

Analysis of Work Ability on Employee Performance at the Makassar District Office in Makassar

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ABSTRACT

The purpose of this research is to examine work ability in terms of work discipline, work drive, and information technology. Work ability is a condition that exists in employees who are efficient and competent in their assigned sector of work. Employee ability is determined by potential, and intellectual ability is intelligence. A systematic review was utilized in this study to examine reviews of clearly articulated issues that employed explicit and orderly strategies to find, select, and basically evaluate applicable examination, as well as accumulate and break down information from the included investigations. Information was accumulated from 53 sources connected with the examination of functionality. As indicated by the discoveries of the exploration, the ability to deal with work discipline, work motivation, and technological mastery is in line with the needs needed to increase employee performance at the Makassar District Office in Makassar City, South Sulawesi District.

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I. Introduction

The current global era, the world of work, desperately requires people who can think sustainably because they not only build physically, but also non-physically by working on the nature of HR in the opposition to be advanced, smart, imaginative, and ready to work with high excitement in confronting the advancement of the times (Purba et al., 2019). Human resources are production components that are critical to reaching objectives (Sitompul & Simamora, 2021). Every corporation expects resources that can perform effectively and efficiently in order to meet corporate goals (Ekhsan, 2019). As a result, human resources are crucial to attempts to fulfill their existence in the form of organizational goals (Nuraini, 2021).

Following the improvement of the affiliation, science, and innovation, the capability of HR is then developed (Suwanto, 2019). It can lead to requests for changes to the workforce in today's highly competitive period, such as tighter time constraints, mastery of new technology, changes in work laws, and demands for quality work (Marhumi et al., 2022). Information technology is an innovation that is utilized to deal with information in different ways, like handling, getting, gathering, putting away, and changing information to make quality data, in particular data that is important, exact, and convenient. This information technology utilizes an assortment of computers to handle information, as well as an organization framework to interface one computer to one more depending on the situation (Nisa & Hidayat, 2022).

There are two types of work ethic: low work ethic and strong work ethic. A person with a poor work ethic perceives work as a hardship and does labor as a compulsion. Meanwhile, someone with a strong work ethic will exhibit job traits that are viewed as significant activities, and work is performed as a form of religion (Ningrat et al., 2020). Employees become planners, agents, and influencers of company goal achievement. Furthermore, employees are distinct resources with diverse views, feelings, desires, statuses, and backgrounds (Hardiansyah et al., 2019). The quality and quantity of performance might reveal a person's accomplishment. This is changed according to the level of responsibility entrusted to him. Aside from the amount of responsibility, performance may also be evaluated based on a person's education, initiative, inspiration, and work drive (Putri Primawanti & Ali, 2022). Employee performance is characterized as what representatives in all actuality do to impact

the amount they add to the office or business, including the quality of services delivered (Hasing & Sulkarnain, 2019). Several elements can impact a person's performance, including work facilities, work discipline, and work motivation (Jufrizen & Hadi, 2021). When all school members practice positive characteristics such as discipline, punctuality, motivation, or open communication, a strong or dominating cultural background can build a successful organizational culture (Widuri et al., 2020).

Work discipline is defined as an attitude and conduct that demonstrates employee adherence to organizational regulations. Work discipline may also be evident in timeliness, facility use, subordinate duties, and adherence to organizational regulations. Job motivation influences a person's work dedication. Does the organization provide subordinates with enough job satisfaction that they are increasingly dedicated to working for the organization? Subordinates are motivated by expectations, awards, successes, work relationships, self-development, administration, and leadership policies; if these are met, the teacher's job commitment grows, and vice versa (Oupen et al., 2020).

In general, work discipline may be defined as an attitude or conduct that is consistent with an organization's regulations, whether written or unwritten (Alhusaini et al., 2020). Work discipline is one of the variables that help fruitful execution (Muhsin & Arifa, 2018). Discipline is derived from the Latin word "discipline," which denotes "the practice or teaching of decency and spirituality, as well as the formation of character." According to this description, the discipline's direction and objective are essentially "harmony" and "fairness" of group or organizational life, including formal and non-formal organizations (Yusuf & Suci, 2018). Discipline is the main thing that an individual or employee must maintain in order to demonstrate to the firm that he is capable of carrying out the obligations allocated to him as well as additional tasks assigned to him by the organization (Saleh & Utomo, 2018). Employees' strong awareness of complying with and observing all applicable regulations, as well as their sense of responsibility for the obligations of each employee, indicate good work discipline (Syafriana, 2017).

Work motivation, in addition to work discipline, is critical for improving performance (Dewi & Trihudiyatmanto, 2020). Work motivation is a mental attitude or situation in which a person feels inspired to execute a task that has been assigned to him, and it can impact the capacity and abilities of employees to do work (Saputra et al., 2021). Work motivation may offer the energy to push all existing potential, to develop lofty and noble desires, and to boost excitement and unity (Andayani, 2020). In this manner, representatives with high work inspiration will urge these representatives to work all the more eagerly and emphatically add to the work for which they are dependable, as well as be more energetic about work, which will, obviously, further develop worker execution (Erawati & Wahyono, 2019).

Thus, workers with strong work motivation will inspire these employees to work more cheerfully and positively contribute to the job for which they are accountable, as well as as well as be more enthusiastic about work, which will, obviously, increment representative execution (Hartanto et al., 2018). The demands of life that start reaching for greater wants might reveal a person's drive. When lower needs have been met, there is a strong desire to meet higher wants (Rozalia et al., 2015). The effect of work discipline, inspiration, and information technology mastery on representative performance is worth investigating because it has the potential to increase employee performance and provide optimal results (Belti & Osnardi, 2020). As a result, we performed study at the Makassar District office to establish the performance capabilities of agency staff.

II. Methods

This is quantitative exploration, which is utilized to investigate explicit populaces or tests, assemble information with research devices, and assess quantitative/information. The reason for this examination is to scrutinize the expressed speculation to survey the impact of the autonomous variable on the reliant variable (Suwondo and Sutanto, 2015). The populace in this study were 61 individuals. In this study, 5% sampling precision was taken to maintain the representativeness of the research sample. So that obtained a sample of 53 people. This study includes one independent variable, namely (X1) which includes work ability with intervening variables of work discipline (Y1), work motivation (Y2), and mastery of technology (Y3). The variable (Y4) includes performance.

Research Instruments

The essential information assortment device in this study was the dispersion of organized questions (surveys) to respondents, which were adjusted from earlier examinations that were remembered to have been assessed for dependability and legitimacy. A scaled respondent question was used in the questionnaire, which is a type of question that uses a scale to measure and determine the respondent's attitude to questions about research variables (work ability, work discipline, work motivation, technology mastery, and performance) based on respondents' perceptions.

A closed questionnaire with five ordinal alternative responses was created to investigate more accurate answers about job aptitude, work discipline, work motivation, technology mastery, and performance. The reactions to the inquiries are changed in an ordinal Likert scale, which is then converted into a proportion scale, with the goal that the typical worth might be resolved in view of the quantity of pointers in each perceptible variable and respondents' answers from a bunch of potential arrangements.

The use of a Likert scale with five alternatives is more likely to spread the values of the respondents' answers. The respondents' alternative answers are:

1. Strongly disagree (SD) with the score of 1
2. Don't agree (DA) with the score 2
3. Disagree (D) with the score of 3
4. Agree (A) with a score of 4
5. Strongly agree (SA) with the score 5

In addition to the questionnaire, in-depth interviews with respondents were conducted in an effort to determine the cause of the insignificant relationship between variables or the rejection of the hypothesis in this study. There were 53 responders from the Makassar District Office in Makassar City.

Data Analysis Techniques

- a. The outer model, or the definition of the connection between the latent variable and its indicators, otherwise called the external connection or estimation model, describes the construct's and its manifest variables' features. The reflexive indicator model looks like this:

$$x = \Lambda_x \xi + \varepsilon_x$$

$$y = \Lambda_y \eta + \varepsilon_y$$

Where x and y are indicators for exogenous latent variables (ξ) and endogenous (η). Whereas Λ_x and Λ_y is a stacking network that portrays a basic relapse coefficient that relates the inert variable to the marker. Lingering estimated by ε_x and ε_y can be deciphered as estimation blunder or commotion. The condition developmental marker model can be composed as follows:

$$\xi = \Pi_\xi x + \delta_x$$

$$\eta = \Pi_\eta y + \delta_y$$

Where ξ , η , x , and y same as the previous equation. Π_x and Π_y resembles the numerous relapse coefficient of the dormant variable on the marker, while δ_x and δ_y is the lingering of the relapse.

- b. The inner model, otherwise called the internal connection, is the particular of the connection between inactive factors (primary model). It indicates the connection between inactive factors considering the meaningful hypothesis of study. Without losing its generality, it is assumed that the latent variable and indicator or manifest variable are scaled to zero means and that the unit variance is equal to one, allowing the location parameter (parameter constant) can be deleted from the model. The following model equation will be developed in this study:

Hypothesis Test

A questionnaire was used to collect data for this study. Some elements of the questionnaire are Likert scale perceptions. As a result, it is required to determine if the data derived from the questionnaire responses are valid (valid) and dependable (can be trusted). The Pearson Correlation

analysis tool was used to test the instrument's validity. On the off chance that the Pearson connection esteem (r) is more prominent than 0.30, the thing is substantial and ought to be taken out from the following stage. If, then again, the Pearson connection esteem (r) is under 0.30, the thing is invalid. The instrument's dependability was surveyed utilizing the Cronbach Alpha investigation strategy. Assuming the Cronbach's alpha coefficient esteem is more noteworthy than 0.60, the instrument is reliable; on the other hand, on the off chance that the Cronbach's alpha coefficient esteem is under 0.60, the instrument is untrustworthy. The following is a comprehensive validity and reliability test:

Table 1. Validity Test Results

Variable	Items	r-Calculate	Decision
Work ability (X1)	X1.1	0.421	Valid
	X1.2	0.423	Valid
	X1.3	0.472	Valid
	X1.4	0.446	Valid
	X1.5	0.422	Valid
	X1.6	0.373	Valid
	X1.7	0.509	Valid
	X1.8	0.375	Valid
	X1.9	0.454	Valid
	X1.10	0.456	Valid
	X1.11	0.402	Valid
	X1.12	0.430	Valid
	X1.13	0.404	Valid
	X1.14	0.435	Valid
	X1.15	0.391	Valid
	X1.16	0.431	Valid
Work Discipline (Y1)	Y1.1	0.682	Valid
	Y1.2	0.632	Valid
	Y1.3	0.709	Valid
	Y1.4	0.626	Valid
	Y1.5	0.702	Valid
	Y1.6	0.664	Valid
Work motivation (Y2)	Y2.1	0.612	Valid
	Y2.2	0.620	Valid
	Y2.3	0.597	Valid
	Y2.4	0.479	Valid
	Y2.5	0.612	Valid
	Y2.6	0.611	Valid
	Y2.7	0.630	Valid
	Y2.8	0.592	Valid
Technology Mastery (Y3)	Y3.1	0.614	Valid
	Y3.2	0.596	Valid
	Y3.3	0.536	Valid
	Y3.4	0.688	Valid
	Y3.5	0.669	Valid
	Y3.6	0.653	Valid
	Y3.7	0.588	Valid
	Y3.8	0.683	Valid
Performance (Y4)	Y4.1	0.571	Valid
	Y4.2	0.501	Valid
	Y4.3	0.376	Valid
	Y4.4	0.421	Valid
	Y4.5	0.473	Valid
	Y4.6	0.416	Valid
	Y4.7	0.456	Valid
	Y4.8	0.484	Valid
	Y4.9	0.484	Valid
	Y4.10	0.552	Valid

	Y4.11	0.466	Valid
	Y4.12	0.399	Valid
	Y4.13	0.538	Valid
	Y4.14	0.556	Valid
	Y4.15	0.401	Valid
	Y4.16	0.552	Valid

Reliability Test

Reliability testing, like validity testing, is done statistically by determining the quantity of Cornbarh's Alpha. The dependability test is utilized to survey the unwavering quality of a poll that fills in as a sign of the factors. The indicator is deemed to be dependable or trustworthy if the resulting alpha coefficient is 0.6. The reliability testing findings are as follows.

Table 2. Reliability Test

Variable	Alpha Coefficient Standard	Cronbach's Alpha	Information
<i>Work ability (X1)</i>	0,6	0,702	Reliabel
<i>Work Discipline (Y1)</i>	0,6	0,753	Reliabel
<i>Work motivation (Y2)</i>	0,6	0,737	Reliabel
<i>Technology Mastery (Y3)</i>	0,6	0,782	Reliabel
<i>Performance (Y4)</i>	0,6	0,774	Reliabel

Source: Results of data processed by researchers, 2022

Table 2 reveals that the overall dependability value is 0.6. This indicates that the measuring instrument used in this study is trustworthy. As a result, the questionnaire deserves to be distributed to the 135 participants in this study. As per the table over, all pointers in every variable have an outright connection worth of r more prominent than 0.30, it is legitimate to show that the examination instrument. While the Cronbach's alpha incentive for all factors is more than 0.60, the examination instrument may likewise be reliable.

III. Result and Discussion

Goodness of Fit in SmartPLS

The predictive-relevance (Q^2) value is utilized in the Goodness of Fit test. In this study, the Q^2 worth of each endogenous variable is as per the following: R^2 for Work Discipline is 0.092, Work Motivation is 0.446, Technology Mastery is 0.091, and Performance is 0.575. The following formula yields the predictive-relevance value:

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) (1 - R_3^2)$$

$$Q^2 = 1 - (1 - 0.092) (1 - 0.446) (1 - 0.091)(1 - 0.575)$$

$$Q^2 = 0.806$$

The calculation results show a prescient significance worth of 0.806 or 80.6 percent, demonstrating that the model has an important forecast esteem. The prescient importance worth of 80.6 percent demonstrates that the model can make sense of 80.6 percent of the information, or that the data contained in the 80.6 percent information can be made sense of by the model. The excess 19.4 percent is made sense of by extra factors (excluded from the model) and mistakes. As indicated by Hair Ringle (2011), a Q^2 score more prominent than 75% recommends that the model created is very great and might be deciphered for extra speculation testing.

Descriptive Analysis of Variable Characteristics

Workability (X1), Work Discipline (Y1), Work Motivation (Y2), Technology Mastery (Y3), and Performance are the factors studied in this study (Y4). Following that, each variable will be described.

Description of Workability Variable (X1)

Table 3 and Figure 2 describe the frequency distribution of replies to each question item on each indicator and variable in full:

Table 3. Description of Workability Variables (X1)

Indicator	Items	Frequency of Answer Choices					Average	Average of Each Indicator
		SD	DA	D	A	SA		
X11	X1.1	0.00	27.41	18.52	18.52	35.56	3.62	3.54
	X1.2	0.00	27.41	20.74	31.11	20.74	3.45	
X12	X1.3	0.00	17.78	34.81	20.00	27.41	3.57	3.57
	X1.4	0.00	22.22	22.22	31.85	23.70	3.57	
X13	X1.5	0.00	22.96	24.44	28.15	24.44	3.54	3.52
	X1.6	0.00	26.67	23.70	22.96	26.67	3.50	
X14	X1.7	0.00	22.96	19.26	30.37	27.41	3.62	3.55
	X1.8	0.00	21.48	28.89	30.37	19.26	3.47	
X15	X1.9	0.00	30.37	25.19	27.41	17.04	3.31	3.46
	X1.10	0.00	22.22	23.70	25.93	28.15	3.60	
X16	X1.11	0.00	31.11	21.48	26.67	20.74	3.37	3.44
	X1.12	0.00	23.70	25.19	28.15	22.96	3.50	
X17	X1.13	0.00	20.74	24.44	25.19	29.63	3.64	3.54
	X1.14	0.00	27.41	26.67	19.26	26.67	3.45	
X18	X1.15	0.00	28.89	22.96	24.44	23.70	3.43	3.43
	X1.16	0.00	28.89	22.22	25.93	22.96	3.43	
Average								3.51

Source: Data processed, 2022

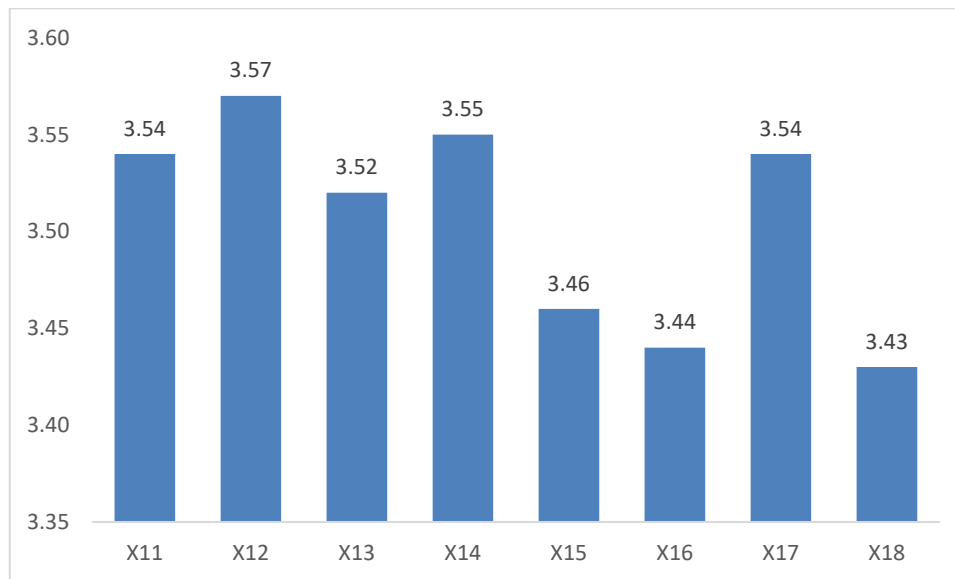


Figure 2. Description of the average indicators on the Workability variable (X1)

Overall, respondents rate the workability variable as strong, with an average of 3.51 (range: 3.41-4.20). This suggests that the respondent's work ability (X1) is in the high range.

Description of Work Discipline Variable (Y1)

Work discipline variables, frequency distribution of replies to each question item on each indicator, and the variable in total are provided in the table and figure below:

Table 4. Description of Work Discipline Variables (Y1)

Indicator	Items	Frequency of Answer Choices					Average	Average of Each Indicator
		STS	TS	KS	S	SS		
Y11	Y1.1	0.00	30.37	20.00	27.41	22.22	3.41	3.46
	Y1.2	0.00	24.44	25.19	25.93	24.44	3.50	
Y12	Y1.3	0.00	24.44	24.44	28.89	22.22	3.49	3.41
	Y1.4	0.00	29.63	28.15	21.48	20.74	3.33	
Y13	Y1.5	0.00	27.41	26.67	22.22	23.70	3.42	3.49
	Y1.6	0.00	19.26	30.37	25.19	25.19	3.56	
Average								3.45

Source: Data processed, 2022

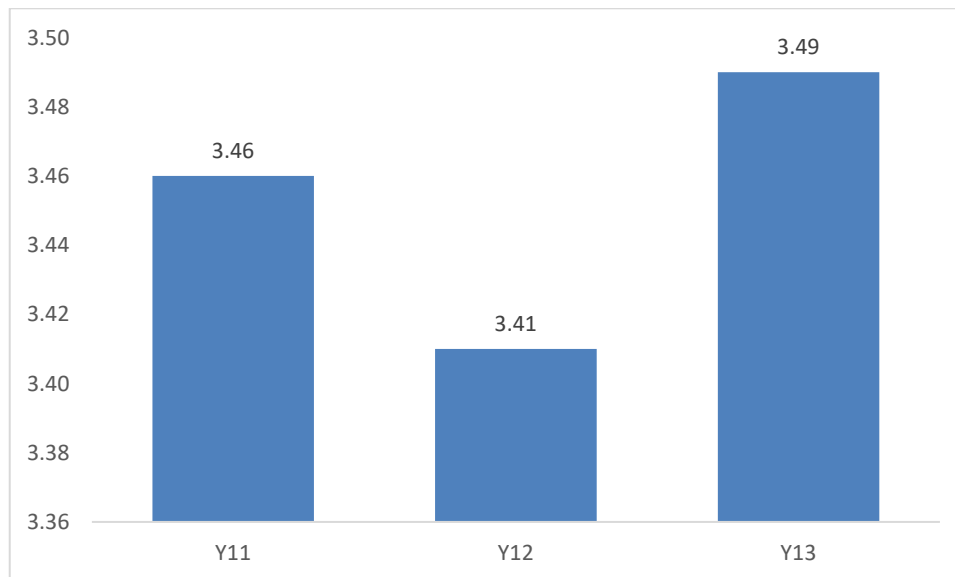


Figure 3. Description of the average indicators on the Work Discipline Variable (Y1)

Overall, respondents rate work discipline variable (Y1) as high, with an average score of 3.45. (Average between 3.41 - 4.20). This suggests that the respondent's work discipline (Y1) is in the high level.

Description of Work Motivation (Y2)

The frequency distribution of responses to each question item on each indicator and variable is summarized in the following table and figure.

Table 5. Description of Work Motivation Variables (Y2)

Indicator	Items	Frequency of Answer Choices					Average	Average of each Indicator
		SD	DS	D	A	SA		
Y21	Y2.1	0.00	24.44	20.74	25.19	29.63	3.60	3.58
	Y2.2	0.00	25.19	23.70	20.74	30.37	3.56	
Y22	Y2.3	0.00	28.15	21.48	22.96	27.41	3.50	3.43
	Y2.4	0.00	31.85	21.48	25.93	20.74	3.36	
Y23	Y2.5	0.00	17.78	29.63	25.19	27.41	3.62	3.56
	Y2.6	0.00	26.67	24.44	22.22	26.67	3.49	
Y24	Y2.7	0.00	22.96	23.70	32.59	20.74	3.51	3.47
	Y2.8	0.00	22.22	32.59	25.19	20.00	3.43	
Average								3.51

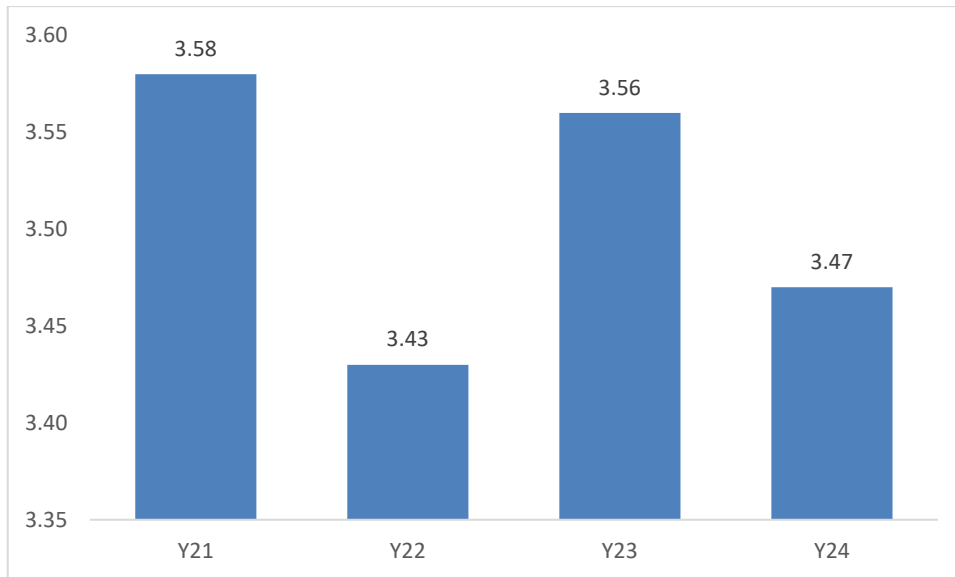


Figure 4. Description of the average indicators on the Work Discipline Variable (Y2)

As per the general typical worth of the work discipline variable of 3.51, which is in the high group (average between 3.41 - 4.20), the respondents assess the work discipline to be high.

Description of Technology Mastery (Y3)

The frequency distribution of responses to each question item on each indicator and variable is summarized in the following table:

Table 6. Description of Technology Mastery Variables (Y3)

Indicator	Items	Frequency of Answer Choices					Average	Average of each Indicator
		SD	DA	D	A	SA		
Y31	Y3.1	0.00	22.96	18.52	31.85	26.67	3.62	3.56
	Y3.2	0.00	20.74	29.63	28.89	20.74	3.50	
Y32	Y3.3	0.00	20.00	29.63	21.48	28.89	3.59	3.52
	Y3.4	0.00	28.89	25.93	17.04	28.15	3.44	
Y33	Y3.5	0.00	25.93	19.26	23.70	31.11	3.60	3.59
	Y3.6	0.00	20.74	28.89	22.96	27.41	3.57	
Y34	Y3.7	0.00	27.41	24.44	20.00	28.15	3.49	3.46
	Y3.8	0.00	26.67	26.67	22.96	23.70	3.44	
Average								3.53

Source: Data processed, 2022

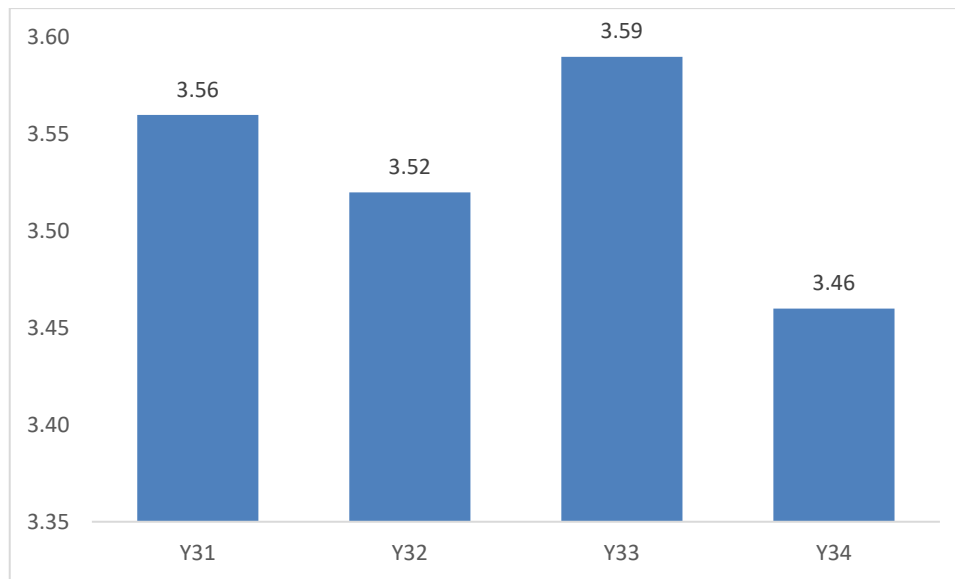


Figure 5. Description of the average indicators on the Technological Mastery Variable (Y3)

The respondents perceive high technological mastery based on the overall average value of the technology mastery variable of 3.53, which is in the high group (average between 3.41- 4.20).

Performance Description (Y4)

The frequency distribution of responses to each question item on each indicator and variable is summarized in the accompanying table and figure:

Table 7. Description of Performance Variables (Y4)

Indicator	Items	Frequency of Answer Choices					Average	Average of each Indicator
		SD	DA	D	A	SA		
Y41	Y4.1	0.00	20.74	25.93	23.70	29.63	3.62	3.60
	Y4.2	0.00	22.96	23.70	25.19	28.15	3.59	
Y42	Y4.3	0.00	20.00	20.74	28.15	31.11	3.70	3.63
	Y4.4	0.00	20.00	28.89	25.93	25.19	3.56	
Y43	Y4.5	0.00	24.44	22.96	25.19	27.41	3.56	3.52
	Y4.6	0.00	25.93	22.22	29.63	22.22	3.48	
Y44	Y4.7	0.00	26.67	25.93	20.74	26.67	3.47	3.51
	Y4.8	0.00	22.22	24.44	28.89	24.44	3.56	
Y45	Y4.9	0.00	31.11	28.89	22.22	17.78	3.27	3.44
	Y4.10	0.00	24.44	20.00	24.44	31.11	3.62	
Y46	Y4.11	0.00	28.89	18.52	23.70	28.89	3.53	3.41
	Y4.12	0.00	30.37	28.89	20.74	20.00	3.30	
Y47	Y4.13	0.00	22.22	28.89	26.67	22.22	3.49	3.52
	Y4.14	0.00	19.26	28.89	28.89	22.96	3.56	
Y48	Y4.15	0.00	22.96	20.00	25.19	31.85	3.66	3.68
	Y4.16	0.00	22.22	18.52	26.67	32.59	3.70	
Average								3.54

Source: Data processed, 2022

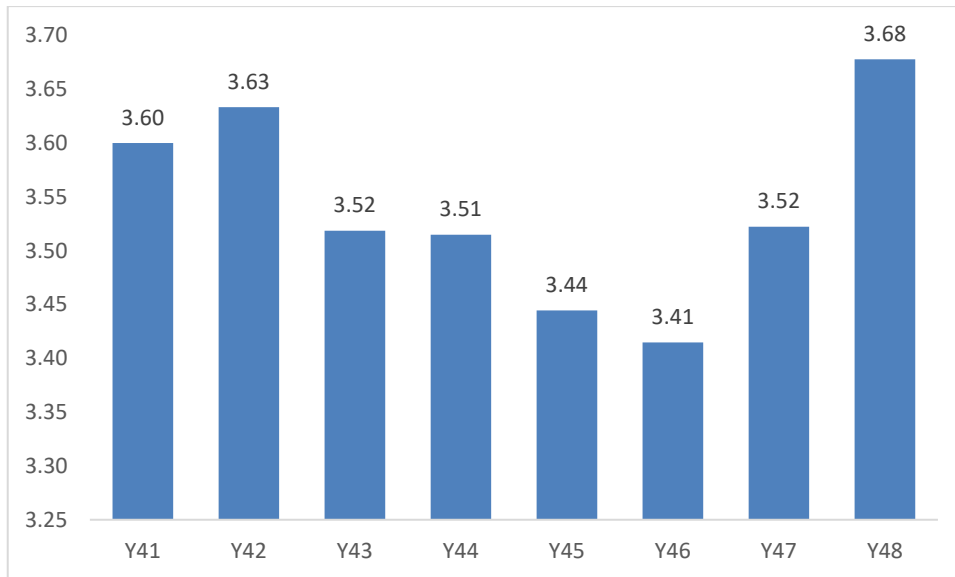


Figure 6. Description of the average indicators on the Performance Variable (Y4)

According to the overall average value of the Team Performance variable of 3.54, which is in the high range (average between 3.41 - 4.20), respondents assess Team Performance to be high.

Descriptive Statistics of Each Variable

Descriptive statistics for study variables give an overview or alternatives for a data set. The minimum (Min), maximum (Max), average (Mean), and standard deviation (SD) data are used to generate descriptive statistics in this study. This study's sample size was 135 respondents. In view of the information accumulated, the outcomes of the respondents' responses will be discussed, as demonstrated in the table underneath:

Table 8. Descriptive Statistics

Variable	Minimum	Maximum	Mean	Std. Deviation
Work ability	2.41	4.50	3.49	0.45
Work Discipline	2.00	5.00	3.45	0.74
Work motivation	2.25	4.88	3.51	0.67
Technology Mastery	2.13	4.88	3.53	0.71
Performance	2.38	4.75	3.54	0.53

According to the table, the work ability variable is the independent variable (X1) in the 53 research samples used in this study, with a base worth of 2.41 and a most extreme worth of 4.5 being the average of the answer scale values and an average value of 3.49 indicating that work ability, when distributed with the number of questions on the questionnaire regarding the X1 variable as many as 16 items, will produce 3.49, which is close to 4 indicating that the a (average between 3.41-4.20).

Work discipline (Y1) is a variable with a base worth of 2 and a most extreme worth of 5, with a typical worth of 3.45, indicating that work discipline when distributed with the number of questions on the questionnaire regarding the Y2 variable as many as 6 items will produce 3.45, which is close to 4, indicating that the average respondent's response to work discipline is in the high category (average between 3.41 - 4.20).

Work Motivation is a variable with a base worth of 2.25 and a greatest worth of 4.88, which is the normal of the response scale values, and a typical worth of 3.51, and that Work Motivation, when divided by the number of questions on the questionnaire regarding the Y2 variable, which can be as many as 8 items, produces 3.51 close to 4, indicating that the average respondent's response to work motivation is in the high category (average between 3.41 - 4.20).

Mastery of technology is a variable with a base worth of 2.13 and a greatest worth of 4.88, which is the normal of the response scale values, and a typical worth of 3.53, and that implies that

technological mastery when divided by the number of questions on the questionnaire regarding the Y3 variable, which can be as many as 8 items, produces 3.53 approaching 4, which means the average response of respondents to mastery of technology with a high category (average between 3.41 - 4.20). Performance is a variable with a base worth of 2.38 and a greatest worth of 4.75, which is the normal of the response scale values, and a typical worth of 3.54, and that implies that presentation partitioned by the quantity of inquiries on the poll in regards to the Y4 variable, which can be as many as 16 items, produces 3.54, which is close to 4 and represents the average respondent's response to performance in the high category (average between 3.41 - 4.20).

Outer Model of WarpPLS Analysis Results

Work ability (X1), work discipline (Y1), work motivation (Y2), technological mastery (Y3), and performance are the factors in this study (Y4). The heaviness of every pointer as a proportion of each dormant variable is shown by the external stacking an incentive value (for reflexive indicators). The indication with the greatest outer loading indicates that it is a measure of the most powerful (dominant) variable.

Workability (X1)

Eight reflective indicators are used to assess the work ability variable. The following figure and table show the findings of the outer loading indicators of the workability variable:

Table 9. Testing Results of Work Ability Variable Forming Indicators (X1)

Indicator	Outer Loading	p-value
X11	0.198	0.009
X12	0.225	0.003
X13	0.226	0.003
X14	0.233	0.003
X15	0.230	0.003
X16	0.198	0.009
X17	0.194	0.010
X18	0.196	0.009

Work Discipline (Y1)

Three reflective indicators are used to assess the work discipline variable (Y1). Table 10 shows the aftereffects of the external stacking of pointers from the Knowledge Sharing variable (Y1):

Table 10. Testing Results of Work Discipline Variable Forming Indicators (Y1)

Indicator	Outer Loading	p-value
Y11	0.386	< 0.001
Y12	0.426	< 0.001
Y13	0.416	< 0.001

Source: Secondary data processed, 2022

Work Motivation (Y2)

Four reflective indicators are used to survey the variable of work inspiration. Table 11 shows the consequences of the outer loading of indicators from the Conflict Team variable:

Table 11. Results of Testing Indicators of Work Motivation Variables (Y2)

Indicator	Outer Loading	p-value
Y21	0.344	< 0.001
Y22	0.314	< 0.001
Y23	0.326	< 0.001
Y24	0.337	< 0.001

Source: Secondary data processed, 2022

Technology Mastery (Y3)

The variable of mastery of technology is measured by four reflective indicators. The results of the outer loading indicators of the technology mastery variable should be visible in the accompanying table:

Table 12. Results of Testing Indicators for Variable Mastery of Technology (Y3)

Indicator	Outer Loading	p-value
Y31	0.314	< 0.001
Y32	0.307	< 0.001
Y33	0.341	< 0.001
Y34	0.318	< 0.001

Source: Secondary data processed, 2022

Performance (Y4)

The performance variable is measured by eight reflective indicators. The results of outer loading indicators of performance variables can be seen in the following table:

Table 13. Testing Results of Performance Variable Forming Indicators (Y4)

Indicator	Outer Loading	p-value
Y41	0.215	0.005
Y42	0.191	0.011
Y43	0.185	0.013
Y44	0.207	0.006
Y45	0.215	0.005
Y46	0.183	0.014
Y47	0.214	0.005
Y48	0.182	0.015

Source: Secondary data processed, 2022

Inner Model Results of Smartpls Analysis

Live Effect Test

In research, assessing the inner model (structural model) is basically trying the speculation. The t-test (T-Statistic) is used to evaluate hypotheses on each channel of direct impact in part. Appendix 3 contains the findings of the whole analysis, which are included in the WarpPLS analysis results. The findings of hypothesis testing are shown in the table below.

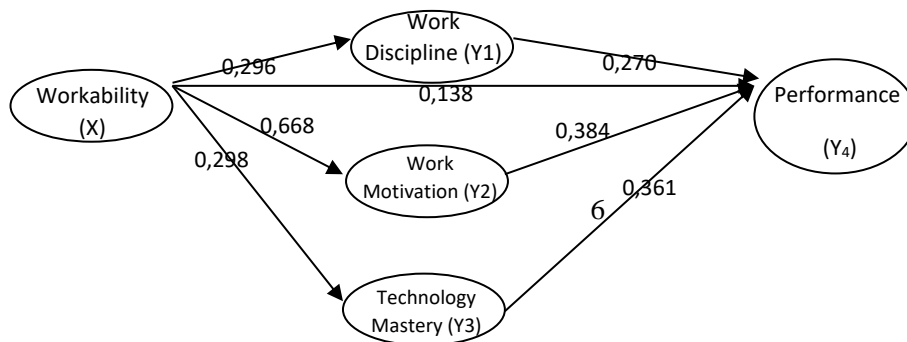
Table 14. Hypothesis Testing Results in the SmartPLS Inner Model

Connection	Path Coefficient	p-value	Information
Workability (X1) → Work Discipline (Y1)	0.296	<0.001	Significant
Workability (X1) → Work Motivation (Y2)	0.668	<0.001	Significant
Workability (X1) → Technology Mastery (Y3)	0.298	<0.001	Significant
Workability (X1) → Performance (Y4)	0.138	0.050	Significant
Work Discipline (Y1) → Performance (Y4)	0.270	<0.001	Significant
Work Motivation (Y2) → Performance (Y4)	0.384	<0.001	Significant
Technology Mastery (Y3) → Performance (Y4)	0.361	<0.001	Significant

Source: Secondary data processed, 2022

Full Structural Equation Model Analysis Analysis

The estimation results of the full latent variable model are shown in the following figure.



Based on the SmartPLS analysis test in tables and graphs, the path coefficient value in analyzing the direct effect of Workability on Work Discipline is 0.296, with a p-value of 0.001. There is a critical direct effect between Work Ability and Work Discipline since the p-esteem is 0.05. Considering that the way coefficient is positive, the association between the two is likewise certain. That is, the more the Work Discipline, the higher the Work Ability.

The path coefficient value in examining the direct influence of work ability on work motivation is 0.668, with a p-value of 0.001. There is a huge direct impact between work capacity and work motivation because the p-value is 0.05. Given that the path coefficient is positive, the association between the two is also positive. That is, the more one's work aptitude, the greater one's work drive.

In testing the immediate impact of Workability on Technology Mastery, the way coefficient esteem is 0.298, with a p-worth of <0.001. Since the p-esteem <0.05, there is a huge direct impact between Job Ability and Technology Mastery. Considering that the way coefficient is positive, it demonstrates that the connection between the two is positive. That is, the higher the Work Ability will bring about higher Technological Mastery.

The path coefficient value in examining the direct influence of workability on performance is 0.138, There is a significant direct impact among functionality and execution since the p-esteem is identical to 0.05. Considering that the way coefficient is positive, the connection between the two is also positive. In other words, the more the workability, the greater the performance.

The way coefficient result for inspecting the immediate impact of Knowledge Sharing (Y1) on Performance (Y4) is 0.270, with a p-worth of 0.001. There is a significant direct impact between Work Discipline (Y1) and Performance (p-esteem 0.05). (Y4). Considering that the way coefficient is positive, the association between the two is likewise sure. That is, the higher the degree of work discipline, the higher the degree of performance.

The path coefficient value in examining at the immediate impact of work inspiration (Y2) on execution (Y4) is 0.384, with a p-worth of 0.001. There is a significant direct connection between work inspiration (Y2) and execution (p-esteem 0.05). (Y4). Considering that the way coefficient is positive, the association between the two is additionally certain. That is, the higher the degree of work motivation, the higher the level of performance.

The path coefficient result for examining the direct influence of Technology Mastery (Y3) on Performance (Y4) is 0.361, with a p-value of 0.001. There is a significant direct effect between Technology Mastery (Y3) and Performance (p-value 0.05). (Y4). Given that the path coefficient is positive, the association between the two is also positive. That is, the more one's grasp of technology, the greater one's performance.

Indirect Effect Test

As well as testing the immediate impact, a roundabout impact was additionally found in the SmartPLS SEM analysis. The indirect effect test is described in the following table:

Table 15. Results of Testing the Indirect Effect of the Inner Model in SmartPLS

Mediation	Effect Test	Coefficient	p-value	Information
Y1	X1 on Y4	0.106	0.038	Significant
Y2	X1 on Y4	0.361	<0.001	Significant
Y3	X1 on Y4	0.108	0.036	Significant

Table 16. Summary of Inner Model Direct and Indirect Effect Testing Results in SmartPLS

Direct Influence	Coef.	p-value	Note	Indirect Influence	Coef.	p-value	Note
X1 to Y1	0.296	<0.001	Sign.	X1 ke Y4	0.106	0.038	Sign.
X1 to Y2	0.668	<0.001	Sign.				
X1 to Y3	0.298	<0.001	Sign.				
X1 to Y4	0.138	0.050	Sign.	X1 ke Y4	0.361	<0.001	Sign.
Y1 to Y4	0.270	<0.001	Sign.	X1 ke Y4	0.108	0.036	Sign.
Y2 to Y4	0.384	<0.001	Sign.				
Y3 to Y4	0.361	<0.001	Sign.				

According to the table, the indirect impact of Work Ability (X1) on Performance (Y4) by means of Knowledge Sharing (Y1) has a coefficient of 0.106 and a p-worth of 0.038. The mediating impact of Work Discipline is significant according to the p-value (0.038) 0.05. Given that the coefficient has a positive value, it follows that the higher the worth of Work Discipline, the larger the effect of Work Ability on Performance. Thus, Work Discipline acts as a moderator between Work Ability and Performance.

According to the table, the circuitous impact of work capacity (X1) on execution (Y4) by means of work inspiration (Y2) has a coefficient worth of 0.361 and a p-worth of 0.001. The mediating impact of work motivation is significant due to the p-value (0.001) 0.05. Given that the coefficient has a positive value, it follows that the higher the worth of Work Motivation, the bigger the impact of Work Ability on Performance. Hence, work inspiration goes about as a mediator between work capacity and execution.

According to the table, the indirect impact of Work Ability (X1) on Performance (Y4) via Technology Mastery (Y3) has a coefficient of 0.108 and a p-worth of 0.036. The effect of Technological Mastery intercession is huge on the grounds that p-esteem (0.036) 0.05. Considering that the coefficient value is positive, the larger the effect of Workability on Performance, the higher the value of Technology Mastery. As a result, Technology Mastery acts as a moderator between Job Ability and Performance.

Discussion

Work Ability Against Team Performance

According to the research findings, the work capacity variable affects performance. The path coefficient value in examining the direct influence of work ability on performance is 0.138, with a p-worth of 0.050. There is a significant direct impact between work capacity and execution since the p-esteem is comparable to 0.05. Considering that the way coefficient is positive, the connection between the two is also positive.

The Influence of Work Ability on Work Motivation

According to the research findings, the work ability variable has an empirically significant influence on work inspiration. The way coefficient is 0.296, and the p-esteem is 0.001. There is a substantial direct impact between work ability and work motivation since the p-value is 0.05. Given that the path coefficient is positive, the association between the two is additionally sure. That is, the more one's work aptitude, the greater one's work drive.

The Influence of Work Ability on Work Motivation

According to the research findings, the work ability variable affects work motivation. The path coefficient value in examining the direct influence of work ability on work motivation is 0.668, with a p-worth of 0.001. There is a significant direct effect between work capacity and work inspiration since the p-esteem is 0.05. Considering that the way coefficient is positive, the association between the two is likewise sure. That is, the more one's work inclination, the more prominent one's work drive.

The Influence of Workability on Technology Mastery

As per the discoveries of this review, the work capacity variable affects an empirically significant influence on technological mastery. The route coefficient value coefficient in examining the direct influence of work ability on technological mastery is 0.298, with a p-value of 0.001. There is a substantial direct effect between work ability and technological mastery since the p-value is 0.05. Given that the path coefficient is positive, the connection between the two is also positive.

The Effect of Work Discipline on Performance

As indicated by the discoveries of this review, the work discipline variable impacts performance. The path coefficient value in examining the direct influence of work discipline (Y1) on performance (Y4) is 0.270, with a p-value of 0.001. There is a significant direct connection between work discipline (Y1) and performance (p-value 0.05). (Y4). Given that the path coefficient is positive, the connection between the two is also positive.

The Effect of Work Motivation on Performance

As per the discoveries of this review, the work inspiration variable impacts execution. The way coefficient esteem in looking at the immediate impact of work inspiration (Y2) on execution (Y4) is 0.384, with a p-worth of 0.001. There is a significant direct connection between work inspiration (Y2) and execution (p-esteem 0.05). (Y4). Considering that the way coefficient is positive, the association between the two is also positive.

The Influence of Technology Mastery on Performance

As per the discoveries of this review, the variable of technological mastery has an empirically significant influence on performance. The path coefficient value in examining the direct influence of technological mastery (Y3) on performance (Y4) is 0.361, with a p-value of 0.001. There is a significant direct impact between technological mastery (Y3) and performance (p-value 0.05). (Y4). Considering that the way coefficient is positive, the association between the two is also positive.

Indirect Effect of Work Ability on Performance through Work Discipline

As per the discoveries of this review, the work ability variable has an empirically significant influence on performance through work discipline. According to the data, the circuitous impact of work capacity (X1) on execution (Y4) through work discipline (Y1) has a coefficient worth of 0.106 and a p-worth of 0.038. The interceding effect of work discipline is critical as indicated by the p-esteem (0.038) 0.05. Given the positive coefficient value, it follows that the more the value of work discipline, the better the capacity to work on performance.

Indirect Effect of Work Ability on Performance through Work Motivation

As per the discoveries of this review, the work capacity variable has an empirically significant influence on performance via work motivation. The findings demonstrate that the indirect influence of work capacity (X1) on execution (Y4) by means of work inspiration (Y2) has a coefficient worth of 0.361, with a p-worth of 0.001. The mediating impact of work motivation is significant due to the p-value (0.001) 0.05. Given that the coefficient value is positive in reverse from the Likert scale, the higher the value of work motivation, the bigger the impact of work capacity on execution, suggesting that more grounded work motivation in the District Office can increase performance. This data suggests that work motivation acts as a moderator between work ability and performance.

Indirect Effect of Workability on Performance through Technology Mastery

As per the discoveries of this review, the work capacity variable has an empirically significant influence on performance through technological mastery. The information show that the circuitous impact of work capacity (X1) on execution (Y4) through mechanical dominance (Y3) has a coefficient worth of 0.108 and a p-worth of 0.036. Since the p-esteem (0.036) 0.05, the intercession impact of innovative ability is critical. Considering that the coefficient has a positive worth, it shows that the more the worth of innovative dominance, the greater the impact of work capacity on execution.

IV. Conclusion

All hypotheses produced were verified by the data, thus it is hoped that they may be utilized to design organizational policies, particularly in the section on human resource development. We come to this conclusion through the following points:

- a. Work capacity affects execution. Considering that the way coefficient is positive, the association between the two is likewise sure. That is, the higher the degree of work capacity, the higher the degree of execution.
- b. Work capacity and work discipline have a significant direct impact. Considering that the way coefficient is positive, the association between the two is additionally certain. That is, the more one's work ability, the more prominent one's work discipline.
- c. Work ability and work motivation have a substantial direct influence. Given that the way coefficient is positive, the association between the two is likewise certain. That is, the more one's work aptitude, the greater one's work drive.
- d. There is a considerable direct relationship between labor ability and technological expertise. Given that the way coefficient is positive, the association between the two is likewise sure. That is, the more the labor capacity, the greater the technological expertise.
- e. Work discipline affects execution. Considering that the way coefficient is positive, the association between the two is additionally sure. That is, the more the work discipline, the greater the Team Performance.
- f. Work inspiration impacts execution. That is, the higher the degree of work inspiration, the higher the degree of execution.
- g. Technology dominance affects execution. Considering that the way coefficient is positive, the association between the two is likewise sure. That is, the more the mastery of technology, the greater the performance.
- h. Work ability has a considerable indirect influence on the interceding variable of work discipline. Given that the coefficient has a positive value, it follows that the more the worth of work discipline, the more prominent the impact of work capacity on execution.
- i. Work ability has a considerable indirect influence on performance via the mediating variable of work motivation. Given that the coefficient has a positive value it follows that the higher the worth of work inspiration, the bigger the impact of work capacity on execution.
- j. There is an extensive circuitous impact of work capacity on execution by means of the mediating variable of technological mastery. Given that the coefficient has a positive value, it indicates that the more the value of technological mastery, the bigger the effect of work ability on performance.
- k. There is a huge circuitous impact between work capacity on execution through the variables of work discipline, work motivation and mastery of technology. Given the positive worth of the coefficient, it implies that the higher the worth of work discipline, work inspiration and authority of innovation, the more prominent the impact of work capacity on execution

This study is wanted to give extra policies on current systems in local government to ensure that work skills always have an influence on performance and can generate indirect output in community services. The consequences of local government services for the community as a result of solid performance are examined in this study by examining various parts of indicators of work capacity, work discipline, work inspiration, and mechanical dominance.

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