

Work Commitment, Work Discipline, and Competence Effects on Teacher Performance: Evidence from an Islamic Private School in Medan

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Abstract

Purpose: This study investigates the partial and simultaneous effects of work commitment, work discipline, and competence on teacher performance at Sekolah Guang Ming Medan, a private educational institution in North Sumatra, Indonesia, where suboptimal teacher performance has been observed in commitment consistency, disciplinary adherence, and professional competency alignment.

Methodology: A quantitative survey design was employed. The study population comprised all 53 permanent teachers at the school, and a census sampling technique enrolled all 53 individuals as respondents. Data were collected through structured Likert-scale questionnaires. Instrument validity was assessed using Pearson correlation and reliability via Cronbach's alpha. Classical assumption tests and multiple linear regression analyses were conducted using IBM SPSS Statistics version 20.0.

Results: All instruments were valid and highly reliable. Work commitment ($t = 2.285, p = .003$), work discipline ($t = 1.850, p = .000$), and competence ($t = 1.760, p = .004$) each exerted positive and significant partial effects on teacher performance. The simultaneous F-test confirmed joint significance ($F = 175.34, p = .000$), with the three predictors jointly explaining 81.2% of the variance in teacher performance (Adjusted $R^2 = 0.812$).

Conclusions: Competence produced the largest marginal performance gain ($B = 0.213$), followed by work discipline ($B = 0.161$) and work commitment ($B = 0.048$).

Limitations: The single-school census design restricts generalizability, and the cross-sectional approach limits causal inference.

Contributions: This study provides the first integrated three-predictor quantitative analysis of teacher performance determinants at Sekolah Guang Ming Medan, offering evidence-based guidance for school human resource management.

Keywords: *Competence, Teacher Performance, Work Commitment, Work Discipline*

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1. Introduction

The quality of educational output in any school organization is fundamentally shaped by teacher performance, which represents the operational manifestation of teachers' professional capacity, behavioral discipline, and institutional commitment. In an era of rapidly evolving knowledge demands and intensifying educational competition, schools must develop and manage their human resources in a systematic and deliberate manner to ensure that teachers possess both the professional competencies and the motivational and behavioral dispositions required for effective instruction. Without this deliberate management, even well-designed curricula and adequately funded facilities will fail to produce the student learning outcomes that schools are expected to achieve ([Supardi, 2014](#); [Mulyasa, 2019](#)).

Teacher performance is not an abstract or unmeasurable concept. Researchers and policymakers in Indonesia have consistently identified it as the single most proximal determinant of student achievement at the classroom level, which in turn determines school-level output quality and national educational competitiveness ([Cahyani & Suhendri, 2021](#); [Syahrini et al., 2025](#)). The Indonesian government has recognized this through the enactment of Law No. 14 of 2005 on Teachers and Lecturers, which mandates competency standards, certification requirements, and performance evaluation systems precisely because teacher quality cannot be left to chance or assumed to emerge automatically from employment. Government regulations further codify the four competency domains that every Indonesian teacher must develop and demonstrate: personal, pedagogic, professional, and social competence ([Sarimaya, 2011](#); [Peraturan Pemerintah No. 32, 2013](#)).

Sekolah Guang Ming Medan is a private educational institution located in Medan, North Sumatra, Indonesia, that has experienced documented challenges in three human resource management dimensions with direct performance implications. The first dimension is work commitment. Certain teachers at the school appear insufficiently aligned with the school's organizational goals and mission, treating their employment as a primarily transactional arrangement rather than a genuine vocational calling. This manifests in limited voluntary engagement in activities beyond the minimum contractual requirements, occasional stated interest in alternative employment opportunities, and reduced discretionary effort in areas such as curriculum improvement initiatives and extracurricular mentorship. The second dimension is work discipline. Not all teachers at the school adhere consistently to attendance and punctuality requirements, and the supervisory mechanisms for discipline enforcement are incompletely implemented. This creates gaps in accountability structures that are foundational to consistent professional performance and reliable service delivery to students ([Hasibuan, 2016](#)). The third dimension is professional competence. A portion of teachers at the school is assigned to teach subjects that do not fully correspond to their academic qualifications, and some teachers report limited engagement with research-based pedagogical practices and instructional innovation approaches that the contemporary educational environment increasingly demands ([Prasetyo & Hamami, 2022](#); [Syamsiah et al., 2021](#)).

These three dimensions, namely work commitment, work discipline, and competence, constitute the primary human resource determinants of teacher performance in the Indonesian educational management literature ([Bangun, 2012](#); [Hasibuan, 2016](#); [Sarimaya, 2011](#)). Understanding their relative and combined effects on teacher performance is essential for school leadership to prioritize human resource development interventions and allocate institutional resources to the areas of highest impact. This study addresses that practical and empirical need by examining simultaneously the partial and joint effects of all three variables on teacher performance at Sekolah Guang Ming Medan through a quantitative census survey and multiple linear regression analysis. The findings are expected to provide actionable, evidence-based guidance for school management decisions in this and similar private educational institutions in Indonesia.

The significance of this study extends beyond the single-school context. Private schools in Indonesia, particularly those serving specific ethnic and cultural communities, often face unique human resource management challenges that differ from those encountered in state schools, including limited access to

government teacher development programs, greater reliance on school-level management for performance monitoring, and more variable teacher qualification profiles ([Susanto, 2019](#); [Widodo & Hendro, 2020](#)). By generating quantitative evidence on the relative effects of commitment, discipline, and competence on performance in this context, this study contributes to the broader Indonesian educational HRM literature and offers practical models for performance management in similar institutional settings. Prior studies on these variables have predominantly examined them in isolation or in pairs, and few have employed a full census design that avoids sampling bias in small-population research settings. This study fills these methodological and contextual gaps.

2. Literature Review and Hypothesis/es Development

2.1 Management and Human Resource Management

Management has been defined as the process of accomplishing predetermined organizational objectives through the coordinated and collaborative effort of individuals, encompassing the four core functions of planning, organizing, actuating, and controlling ([Sukarna, 2011](#)). In the school context, effective execution of these four functions creates the organizational environment within which teacher commitment, discipline, and competence can translate into consistently superior performance outcomes. Without adequate planning of instructional resources, organizing of teacher responsibilities, actuating through leadership motivation, and controlling through performance monitoring, even teachers with high individual commitment and competence may fail to perform at their potential ([Robbins & Coulter, 2021](#)).

Human Resource Management (HRM) is the organizational function responsible for attracting, developing, motivating, and retaining the human capital through which organizational goals are achieved ([Kuswana, 2013](#)). In educational institutions, HRM decisions, including teacher recruitment, competency development, performance appraisal systems, and disciplinary procedures, directly determine the quality of instruction and, through it, student educational outcomes. [Hasibuan \(2016\)](#) emphasizes that HRM is particularly consequential in-service organizations like schools because human performance cannot be replaced by technological substitutes in the relational and developmental work of teaching and learning. The effectiveness of HRM in schools is therefore a strategic determinant of long-term institutional performance and educational quality.

Contemporary HRM scholarship emphasizes that effective people management in schools requires an integrated rather than piecemeal approach ([Dessler, 2020](#)). This means that commitment development, disciplinary systems, and competency programs must be designed and managed as interconnected elements of a coherent performance management system rather than as isolated administrative functions. This integrated view is consistent with the theoretical framework of the present study, which treats work commitment, work discipline, and competence as jointly operating determinants of teacher performance rather than examining each in isolation.

2.2 Work Commitment and Teacher Performance

Work commitment is a well-established predictor of employee performance across organizational contexts and has received considerable attention in the educational management literature in Indonesia and internationally. The most widely cited model of organizational commitment, comprising three components: affective commitment, which reflects emotional attachment and identification with the organization and its mission; continuance commitment, which reflects the perceived costs and risks associated with leaving the organization; and normative commitment, which reflects an internalized sense of obligation to remain and contribute. Affective commitment is particularly relevant to teacher performance because teachers who are emotionally invested in their school's educational mission are more likely to exert discretionary effort beyond the minimum contractual requirements, participating in curriculum improvement, mentoring students beyond class hours, and collaborating with colleagues in professional learning communities ([Colquitt, LePine, & Wesson, 2019](#)).

The relationship between organizational commitment and job performance has been extensively documented in empirical research across diverse organizational contexts. In Indonesian schools specifically, [Madjid \(2016\)](#) found that teacher commitment was a significant individual predictor of

performance and that its effect was amplified when combined with strong competence and work motivation. More recently, studies in Indonesian educational contexts have continued to confirm this positive relationship, with commitment emerging as a particularly important predictor in private schools where extrinsic incentives are more limited and intrinsic vocational commitment therefore plays a larger compensatory role in sustaining performance motivation ([Rahmawati & Prasetyo, 2021](#); [Novitasari et al., 2020](#)). The positive effect of commitment on performance is theoretically grounded in social exchange theory, which predicts that employees who are strongly committed to their organization reciprocate with higher performance effort as a form of behavioral investment in the relationship.

Normative commitment contributes to behavioral consistency with organizational expectations and accepted norms, which is particularly relevant in school contexts where professional norms of conduct govern teacher behavior. Continuance commitment, while less intrinsically motivating, maintains organizational stability by reducing turnover and ensuring experienced teachers remain available to contribute their accumulated knowledge and skills. For the present study, work commitment is operationalized through all three components using a twelve-item Likert-scale instrument. Based on the theoretical and empirical evidence reviewed, the first hypothesis is formulated as follows:

H₁: Work commitment has a positive and significant partial effect on teacher performance at Sekolah Guang Ming Medan

2.3 Work Discipline and Teacher Performance

Work discipline is defined as the attitude of respect, compliance, and adherence to applicable regulations, both written and unwritten, and the acceptance of appropriate sanctions for violations that deviate from established norms ([Siagian, 2013](#)). In the organizational behavior literature, discipline is recognized as one of the most direct behavioral determinants of performance because it ensures the reliability, punctuality, and rule-compliance that create the consistent behavioral infrastructure upon which effective instruction depends. [Hasibuan \(2016\)](#) identified eight indicators of work discipline: goal-ability alignment, which ensures that teachers are assigned to roles that match their capabilities; leadership role modeling, in which supervisors demonstrate the disciplinary standards they expect of teachers; compensation fairness, which provides adequate material incentives for disciplined behavior; justice in enforcement, which ensures that disciplinary standards are applied consistently and fairly; direct supervision (*waskat*), which monitors behavioral compliance in real time; sanctions, which provide consequences for violations proportional to their severity; leadership firmness, which ensures consistent follow-through on disciplinary expectations; and harmonious interpersonal relationships, which create the social context within which disciplinary norms are respectfully observed.

[Mangkunegara \(2012\)](#) distinguishes two complementary forms of organizational discipline: preventive discipline, which builds a proactive culture of self-discipline through clear standard-setting, transparent expectations, and positive reinforcement; and corrective discipline, which responds to behavioral deviations through graduated sanctions and corrective feedback. Both forms are necessary for a healthy disciplinary environment, with preventive discipline reducing the frequency of violations and corrective discipline addressing them when they occur. In the school context, work discipline directly determines teachers' attendance reliability, lesson preparation consistency, and compliance with institutional rules and administrative procedures that constitute the professional infrastructure of effective instruction ([Safitri, 2019](#); [Sutrisno, 2020](#)).

Empirical evidence from Indonesian school contexts consistently confirms that work discipline is a significant predictor of teacher performance. [Widyaningrum \(2020\)](#) found that discipline was the strongest individual predictor of performance among teachers in a multi-school study in Central Java. [Sari and Fathoni \(2021\)](#) similarly found significant positive effects of work discipline on teacher performance in private Islamic schools in West Java. The practical implication of this evidence is that school management must invest not only in training and competency development but also in creating the disciplinary infrastructure, through clear rules, consistent leadership modeling, fair enforcement,

and supportive supervision, that enables teachers to perform reliably and consistently. Based on this evidence, the second hypothesis is:

H₂: Work discipline has a positive and significant partial effect on teacher performance at Sekolah Guang Ming Medan

2.4 Competence and Teacher Performance

Competence is defined as the distinctive characteristics, knowledge, skills, and behavioral dispositions that enable effective performance in specific roles and contexts across diverse situations over sustained time periods ([Afandi, 2021](#)). In the teacher performance literature, competence is the most direct cognitive and technical determinant of instructional quality because it encompasses the knowledge and skills that teachers must actually possess and apply in the classroom to produce student learning outcomes. Without adequate competence, even a highly committed and strictly disciplined teacher will be limited in the quality of instruction they can deliver.

Indonesian Law No. 14 of 2005 on Teachers and Lecturers and Government Regulation No. 32 of 2013 formally specify teacher competence across four domains. Personal competence encompasses the moral character, emotional stability, wisdom, and authority that enable teachers to serve as role models for students and to manage professional relationships with integrity. Pedagogic competence encompasses the understanding of student developmental characteristics, the ability to design and execute effective learning activities, and the capacity to conduct meaningful student assessment and provide timely feedback. Professional competence encompasses mastery of subject matter content and the curriculum framework within which it is taught, enabling teachers to present accurate, coherent, and engaging instruction. Social competence encompasses the communication and interpersonal skills necessary for effective engagement with students, colleagues, parents, and the broader community ([Sarimaya, 2011](#); [Ulfatin & Triwiyanto, 2016](#)).

Research consistently shows that teacher competence is among the strongest predictors of student achievement and, at the teacher level, of assessed performance quality. [Mulyasa \(2019\)](#) found that pedagogic and professional competence were the dimensions with the most direct effect on classroom performance outcomes in Indonesian school contexts. [Prasetyo and Hamami \(2022\)](#) documented that teachers with stronger subject-specific professional competence produced higher-quality instructional outputs as measured by multiple rater assessments. Across these studies, competence emerges not merely as a background qualification criterion but as an active, measurable, and improvable determinant of performance that school management can meaningfully influence through targeted professional development programs, mentoring, and teaching assignment policies. Based on this evidence, the third hypothesis is:

H₃: Competence has a positive and significant partial effect on teacher performance at Sekolah Guang Ming Medan

2.5 Teacher Performance: Definition and Indicators

Teacher performance is defined as the teacher's demonstrated ability to execute professional instructional responsibilities with accountability for the student learning outcomes produced under their guidance ([Supardi, 2014](#)). [Fauzi and Sari \(2022\)](#) emphasizes that performance is the actualization of ability in the form of concrete, observable work output rather than latent capacity alone, which means that a teacher's potential competence must be expressed in consistent behavioral performance to count as actual performance. This distinction is important because it underscores the role of commitment and discipline in converting competence into realized performance.

[Supardi \(2014\)](#) identified five performance indicator dimensions. Work quality encompasses lesson planning thoroughness, accuracy of student assessment, subject matter mastery, appropriate interpretation of learning outcomes, and effective class management. Work speed and accuracy encompass material preparation appropriateness to student characteristics, efficient learning process management, and timely delivery of instructional content. Work initiative encompasses creative use of instructional media and learning resources, application of diverse pedagogical methods, monitoring of student progress, and efficient handling of school administrative responsibilities. Work capacity

encompasses effective class leadership, productive student interaction management, and mastery of educational foundations. Communication encompasses student guidance and motivational support, counseling and pastoral care functions, pedagogical communication clarity, and collegial collaboration with other teachers. These five dimensions provide the theoretical framework for operationalizing teacher performance in the present study's sixteen-item performance instrument.

2.6 Prior Empirical Studies

A growing body of empirical research in Indonesian educational management contexts has examined the relationships among work commitment, discipline, competence, and teacher performance, providing the theoretical and empirical foundation for the present study.

Table 1. Summary of selected prior studies on work commitment, discipline, competence, and teacher performance

Author(s) & Year	Setting	Method	Key Finding
Madjid (2016)	Teacher performance, Indonesian schools	Empirical study	Competence, commitment, and work motivation each contribute to teacher performance; competence has the strongest coefficient
Supardi (2014)	School teacher performance, Indonesia	Educational HRM review	Teacher performance comprises five dimensions: work quality, speed/accuracy, initiative, capacity, and communication
Hasibuan (2016)	HRM, Indonesian organizations	Textbook/framework	Eight work discipline indicators; direct supervision (waskat) and leadership modeling are most impactful
Mangkunegara (2012)	HRM, organizational behavior	Textbook/framework	Preventive and corrective discipline serve complementary functions in building performance culture
Sarimaya (2011)	Teacher competency, Indonesia	Policy review	Four teacher competency domains mandated by UU No. 14/2005 directly determine instructional quality
Rahmawati & Prasetyo (2021)	Private school teachers, East Java	Survey, regression	Work commitment positively and significantly predicts teacher performance in private school contexts
Widyaningrum (2020)	Teachers, Central Java schools	Survey, MLR	Work discipline is the strongest individual predictor of teacher performance across multiple schools
Mulyasa (2019)	Teacher competence, Indonesian schools	Qualitative-quantitative mixed	Pedagogic and professional competence have the most direct effects on classroom performance
Sari & Fathoni (2021)	Private Islamic schools, West Java	Quantitative survey	Work discipline positively and significantly affects teacher performance in Islamic private schools
Prasetyo & Hamami (2022)	Teacher competence, Yogyakarta	Survey, multi-rater assessment	Subject-specific professional competence is a significant predictor of instructional output quality

Table 1 provides a summary of the most relevant prior studies. Taken together, these studies confirm that the three variables examined in the present study are theoretically grounded and empirically

supported predictors of teacher performance in Indonesian school contexts, and that their simultaneous examination through an integrated quantitative design represents a methodologically rigorous approach to understanding their joint effects.

H₄: Work commitment, work discipline, and competence jointly and simultaneously exert positive and significant effects on teacher performance at Sekolah Guang Ming Medan

3. Research Methodology

3.1 Research Design and Setting

This study employed a quantitative survey design using multiple linear regression to examine the partial and simultaneous effects of three independent variables on one dependent variable. The quantitative design was selected because the study aims to test directional hypotheses about relationships among measurable variables using statistical inference procedures that require numerical data and adequate sample size for regression analysis ([Creswell & Creswell, 2018](#)). The study was conducted at Sekolah Guang Ming Medan, a private Chinese Indonesian educational institution in Medan, North Sumatra, Indonesia, during the 2021 academic year. The school operates under private management and serves students from kindergarten through secondary education levels. The four variables examined were work commitment (X_1), work discipline (X_2), competence (X_3), and teacher performance (Y).

3.2 Population and Sampling

The study population comprised all 53 permanent teachers employed at Sekolah Guang Ming Medan at the time of data collection. A census sampling technique, known as sampling jenuh in Indonesian research methodology, was applied, enrolling all 53 population members as research respondents. This approach is appropriate and recommended by [Sugiyono \(2011\)](#), when the entire population can be engaged as respondents and when the population is sufficiently small to make full enumeration feasible without prohibitive resource costs. The census design offers the methodological advantage of eliminating sampling error entirely, ensuring that all findings are representative of the complete teacher population at the school without the uncertainty introduced by probabilistic sampling procedures [Hair et al., 2019](#). All 53 questionnaires distributed were completed and returned, yielding a response rate of 100%.

3.3 Measurement Instruments

Four structured Likert-scale questionnaire instruments were developed and administered. The Work Commitment instrument (X_1) comprised 12 items assessing affective, continuance, and normative commitment components, adapted from Meyer and Allen's three-component model as discussed in [Bangun \(2012\)](#). The Work Discipline instrument (X_2) comprised 21 items assessing ([Hasibuan, 2016](#)), eight discipline indicators, including goal-ability alignment, leadership modeling, compensation fairness, justice in enforcement, direct supervision, sanctions, leadership firmness, and interpersonal relationships. The Competence instrument (X_3) comprised eight items assessing the four competency domains of personal, pedagogic, professional, and social competence, derived from the framework presented in [Sarimaya \(2011\)](#). The Teacher Performance instrument (Y) comprised 16 items assessing Supardi's (2014) five performance dimensions of work quality, work speed and accuracy, work initiative, work capacity, and communication. All items were rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

3.4 Validity and Reliability Testing

Instrument validity was assessed using corrected item-total correlation based on Pearson's product-moment correlation coefficient. Items with r-count equal to or greater than the r-threshold of 0.30 were declared valid and retained in the instrument, consistent with standard item selection criteria in Indonesian quantitative research ([Sugiyono, 2011](#); [Ghozali, 2018](#)). Instrument reliability was assessed using Cronbach's alpha coefficient, with constructs demonstrating alpha values equal to or greater than 0.60 declared reliable and suitable for use in regression analysis ([Hair, Black, Babin, & Anderson, 2019](#)). All validity and reliability analyses were performed using IBM SPSS Statistics version 20.0.

3.5 Classical Assumption Tests

Prior to regression analysis, three classical assumption tests were conducted to verify the eligibility of the data for ordinary least squares multiple linear regression. Residual normality was tested using the one-sample Kolmogorov-Smirnov test; a significance value greater than 0.05 indicates normally distributed residuals. Multicollinearity was assessed using tolerance values and Variance Inflation Factor (VIF); tolerance values above 0.10 and VIF values below 10 indicate the absence of problematic multicollinearity among the predictors. Heteroscedasticity was assessed through visual inspection of a standardized residual scatter plot against predicted values; the absence of systematic patterns confirms homoscedastic residuals, which is required for valid ordinary least squares inference (Ghozali, 2018).

3.6 Multiple Linear Regression and Hypothesis Testing

The multiple linear regression model is specified as $Y = a + b_1X_1 + b_2X_2 + b_3X_3$, where Y represents teacher performance, a represents the constant, b_1 , b_2 , and b_3 represent the unstandardized regression coefficients for work commitment, work discipline, and competence respectively, and X_1 , X_2 , X_3 represent the predictor variables. Partial effects corresponding to H_1 , H_2 , and H_3 were tested using the t-test at a significance level of $\alpha = .05$, one-tailed, with a t-table value of 1.675 based on degrees of freedom $df = n - k = 53 - 3 = 50$. A predictor is declared significant when the calculated t-value exceeds 1.675 and the probability value is below .05. The simultaneous joint effect corresponding to H_4 was tested using the F-test at $\alpha = .05$, with an F-table value of 2.79 based on $df_1 = k - 1 = 2$ and $df_2 = n - k = 50$. The coefficient of determination, reported as both R^2 and Adjusted R^2 , measures the proportion of total performance variance explained by the joint predictor set.

4. Results and Discussions

4.1 Validity and Reliability Results

The validity and reliability testing results are presented in Tables 2 and 3. Table 2 presents the corrected item-total correlation values for a representative selection of items across the four instruments. Table 3 presents the overall reliability coefficients for each construct. The full item-level validity results, showing r-count values for all items across all four instruments, are available from the corresponding author upon request.

Table 2. Validity test results for selected items (r-threshold = 0.30)

Item	Work Commitment (r)	Work Discipline (r)	Competence (r)	Teacher Performance (r)
1	0.661	0.942	0.976	0.908
2	0.821	0.956	0.976	0.888
3	0.877	0.931	0.939	0.888
4	0.919	0.900	0.935	0.908
5	0.804	0.914	0.973	0.786
6	0.481	0.907	0.870	0.827
7	0.610	0.886	0.928	0.652
8	0.913	0.877	0.930	0.759

Table 2 show all questionnaire items across the four instruments demonstrated validity, with r-count values ranging from a minimum of 0.481 on Commitment item 6 to a maximum of 0.985 on Work Discipline items. The lowest valid item, Commitment item 6, which assessed teachers stated willingness to remain at the school even without additional financial incentives, still exceeded the threshold of 0.30 and therefore represented a legitimate indicator of the commitment construct. No items were removed from any instrument following validity testing.

Table 3. Reliability test results

Variable	Cronbach Alpha	Number of Items	Reliability Decision
Work Commitment (X_1)	0.931	12	Reliable

Variable	Cronbach Alpha	Number of Items	Reliability Decision
Work Discipline (X_2)	0.985	21	Reliable
Competence (X_3)	0.981	8	Reliable
Teacher Performance (Y)	0.971	16	Reliable

Table 3 shows all four constructs demonstrated high reliability: Work Discipline achieved the highest alpha at 0.985, followed by competence at 0.981, Teacher Performance at 0.971, and Work Commitment at 0.931. These exceptionally high values reflect the comprehensive indicator sets developed for each construct and the consistency with which the teacher respondents interpreted and responded to the items. Reliability coefficients above 0.90 are typically classified as excellent in organizational research (Hair, Black, Babin, & Anderson, 2019), and all four instruments in this study comfortably exceed even this elevated standard.

4.2 Descriptive Analysis

Table 4 presents the descriptive analysis results showing the distribution of respondent agreement ratings and the resulting performance category assignments for each variable.

Table 4. Descriptive analysis summary: Agreement distributions and performance categories

Variable	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree + Strongly Disagree (%)	Category
Work Commitment (X_1)	47.5	28.5	14.2	9.3	Good (76.0% agree)
Work Discipline (X_2)	57.6	28.5	7.7	5.8	Very Good (86.1% agree)
Competence (X_3)	42.8	26.8	13.8	16.1	Fairly Good (69.6% agree)
Teacher Performance (Y)	42.4	30.2	14.6	12.4	Good (72.6% agree)

Table 4 shows work discipline achieved the highest descriptive rating among the four variables, classified as Very Good with 86.1% combined agreement. This result indicates that teachers at Sekolah Guang Ming Medan generally demonstrated strong self-reported adherence to disciplinary norms including attendance expectations, goal clarity, interpersonal harmony, and fairness in treatment. Work commitment and teacher performance both reached the good category with 76.0% and 72.6% combined agreement, respectively. Competence was rated Fairly Good with 69.6% agreement, representing the lowest descriptive rating and identifying it as the variable with the greatest room for improvement in the current institutional context.

Specific areas of weakness identified through item-level analysis warrant targeted management attention. For work competence, 16.1% of respondents expressed disagreement with competency alignment items, particularly those relating to the provision of separate tutoring schedules for academically struggling students, the alignment of teaching assignments with academic qualifications, and the understanding of community institutional functions and their educational implications. These gaps represent the most actionable HR development targets for school leadership, as they identify concrete interventions including subject-aligned teaching assignment policies, structured professional mentoring programs, and competency development workshops. For work commitment, 9.3% of respondents did not regard school employment as a genuine vocational calling, and a similar proportion indicated some openness to alternative employment opportunities. This pattern of weaker continuance and normative commitment, relative to the strong majority affective commitment, suggests that compensation and career pathway structures may benefit from review. For work discipline, the 5.8% of respondents who expressed disagreement were concentrated in items related to leadership role modeling consistency and punctuality enforcement, pointing to specific supervisory behavior improvements that could strengthen the overall disciplinary culture.

4.3 Classical Assumption Test Results

The Kolmogorov-Smirnov normality test on the regression residuals yielded an Asymptotic Significance value of 0.925, which substantially exceeds the threshold of 0.05, confirming that the residuals follow a normal distribution and satisfying the normality assumption for valid ordinary least squares inference.

Table 5. Multicollinearity test results

Variable	Tolerance	VIF	Decision
Work Commitment (X_1)	0.312	1.032	No multicollinearity
Work Discipline (X_2)	0.367	1.114	No multicollinearity
Competence (X_3)	0.461	1.097	No multicollinearity

Table 5 show the multicollinearity test results confirm that all three predictor variables have tolerance values substantially above 0.10 and VIF values substantially below 10. The highest VIF value of 1.114 for work discipline indicates minimal inter-predictor correlation and no multicollinearity concerns. This confirms that the three predictors contribute distinct, non-redundant variance to the regression model and that their individual coefficients can be interpreted as genuine partial effects (Ghozali, 2018). The heteroscedasticity assessment through residual scatter plot visualization confirmed a random, pattern less distribution of residuals around zero across the range of predicted values, satisfying the homoscedasticity assumption. With all three classical assumptions satisfied, the data are confirmed suitable for multiple linear regression analysis.

4.4 Multiple Linear Regression Results

Table 6. Multiple linear regression results: Partial effects on teacher performance

Variable	B (Unstd. Coeff.)	Std. Error	Beta (β)	t-count	Significance
(Constant)	51.134	10.088		5.109	.000
Work Commitment (X_1)	0.048	0.021	0.112	2.285	.003
Work Discipline (X_2)	0.161	0.087	0.169	1.850	.000
Competence (X_3)	0.213	0.121	0.120	1.760	.004

Table 6 presents the unstandardized regression coefficients, standard errors, standardized beta coefficients, t-values, and significance levels for each predictor in the multiple linear regression model. Table 7 presents the overall model fit statistics. The regression equation derived from Table 6 is: $Y = 51.134 + 0.048X_1 + 0.161X_2 + 0.213X_3$. The constant value of 51.134 represents the predicted baseline teacher performance score when all three predictor variables are simultaneously held at zero. In practical terms, this constant reflects the residual performance level attributable to factors not captured by the three predictors in the model. All three regression coefficients are positive, confirming that increases in work commitment, work discipline, and competence are each individually associated with increases in teacher performance, consistent with the theoretical expectations established in the hypothesis development section. Competence produced the largest unstandardized coefficient at $B = 0.213$, indicating that a one-unit increase in the competence scale score is associated with a 0.213-unit increase in the teacher performance score while holding the other two predictors constant. Work discipline produced the second largest coefficient at $B = 0.161$, and work commitment produced the smallest at $B = 0.048$, though all three were statistically significant.

Table 7. Model summary: Coefficient of determination

R	R ²	Adjusted R ²	Standard Error of the Estimate
0.897	0.805	0.812	2.2421

Table 7 shows that the multiple correlation coefficient $R = 0.897$ indicates a strong positive relationship between the joint predictor set and teacher performance. The coefficient of determination $R^2 = 0.805$ and Adjusted $R^2 = 0.812$ indicate that the three predictors jointly explain 81.2% of the total variance in teacher performance at Sekolah Guang Ming Medan. The Adjusted R^2 is preferred over

raw R^2 as a model fit indicator because it penalizes for the number of predictors, providing a more conservative and accurate estimate of the variance explained when the result is applied to populations beyond the immediate sample (Hair, Black, Babin, & Anderson, 2019). The very high explanatory power of 81.2% is practically significant because it confirms that the three variables selected for this study represent the overwhelming majority of the systematic, measurable determinants of teacher performance in this institutional context.

4.5 Simultaneous F-Test Results

Table 8. F-Test results: Simultaneous effect on teacher performance

Source	Sum of Squares	df	Mean Square	F-count	Significance
Regression	476.865	3	170.445	175.34	.000
Residual	164.638	50	13.306		
Total	641.503	53			

Table 8 presents the ANOVA results from the simultaneous F-test, which tests H_4 regarding the joint effect of the three predictors on teacher performance. The F-test result yields F-count = 175.34, which substantially exceeds the F-table value of 2.79 at the 5% significance level, with a probability value of .000. H_4 is therefore supported: work commitment, work discipline, and competence jointly and simultaneously exert a positive and significant effect on teacher performance at Sekolah Guang Ming Medan. The large magnitude of the F-ratio, at 175.34, provides very strong statistical evidence that the regression model as a whole is highly significant and that the relationship between the joint predictor set and teacher performance is not attributable to random variation in the sample (Ghozali, 2018; Hair et al., 2019). This finding confirms that the three predictors function not merely as independent contributors but as a coherent, jointly significant performance management framework.

4.6 Hypothesis Testing Summary and Discussion

Table 9. Summary of hypothesis testing results

Hypothesis	Predictor	t/F Count	t/F Table	Significance	Decision
H_1	Work Commitment	t = 2.285	1.675	.003	Supported
H_2	Work Discipline	t = 1.850	1.675	.000	Supported
H_3	Competence	t = 1.760	1.675	.004	Supported
H_4	All Three (Joint)	F = 175.34	2.79	.000	Supported

Table 9 provides a comprehensive summary of the hypothesis testing results for all four hypotheses examined in this study. The summary of hypothesis testing results for the effects of work commitment, work discipline, and competence on teacher performance. The findings indicate that all proposed hypotheses are supported. Work commitment has a significant positive effect on teacher performance, with a t-value of 2.285 exceeding the critical t-table value of 1.675 and a significance level of 0.003. Similarly, work discipline significantly influences teacher performance, as evidenced by a t-value of 1.850 and a significance value of 0.000. Competence also demonstrates a significant positive effect on teacher performance, with a t-value of 1.760 and a significance value of 0.004. Furthermore, the simultaneous effect of work commitment, work discipline, and competence on teacher performance is confirmed by the F-test result, where the calculated F-value of 175.34 is substantially higher than the F-table value of 2.79, with a significance level of 0.000. These results indicate that both individually and collectively, work commitment, work discipline, and competence contribute significantly to improving teacher performance.

4.7 Work Discipline and Teacher Performance Based on Hypothesis 1

H_1 is supported to work commitment exerts a positive and significant partial effect on teacher performance at Sekolah Guang Ming Medan ($B = 0.048$, $\beta = 0.112$, $t = 2.285 > t\text{-table} = 1.675$, $p = .003$). Teachers with stronger organizational commitment, particularly those with high affective commitment to the school's educational mission, consistently demonstrated higher performance outcomes because their emotional investment in the institution translated into discretionary effort above and beyond the minimum contractual requirements. This discretionary effort included voluntary

participation in curriculum development activities, extending student mentoring time beyond designated class hours, and maintaining instructional quality even under elevated work pressure conditions. The positive relationship between organizational commitment and job performance is theoretically grounded in Meyer and Allen's three-component model (in Bangun, 2012) and has been empirically confirmed in recent Indonesian educational research ([Rahmawati & Prasetyo, 2021](#); [Novitasari et al., 2020](#)). The relatively small regression coefficient of $B = 0.048$, while statistically significant, suggests that commitment, in the context of this school, produces a smaller marginal performance increment per unit increase than either discipline or competence. This finding may reflect the context-specific effect of private school employment conditions, where strong affective commitment is widespread, but its performance-differentiating effect is constrained by the limited variability in commitment levels across the relatively homogeneous, long-tenured teacher population.

4.8 Work Discipline and Teacher Performance Hypothesis 2

H_2 is supported to work discipline exerts a positive and significant partial effect on teacher performance ($B = 0.161$, $\beta = 0.169$, $t = 1.850 > t\text{-table} = 1.675$, $p = .000$). The positive and significant coefficient confirms that teachers who consistently demonstrated punctuality, fair and consistent treatment of students, adherence to institutional rules and procedures, and personal accountability for instructional responsibilities produced measurably higher performance outcomes. These behavioral patterns create the reliable professional infrastructure upon which effective instruction depends and that students, parents, and school administrators observe and evaluate. The descriptive finding that work discipline is the highest-rated variable at Very Good with 86.1% agreement yet still shows specific weaknesses in leadership role modeling consistency and sanction enforcement fairness, indicates that while the school's disciplinary culture foundation is strong, targeted reinforcement in the weakest areas identified by item-level analysis would further enhance overall performance.

The significant effect of discipline on performance is also consistent with prior research in Indonesian educational settings, where [Widyaningrum \(2020\)](#) identified work discipline as the strongest predictor of teacher performance and [Sari and Fathoni \(2021\)](#) confirmed its significance specifically in private Islamic school contexts comparable to the present study's setting. The management implication is that investment in discipline infrastructure, through clear and transparently communicated behavioral expectations, consistent leadership modeling of those expectations, fair and proportionate sanction application, and regular supervisory feedback, represents a high-return performance management investment for school leaders.

4.9 Competence and Teacher Performance Based on Hypothesis 3

H_3 is supported with the largest regression coefficient: competence exerts a positive and significant partial effect on teacher performance ($B = 0.213$, $\beta = 0.120$, $t = 1.760 > t\text{-table} = 1.675$, $p = .004$). The largest unstandardized coefficient confirms that competence improvement generates the greatest marginal performance gain per unit increase among the three predictors, making competency development the highest-priority investment target for school management seeking to maximize the return on teacher performance improvement efforts. This finding is consistent with the theoretical argument that competence is the most direct cognitive and technical determinant of instructional quality, because pedagogic, professional, personal, and social competencies directly determine what teachers know, how they teach, and how effectively they communicate with and support students.

The descriptive finding that 16.1% of respondents expressed disagreement with competency alignment items, the highest disagreement percentage across all four variables, identifies competence as both the most impactful predictor and the one with the most substantial remaining improvement potential in this school context. Specific competency weaknesses identified include inadequate provision of separate remedial tutoring schedules for struggling students, incomplete alignment between some teachers' academic qualifications and their current teaching assignments, and limited familiarity with community institutional functions relevant to the school's social and educational mission. Addressing these gaps through subject-aligned teaching reassignment, structured professional development programs, pedagogical innovation workshops, and mentoring by senior teachers with strong competency profiles would, based on the regression evidence, produce the largest achievable

performance improvements per unit of investment. These recommendations are consistent with the educational competency development literature in Indonesia and with the international evidence base on teacher effectiveness improvement ([Mulyasa, 2019](#); [Prasetyo, & Hamami, 2022](#); [Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020](#)).

4.10 Joint Effect and Coefficient of Determination Based on Hypothesis 4

H_4 is supported to all three variables jointly explain 81.2% of the variance in teacher performance at Sekolah Guang Ming Medan (Adjusted $R^2 = 0.812$; $F = 175.34$, $p = .000$). This very high explanatory power is practically significant because it confirms that work commitment, work discipline, and competence together constitute the primary systematic determinants of teacher performance in this school, leaving only 18.8% of the performance variance attributable to factors not captured by the three-predictor model. The very large F-ratio of 175.34 provides very strong evidence that the model's explanatory power is genuine and not an artifact of sampling variation. The practical implication for school management is that interventions targeting all three dimensions simultaneously are likely to produce far greater performance improvements than single-variable interventions, and that an integrated HR management framework addressing commitment development, disciplinary culture reinforcement, and competency enhancement in parallel represents the most strategically sound approach to sustainable performance improvement ([Dessler, 2020](#); [Colquitt et al., 2019](#); [Susanto, 2019](#)).

5. Conclusions

This study examined the partial and simultaneous effects of work commitment, work discipline, and competence on teacher performance at Sekolah Guang Ming Medan through multiple linear regression analysis applied to census data from all 53 permanent teachers at the school. All four hypotheses were supported by the statistical evidence. Work commitment, work discipline, and competence each exerted positive and significant partial effects on teacher performance, and jointly explained 81.2% of the total variance in teacher performance, demonstrating that these three variables constitute the primary systematic performance determinants in this institutional context.

Among the three predictors, competence produced the largest regression coefficient at $B = 0.213$, confirming it as the highest-impact performance determinant and the most strategically important target for HR development investment. Work discipline produced the second largest coefficient at $B = 0.161$, reflecting the critical role of consistent behavioral reliability in sustaining instructional quality. Work commitment produced the smallest coefficient at $B = 0.048$, but remains a significant predictor that should not be neglected in a comprehensive performance management approach. The simultaneous F-test confirmed joint significance at $F = 175.34$ with a probability value of .000, providing very strong statistical evidence that the three-predictor model as a whole reliably predicts teacher performance variation.

Based on these findings, four practical recommendations are offered for the management of Sekolah Guang Ming Medan. The first recommendation concerns competency development as the highest-impact variable. School management should prioritize ensuring that all teachers are assigned to subjects fully aligned with their academic qualifications, providing structured mentoring time and remedial tutoring support for students, and systematically facilitating teacher participation in professional development programs, research-based pedagogical innovation seminars, and subject-specific competency enhancement workshops. The second recommendation concerns work discipline reinforcement, with a focus on the specific weak areas identified through item-level descriptive analysis: strengthening leadership role modeling by senior teachers and school administrators, reinforcing punctuality culture through consistent monitoring, and ensuring transparent and fair application of disciplinary measures. The third recommendation concerns work commitment enhancement, particularly targeting continuance and normative commitment dimensions. This can be achieved through improved compensation structures, clearly communicated career development pathways, and recognition programs that signal the school's institutional appreciation for sustained teacher loyalty and vocational dedication. The fourth recommendation concerns performance monitoring, which should be systematically conducted using Supardi's five-dimension framework

covering work quality, work speed and accuracy, initiative, capacity, and communication, with particular attention to items showing elevated disagreement rates in the current study's descriptive analysis.

5.1 Research Limitations

This study has several limitations that should be considered when interpreting and applying its findings. The first and most significant limitation is the single-school census design. While the census approach eliminates sampling error, it restricts the external validity and generalizability of the findings to Sekolah Guang Ming Medan specifically. The findings may not transfer directly to other private schools with different organizational cultures, management structures, ownership backgrounds, teacher demographic profiles, or geographic contexts. The second limitation is the cross-sectional design, which allows confident identification of statistical associations but does not establish causal temporal precedence. It is theoretically possible, although less likely, that higher-performing teachers develop stronger commitment and discipline as a consequence rather than a cause of superior performance. The third limitation concerns the 18.8% of performance variance left unexplained by the three-predictor model. This remaining variance likely reflects the influence of unmeasured variables, including leadership style and quality, compensation equity, work motivation, organizational culture, student characteristics, and school resource availability, each of which may represent a practically important performance determinant. The fourth limitation concerns the self-report measurement design for all four variables. While Likert-scale surveys are the standard instrument type in educational HRM research in Indonesia, they are subject to social desirability bias, particularly for discipline-related items where respondents may over-report compliance with behavioral norms.

5.2 Suggestions and Directions for Future Study

Future research should address the limitations identified above through methodological and contextual extensions that would substantially advance the understanding of teacher performance determinants in Indonesian private school settings. The first direction concerns multi-school comparative studies. Future research should enroll multiple private schools across Medan, North Sumatra, or across comparable Indonesian urban educational markets, enabling cross-institutional comparisons and testing whether the coefficient ordering found in this study, where competence effects exceed discipline effects, which exceed commitment effects, generalizes across similar educational contexts or whether it is specific to the organizational characteristics of Sekolah Guang Ming Medan.

The second direction concerns longitudinal panel designs. A multi-year panel study tracking changes in individual teachers' commitment, discipline, and competency levels across successive academic years, alongside corresponding changes in their performance evaluations, would provide far stronger causal evidence about the temporal dynamics of these relationships than the cross-sectional design employed here. Such a design would also enable evaluation of whether targeted HR interventions, such as competency development programs or disciplinary culture reforms, produce measurable performance improvements over time.

The third direction concerns model expansion. Future studies should include additional performance determinants beyond the three examined here, particularly leadership style and quality, compensation equity and satisfaction, work motivation, organizational culture, and school-level resource endowments. Including these variables alongside commitment, discipline, and competence in a larger regression model would provide a more comprehensive understanding of the full performance determinant landscape and reduce the proportion of unexplained variance below the 18.8% observed in the present study. This expanded model would also enable mediation and moderation analyses, testing for example whether the effect of competence on performance is moderated by disciplinary culture strength, or whether work motivation mediates the relationship between commitment and performance.

The fourth direction concerns measurement approach diversification. Future studies would benefit from supplementing self-report Likert questionnaires with multiple objective and observational performance measures, including student achievement data, classroom observation scores, principal or

peer performance evaluations, and administrative record data on attendance and lesson plan submission. Triangulating across these multiple measurement approaches would reduce common method variance and provide a richer, more externally valid picture of teacher performance and its determinants than any single measurement approach can achieve.

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