



The Effect of Salary, Motivation, and Works Discipline on Teachers' Performance

Jerry Chriestanto*, Ike Kusdyah Rachmawati, Yunus Handoko

Institut Teknologi dan Bisnis Asia Malang, Indonesia

Email : jerrychriestanto@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i2.1941>

ABSTRACT

Keywords:

Salary; Work
Discipline; Teachers'
Performance

*Corresponding Author

This study aims to examine the partial and simultaneous effects of salary, motivation, and work discipline on teachers' performance. A quantitative approach was employed using a saturated sampling technique, involving all 30 teachers in the population. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression. The results indicate that partially, salary and motivation do not have a significant effect on teachers' performance, while work discipline has a significant effect. Simultaneously, salary, motivation, and work discipline have a positive and significant effect on teachers' performance, with a coefficient of determination of 74%, indicating substantial explanatory power. These findings imply that improving teachers' performance requires a holistic strategy. Although maintaining a fair and transparent salary system remains important, greater emphasis should be placed on strengthening value-based work discipline and enhancing intrinsic motivation through non-monetary development programs. Such an integrated approach can support sustainable performance improvement in educational institutions.

Article History:

Received: November 2025; Revised: December 2025; Accepted: January 2026

Please cite this article in APA style as:

Chriestanto, J., Rachmawati, I. K., & Handoko, Y. (2026). The Effect of Salary, Motivation, and Works Discipline on Teachers' Performance. *Journal of Educational Management Research*, 5(2), 1825–1837.

INTRODUCTION

Teachers' performance is widely acknowledged as a crucial determinant of educational quality and societal development. High-performing teachers contribute directly to students' academic achievement, character formation, and long-term human capital growth. This importance is reinforced by international monitoring frameworks such as OECD through Education at a Glance 2022 (Indicators, 2023) and by UNESCO in the Global Education Monitoring Report 2023 (Antoninis et al., 2023), which emphasize that teacher effectiveness significantly shapes learning outcomes. Moreover, global financing analyses from World Bank (Al-Samarrai et al., 2021) highlight that investments in education yield optimal returns only when supported by strong teacher

performance. Therefore, examining determinants of teachers' performance is not merely an institutional concern but a societal priority, as improving teacher effectiveness strengthens educational systems and promotes sustainable national development.

Despite this recognition, many educational systems continue to struggle with challenges related to teacher performance (Musthofa & Faizin, 2025; Rohmatillah & Jannah, 2024). Issues such as declining work discipline, low professional commitment, and inconsistent instructional quality remain prevalent. Studies on teacher retention and attrition (Nguyen & Springer, 2023) reveal that dissatisfaction with working conditions and limited incentives often reduce teachers' engagement and stability (Fauzi et al., 2025; Maulidy & Zaini, 2025). Additionally, comparative analyses of educational indicators across OECD and EU countries (Sanz, 2025) demonstrate disparities in teacher support systems, compensation policies, and accountability structures. Financial constraints and policy limitations, as discussed in global education finance reports (Al-Samarrai et al., 2021), further complicate efforts to enhance performance. These broader systemic challenges indicate that teacher performance is influenced by interconnected organizational, financial, and psychological factors that require comprehensive investigation.

At the institutional level, indications of declining teacher performance are often reflected in observable behaviors such as repeated tardiness, reluctance to assume additional responsibilities, and reduced participation in professional activities (Mustafa & Maulana, 2024; Rahmadan & Shudiq, 2024). Such phenomena suggest potential weaknesses in salary satisfaction, work motivation, and work discipline. Migration and labor mobility trends discussed by Docquier et al. (2023) further illustrate how professional dissatisfaction may influence commitment and stability in the education sector (Rahmatillah & Andayani, 2025; Rusdiah, 2024). Inadequate compensation structures or limited professional recognition can diminish intrinsic and extrinsic motivation, ultimately affecting instructional quality. These field realities demonstrate that teacher performance cannot be separated from broader human resource management practices (Fajariyah, 2025; Kulsum, 2025). Consequently, identifying how salary, motivation, and discipline interact in shaping performance becomes essential for strengthening institutional effectiveness.

Previous studies have extensively examined teacher motivation and its relationship with performance. Kumar (2023) confirms that motivation significantly influences teachers' job performance, while Dixit (2022) emphasizes the role of professional development in sustaining motivation and instructional quality. Similarly, Smet (2021) and Toropova et al. (2021) highlight that job satisfaction and supportive working conditions enhance teacher commitment

and effectiveness. Xiong and Yuan (2024) further demonstrate that teacher work engagement positively affects student engagement through improved teaching quality. However, these studies often focus on single variables, particularly motivation or job satisfaction, without simultaneously integrating financial and disciplinary dimensions. This fragmented approach limits comprehensive understanding of how multiple organizational factors collectively shape teachers' performance.

Research on compensation and financial policy also provides important insights. Education finance analyses (Al-Samarrai et al., 2021) underline the importance of adequate funding and equitable salary distribution in supporting teacher stability. Comparative international indicators (Indicators, 2023; Sanz, 2025) show that competitive remuneration contributes to improved educational outcomes. Nevertheless, empirical findings suggest that salary alone does not automatically translate into enhanced performance, especially when not accompanied by strong motivational and disciplinary frameworks. Despite growing global attention to teacher quality in the Global Education Monitoring Report 2023 (Antoninis et al., 2023), limited studies comprehensively test the simultaneous effects of salary, motivation, and work discipline within a unified analytical model. This gap underscores the need for integrative research examining these variables collectively.

The novelty of this study lies in its integrative approach, analyzing salary, work motivation, and work discipline simultaneously as predictors of teachers' performance. Unlike prior studies that isolate single determinants, this research positions these variables within a unified regression framework to capture their partial and combined effects. By addressing financial, psychological, and behavioral dimensions concurrently, the study advances a more holistic understanding of teacher performance management. Considering global policy discussions on teacher quality and educational accountability, resolving these interconnected issues is crucial for designing sustainable human resource strategies in educational institutions.

Based on these considerations, this study formulates the following research problem: to what extent do salary, work motivation, and work discipline influence teachers' performance, both partially and simultaneously? The preliminary argument proposes that while each variable may exert individual influence, their combined effect provides stronger explanatory power for performance outcomes. This study contributes theoretically by enriching performance models with an integrated perspective and practically by offering

evidence-based recommendations for compensation policies, motivational strategies, and discipline reinforcement. Ultimately, the research supports institutional efforts to enhance teacher effectiveness and educational quality in a comprehensive and sustainable manner.

RESEARCH METHODS

This study employed a quantitative approach with a survey design to examine the influence of salary, work motivation, and work discipline on teachers' performance. The unit of analysis was individual teachers as the primary research subjects within a private educational institution, focusing on their professional responsibilities and work-related behaviors. The research context centered on institutional performance management practices, particularly those related to compensation, motivation, and discipline in daily teaching activities. Given the relatively small population, a saturated sampling technique was applied, whereby all 30 teachers were included as respondents, ensuring comprehensive population representation.

The primary data source consisted of teachers as research respondents, while secondary data were obtained from relevant institutional documents and supporting reports to strengthen contextual understanding. Data collection was conducted through a desk review of relevant literature and the distribution of a structured questionnaire using standardized measurement indicators derived from human resource management and educational performance frameworks. The instrument employed a Likert-scale format to measure respondents' perceptions systematically and quantitatively.

Data analysis involved both descriptive and inferential statistical techniques. Descriptive statistics were used to summarize respondents' characteristics and variable distributions, while inferential analysis was conducted using multiple linear regression to examine the partial and simultaneous effects of salary, work motivation, and work discipline on teachers' performance. Hypothesis testing was performed at a predetermined level of significance using IBM SPSS version 26 to ensure analytical accuracy and reliability.

RESULTS AND DISCUSSION

Results

A total of 30 teachers participated in this study, representing the entire population of teachers involved in teacher performance assessment. The relationship between the independent and dependent variables in this study was identified using associative techniques.

Validity Test

The r table value is obtained using the formula $df = n-2$, and the result is 0.361. Data is considered valid if the calculated r value is greater than the r table value and the significance threshold is less than 0.05.

Table 1. Validity Test

Item	R _{count}	R _{table} (n=30, 5%)	Sig. (2-tailed)	Status
Q1	0,534	0,361	0,002	Valid
Q2	0,448	0,361	0,013	Valid
Q3	0,494	0,361	0,006	Valid
Q4	0,611	0,361	0,000	Valid
Q5	0,418	0,361	0,022	Valid
Q6	0,647	0,361	0,000	Valid
Q7	0,755	0,361	0,000	Valid
Q8	0,575	0,361	0,001	Valid
Q9	0,594	0,361	0,001	Valid
Q10	0,485	0,361	0,007	Valid
Q11	0,604	0,361	0,000	Valid
Q12	0,745	0,361	0,000	Valid
Q13	0,699	0,361	0,000	Valid
Q14	0,474	0,361	0,008	Valid
Q15	0,684	0,361	0,000	Valid
Q16	0,544	0,361	0,002	Valid
Q17	0,820	0,361	0,000	Valid
Q18	0,557	0,361	0,001	Valid
Q19	0,685	0,361	0,000	Valid
Q20	0,754	0,361	0,000	Valid
Q21	0,773	0,361	0,000	Valid
Q22	0,641	0,361	0,000	Valid
Q23	0,381	0,361	0,038	Valid
Q24	0,548	0,361	0,002	Valid
Q25	0,721	0,361	0,000	Valid
Q26	0,693	0,361	0,000	Valid
Q27	0,694	0,361	0,000	Valid
Q28	0,441	0,361	0,015	Valid
Q29	0,487	0,361	0,006	Valid
Q30	0,410	0,361	0,024	Valid
Q31	0,765	0,361	0,000	Valid
Q32	0,735	0,361	0,000	Valid
Q33	0,574	0,361	0,001	Valid
Q34	0,435	0,361	0,016	Valid
Q35	0,438	0,361	0,015	Valid
Q36	0,772	0,361	0,000	Valid

Source: SPSS 26 Output

Based on the table above, it shows that all calculated r count for the research variables exceed the table r values. Similarly, each item has a sig. value less than the significance threshold of 0.05. This indicates that the research instrument used to assess all variables is valid.

Reliability Test

A construct or variable is said to be reliable if it yields a Cronbach Alpha value > 0.60 . The reliability test results for each research variable can be seen in the table below.

Table 2. Reliability Test

Variabel	Cronbach Alpha	Status
Salary (X_1)	0,854	Reliable
Motivation (X_2)	0,828	Reliable
Work Discipline (X_3)	0,791	Reliable
Teachers' Performance (Y)	0,877	Reliable

Source: SPSS 26 Output

Based on the reliability test results table, all variables are declared reliable. This is because the Cronbach Alpha value is more than 0.60, with the teacher performance variable having the highest reliability level at 0.877, and the work discipline variable having the lowest reliability level at 0.791.

Normality Test (Kolmogorov-Smirnov)

In a linear regression model, this assumption is indicated by normally distributed residual values. A good regression model is one that exhibits a normal or nearly normal distribution, making it suitable for statistical testing.

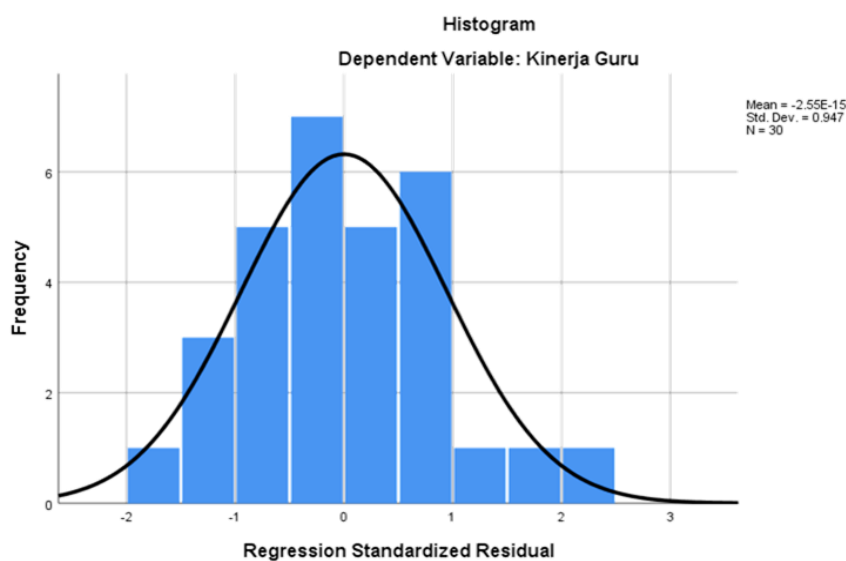


Figure 1. Normality Histogram

The histogram above shows that the residual values are distributed evenly, without a skew to the right or left.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.56497326
Most Extreme Differences	Absolute	.082
	Positive	.082
	Negative	-.050
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS 26 Output

Based on the table above, it is known that the Asymp. Sig. (2-tailed) value of 0.200 is greater than 0.05, which proves that the data is normally distributed.

Table 4. Multicollinearity Test

Variabel	Collinearity Statistics		Dependent Variable
	Tolerance	VIF	
(Constant)			Teachers' Performance
Salary (X ₁)	0,405	2,469	
Motivation (X ₂)	0,115	8,675	
Work Discipline (X ₃)	0,174	5,750	

Source: SPSS 26 Output

Based on the statistical results above, it is known that the tolerance values of the three independent variables are greater than 0.10 and their VIF values are less than 10. Therefore, it can be concluded that there is no multicollinearity among the three independent variables.

Heteroscedasticity Test

Heteroskedasticity is a condition where the data distribution is not the same for all values of the independent variable. If the significance value produced is more than 0.05, then the regression model does not have heteroskedasticity.

Table 5. Heteroscedasticity Test

Variable	t	Sig.	Dependent Variable
(Constant)	-0,272	0,788	ABS_Res
Salary (X ₁)	0,336	0,740	
Motivation (X ₂)	-0,212	0,834	
Work Discipline (X ₃)	0,542	0,593	

Source: SPSS 26 Output

Based on the data processing explained above, the Sig.t value for each independent variable is more than 0.05. This indicates that the data does not show signs of heteroscedasticity.

Regression Result (T-test)

Table 6. Partial Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10,782	4,801		2,246	0,033
Salary (X ₁)	-0.031	0,191	-0,026	-0,164	0,871
Motivation (X ₂)	0,519	0,378	0,405	1,376	0,181
Work Discipline (X ₃)	0,718	0,349	0,495	2,061	0,049

a. Dependent Variable: Teachers' performance

Source: SPSS 26 Output

The results of the partial test show that salary does not have a significant effect on teacher performance. Similarly, work motivation does not show a significant partial effect on teacher performance. The t-value of the two independent variables is smaller than the t-table value with a significance level greater than 0.05. Conversely, work discipline has a t-value greater than the t-table value, with a significance level lower than 0.05. Thus, work discipline significantly affects teacher performance.

ANOVA Table (F-Test)

In determining the f-table at a significance level of 0.05 using the formula $df = N-k-1$, which is $30-3-1=26$, the result is 3.369.

Table 7. Simultaneous Test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	542,006	3	180,669	24,620	0,000 ^b
	Residual	190,794	26	7,338		
	Total	732,800	29			
a. Dependent Variable: Teachers' performance						
b. Predictors: (Constant), Work Discipline, Salary, Motivation						

Source: SPSS 26 Output

Based on the analysis of the data above, the calculated f value is 24.620, which is greater than the f table value, and the significance value is less than 0.05. Thus, it is stated that salary, motivation, and work discipline simultaneously have a significant impact on teacher performance. Thus, the fourth research hypothesis is accepted.

Coefficient of Determination (R²)

A high R square value indicates that the independent variable can adequately explain the variation in the dependent variable.

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,860 ^a	0,740	0,710	2,709
a. Predictors: (Constant), Disiplin Kerja, Gaji, Motivasi				
b. Dependent Variable: Kinerja				

Source: SPSS 26 Output

The coefficient of determination (R²) is 0.74, which means that 74% of the variance in teacher performance can be explained by the three independent variables included in the model, while the remaining 26% is influenced by other variables not examined in this study.

Discussion

The finding that salary does not have a significant partial effect on teacher performance indicates that financial compensation alone is not a determining factor in improving performance at GRETA School Banyuwangi. Although salary is an important component of compensation, it may primarily function as a basic right rather than as a direct driver of performance. These results align with international experimental studies that found that doubling teachers' salaries did not lead to improved teacher performance or student learning

outcomes, although it did increase job satisfaction and reduce financial stress (Hoque et al., 2023; Wartenberg et al., 2023). This evidence reinforces the argument that salary increases, while important for well-being, do not automatically translate into higher measurable performance.

Likewise, work motivation does not show a significant partial effect on teacher performance. Theoretically, good work motivation encourages employees to be more active in carrying out their tasks. However, the empirical findings of this study indicate that motivation alone may not be sufficient to significantly affect performance outcomes. These results are consistent with research showing that motivation has only a limited impact on teacher performance at SMPN 2 Tondon, Toraja Utara (Lebang et al., 2025; Dahyani et al., 2023). These findings indicate that motivational factors may require structural reinforcement, clear performance standards, and organizational control mechanisms to effectively produce performance improvements.

On the contrary, work discipline shows a significant influence on teacher performance in this study. These findings support the perspective that discipline reflects an individual's awareness to adhere to organizational rules and prevailing norms (Kottawatta, 2025; Jancsics et al., 2023). In the context of GRETA School Banyuwangi, discipline manifested in punctuality, responsibility, and adherence to institutional regulations seems to play a central role in shaping teacher effectiveness.

However, these results differ from previous findings that reported no direct influence of work discipline on teacher performance, although discipline positively affects job satisfaction. These differing findings may be due to contextual variations between institutions, management systems, or organizational cultures. At GRETA School, where issues of tardiness and accountability are explicitly identified as performance challenges, discipline may have a more direct and observable impact on performance outcomes.

Simultaneous analysis reveals that salary, work motivation, and work discipline collectively have a positive and significant impact on teacher performance, with a coefficient of determination of 74%. This relatively high explanatory power indicates that teacher performance is influenced by a system of interrelated factors rather than by a single dominant variable. Although salary and motivation are not significant individually, their presence within a structured organizational framework and discipline contributes to the overall performance results when examined collectively.

Overall, these findings highlight the importance of adopting a holistic human resource management approach in private educational institutions. For GRETA School Banyuwangi, strengthening discipline-based management while maintaining a fair salary system and developing structured motivation programs can provide a more effective strategy for improving teacher performance.

CONCLUSION

The most important finding of this study is that teacher performance is not determined by a single factor, but by the interaction of organizational and behavioral dimensions. While salary contributes to perceived fairness and helps reduce financial pressure, it does not automatically translate into measurable performance improvement. Similarly, work motivation alone is insufficient to generate significant change without clear standards and structural reinforcement. In contrast, work discipline emerges as the most consistent determinant, directly influencing punctuality, responsibility, and adherence to institutional regulations. The key lesson of this research is that strengthening discipline within a supportive compensation and motivational framework creates a more sustainable pathway for improving teacher effectiveness.

This study contributes theoretically by offering an integrated model that simultaneously examines salary, work motivation, and work discipline within a single analytical framework, enriching human resource management perspectives in educational settings. However, the research is limited by its relatively small sample size and focus on a single institution, which may affect generalizability. Future studies are encouraged to include larger and more diverse samples, as well as additional variables such as leadership style, organizational culture, or work engagement, to develop a more comprehensive understanding of the determinants of teacher performance.

REFERENCES

- Al-Samarrai, S., Cerdan-Infantes, P., Bigarinova, A., Bodmer, J., Vital, M. J. A., Antoninis, M., Barakat, B. F., & Murakami, Y. (2021). *Education finance watch 2021*. World Bank Group.
- Antoninis, M., Alcott, B., Al Hadheri, S., April, D., Fouad Barakat, B., Barrios Rivera, M., Baskakova, Y., Barry, M., Bekkouche, Y., & Caro Vasquez, D. (2023). *Global Education Monitoring Report 2023: Technology in education: A tool on whose terms?*
- Nguyen, T. D., & Springer, M. G. (2023). A conceptual framework of teacher turnover: A systematic review of the empirical international literature and insights from the employee turnover literature. *Educational Review*, 75(5), 993–1028. <https://doi.org/10.1080/00131911.2021.1940103>
- Dixit, K. K. (2022). Teacher motivation, professional development, and English language education. In *Continuing professional development of English language teachers: Perspectives and practices from India* (pp. 37–54). Springer. https://doi.org/10.1007/978-981-19-5069-8_3

- Docquier, F., Faye, O., & Szymanska, A. (2023). *Development cooperation, skills and migration: Embracing the World Development Report 2023 and beyond*. Indicators, O. (2023). *Education at a glance 2022*.
- Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications*, 10(1), 1–11. <https://doi.org/10.1057/s41599-023-01662-6>
- Sanz, I. (2025). Educational system indicators in OECD and EU countries. In *Economics of education: An introductory textbook* (pp. 3–59). Springer. https://doi.org/10.1007/978-3-031-90911-5_1
- Smet, M. (2021). Professional development and teacher job satisfaction: Evidence from a multilevel model. *Mathematics*, 10(1), 51. <https://doi.org/10.3390/math10010051>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Xiong, L., & Yuan, F. (2024). The impact of teacher work engagement on student engagement: Teaching quality as a mediator. *Social Behavior and Personality: An International Journal*, 52(9), 1–8. <https://doi.org/10.2224/sbp.13541>
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, 10(1), 1–7. <https://doi.org/10.1057/s41599-023-01645-7>
- Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. *Educational Psychology Review*, 35(4), 114. <https://doi.org/10.1007/s10648-023-09831-4>
- Kottawatta, H. (2025). Individual discipline: A holistic observation. *Sri Lankan Journal of Human Resource Management*, 15(01).
- Jancsics, D., Espinosa, S., & Carlos, J. (2023). Organizational noncompliance: An interdisciplinary review of social and organizational factors. *Management Review Quarterly*, 73(3), 1273–1301. <https://doi.org/10.1007/s11301-022-00274-9>
- Lebang, Z., Tahirs, J. P., & Marewa, J. B. (2025). Pengaruh kompetensi dan motivasi kerja terhadap kinerja guru di SMP Negeri 2 Tondon. *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi*, 4(2). <https://doi.org/10.56799/ekoma.v4i4.9185>
- Dahyani, T., Arafat, Y., & Furkan, N. (2023). The influence of competence and work motivation on teacher's performance. *Journal of Social Work and Science Education*, 4(1), 1–13. <https://doi.org/10.52690/jswse.v4i1.340>

- Fajariyah, H. (2025). Self directed learning: Meningkatkan kepercayaan diri dalam berbicara bahasa Arab. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 339–353. <https://doi.org/10.23969/jp.v10i04.34609>
- Fauzi, A., Zaini, A. W., & Lateh, M. (2025). The influence of social media on public relations as a reinforcement of higher education reputation. *Managere: Indonesian Journal of Educational Management*, 7(1), 91–101. <https://doi.org/10.52627/managere.v7i1.650>
- Kulsum, U. (2025). Fostering student creativity through discovery learning: A study on Islamic religious education in elementary schools. *EDUCARE: Jurnal Ilmu Pendidikan*, 4(1), 14–26. <https://doi.org/10.71392/ejip.v4i1.80>
- Maulidy, A., & Zaini, A. W. (2025). Social media influence on consumerism trends among college students. *Indonesian Journal of Education and Social Studies*, 4(1), 16–28. <https://doi.org/10.33650/ijess.v5i1.11682>
- Mustafa, M., & Maulana, M. Z. (2024). Learning innovation: Improving educational effectiveness in the digital age. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 720–726.
- Musthofa, Z., & Faizin, F. (2025). Strategi pembelajaran storytelling adaptif untuk menanamkan nilai akhlak mulia pada siswa MI di era digital. *Jiip-Jurnal Ilmiah Ilmu Pendidikan*, 8(4), 4282–4291. <https://doi.org/10.54371/jiip.v8i4.7798>
- Rahmadan, I., & Shudiq, W. J. (2024). Increasing student interest in learning through the implementation of the K-Nearest Neighbor algorithm in classifying learning preferences at SMAN 1 Kraksaan. *Journal of Computer Networks, Architecture and High Performance Computing*, 6(4), 1851–1862. <https://doi.org/10.47709/cnahpc.v6i4.4526>
- Rahmatillah, A. N., & Andayani, S. A. (2025). The influence of principal's service quality and teachers' self-concept on emotional regulation in preschool teachers. *Child Education Jurnal*, 7(1), 26–35. <https://doi.org/10.33086/cej.v7i1.7029>
- Rohmatillah, L., & Jannah, U. Q. (2024). Challenges for future teachers in inclusive schools. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 1153–1166.
- Rusdiah, N. (2024). Strategic human resource management: Enhancing competitive advantage in educational institutions. *MANAZHIM*, 6(1), 129–145. <https://doi.org/10.36088/manazhim.v6i1.4343>