

The Influence of Work Motivation and Work Discipline on Teacher Performance at SDN Kebalen 02 Bekasi

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ABSTRACT

This study aims to identify and analyze the influence of work motivation and work discipline on teacher performance at SDN Kebalen 02 Bekasi, both partially and simultaneously. The study employs a quantitative method with descriptive and verificative approaches. Data were collected using questionnaire instruments. Respondents were 32 teachers at SDN Kebalen 02 Bekasi. Multiple linear regression analysis with SPSS version 25 was used. The findings show that work motivation has a positive effect on teacher performance at SDN Kebalen 02 Bekasi. Work discipline also positively influences teacher performance. The study further reveals that work motivation and work discipline simultaneously affect teacher performance at SDN Kebalen 02 Bekasi. The simultaneous effect amounts to 74.1% ($R^2 = 0.741$), while the remaining 25.9% is influenced by other factors not examined in this study. It can be concluded that combining improved work motivation and work discipline significantly enhances teacher performance at SDN Kebalen 02 Bekasi.

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1. Introduction

Human resources represent the most important asset in any organization because they direct, sustain, and develop the organization amid changing social demands and times. Therefore, human resources must always be considered, maintained, and developed. Quality human resources mean work activities produce the desired outcomes. Quality does not merely imply intellectual capability but also meeting the qualitative requirements demanded by the job so that tasks can truly be completed according to plan.

Educational institutions require excellent human resources, and teachers are one of them. With competent human resources, an educational institution will develop optimally as expected. Teachers are human components within the teaching and learning process who participate in developing Indonesia's potential human resources. Law No. 14 of 2005

concerning Teachers and Lecturers states that “Teachers are professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate learners in early childhood education, primary education, and secondary education.”

Achieving quality education is strongly influenced by teachers’ performance in carrying out their duties; therefore, teacher performance is a crucial demand for educational success. Generally, the quality of education becomes a benchmark for the success reflected by teachers’ performance.

Teacher performance refers to a teacher’s ability to carry out teaching tasks or additional duties in accordance with the standards set by an educational institution, demonstrated through performance outcomes and behavior at work. Teachers who display good performance results and behavior indicate solid teacher performance.

Teacher performance must be accompanied by high work motivation. Motivation is an impetus that creates enthusiasm for work so that individuals are willing to collaborate, integrate, and exert every effort to achieve satisfaction. Motivation is a potential force within a person that can be developed independently or through external stimuli. Teachers with high work motivation are willing to work hard, contributing their entire abilities, thoughts, and skills to realize educational goals. Teachers become educators because they have the motivation to teach; with motivation, teachers will be able to build high work spirit. Teacher capabilities driven by motivation encourage strong behavior that can be directed toward specific goals.

According to Wardana in Septiana’s research journal (2013:109), “Work motivation has a significant relationship with teacher performance.” This indicates that motivation can influence the level of teacher performance. As professional education personnel, teachers possess varying levels of work motivation. This disparity will ultimately result in differences in teacher performance when improving the quality of education. Teachers who lack work motivation will perform poorly and will not succeed in educating or teaching.

Thus, teacher success in fulfilling their duties is driven by motivation, signaling that what teachers have done aligns with their needs. All activities carried out by teachers are of interest to them because they align with their own interests. Motivated teachers experience job satisfaction because meeting their needs pushes them to improve performance, thereby achieving educational objectives effectively and optimally.

Teacher performance is also influenced by work discipline. Teacher discipline is closely related to compliance in implementing school regulations. Neglected teacher discipline can become a negative work culture that lowers performance in delivering education. A teacher’s work ethic must be maximized as part of their dedication as trusted educators for the nation and state. Discipline is a critical work ethic that must be firmly attached to teachers. As individuals carrying out a noble task, teachers must perform their duties well.

Teachers’ complex tasks become a challenge, especially given the time frame required to complete them—from being present at school, fulfilling teaching administrations, school administration, and any other tasks assigned outside teaching hours. This requires teachers

to be self-aware of their significant responsibilities, which will be difficult to fulfill without strong discipline.

SDN Kebalen 02 Bekasi is a public elementary school located on Jl. Warung Ayu Kebalen, Kabupaten Bekasi, and has delivered education since 1976. To achieve quality education, SDN Kebalen 02 Bekasi pays close attention to teachers as the spearhead of educational quality.

Initial observations indicate that teacher performance at SDN Kebalen 02 Bekasi remains suboptimal, as seen in incomplete delivery of subject matter causing limited student progress, and frequent delays in completing tasks assigned by the principal.

The author suspects that this suboptimal performance is influenced by several factors, one being low work motivation observed through teachers who are less driven to maximize creativity and lack enthusiasm at work.

In addition to low motivation, low work discipline also appears to affect teacher performance. This is evident from teachers' limited awareness of discipline, reducing effectiveness in instructional delivery, frequent tardiness, and teacher explanations that often end earlier than scheduled, reducing teaching time.

Teacher work discipline can be observed from attendance and tardiness at SDN Kebalen 02 Bekasi, as shown below:

Table 1. Teacher Tardiness at SDN Kebalen 02 Bekasi in 2024

No.	Month	Number of Tardiness Cases
1	July 2024	55
2	August 2024	95
3	September2024	80
4	October 2024	77
5	November2024	89
6	December 2024	42
Total		438

Source: SDN Kebalen 02 Bekasi, 2024

The table shows that teacher tardiness at SDN Kebalen 02 Bekasi remains an issue. Over the last six months, tardiness cases were still frequent, peaking in August 2024 and lowest in December 2024.

Based on the background above, the author is interested in conducting a more in-depth study titled "The Influence of Work Motivation and Work Discipline on Teacher Performance at SDN Kebalen 02 Bekasi."

2. Literature Review

According to Abraham Maslow in Soelistya et al. (2021:68), "Motivation results from an individual's efforts to meet five basic needs: physiological, safety, social, esteem, and self-actualization. These needs can create internal pressures that influence behavior." Henry

Simamora in Soelistya et al. (2021:62) states, “Motivation is a function of an individual’s expectation that certain efforts will produce performance levels that, in turn, yield desired rewards or outcomes.”

According to Dila Arika (2016) in Setiadi (2021), “Work discipline is an employee’s attitude and behavior that demonstrates compliance with organizational regulations, whether written or unwritten.” Mathis and Jackson in Afandi (2018) define work discipline as “a tool used by managers to change behavior and to increase awareness and willingness to obey all company regulations and prevailing social norms.”

Eti Hadiati (2018) in Setiadi (2021) states, “Performance is the result achieved by an individual or organization in performing tasks according to assigned responsibilities.” Fundamentally, performance is what employees do or do not do when fulfilling their jobs (Mathis & Jackson in Azlansyah, 2019).

3. Research Hypotheses

Based on the core issues described in Chapter I and the theoretical foundation supporting this study (presented in Chapter II), the following working hypotheses are proposed as provisional answers to the problems: There is an influence of work motivation on teacher performance at SDN Kebalen 02 Bekasi; there is an influence of work discipline on teacher performance at SDN Kebalen 02 Bekasi; there is a simultaneous influence of work motivation and work discipline on teacher performance at SDN Kebalen 02 Bekasi.

4. Research Method

This study uses a quantitative approach with descriptive and verificative methods. According to Sugiyono (2019:13), quantitative research is grounded in positivism (concrete data) where research data are numerical and assessed statistically to address the research problem and produce conclusions. Adiputra et al. (2021) explain that descriptive research aims to describe existing phenomena either natural or human-made or to analyze subject outcomes without providing broader implications. Sugiyono (2019:8) states that verificative research “is conducted on a population or sample with the goal of testing predetermined hypotheses.”

According to Sugiyono (2019), the population is the general domain consisting of objects or subjects sharing specific qualities and characteristics defined by the researcher to be studied and from which conclusions are drawn. In this study, the population comprises all 32 teachers at SDN Kebalen 02 Bekasi. Sugiyono (2019:127) defines a sample as a portion of the population with the same characteristics. When the population is large and studying everyone is impractical due to time, resources, or funding, researchers may draw a sample. Because the population in this study is relatively small 32 individuals the entire population was used as the sample (census or saturated sampling). Sugiyono (2019) states, “Saturated sampling is a technique in which all population members are used as samples.”

Data collection techniques included field studies through non-participatory observation and questionnaires.

Data analysis techniques involved: Data quality analysis using SPSS for Windows Release 25, including validity and reliability tests; Simple linear regression analysis; Multiple regression analysis; Correlation and coefficient of determination analyses.

5. Research Results and Discussion of Validity and Reliability Tests

Discussion

Table 2. Respondent Responses to Work Motivation Variable (X1)

No	Statement	N	Mean	Inter pretation
1	Salary from the current workplace can meet present living needs	32	3.56	Good
2	The health insurance provided by SDN 02 Kebalen Bekasi can guarantee health and safety	32	3.97	Good
3	Good working relationships with superiors and colleagues improve work motivation	32	3.84	Good
4	Good relationships with students and parents increase work motivation	32	4.09	Good
5	The principal always gives appreciation in the form of praise and awards to outstanding teachers	32	3.84	Good
6	Working well to become a high-achieving teacher at the workplace and to create quality education for students	32	3.81	Good
Total			23.13	
Average			3.85	Good

Based on the table above, the average assessment of teacher motivation is 3.85, which falls in the “good” category according to the predetermined interval. This means that teacher motivation at SDN Kebalen 02 Bekasi is already good.

Table 3. Respondent Responses to Work Discipline Variable (X2)

No	Statement	N	Mean	Inter pretation
1	Arriving at the workplace on time before working hours	32	3.69	Good
2	Leaving work on time according to the schedule set by the school	32	3.94	Good
3	Being thorough at work	32	3.88	Good
4	Being meticulous at work	32	3.84	Good
5	Working in accordance with the standards set by the school	32	4.06	Good
6	Obeying all school regulations	32	4.00	Good
7	Being courteous to colleagues, the principal, students, and parents	32	3.94	Good

Total	27.34	
Average	3.91	Good

Based on the table above, the average assessment of teacher discipline is 3.91, which falls in the “good” category. This indicates that teachers at SDN Kebalen 02 Bekasi already exhibit good work discipline.

Table 4. Respondent Responses to Performance Variable (Y)

No	Statement	N	Mean	Inter pretation
1	Preparing learning syllabi properly	32	3.88	Good
2	Explaining the order of subject matter (syllabus) for a given period (one semester) to students	32	3.94	Good
3	Planning effective learning activities based on the learning objectives	32	3.88	Good
4	Using varied instructional methods according to the subject matter	32	3.84	Good
5	Applying effective learning approaches/strategies	32	4.00	Good
6	Mastering subject matter to be taught to students in class	32	4.03	Good
7	Managing the pattern of assignments for students according to their needs and the learning outcomes stated in the syllabus	32	3.88	Good
8	Motivating or sustaining student engagement in learning	32	3.75	Good
9	Using engaging media that support learning to prevent boredom	32	3.91	Good
10	Designing evaluation tools to measure student progress and achievement	32	4.13	Good
11	Using various strategies and assessment methods to monitor student progress and results in achieving specific competencies as stated in the syllabus	32	3.94	Good
Total			43.16	
Average			3.92	Good

Based on the table above, the average assessment of teacher performance is 3.92, which lies in the “good” category. Thus, teacher performance at SDN Kebalen 02 Bekasi is already good.

Validity Test

Table 5. Validity Test for Work Motivation Variable (X1)

Correlations		Work Motivation	Validitas
Salary from the current workplace can meet present needs	Pearson Correlation	,544**	Valid
	Sig. (2-tailed)	0,001	
	N	32	
Health insurance provided by SDN 02 Kebalen Bekasi guarantees health and safety	Pearson Correlation	,542**	Valid
	Sig. (2-tailed)	0,001	
	N	32	
Good working relationships with leaders and peers increase motivation	Pearson Correlation	,543**	Valid
	Sig. (2-tailed)	0,001	
	N	32	
Good relationships with students and parents increase motivation	Pearson Correlation	,741**	Valid
	Sig. (2-tailed)	0,000	
	N	32	
The principal always gives appreciation to outstanding teachers	Pearson Correlation	,663**	Valid
	Sig. (2-tailed)	0,000	
	N	32	
Working well helps become an accomplished teacher at the workplace and create quality education for students	Pearson Correlation	,733**	Valid
	Sig. (2-tailed)	0,000	
	N	32	
Work Motivation	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	32	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table shows that all work motivation items have significance values below 0.025. Thus, the work motivation variable is valid and can be used for further testing.

Table 6. Validity Test for Work Discipline Variable (X2)

Correlations		Work Discipline	Validitas
Arriving at work on time before work hours begin	Pearson Correlation	,605**	Valid
	Sig. (2-tailed)	0,000	
	N		

Correlations		Work Discipline	Validitas
Leaving on time according to the school's designated end of the workday	N	32	
	Pearson Correlation	,872**	
	Sig. (2-tailed)	0,000	Valid
Being thorough at work	N	32	
	Pearson Correlation	,756**	
	Sig. (2-tailed)	0,000	Valid
Being meticulous at work	N	32	
	Pearson Correlation	,868**	
	Sig. (2-tailed)	0,000	Valid
Working according to the standards set by the school	N	32	
	Pearson Correlation	,863**	
	Sig. (2-tailed)	0,000	Valid
Obeying all regulations set by the school	N	32	
	Pearson Correlation	,728**	
	Sig. (2-tailed)	0,000	Valid
Being courteous to colleagues, principal, students, and parents	N	32	
	Pearson Correlation	,741**	
	Sig. (2-tailed)	0,000	Valid
Work Discipline	N	32	
	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	32	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table indicates that all work discipline items have significance values below 0.025. Therefore, the work discipline variable is valid and suitable for further testing.

Table 7. Validity Test for Performance Variable (Y)

Correlations		Performance	Validitas
Preparing learning syllabi properly	Pearson Correlation	,795**	

Correlations

		Performance	Validitas
	Sig. (2-tailed)	0,000	Valid
	N	32	
Explaining the order of subject matter (syllabus) for a specific period (one semester) to students	Pearson Correlation	,763**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Planning effective learning activities in accordance with the learning objectives	Pearson Correlation	,843**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Using varied instructional methods suited to the subject matter to be achieved	Pearson Correlation	,495**	
	Sig. (2-tailed)	0,004	Valid
	N	32	
Applying effective learning approaches or strategies	Pearson Correlation	,890**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Mastering the material to be taught to students in class	Pearson Correlation	,763**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Managing the pattern of assignments for students according to their needs and the learning outcomes specified in the syllabus	Pearson Correlation	,868**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Motivating and/or maintaining student engagement in learning	Pearson Correlation	,426*	
	Sig. (2-tailed)	0,015	Valid
	N	32	
Utilizing engaging media that support learning so it does not become boring	Pearson Correlation	,423*	
	Sig. (2-tailed)	0,016	Valid
	N	32	
Designing evaluation tools to measure student progress and achievement	Pearson Correlation	,734**	
	Sig. (2-tailed)	0,000	Valid
	N	32	
Using various assessment strategies and methods to monitor student	Pearson Correlation	,739**	

Correlations

		Performance	Validitas
progress and learning outcomes in achieving specific competencies as stated in the syllabus	Sig. (2-tailed)	0,000	Valid
	N	32	
Performance	Pearson	1	
	Correlation		
	Sig. (2-tailed)		
	N	32	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table demonstrates that the performance variable has significance values below 0.025. Therefore, the performance variable is valid and can be used for further testing.

Reliability Test

Table 8. Reliability of Work Motivation Variable (X1)

Reliability Statistics	
Cronbach's Alpha	N of Items
.790	6

The table shows that all items have a Cronbach's alpha of 0.790, exceeding the 0.70 threshold, indicating that the work motivation variable is reliable and can be used for further testing.

Table 9. Reliability of Work Discipline Variable (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	7

The table shows that all items have a Cronbach's alpha of 0.818, exceeding the 0.70 threshold, indicating that the work discipline variable is reliable and can be used for further testing.

Table 10. Reliability of Performance Variable (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.752	11

The table shows that all items have a Cronbach's alpha of 0.752, exceeding the 0.70 threshold, indicating that the performance variable is reliable and can be used for further testing.

Table 11. Multiple Regression Analysis Results

		Coefficients^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12,811	3,444		3,720	,001
	Work Motivation	,550	,173	,375	3,183	,003
	Work Discipline	,645	,130	,583	4,959	,000

a. Dependent Variable: Performance

Regression equation: $y = a + b x_1 + c x_2$

Result: $y = 12.811 + 0.550x_1 + 0.645x_2$

This means that each one-point increase or decrease in work motivation, together with a simultaneous one-point increase or decrease in work discipline, corresponds to a change in performance equal to $12.811 + 0.550 + 0.645$, amounting to 14.006.

Table 12. Coefficient of Determination of Work Motivation and Work Discipline on Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,861 ^a	,741	,724	2,576

a. Predictors: (Constant), Work Discipline, Work Motivation

Coefficient of Determination = $R^2 \times 100\% = 0.741 \times 100\% = 74.1\%$.

Table 13. F-Test

ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	551,744	2	275,872	41,566	,000b
	Residual	192,474	29	6,637		
	Total	744,219	31			

a. Dependent Variable: Performance

b. Predictors: (Constant), Work Discipline, Work Motivation

Based on the ANOVA table, the significance value is 0.000, which is less than the alpha significance level of 0.05 (5%). This means the hypothesis that work motivation and work discipline simultaneously influence performance is accepted. There is a significant simultaneous effect of work motivation and work discipline on teacher performance at SDN Kebalen 02 Bekasi amounting to 74.1%.

6. Conclusions and Recommendations

Conclusions

Based on the research analysis, the conclusions are:

- a. Work motivation positively and significantly influences teacher performance at SDN Kebalen 02 Bekasi. The better the work motivation of teachers, the better their performance, because motivated teachers enable the institution to achieve its goals more easily.
- b. Work discipline positively and significantly influences teacher performance at SDN Kebalen 02 Bekasi. The better the teachers' discipline, the better their performance.
- c. There is a simultaneous influence of work motivation and work discipline on teacher performance at SDN Kebalen 02 Bekasi amounting to 74.1%, with the remaining 25.9% influenced by other factors not studied.

Recommendations

Based on the discussion and conclusions, the following recommendations are proposed:

- a. Although teacher work motivation at SDN Kebalen 02 Bekasi is already good, principals should provide competitive salaries and allowances aligned with teacher performance to further enhance motivation.
- b. While teacher work discipline is already good, principals should conduct regular evaluations and feedback to improve discipline and provide recognition to teachers who demonstrate improved discipline.
- c. Although teacher performance is already good, the principal should provide facilities for career development and capacity building to further enhance teacher performance.
- d. Future researchers examining teacher performance are advised to explore other variables in greater depth.

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