Figure 2. Percentage of Teachers Reporting Productivity Influenced by Training and Work Discipline

These results in Figure 2 indicate that the majority of teachers felt an increase in productivity after participating in school management training and implementing work discipline in their daily professional activities.

Table 1. Validity and Reliability Test

Variable	Corrected Item-Total Correlation (r) Range	Decision	Cronbach's Alpha	Decision
Perceptions of School Management Training (X ₁)	0.652 – 0.747	All Valid	0.878	Reliable
Work Discipline (X₂)	0.665 – 0.732	All Valid	0.862	Reliable
Teacher Work Productivity (Y)	0.701 – 0.768	All Valid	0.891	Reliable

The research instrument was tested for validity and reliability using Pearson Product-Moment correlation and Cronbach's Alpha. Table 1 presents the results of the validity and reliability tests. All items for the three variables have corrected item-total correlation values ranging from 0.652 to 0.768, exceeding the critical r-value of 0.147 ($n = 178, \alpha = 0.05$). Additionally, Cronbach's Alpha values for all variables are above 0.80, indicating high reliability. Thus, the questionnaire is valid and reliable for use in hypothesis testing and further analysis.

To test the influence of training perception (X₁) and work discipline (X₂) on teacher productivity (Y), multiple linear regression analysis was conducted with the following results.

Table 2. Multiple Linear Regression Coefficient Results

Variable	β (Coefficient)	t-value	Sig.
Constant	12.438	-	-
Training Perception (X ₁)	0.421	6.114	0.000
Work Discipline (X ₂)	0.398	5.772	0.000

Table 2 presents the results of the multiple linear regression analysis examining the effects of training perception (X₁) and work discipline (X₂) on teacher

productivity. Both variables have positive regression coefficients and significance values below 0.05, indicating that they each have a partial significant effect on productivity. This means that improvements in training perception and work discipline contribute to higher teacher productivity. Specifically, better perceptions of school management training and stronger teacher discipline are both associated with increased productivity, confirming that these variables play an important role in enhancing teacher performance.

Table 3. Hypothesis Test

Path Relationship	β	Sig.	Interpetation
Training Perception School Management → Teacher Productivity	0.421	0.000	Significant positive effect: Better training perception increases productivity
Work Discipline → Teacher Productivity	0.398	0.000	Significant positive effect: Higher discipline increases productivity

Figure 3 illustrates the path relationships between the independent variables, school management training perception, work discipline and teacher productivity. The path coefficient (β) for training perception is 0.421 with a significance value of 0.000, indicating a significant positive effect on teacher productivity. This suggests that teachers who perceive training more positively tend to be more productive. Similarly, work discipline has a path coefficient of 0.398 and a significance of 0.000, demonstrating that higher levels of discipline are associated with increased teacher productivity. Both variables individually contribute positively and significantly to improving teacher performance.

Table 4. F Test and R² Test

Test	Value	Sig./ Explanation
F Test	56.382	0.000 → Training perception & work discipline simultaneously affect teacher productivity
R ²	0.487	48.7% of teacher productivity variation explained by X ₁ & X ₂ ; 51.3% by other factors

Table 4 presents the results of the F Test and the coefficient of determination (R²) for the effect of training perception and work discipline on teacher productivity. The F Test yielded a value of 56.382 with a significance level of 0.000, indicating that training perception and work discipline simultaneously have a significant effect on teacher productivity. In other words, when considered together, these two variables meaningfully contribute to enhancing teacher performance. The coefficient of determination (R²) is 0.487, which means that 48.7% of the variation in teacher productivity can be explained by training perception and work discipline, while the remaining 51.3% is influenced by other factors not included in this study, such as motivation, leadership, learning facilities, or organizational culture.

5. Discussion

The results showed that perceptions of school management training significantly influenced teacher productivity ($\beta = 0.421$; $p < 0.05$). This finding indicates that

the more positive teachers' perceptions of the training in terms of material relevance, delivery quality, and practical benefits the higher their productivity levels. These results align with research by Wulandari and Rahayu (2024), which demonstrated that professional training improves teachers' pedagogical and administrative skills. This also aligns with the theory of Robbins and Judge (2021), which asserts that positive perceptions can enhance motivation and work performance. School management training empowers teachers to manage classes more effectively, organize learning administration more effectively, plan lessons systematically, and enhance problem-solving skills in schools. Thus, training not only enhances knowledge but also transforms teachers' mindsets and work patterns, leading to greater productivity. The analysis results show that work discipline has a significant effect on productivity ($\beta = 0.398$; $p < 0.05$).

Teachers who exhibit high levels of discipline, such as punctual attendance, consistent adherence to teaching schedules, and meticulous administration, tend to demonstrate better work productivity. This finding supports Hasibuan's (2021) theory, which states that discipline is a key factor determining work effectiveness. Furthermore, research by Zainun et al. (2025) also shows that teacher discipline is positively correlated with learning quality and administrative performance. In the elementary school context, teacher discipline is crucial due to tight learning schedules, timely completion of curriculum administration, and the frequent juggling of non-teaching duties. Therefore, disciplined teachers are better able to maintain consistent productivity. The F-value of 56.382 with a significance level of 0.000 indicates that perceptions of training and work discipline simultaneously have a significant influence on teacher productivity. Training improves skills, while discipline ensures those skills are consistently applied. Both form a synergy that strengthens teacher work productivity. This finding supports the model proposed by Gomes (2020) and Danielson (2020), which states that productivity is influenced by a combination of professional competence and work behavior. With an R^2 of 0.487, it can be concluded that training and work discipline are the two dominant factors influencing teacher productivity in Karang Bahagia District.

The relevance of the findings to field conditions is evident, as 75% of teachers reported feeling the impact of training and discipline on their productivity. This suggests that the school management training provided is largely aligned with teachers' needs and that teachers recognize the importance of discipline as a supporting factor for professional performance. It also indicates that schools should continuously strengthen both aspects. Meanwhile, 25% of teachers who did not perceive a significant impact cited differences in perception, unmet training needs, or varying levels of discipline between schools. In conclusion, the perception of training has a significant effect on teacher productivity, and work discipline also strongly influences performance. Both variables together explain 48.7% of the variation in productivity, highlighting their substantial contribution. These findings underscore the need to integrate training and work discipline to enhance the quality of human resources in education. The practical implications of this study suggest that school administrators should design and implement targeted training programs that address teachers' specific needs while also establishing clear and consistent disciplinary policies. By doing so, schools can optimize teacher performance, improve learning outcomes for students, and foster a more professional and accountable educational environment.

6. Conclusion

Based on the research on the influence of perceptions of school management training and work discipline on teacher productivity in Karang Bahagia District, it can be concluded that both factors have a significant positive effect on teacher performance. Teachers who perceive training positively, in terms of material

relevance, quality, and practical benefits, tend to perform more effectively and efficiently. Similarly, teachers who exhibit high levels of discipline, including punctuality, adherence to rules, and accuracy in administrative tasks, are better able to achieve optimal productivity. Training and work discipline also complement each other, jointly contributing substantially to improving teacher performance. Descriptively, most teachers reported feeling the positive impact of these factors on their work, highlighting their importance in supporting professional performance in elementary schools.

Based on these findings, several recommendations are proposed. Schools should enhance both the frequency and quality of training, particularly in areas such as classroom management, learning administration, and educational technology, while consistently fostering discipline through monitoring, feedback, and reward systems. Teachers are encouraged to participate actively in training and apply new skills in their daily practices while maintaining disciplined work habits, including punctuality, systematic planning, and timely completion of administrative tasks. Local governments and education offices are advised to develop continuing professional development programs tailored to teachers' needs and to strengthen supervision and discipline development in schools. Limitations of this study include the fact that data were collected only from elementary school teachers in Karang Bahagia District, so the findings may not fully generalize to other school levels or regions. For further research, other variables such as work motivation, pedagogical competence, principal leadership, or organizational culture could be explored, and mixed-method approaches could provide deeper insights. Expanding the study to other school levels may also reveal variations in the effects of training and discipline on teacher productivity.

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The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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