

The Effect of Work Motivation and Work Discipline on Teachers' Performance

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Abstract: This study aims to analyze the individual and combined influence of work motivation and work discipline on the performance of civil servant (ASN) teachers in public junior high schools across Palembang City. Employing a quantitative survey approach, data were collected from a sample of 103 ASN teachers. Work motivation was measured using Porter and Lawler's theory, work discipline via Malayu S.P. Hasibuan's indicators, and teacher performance was assessed based on PermenPAN-RB Number 6 of 2022. Data analysis was conducted using multiple linear regression in SPSS 26.0. The analysis revealed that work motivation has a positive and significant effect on teacher performance (regression coefficient = 0.360, t-value = 4.880, p-value = 0.000). Conversely, work discipline demonstrated a negative and insignificant effect (regression coefficient = -0.154, t-value = -1.697, p-value = 0.093). Simultaneously, both variables significantly influenced performance (F-value = 12.045, p-value = 0.000), with the model explaining 19.4% (R-squared = 0.194) of the variance in performance. This research provides a novel empirical contrast by simultaneously testing established motivational theory (Porter and Lawler) against a disciplinary framework (Hasibuan) within the specific context of Indonesian civil servant teachers, revealing the unexpected and paradoxical finding that discipline, as measured, may not positively correlate with performance. School administrators should prioritize strategies that enhance intrinsic and extrinsic motivation, such as recognition and career development opportunities. The findings suggest that traditional punitive approaches to enforcing discipline may be counterproductive; instead, a re-evaluation of disciplinary policies towards supportive and empowering frameworks is recommended. This study contributes to educational management literature by highlighting that motivation is a more potent driver of teacher performance than discipline in this context. It provides policymakers and school leaders with evidence-based insights to design more effective professional development and performance management systems that focus on motivational factors.

Keywords: Teacher's Performance, Work Discipline, Work Motivation

A. Introduction

Regulation of the Minister of Administrative and Bureaucratic Reform Number 6 of 2022 establishes guidelines for teacher's performance assessments based on three main principles: professionalism, accountability, and openness. Professionalism is demonstrated through the implementation of a quality learning process, while accountability reflects the seriousness of completing tasks and responsibilities (Appel, 2020; Geletu & Mihiretie, 2023). Transparency serves to ensure objectivity in the evaluation process. This assessment covers four aspects: lesson planning (RPP), implementation of teaching and learning activities, skills development through training, and discipline in complying with regulations, including attendance and punctuality. With this policy, the world of education is expected to develop in a more focused and systematic manner. In line with this, Regulation of the Minister of Administrative and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Their Credit Points explains that teacher's performance assessments aim to measure every aspect of the implementation of teachers' primary duties as a basis for career development, rank, and position. One effort to improve teacher professionalism is through performance benchmarking based on a predetermined assessment system (Pujiarti et al., 2021).

As professional educators, Law Number 14 of 2005, specifically Article 1, paragraph 1, defines teachers as professional personnel in the field of education whose duties include teaching, educating, guiding, directing, training, evaluating, and assessing students. Furthermore, Article 8 emphasizes the importance of all teachers having academic credentials, competency, teacher certification, and maintaining integrity. Article 10 also states that mandatory competencies for teachers include pedagogical, character, social, and professional competencies, which are acquired through professional learning. Furthermore, Article 20 outlines teachers' obligations, including the obligation to carry out their duties responsibly and maintain good performance. Furthermore, Article 30, regarding controlling performance assessments and developing the profession, reports that the government and regional governments must evaluate and advance the teaching profession based on their performance.

Thus, achieving teacher's performance standards mandated by regulations can be achieved if supported by an adequate ecosystem (Niemi, 2021). An educator's professional competence depends not only on individual capacity but also on the availability of adequate educational facilities and infrastructure. Accountability, or performance accountability, requires efficient and meaningful reporting procedures without complications, not merely a formality for meeting targets and administrative matter (Alsaid & Ambilichu, 2024; Hwang, 2023). Transparency, or openness, in assessments needs to be balanced with continuous guidance or ongoing mentoring programs for teachers who have not yet met standards. Comprehensive solutions are needed in the form of improving administrative governance, providing training relevant to teacher development needs, and implementing a firm and consistent

reward and sanction system (Faizuddin et al., 2022; Pisriwati et al., 2024). A true professional educator does not focus on fulfilling formal regulations but prioritizes regulations not as an end in themselves but as a means for meaningful learning and realizing quality education and forming noble character.

For a professional educator to successfully carry out their duties, two key elements need to be strengthened: motivation and work discipline (Setiawan, 2025). The relationship between work motivation and teacher's performance is reciprocal and mutually reinforcing. Therefore, the implementation of comprehensive regulations and an emphasis on motivation and work discipline not only improves the quality of education but also ensures that all teachers can meet the demands of professionalism according to established standards. The conceptual framework developed by Porter and Lawler offers a comprehensive perspective on teacher motivation through a systemic approach that integrates elements of effort, achievement, and reward. This model emphasizes three key interrelated elements: (1) a less than positive perception of the impact of increased teaching effort (low expectations); (2) an unclear relationship between performance achievement and rewards received (weak instrumentality); and (3) a mismatch between the form of appreciation and individual teacher needs (inappropriate valence).

To refine this model, system improvements are needed through the development of measurable performance indicators, the development of fair and transparent reward mechanisms, and the provision of diverse forms of rewards. Empirical experience demonstrates that educational institutions that consistently apply these principles significantly improve teacher motivation. As part of the State Civil Apparatus, teacher work discipline is an important foundation in building a quality education system that is able to produce a generation that is intellectually superior, has noble character, and is competitive. The essence of discipline is not limited to compliance with administrative regulations but includes a commitment of conscience, diligence, and professional responsibility in carrying out learning tasks (Aryadiningrat et al., 2023; Hays & Reinders, 2020). Educators who have high discipline will be able to design a structured learning process, become positive role models for students, and improve the image and public trust in educational institutions. Discipline is a manifestation of complete professionalism, as well as a form of devotion in enlightening the life of the nation (Muhammadiyah et al., 2022).

Based on data in the appendix to the 2022/2023 State Junior High School Administration Report for Gandus District, Palembang City, it appears that teacher's performance remains below the National Education Standards. The appendix reveals significant gaps in several indicators, such as lesson plan implementation (50% vs. the standard 80%), participation in self-development (50% vs. 75%), and attendance. Teachers struggle to meet the professional demands stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers, particularly regarding the obligation to plan lessons, improve competencies, and maintain work discipline. The primary factor

contributing to this low performance is excessive administrative burdens, such as the use of the Merdeka Mengajar (PMM) Platform and the adaptation of the Merdeka Curriculum (Musafir et al., 2025). Although this curriculum is designed to facilitate the teaching and learning process, many teachers complain about the time consumed by administrative tasks, diverting focus from their primary duties of teaching and educating. Furthermore, a lack of technology training and the inactivity of learning communities in schools exacerbate this situation, especially for senior teachers who struggle to adapt to digital systems (Timotheou et al., 2023).

Inequality in allowances tends to decline teacher's performance. The appendix explains the lack of lesson planning, with only 65% of lesson plans being implemented, indicating a lack of teacher preparedness for teaching. Teacher participation in training is only 50%, far below the 75% standard. This is due to the dysfunctional Subject Teacher Conference (MGMP) and the lack of incentives for competency development. Furthermore, the unequal distribution of certification allowances has led to some PPPK teachers not receiving certification allowances, even though this should be a motivator to improve their qualifications. The Regulation of the Minister of Home Affairs, Administrative and Bureaucratic Reform (PAN RB), No. 6 of 2022, states that the performance evaluation of ASN (State Civil Apparatus), including educators, must refer to three main principles: professional competence, accountability, and transparency. To support optimal task implementation, two priority factors need to be improved: work enthusiasm and discipline. In line with this, professional educator performance can be defined as the achievement of work results in carrying out teaching functions in accordance with their responsibilities and competencies, measured against predetermined criteria within a specific timeframe to achieve educational targets (Gultom, 2020).

Based on the author's observations, some civil servant teachers are experiencing difficulties achieving optimal productivity or exceeding expectations. This is due to the maximum administrative burden, including teachers being burdened with the Merdeka Mengajar (PMM) Platform application and complaining about the time-consuming nature of the Merdeka Mengajar Curriculum. Although the Merdeka Mengajar Curriculum offers various learning features, such as training materials and teaching materials centered on student competencies that facilitate teaching and learning, almost every teacher feels uncomfortable with the requirement to operate this platform, which is integrated with the Teacher's performance Assessment. Teachers are even stressed by the need for various training and administrative activities that require considerable time. Some teachers experience difficulties integrating technology into teaching and learning activities. Digital platforms and curriculum obligations distract teachers from their primary activity, namely teaching. Article 1, paragraph 1 of Law No. 14 of 2005 concerning Teachers and Lecturers, states that the primary function or duty of a professional teacher is to educate, teach, guide, direct, train, assess, and evaluate students.

Administrative burdens that are inconsistent with the primary function of education will weaken teacher motivation and reduce their work discipline in carrying out their duties (Fitria & Limgiani, 2024). Therefore, a policy is needed that better balances administrative obligations and provides teachers with the space to focus on improving teaching quality and professional development, in line with the spirit of the Teachers and Lecturers Law. Training for self-development remains limited due to a lack of mastery in the use of digital learning technology. Furthermore, there is a lack of learning communities within educational institutions, which would facilitate training and workshops that could improve teacher quality. Most PPPK (Government Workers with Employment Agreements) teachers still lack professional teacher certification and do not receive certification allowances (Noerinsan et al., 2025). Some PPPK teachers still lack pedagogical competency due to a lack of in-depth experience in the teaching and learning process (Qadrianty et al., 2024). Based on data obtained by the author from the Head of Administration of a junior high school in Gandus District, Palembang City, evidence from teacher's performance assessment reports and field observations indicates that teachers are lacking in lesson planning, lack training and self-development, and some teachers have not even received certification allowances. Lack of pedagogical competence leads to monotonous teaching methods due to the large amount of administrative work required by teachers, which leads to late completion of assignments and a high absenteeism rate (Halimah, 2024).

Based on the author's data, teacher work motivation and discipline, as linked to performance assessments, remain below the national standard. Work motivation, as evidenced by the achievement of lesson plans (RPP), shows a gap of -15%, indicating teachers are still lacking in lesson planning, indicating a lack of socialization regarding teacher understanding of the application of learning tools in the independent learning curriculum. Participation in self-development shows a gap of -25%. This lack of training and self-development is due to the inactivity of the MGMP (Student Leadership Group) in each subject and the inactivity of educational units in forming learning community groups within their respective schools. Meanwhile, there is a gap of 25% between professional competence and pedagogical competence; this is indicated by the fact that there are still many PPPK ASN who have not obtained teacher certification and a lack of ability in learning methods because more teachers prefer conventional learning, which is more practical for teachers and does not complicate things, especially in terms of time.

The high level of absenteeism is due to several principals' inconsistency in using fingerprint machines, which are intended to improve the system's reliability and accuracy to prevent fraud, such as time manipulation. Implementing a fingerprint-based attendance system should improve civil servant discipline by ensuring punctual attendance and avoiding leaving teaching activities without permission. Accurately recorded attendance can be an indicator in civil servant performance assessments, which are then used in decision-making regarding teacher's performance. Regarding teacher work discipline and attendance, a gap of -30% is evident, as evidenced by the

high level of absenteeism and poor work discipline. For example, some teachers still lack discipline in using their time effectively in class. There is a gap of -15% in timely administrative reporting, as some teachers in each school still report late due to lack of laptops, and some are unable to operate computers, especially teachers approaching retirement or over 50 years old. Therefore, they seek assistance from younger teachers who can use computers/laptops. Seeing these issues, the author is interested in learning more about the phenomenon described. Therefore, the author wants to conduct a quantitative study on the extent to which work discipline and performance motivation influence teacher's performance. The title of this study is "The Influence of Motivation and Work Discipline on Teacher's performance at Public Junior High Schools in Gandus District, Palembang City".

B. Methods

This study only involved 5 (five) public junior high schools in the Gandus sub-district. The study was conducted at public junior high schools in Gandus sub-district, Palembang City. This study was conducted from March to August 2024, beginning with an exploration of existing problems in the field. In this study, the research population was PNS teachers and PPPK (Government Workers with Work Agreements) at public junior high schools in the Gandus sub-district, consisting of 5 public schools. The determination of the number of samples was calculated using the Slovin formula with an error rate of 5%. The purpose of using this formula is to obtain a sample as small as possible but that can represent the entire population. The number of samples obtained based on the Slovin formula above was 103 respondents. The number of samples was divided into 5 schools so that the determination of the number of samples in each school had the same proportion. The data collection techniques applied in this study used questionnaires, observation, and documentation.

C. Results and Discussion

The Influence of Work Motivation on Teacher's performance

Based on data processing from 103 respondents of public junior high school teachers in Gandus District, Palembang City, we obtained an overview of the level of teacher work motivation, characterized by a mean of 109.23, a median of 108.00, and a mode of 101 as the most frequently occurring value. The standard deviation of the data distribution was 11.648, the lower quartile (25th percentile) was 103.00, and the upper quartile (75th percentile) was 116.00. This concludes that the majority of teachers have relatively high work motivation. The distribution of work motivation scores shows a relatively normal distribution, characterized by a skewness of 0.095 (close to 0) and a kurtosis of 0.154 (close to a normal distribution, although slightly platykurtic). This is clarified by the histogram, which displays a bell-shaped curve, with a peak at the 100-110 value interval and a fairly symmetrical distribution. This interpretation indicates that most public junior high school teachers in Gandus District have good work

morale and high internal drive and are motivated by various factors, both intrinsic (teaching satisfaction, student success, and responsibility) and extrinsic (recognition, benefits, work facilities, etc.).

This is in accordance with Porter and Lawler's motivation theory, which explains that motivation arises from the expectation of valuable work results and the perception of fair rewards (Porter & Lawler, 1968). In this sense, teachers have high expectations for their work and believe that good performance will be appropriately rewarded, both in the form of awards and career development. High work motivation is positively correlated with improved teacher's performance. Motivated teachers tend to be more proactive in planning and implementing lessons, demonstrate high enthusiasm for innovation in the classroom, and are more aware and persistent in facing learning challenges in the classroom (Nanda, 2024; Miller et al., 2021). This condition supports the performance indicators stipulated in Ministerial Regulation No. 6 of 2022, which encompasses aspects of accountability, cooperation, and commitment to quality work. Therefore, work motivation is a crucial element in supporting teacher's performance.

The Influence of Work Discipline on Teacher's performance

The results of this study demonstrate the undeniable fact that work discipline is a key variable that significantly determines teacher's performance. This finding is not speculative but rather statistically proven through multiple linear regression. The work discipline variable (X2) recorded a t-value of 3.645 with a significance level of 0.000. This figure confirms that discipline is not merely an administrative complement but a dominant factor with a significant influence on the quality of teacher's performance. The results of the multiple linear regression test indicate that work discipline (X2) does not have a significant partial effect on teacher's performance (Y) at public junior high schools in Gandus District, Palembang City. This is indicated by a regression coefficient of -0.154, with a t-value of -1.697 and a significance level of 0.093, which is greater than the specified significance level ($\alpha=0.05$). Thus, the hypothesis that work discipline has a significant effect on teacher's performance is rejected. This finding presents both an irony and a critical challenge in the world of education. In many educational theories and policies, teacher work discipline is consistently positioned as a key pillar of professionalism and educational quality (Goodwin, 2021; Ro, 2020). However, in the empirical reality revealed through this research data, work discipline does not demonstrate a significant contribution to teacher's performance, even partially.

Academically, the negative regression coefficient (-0.154) indicates that increased work discipline in this context is even negatively correlated with teacher's performance, although not statistically significant. This opens up room for a more critical interpretation that the discipline implemented in schools is merely formalistic, administrative, and oppressive, thus failing to drive performance improvements but instead generating resistance or pseudo-compliance. Furthermore, these results can

be interpreted as an indication of the weak substantive meaning of teacher work discipline in the field. Teachers may arrive on time but are not truly present in the learning process. They fulfill administrative obligations but are not actively involved in improving the quality of student learning. In other words, work discipline in the current framework may be more about procedural compliance than professional spirit. From a managerial perspective, this demonstrates a gap between regulation and reality, between written disciplinary rules and the effectiveness of their implementation in driving actual performance improvements.

Schools that focus on attendance indicators, work hours, or administrative compliance without connecting them to the meaning and purpose of education risk creating a rigid, bureaucratic, and unproductive work culture. These findings also strongly suggest that teacher work discipline cannot be understood as a single variable that automatically results in superior performance. In a complex and dynamic educational environment, teacher's performance is likely influenced more by intrinsic factors such as motivation, principal leadership, colleague support, or even workload and emotional state. Therefore, these results are not simply "insignificant" statistics but rather a warning that the approach to teacher work discipline needs to be fundamentally evaluated.

The Influence of Work Motivation and Work Discipline on Teacher's performance

Based on the results of the multiple linear regression analysis, it was found that work motivation and work discipline simultaneously have a significant influence on teacher's performance at a public junior high school in Gandus District, Palembang City. This is demonstrated by the F-test, which yielded a calculated F-value of 21.043 with a significance level (Sig.) of 0.000. This significance value, which is much lower than the 0.05 level, indicates that work motivation and work discipline simultaneously have a significant influence on teacher's performance. These results indicate that both independent variables can jointly explain variation in teacher's performance. This means that simultaneous improvements in both aspects will significantly impact teacher's performance, encompassing aspects of teaching performance, student development, and professional responsibility, as stipulated in Minister of Administrative and Bureaucratic Reform Regulation Number 6 of 2022.

Furthermore, the coefficient of determination (R-square) of 0.296 indicates that 29.6% of the change or variation in teacher's performance is explained by the combination of work motivation and work discipline. The remaining 70.4% is influenced by factors outside the research variables, such as the work environment, pedagogical competence, the principal's leadership style, school facilities, and personal factors such as teacher health and psychological well-being. These findings support Porter & Lawler's (1968) motivation theory, which explains that work performance is influenced by the interaction between motivation, ability, task perception, and clear roles within the organization. Teachers with high motivation tend to work harder, be

more innovative, and be results-oriented. When this motivation is combined with strong work discipline, such as punctual attendance, adherence to rules, and a high level of responsibility, optimal performance is achieved. Practically, highly motivated teachers are more encouraged to implement the learning process creatively and enjoyably, while discipline ensures that the process is consistent and structured. In other words, motivation provides the driving force, while discipline provides direction and oversight of teachers' work activities.

Therefore, these results have important implications for school management and education policymakers. Strategies to improve teacher quality need not only focus on training and competency development but also focus on building work motivation, for example, through awards and recognition and the enforcement of fair and consistent work discipline. By integrating motivational and disciplinary approaches, schools can create a professional work culture that supports the achievement of overall educational goals in the Gandus District, particularly in public junior high schools.

D. Conclusion

This study investigated the distinct and combined effects of work motivation and work discipline on teacher performance in junior high schools within Gandus District, Palembang City. The results reveal a nuanced relationship: work motivation exerts a positive and significant influence on performance, indicating that intrinsically and extrinsically motivated teachers demonstrate higher effectiveness in their professional duties. Conversely, work discipline alone shows no significant partial influence on performance, suggesting that formal, compliance-based approaches are insufficient for enhancing outcomes. However, both factors jointly contribute significantly to performance, underscoring their interconnected roles. The analysis also identified specific strengths in teacher work behavior—such as service, accountability, and loyalty while noting relative weaknesses in adapting to technology and collaborating on interdisciplinary projects like the P5 (Pancasila Student Profile Strengthening Project). Practical implications of these findings are critical for educational policymakers and school administrators. To enhance teacher performance, institutions should prioritize fostering motivation through recognition, career development opportunities, and creating a supportive work environment that aligns with teachers' intrinsic values. Additionally, disciplinary frameworks should be reimagined to move beyond bureaucratic compliance (e.g., strict attendance tracking) toward transformative, humanistic approaches that integrate motivational principles. For example, linking disciplinary standards to professional growth and shared educational goals can create a more dynamic and productive work culture. Addressing the identified weaknesses through targeted training in digital literacy and structured collaborative frameworks for projects like P5 can further optimize performance. For future research, several directions are recommended. First, a qualitative study could explore the underlying reasons why disciplinary measures

alone fail to significantly impact performance, examining teachers' perceptions and contextual barriers. Second, longitudinal research is needed to assess how changes in motivational strategies and disciplinary reforms sustainably influence performance over time. Third, studies could investigate the role of moderating variables (e.g., school leadership, institutional support) in strengthening the relationship between discipline, motivation, and outcomes. Finally, expanding this research to diverse geographical and institutional contexts would help validate and refine these findings, contributing to a more comprehensive understanding of teacher performance drivers in Indonesia's evolving educational landscape.

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