

Discipline, Infrastructure, and Work Environment Influence on Lecturer Performance

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ABSTRACT

This study is to evaluate and analyze the hurdles and problems that a lecturer has in obtaining peak performance by examining the impact of discipline, infrastructure, work environment, and work rewards on lecturer performance. The sample of this study were 32 respondents and this study is quantitative and questionnaire was used to collect the data. We identify or uncover causality to determine the link or impact of discipline, infrastructure, work environment, and job rewards on lecturer performance in statistics are used in this study. The findings revealed that the existence of the Work Reward variable as a control variable had an effect on the variables discipline (X1), infrastructure (X2), work environment (X3) and lecturer performance (Y). Thus, it can be inferred that the variables of discipline, infrastructure, and work environment are not the only factors that influence lecturer performance, because another variable, namely the work reward variable, also has an impact on lecturer performance. Work reward, is one of the variables influencing the rise in discipline, infrastructure, and work environment on lecturer performance. Meanwhile, the statistical results of SPSS 25 show that discipline, infrastructure, work environment, and job rewards all have a substantial impact on professor performance.

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1. INTRODUCTION

The lecturer is an unsung hero as an educator, and his heroism is expressed when he undertakes Community Service (PKM), where the information that has been acquired and achieved may be transmitted or transferred to the community that is beneficial, useful, and brings answers to society. Educators, after parents, are the second most important role models, according to Ramli (2015) The true educator is someone who is flexible and all-knowing, and who can impart habits and information to

his students in a way that is consistent with their development and potential. Meanwhile, Nata (2016) defines educators as an adults who are accountable for assisting their pupils in their physical and spiritual growth in order for them to attain the level of maturity. Meanwhile, according to Dinata (2020), parents are the most responsible instructors from an Islamic standpoint. Because the pupil is their kid, God has given the youngster to both parents.

Lecturers are professional educators and scientists whose major mission is to change, develop, and distribute science, technology, and art via teaching, research, and community service, according to Law No. 14 of 2005 governing teachers and lecturers (Harto, 2018). Lecturers are academic staff members who organize and administer the learning process, assess learning outcomes, provide advice and training, and do research and community service. Lecturers are eligible to promotions and incentives depending on their academic accomplishment, according to Article 51, paragraph (1), point b of the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers (Kurniawansyah et al., 2019). Furthermore, a lecturer is a professional educator and scientist whose primary objective is to improve, develop, and spread science, technology, and art via teaching, research, and community service, according to the Law on Teachers and Lecturers Number 14 2005 (Petrus, 2014).

A lecturer is regarded enthusiastic to work hard and sincerely. Arwildayanto (2016) argues that lecturers' primary responsibilities and roles pay attention to the mandate contained in the Law of the Republic of Indonesia No. 14 of 2005. A lecturer's main task is the tridharma of higher education, not only teaching, which in the process is not only conveying material, but is a complex job, in its implementation there are often obstacles and challenges that become problems in the field of a lecturer, therefore a lecturer needs a number of special skills based on specific concepts and knowledge. In addition, they must have obvious competence in order to guide students toward the intended outcomes. Furthermore, the breadth of knowledge and abilities, in this case not only mastering the teaching topic but also comprehending other knowledge groups, demonstrates a strong social personality. The task of educators (lecturers) is thus a dynamic one that must continually be in line with and adapt to the advancement of science and technology. As a result, educators (lecturers) must be alert to the processes of change and growth that are unavoidable, including social, cultural, political, and technical advances generated by research and community service.

The goal of this research is to evaluate and analyze the hurdles and challenges that a lecturer has in obtaining optimum performance by looking at the effect of discipline, infrastructure, work environment, and work rewards, where work incentives are a control variable on lecturer performance. Discipline is a situation that is developed and formed via a process of a series of actions that demonstrate the importance of compliance, obedience, loyalty, regularity, and or order as an educator. According to (Ernawati, 2018) discipline in schools is a process of teaching, training, the art of educating, and disciplinary content. Discipline may also be viewed as a byproduct of the learning process. According to (Palar, Pasandaran, & Jan, 2018) discipline is true compliance that is backed by awareness to carry out tasks and obligations as well as attitudes and conduct that are in conformity with the rules or suitable behavior in a certain context. Discipline does not emerge from a single or two activities, but rather from repeated behaviors that increase awareness in each individual.

Discipline is derived from the term "discipline," which meaning tenacious, industrious, and obedient. While the definition of discipline in a broad sense is a mental attitude that does things when they should be done and truly respects time (Octavia, 2020). Then there's discipline, which is one of the diamonds of attitude that draws a lot of attention. It's straightforward, from looking for gardeners to recruiting employees with a strong disciplinary mindset, which is constantly in demand. Discipline is the foundation for the precision of all the game rules or processes that are the fundamental needs of any form of labor or activity (Efferin & Soeherman Bonnie, 2013).

A Lecturer's Tridarma activities must be facilitated by good infrastructure, because infrastructure is the entire activities that are seriously planned and cultivated, as well as continuous guidance on educational objects are always ready to use in the teaching and learning process. Based on theory (Pratama, 2021) the purpose of educational facilities and infrastructure is to govern and maintain

educational facilities and infrastructure so that they can contribute to the educational process optimally and meaningfully. Meanwhile, according to (Fithri, 2019) educational infrastructure is in charge of monitoring and maintaining educational facilities so that they can contribute optimally and meaningfully to the educational process. Planning, procurement, monitoring, inventory storage and removal, and structure are examples of managerial activities.

Infrastructure facilities are supporting facilities that can help the organization's activities, but what is more significant is the administration or management of these infrastructure facilities (Purwanto, 2019). According to (Indrawan, 2015) facilities and infrastructure may be defined as the entire process of acquiring and utilizing components, either directly or indirectly, in the educational process to fulfill goals.

To promote the performance of lecturers, a great work environment is required after discipline and solid infrastructure. The work environment is everything that surrounds the employees and can impact their ability to do the duties allocated to them. Everything that appears to be physically tied to the company or office organization is considered the work environment. A positive work atmosphere has a significant impact on employee productivity. A good working environment will be a driving factor for work excitement, ultimately encouraging employee work productivity (performance), efficiency, motivation, and achievement (Panjaitan, 2017).

The work environment includes everything that surrounds employees and can interfere with their ability to do given activities, such as cleaning, music, lighting, and so on. As a result, a favorable work environment will influence someone's performance outcomes (Siagian & Khair, 2018) (Nasruddin & Herman Paleni, 2020). Every day, employees execute actions in their work environment. A pleasant working atmosphere offers a sense of security and helps people to perform at their best (Mukson, Hamidah, & Prabuwono, 2020).

What is equally significant is that the award represents the company's efforts to give payment for employee labor, which is considered to be a motivator for increased passion and potential. According to (Ali, 2019) the award is a recognition of someone's achievement of a performance and a prize provided to urge staff to be productive. Employees earn pay in the form of money as a result of their position in the firm, which helps to the achievement of corporate goals (Espa, 2016).

Work rewards are non-monetary prizes provided by the firm to encourage workers to work hard in order to achieve excellent performance in the organization (Aulia, Alamsyah, Nurhayati, & Safitri, 2021). Reward is a key controlling technique used by the firm to inspire its workers to achieve corporate goals (not individual personnel goals) with desired company behavior (not behavior that is liked by personnel personally) (Widagdo, 2021).

The measure of a lecturer's evaluation is performance; the lecturer performs an activity and perfects it in accordance with his duties, yielding the desired outcomes. The findings collected show good performance in compliance with organizational norms. Performance is a comparison of the outcomes obtained with the involvement of labor per unit time, generally per hour, as well as a record of the production results of a certain work or activity over a given time period (Fauzi, 2014). Furthermore, the performance of a team outperforms the performance of an organization or corporation as a whole. Nonetheless, cooperation must be successful in order to contribute positively to employee performance and work results in an institution (Lawasi & Triatmanto, 2017)

Work performance is the result of an institution following a work plan carried out by leaders and workers who work in that institution, both government and corporation (business), to fulfill organizational goals (Abdullah Maruf, 2014). In assessing organizational performance attained, performance is a condition associated to the organization's success in carrying out its mission, which may be assessed from the degree of productivity, service quality, responsiveness, and accountability (Tangkilisan, 2020). Something new from this paper where this paper gives new insight to the rector and stakeholders to more concern about lecturer's discipline, infrastructure, and work environment to have good lecturer performance. The other factor that influences lecturer performance is work reward.

2. METHODS

This study employs quantitative, we determine or discover information provided as data in the form of numbers. The data in question or gained are utilized for information analysis; more specifically, this qualitative research establishes causality to assess the link or effect of Discipline, Infrastructure, Work Environment, and Work Rewards on Lecturer Performance in a Statistics. The following are the procedures in the construction of research techniques with partial correlation coefficients between variables and their significance test.

a. Partial Correlation Test Assumption

When utilizing the partial correlation test to examine research data, the following essential assumptions or prerequisites must be met:

- 1) Each study variable employs data on a ratio or interval scale;
- 2) The study data must be regularly distributed since the partial correlation test is part of parametric statistics.
- 3) This test's hypothesis is as follows:
 H_0 : there is no significant effect
 H_a : there is significant effect

b. Formulation of Research Hypothesis in the Partial Correlation Test

H_0 : Discipline, infrastructure, work environment, and work rewards have no significant impact on lecturer performance.

H_a : Discipline, infrastructure, work environment, and work rewards all have a significant impact on lecturer performance..

Due to the transient nature of the situation, empirical evidence must be gathered to verify the truth. In other words H_a (Alternative Hypothesis): The Effect of Discipline, Infrastructure, Work Environment, and Work Rewards on Lecturer Performance.

c. Choosing a Real/Significance Level $\alpha = 0.05 = 5\%$

d. Guidelines for Relationship Degree

Number	Score	Information
1	0,00 until 0,20	association is either very weak or non-existent
2	0,21 until 0,40	signifies that the correlation is only weakly related
3	0,41 until 0,70	signifies that the correlation is quite close
4	0,71 until 0,90	the connection is really tight
5	0,91 until 0,99	there is a very strong link between correlation
6	1	perfect correspondence

e. Sig. Partial Correlation Test Decision (2-tailed)

- If the Significance value is (2-tailed) > 0.05 , then H_0 accepted and H_a rejected.
- If the Significance value is (2-tailed) < 0.05 , then H_0 rejected and H_a accepted.

3. FINDINGS AND DISCUSSION

Here is the result of this study.

			Correlations				
Control Variables			Discipline (X1)	Infrastructure (X2)	Work Environment (X3)	Lecturer Performance (Y)	Award (Control Variable) (X4)
-none-a	Discipline (X1)	Correlation	1.000	.938	.953	.958	.581
		Significance (2-tailed)	.	.000	.000	.000	.000
		Df	0	32	32	32	32
	Infrastructure (X2)	Correlation	.938	1.000	.963	.986	.686
		Significance (2-tailed)	.000	.	.000	.000	.000
		Df	32	0	32	32	32
	Work Environment (X3)	Correlation	.953	.963	1.000	.974	.618
		Significance (2-tailed)	.000	.000	.	.000	.000
		Df	32	32	0	32	32
	Lecturer Performance (Y)	Correlation	.958	.986	.974	1.000	.647
		Significance (2-tailed)	.000	.000	.000	.	.000
		Df	32	32	32	0	32
	Award (Control Variable) (X4)	Correlation	.581	.686	.618	.647	1.000
		Significance (2-tailed)	.000	.000	.000	.000	.
		Df	32	32	32	32	0
Award (Control Variable) (X4)	Discipline (X1)	Correlation	1.000	.911	.928	.937	
		Significance (2-tailed)	.	.000	.000	.000	
		Df	0	31	31	31	
	Infrastructure (X2)	Correlation	.911	1.000	.943	.977	
		Significance (2-tailed)	.000	.	.000	.000	
		Df	31	0	31	31	
	Work Environment (X3)	Correlation	.928	.943	1.000	.958	
		Significance (2-tailed)	.000	.000	.	.000	
		Df	31	31	0	31	
	Lecturer Performance (Y)	Correlation	.937	.977	.958	1.000	
		Significance (2-tailed)	.000	.000	.000	.	
		Df	31	31	31	0	

a. Cells contain zero-order (Pearson) correlations.

The value of the correlation between variables is shown in the first output table "-none-a." The first result table "-none-a" displays the value of the correlation or connection between variables Discipline (X1) and Infrastructure (X2) prior to the introduction of the control variable (Work Rewards) in the study. The correlation coefficient value is 0.938 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between Discipline and Infrastructure in the absence of any control variables (Work Rewards).

Before include the control variable (Work Rewards) in the study, combine Discipline (X1) with Work Environment (X3). The correlation coefficient is 0.953 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between Discipline and Performance in the absence of a control variable (Work Rewards). While the correlation value of 0.938 is classified as a very strong association.

Before include the control variable (Job Rewards) in the study, Discipline (X) was compared to Lecturer Performance (Y). The correlation coefficient is 0.958 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between Discipline and Lecturer Performance with a control variable (Work rewards). While the correlation value of 0.958 is classified as a very strong association.

Before include the control variable (Work Rewards) in the study, compare Infrastructure (X2) with Work Environment (X3). The correlation coefficient value is 0.963 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between Infrastructure and the Work Environment in the absence of any control variables (Job Awards). While the correlation value of 0.963 falls into the category of extremely strong association.

Before include the control variable (Job Awards) in the study, Infrastructure (X2) was compared to Lecturer Performance (Y). The correlation coefficient value is 0.986 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between Discipline and Performance in the absence of a control variable (Work Rewards). While the correlation value of 0.968 is classified as a very strong association.

Before the inclusion of the control variable (Work Rewards) in the study, the Work Environment (X3) was compared to Lecturer Performance (Y). The correlation coefficient value is 0.974 (positive), and the significance (2-tailed) value is $0.000 < 0.05$, implying that there is significant association between the Work Environment and Lecturer Performance with a control variable (Work rewards). While the correlation value of 0.974 is classified as a very strong association.

The correlation value or relationship between variables is shown in the second output table "Work rewards," and it can be observed that the Relative Contribution and Effective Contribution of each independent variable are both positive (X).

After integrating Work Rewards as a control variable in the analysis, Discipline (X1) was paired with Infrastructure (X2). The output table shows that the correlation coefficient has decreased to 0.911 (positive value and strong relationship category) with a Significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between Discipline and Infrastructure with Job Rewards as control variable was significant.

After adding Work reward as a control variable in the study, Discipline (X1) was paired with Work Environment (X3). The output table shows that the correlation coefficient has decreased to 0.928 (positive value and strong relationship category) with a significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between Discipline and Work Environment with Rewards Work as a control variable is significant.

After controlling for Work reward, Discipline (X1) was compared to Lecturer Performance (Y). The output table shows that the correlation coefficient has decreased to 0.937 (positive value and strong relationship category) with a Significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between Discipline and Lecturer Performance with Awards Work as a control variable is significant.

After integrating Work reward as a control variable in the analysis, Infrastructure(X2) and Work Environment(X3) were calculated. The output table shows that the correlation coefficient has decreased to 0.943 (positive value and strong relationship category) with a Significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between Infrastructure and the Work Environment with Job Reward as control variable is significant.

Means of Infrastructure (X2) vs Lecturer Performance (Y) after controlling for Job Rewards in the analysis. The output table shows that the correlation coefficient has decreased to 0.977 (positive value

and strong relationship category) with a significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between Infrastructure and Performance with Job Reward as control variable is significant.

Work Environment (X3) vs Lecturer Performance (Y) after controlling for Work reward in the study. The output table shows that the correlation coefficient has decreased to 0.958 (positive value and strong relationship category) with a significance value (2-tailed) of $0.000 < 0.05$, which means that the relationship between the Work Environment and Lecturer Performance with Job Reward as control variable is significant.

According to the SPSS 25 statistical data, there is a considerable impact of discipline, infrastructure, work environment, and job prizes on lecturer performance, specifically getting $H_a 0.000 < 0.05$. This is consistent with study findings (Nabawi, 2019) simultaneously, the Work Environment, Job Satisfaction, and Workload have a substantial impact on the performance of Aceh Tamiang Regency's Public Works and Public Housing Office. further investigation (Angrainy, Fitria, & Fitiani, 2020) the study's aims are as follows: 1) determine and characterize the impact of infrastructure on teacher performance; and 2) understanding and characterizing the impact of the work environment on teacher performance; 3) understanding and describing the impact of infrastructure and work environment on teacher performance This is an example of quantitative research. The study's findings were as follows: 1) infrastructure has an influence on teacher performance; 2) the work environment has an effect on teacher performance; and 3) infrastructure and the work environment have a combined effect on teacher performance.

The study's results employing the (Lubis, 2020) t-test (partial) demonstrated that the work environment, work discipline, and work motivation all had a positive and significant influence on teacher performance. The F test findings demonstrate that the work environment, work discipline, and work motivation all have a strong and favorable impact on teacher performance, with a Product Moment correlation coefficient (r_{yx}) of 0.617 and a coefficient of determination (r_{yx}^2) of 0.380. This suggests that if the Work Environment, Work Discipline, and Work Motivation are all addressed together, the teacher's performance will improve dramatically.

Additional study findings (Elmie, Uus Mohammad Darul Fadli, & Syifa Pramudita Faddila, 2020) the analysis findings demonstrate that all variables have a good performance mode, and the positive association is highly significant. According to this study, the work environment, lecturer competency, and service quality all have a favorable and substantial impact on the image of professors in higher education. And the findings of more research (Yunarti, 2017) the performance of lecturers is demonstrated by a Ftable value more than F-count, namely $23.41 > 19.68$ and a significance value of 0.000 greater than the significant level of 5%, indicating that the model is significant. the role of lecturer performance in the development of academic information systems.

4. CONCLUSION

According to the description above, the existence of the Job Reward variable will impact the variables X1, X2, X3, and Y. As a result, it can be stated that the Discipline, Infrastructure, and Work environment factors are not the only ones that influence Lecturer Performance, because another variable, namely the work rewards variable, also has an impact on Lecturer Performance. This study limited the lecturer's discipline, infrastructure, and work environment and lecturer's performance. For the next researcher three variables above could be added other variable such work reward and so on.

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