

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City



Yosefina Vila¹, Boge Triatmanto², Tanto Gatot Sumarsono³

^{1,2,3}University of Merdeka Malang, Indonesia

ABSTRACT: This study has at least five aims. Such as describing the organizational environment, work motivation of teachers' performance, and work discipline. Also, analyzing the effect of organizational environment and work motivation on work discipline. Third, examining the effect of organizational environment and work motivation on teacher performance. Fourth, discovering the effect of work discipline on teacher performance, and analyzing the influence of the organizational environment. Fifth, examining the work motivation of teacher performance through work discipline in Malang City. The population in this study were teachers in Malang City, which amounted to 87 teachers. The object sample of the research is 87 teachers by using a census. The data analysis technique used path analysis. The results of the analysis show that the organizational environment and work motivation have an effect on work discipline. The organizational environment and work motivation affect teacher performance. Employee work discipline has an effect on teacher performance. The organizational environment and work motivation affect teacher performance through work discipline.

KEYWORDS: Organizational Environment, Work Motivation, Work Discipline, Teacher Performance

I. INTRODUCTION

Human resources are one of the valuable assets owned by an organization because humans are the only resources that can move other resources. Thus the element of human resources is the factor that must be maintained. Therefore, the efforts to keep up human resources are the main steps of the organization. School is an institution engaged in the realm of education to carry out this educational mission, and work productivity is significant. Therefore, human resources need to be managed to improve teacher performance.

The main factor why humans work is the need that must be fulfilled. Activities in work contain elements of a social action that produces something and ultimately aims to meet needs and achieve a better standard of living. Accomplishing a better standard of living and success at work cannot be separated from work motivation, and the strength of one's work motivation affects the level of work performance.

School as an educational service institution has a vision, mission, goals, and functions. Therefore, schools need professional staff, organizational work procedures, and sources that support both financial and non-financial (Cahya, 2016). These professional staff in schools will expect a performance that is a dream for every stakeholder organization.

Law Number 14 of 2005, Chapter 1 Article 1 concerning teachers and lecturers, stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Many factors that cause satisfaction or dissatisfaction of a teacher in carrying out their duties as teachers and educators are in the spotlight of many parties. Such as organizational environment, work discipline, honors, relationships between teachers and teachers, teachers and principals, teachers and students, attitudes of teachers, knowledge of communication, and motivational factors that can directly or indirectly affect teacher performance (Halawa, 2016).

Indonesian education faces three challenges. First, as a result of the economic crisis in the world of education, it is required to be able to maintain the results of educational development that have been accomplished. Second, education is required to prepare competent human resources to compete in the international job market. Third, in line with the implementation of regional autonomy, it is necessary to make changes and adjustments to the national education system to realize a more democratic education process (www.depdiknas.go.id).

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

Of the three challenges, teacher performance becomes urgent to improve the quality of education in Indonesia. Teacher performance is a crucial factor in determining student achievement. The quality of teachers determines the success of education. In general, the work of teachers is divided into two, work related to teaching and educating tasks and social (social) tasks. As a teacher, the teacher provides knowledge (cognitive), attitudes and values (affective), and skills (psychomotor). Teacher performance is determined by various factors, including organizational environment, work motivation, and teacher work discipline (Warsidi, 2005; Falahy, 2005).

Organizational environment is a means for teachers to approach their work environment with a positive outlook. If the organizational environment is conducive, the environment of a harmonious human environment will make teachers motivated because teachers are satisfied with the organization. On the other hand, if the environment is not conducive, the teacher will be less enthusiastic about working (Falahy, 2005).

Organizational environment influences work discipline. Wirawan (2007), in general, defines the organizational environment as the perception of organizational members (individually and in groups) about what is or is happening in the organization's internal environment regularly, which affects attitudes, organizational behavior, and member performance. An ideal organizational environment will help improve work discipline in employees. The concept above is in line with the research conducted by Fitria Barokah (2013). The findings indicate a significant positive relationship between organizational environment and work discipline. Then the research by Gabriel Kawas Tarigan (2016) shows a powerful and crucial influence on organizational environment on work discipline. Furthermore, in an analysis by Ahmad Nadzirun (2016), the results can be concluded that organizational environment has a crucial effect on work discipline.

In addition to organizational environment factors that affect discipline, work motivation factors also affect discipline. Hasibuan (2006) says that among the motivational goals are to create an ideal working environment and relationship, increase a sense of responsibility towards their duties, and can improve one's discipline at work. The concept above is in line with the research conducted by Trio Saputra (2017). The findings of the study indicate that work motivation has a significant influence on work discipline. Then the analysis by Sharief, R. Moch Adhitya Azhar (2016), results from it can be concluded that there is an influence of work motivation on work discipline. Furthermore, research conducted by Pratomo Agung Teguh Prasetyo (2017) can be concluded that there is an influence of motivation on employee work discipline.

The phenomenon that occurs in schools in Malang City is the problem of work motivation which is still relatively low and results in performance that tends to decrease. It showed from the work targets that have not achieved the realization that has been set together, especially in providing services, so that it has not had a positive impact on achieving the expected teacher performance. In addition, the problem of work discipline is still relatively low. It can be seen from the work targets that have not reached the realization that has been set together so that it has not had a positive impact on the expected teacher performance. The low work discipline shown by the officials who still like to play truant during school hours, teachers do not obey the agreed rules, and many teachers are still not good at using work time to produce things that are useful for school and are not serious at work. It is due to inadequate work discipline factors that affect the performance of employees in achieving the foundation's goals. Creating an organizational environment that can bring its members to improve performance to achieve organizational goals is not simple. It is because, basically, humans have different behavioral characteristics according to the level of their needs. If there is a difference or gap between the perception of members and the perception of the leadership regarding the perceived and expected organizational environment creates job dissatisfaction from members and leads to abuse of rights and obligations which ultimately results in organizational goals not being fulfilled optimally.

From the description above, the performance of Malang teachers still needs to be improved. Improving teacher performance will be influenced by various factors. According to Sinambela (2012), diverse components that can affect teacher performance are (1) development and improvement of curriculum and evaluation systems, (2) improvement of educational facilities, (3) development and procurement of teaching materials, (4) continuous teacher training and other components. Mulyasa (2003) states that the factors that affect work productivity or teacher performance in carrying out their duties are (1) mental attitude; (2) education; (3) skills; (4) management; (5) industrial relations; (6) income level; (7) nutrition and health; (8) social security; (9) work environment and environment; (10) quality of learning facilities; (11) the technology used; (12) achievement opportunities. There are still many things that can be pursued to support the improvement of teacher performance, yet, the authors examine the problem of organizational environment and work motivation on teacher performance through work discipline. These problems increasingly piled up with the tendency of the organization to develop and adapt to the development of the surrounding environment. Based on the description of the theory and problems that have been described previously, the researchers were motivated to investigate further the influence of organizational environment and work motivation on teacher performance through work discipline in Malang City.

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

II. LITERATURE REVIEW

Organizational Environment and Work Motivation

According to Subawa and Surya (2017), organizational environment is a person's perception of aspects of work and organizational values. Thus it is stated that organizational environment is a perception of each individual regarding organizational characteristics and conditions that affect a person's behavior in carrying out work. Pasaribuan and Indrawati (2016) expressed that organizational environment is the relative environmental quality of the organization experienced by its members, its effect on their behavior, and how the organization functions well. Organizational environment is divided into organizational environmental conditions involving physical and organizational environmental conditions involving psychological or non-physical aspects. Simamora (2006), organizational environment is the internal environment or organizational psychology. Organizational environment affects HR practices and policies accepted by members of the organization, each organization will have a different organizational environment with the diversity of jobs designed within the organization, or the nature of the existing individuals will describe these differences.

Motivation is the factors that direct and encourage a person's behavior or desire to carry out an activity expressed in the form of endeavor and faint efforts. Those who strive to achieve a goal include three crucial elements. Such as intensity, direction, and persistence. According to Wibowo (2010), motivation is an encouragement to a series of processes of human behavior in achieving goals. Furthermore, according to Mangkunegara (2017), work motivation is the encouragement of needs in employees that need to be met so that the employee can adapt to his environment and be able to achieve the goals that have been set. The elements contained in motivation include generating, directing, maintaining, showing intensity, continuously, and having a purpose. Based on the various opinions above, motivation arises from within the employee or through stimulation from outside the employee. In a leadership organization, in this case, the Head of the Malacca Regency Service is required to play a greater role in providing stimulation and encouragement so that employees are more motivated to produce satisfactory outputs and continue to attempt to improve their performance even more.

H1: It is suspected that organizational environment (X1) and work motivation (X2) have a significant effect on work discipline (Y1) in Malang City.

H2: It is suspected that organizational environment and work motivation have a significant effect on teacher performance (Y2) in Malang City.

Work discipline and Teacher Performance

According to Sinambela (2018), work discipline is the awareness and willingness of employees to obey all organizational regulations and applicable social norms. That is, without the support of good employee discipline, it is difficult for the organization to realize its goals. According to Mangkunegara and Octorent (2015), work discipline is the ability to control oneself in the form of not taking inappropriate actions and supporting created things. According to Sutrisno (2017), discipline is the willingness of a person to obey the norms and regulations applied around him. A discipline is a form of training that enforces company regulations, often influenced by the discipline system within the company for employees who have problems. If the company fails to deal with problematic employees, negative effects on other employees and work groups will appear (Mathis, 2002). According to Rosidah and Sulistiyani (2003), discipline is a procedure that corrects or punishes subordinates for violating the rules of procedure. Discipline is a form of employee self-control and regular implementation and shows the level of seriousness of the work team in an organization.

The concept of performance is the achievement of work results, which are related to the operations, activities, programs, and mission of the organization. In terms of the performance itself, according to Rivai (2005), namely work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Sudarmanto (2009) suggests that performance is the ability of employees to perform particular skills. In line with Sedarmayanti (2016), performance is the result of work by workers, a management process, or an organization as a whole, where the results show significance both in terms of quality and quantity. Busro (2018) stated that performance is the result of work that can be achieved by employees.

H3: It is suspected that work discipline (Y1) has a significant effect on teacher performance (Y2) in Malang City.

Organizational Environment Relationship Theory, Work Motivation, Work Discipline And Teacher Performance

According to Handoko (2018), many factors possibly influence the good and bad performance of teachers in carrying out their duties and responsibilities, including internal and external factors. Internal factors can be in the form of employee skills or teacher abilities, while external factors can be in the form of organizational environment, work motivation, and work discipline. Based on the description, organizational environment factors, work motivation, and teacher work discipline are several factors that may influence good or bad teachers' performance.

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

Organizational environment influences work discipline. Wirawan (2007) defines the environment in the organization broadly, that organizational environment is the perception of organizational members (individually and in groups) about what exists or occurs in the organization's internal environment on a regular basis, which affects attitudes, organizational behavior and member performance. An ideal organizational environment will help improve work discipline in teachers so that teacher performance will increase if the organizational environment and work discipline in schools are good.

In addition to the mentioned factors, motivation will also affect teacher performance. Work motivation is needed to improve performance because the motivation will make a teacher enthusiastic at work. Motivation is the driving force for someone to contribute as much as possible to the organizational success in achieving its goals because achieving organizational goals means achieving the personal aim of the members of the organization concerned Siagian, (2002).

Motivation is a desire that arises in a person that will cause enthusiasm in working to achieve a goal. In accordance with the opinion expressed by Hasibuan (2013), motivation is a way to encourage employees' work passion so that they are willing to work hard by mobilizing all their abilities and skills to realize the goals set by the organization. Motivation questions how to direct the power and potential of subordinates. So that they want to work together productively to achieve and realize the set goals. As a result, if the teacher's morale is high, the work assigned will be completed quicker with satisfactory results. A job that is quickly and accurately completed is ideal job performance.

In addition to organizational environment and work motivation, another factor that influences performance is work discipline. Work discipline is one of the factors that affect performance. Hasibuan (2011) suggests discipline is a person's awareness and willingness to obey all company regulations and social norms. Work discipline is an attitude and behavior of a person who adheres to the rules that have been determined.

Hasibuan (2013) stated that discipline is the most crucial operative function of human resource management because the better the discipline of employees, the higher the work performance they achieve. It is difficult for corporate organizations to achieve optimal results without good employee discipline. An ideal work discipline reflects a person's sense of responsibility for the tasks assigned to him to encourage work enthusiasm, morale, and the realization of organizational, employee, and community goals.

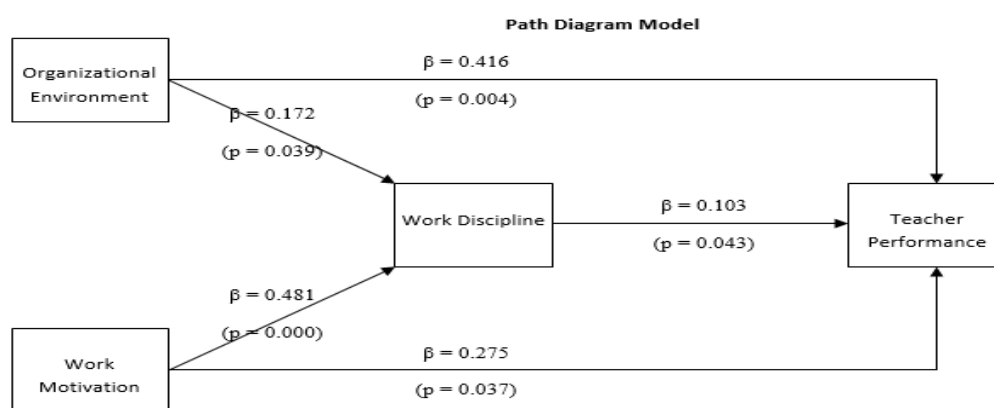
H4: It is suspected that organizational environment and work motivation have a significant effect on teacher performance (Y2) through work discipline (Y1) in Malang City

III. METHOD

This study uses a questionnaire instrument as a data collection instrument, which is intended to obtain descriptive data in testing hypotheses. The population in this study were teachers in the city of Malang, amounting to 87 people. Based on this study, because the population is not greater than 100 employees, the authors take 100% of the population in Malang City as 87 respondents. Thus the use of the entire population without having to draw a research sample as a unit of observation is a saturated sample (census technique). The data analysis method in this study was carried out with the following techniques: descriptive analysis and structural equation model analysis. Descriptive analysis in this study will be used to determine the frequency distribution of respondents' answers to the results of questionnaire collection. This analysis is needed to describe or describe the data collected from the questionnaire. This structural equation model analysis is applied to determine the effect of organizational environment and work motivation on teacher performance through work discipline.

IV. FINDINGS

Path Diagram Model



Sources: Primary Data Processed, 2022

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

The influence of the organizational environment on work discipline is significant at α level of 5% with a p-value of 0.039 and a regression coefficient of 0.172. It shows that the organizational environment affects work discipline. It means that the better the organizational circumstance, the better work discipline. The effect of work motivation on work discipline is significant at the α 5% level with a p-value of 0.000 and a regression coefficient of 0.481. It shows that work motivation has an effect on work discipline, which means that the higher work motivation, it can increase work discipline. The effect of organizational environment on teacher performance is significant at the 5% level with a p-value of 0.004 and a regression coefficient of 0.416. It shows that the organizational environment affects teacher performance, which means that the better the organizational environment, the better the teacher's performance. The effect of work motivation on teacher performance is significant at the α 5% level with a p-value of 0.037 and a regression coefficient of 0.275. It shows that work motivation affects teacher performance, which means that the higher the work motivation, the higher the teacher's performance. The effect of work discipline on teacher performance is significant at the α 5% level with a p-value of 0.043 and a regression coefficient of 0.103. It shows that work discipline affects teacher performance, which means that the higher the work discipline, the higher the teacher's performance.

Table 1. Summary of Direct, Indirect, and Total Effect Analysis Results from Path Analysis

Variable	Direct Effect	Prob.	Indirect Effect	Total Effect
Organizational Environment → Work Discipline	0.172	0.039*	-	-
Work Motivation → Work Discipline	0.481	0.000*	-	-
Organizational Environment → Teacher Performance	0.416	0.004*	-	-
Work Motivation → Teacher Performance	0.275	0.037*	-	-
Work Discipline → Teacher Performance	0.103	0.043*	-	-
Organizational Environment → Work Discipline → Teacher Performance	0.416	-	0.172 x 0.103 = 0.018	0.434
Work Motivation → Work Discipline → Teacher Performance	0.275	-	0.481 x 0.103 = 0.050	0.325

* Significant at α 5%

Based on the data listed, it shows that the total effect of the organizational environment variable on the teacher performance variable (0.434) is greater than the direct effect (0.416). Likewise, for the work motivation variable on the teacher performance variable, the total effect (0.325) is greater than the direct effect (0.275). These results indicate that work discipline status is an *intervening* variable in the influence of organizational environment and work motivation on teacher performance because the total value is greater than the direct effect.

V. DISCUSSION

The influence of organizational environment and work motivation on work discipline

Organizational environment affects the work discipline of teachers. One important factor that triggers the influence of the two variables is teacher satisfaction because they have become part of the teaching staff. It means that the better the organizational environment, the better the work discipline of teachers. The school has an ideal organizational environment seen by the harmonious relationship between the principal and teachers also the relationship between teachers. This condition then creates high morale among the teachers, so that teachers will always try to support the school's efforts to achieve its goals, one of which is showing discipline in work. In other words, satisfaction with the environment in schools triggers the spirit of teachers to constantly attempt to be disciplined in working by holding fast or obeying every set rule at school. The results of this study support Gunawan (2019) and Kusumayadi (2018), who prove that organizational environment affects work discipline

Work motivation affects teacher work discipline. One important factor that triggers the influence of the two variables is the teacher's awareness to constantly obey the work regulations that apply at the school where he works or teaches. Teachers with high work motivation really like challenges, dare to take risks and are able to take responsibility for their duties or work. The high work motivation of the teachers will have a positive impact, both on the individual and the school. Teachers with characteristics of high work motivation will have a great desire to work because they always want to do something serious with high targets so that they expect the best results. The results of this study support Gunawan (2019) and Saputra (2017), who prove that work motivation affects work discipline.

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

The Influence of Organizational Environment and Work Motivation on Teacher Performance

Organizational environment affects teacher performance. The main thing that shapes the organizational environment is the standard, which is reflected in the satisfaction of teachers because they have become part of the agency that oversees them. It means that the better the organizational environment, the better teachers' performance. In a school that has an ideal organizational environment, meaning that the relationship between the principal and teachers and also the relationship between teachers is compatible, there will be satisfaction in the teacher and a feeling of pride for being part of the organization. Then, it will foster his enthusiasm to continuously attempt to support the school in achieving its goals so that teachers will always try to work seriously. In other words, satisfaction with the environment in schools results in the growth of the teacher's enthusiasm to display good performance at work. The results of this study support Isbahi (2019) and Mardianti (2019), which prove that organizational environment affects employee performance.

Work motivation affects teacher performance. The main thing that can increase work motivation is the need for relatedness. It is reflected in the teacher's awareness to constantly obey the applicable work regulations at the school where he works or teaches. Teachers who have high work motivation will try their best so that their work can be as successful as possible. The results of this study support Cahyana (2019) and Hulhadi (2016), which prove that work motivation affects teacher performance.

The Effect of Work Discipline on Teacher Performance

Work discipline affects teacher performance. The main thing that can foster work discipline is compliance with work standards, which is reflected in the ability of teachers to always work according to procedures set by the school. It means that the higher the work discipline of the teacher, the higher the performance. A teacher with good performance is embedded in him the feeling to constantly obey school rules so that every action will be carried out by upholding discipline. The results of this study support Mardianti (2019) and Gunawan (2019), who prove that work discipline affects teacher performance.

The Influence of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline

Work discipline is able to mediate the influence of organizational environment on teacher performance, which means teacher performance can be improved if a good environment is created in schools related to feelings of pride for teachers because they have become an important part of the school, which then triggers the emergence of discipline in the teachers. Work discipline is crucial for the school because if the teachers are able to be disciplined at work, then gradually, an ideal organizational environment will arise in the school. The results of this study support Gunawan (2019) that work discipline is able to mediate the influence of organizational environment on employee performance.

Work discipline is able to mediate the effect of work motivation on teacher performance. It means that work motivation can improve teacher performance if teachers have high discipline in working to carry out their teaching tasks at school. The teacher's assessment of the work with his condition is closely related to the teacher's work discipline. A positive assessment can improve teacher work discipline, while a negative assessment causes teachers to be less disciplined at work. The results of this study support Gunawan (2019) that work discipline is able to mediate the effect of work motivation on employee performance.

VI. CONCLUSION

Organizational environment is shaped by structure, standards, responsibility, recognition, and support. The main thing that shapes the organizational environment is the standard, which is reflected in the satisfaction of teachers because they have become part of the agency that oversees them. Work motivation is formed by existence, relatedness needs, and growth needs. The main thing that can increase work motivation is the need for relatedness, as reflected in the teacher's awareness to always obey the work regulations in the school where he works or teaches. Teacher performance is shaped by quality, quantity, and timeliness. The main thing that can improve teacher performance is punctuality, reflected in the teacher's ability to prioritize work to adjust the set time. Work discipline is formed by attendance, compliance with regulations, obedience to work standards, and working ethically. The main thing that can foster work discipline is compliance with work standards, as reflected in the ability of teachers to always work in accordance with the procedures set by the school.

Organizational environment and work motivation can improve work discipline in Malang City, which means that an ideal organizational environment supported by high teacher work motivation can foster teacher work discipline. Organizational environment and work motivation can improve teacher performance in Malang City. It means teacher performance can be built through the organizational environment at school and the work motivation of the teachers.

Work discipline can improve teacher performance in Malang City, which means high work discipline can improve teacher performance. Organizational environment and work motivation can improve teacher performance through work discipline in Malang City. It means teacher performance can be built if a high work discipline attitude grows in the teachers. Such as

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

compliance with work standards reflected in an ideal organizational environment as reflected in the satisfaction of teachers because they have become part of the institution that oversees them. As well as the high work motivation of teachers in meeting the needs of interrelationships is reflected in the teacher's awareness to constantly obey the applicable work regulations at the school where he works.

VII. SUGGESTION

This research enriches the conception of understanding human resource management, so it is necessary to develop a model and concept of teacher performance with a work discipline approach. All teachers should encourage an attitude of responsibility when working or completing their duties, one of which is by always wearing a complete identification card at school. It is suggested that the principal give an award to every outstanding teacher, one of which is by praising the accuracy of the work carried out on time by the teacher.

It is recommended for future researchers to carry out broader development with variables that are not only organizational environment, work motivation, and work discipline that can affect teacher performance, such as education and training, as well as leadership.

REFERENCES

- 1) A.A. Anwar King Mangkunegara. 2017. Human Resource Management Company, Bandung: Rosdakarya Youth.
- 2) Anwar Prabu Mangkunegara and Tinton Rumbungan Octored. 2015. Effect Of Work Discipline, Work Motivation and Job Satisfaction on Employee Organizational Commitment In The Company (Case Study In PT. Dada Indonesia). Universal Journal Of Management, Vol 3 Issue 8 : 318-328.
- 3) Ambar T. Sulistiyani and Rosidah. 2003. Human Resource Management. First Print. Graha Ilmu Publisher. Yogyakarta.
- 4) Busro, Muhammad. 2018. Human Resource Management Theories. Jakarta: Prenadameidia Group.
- 5) Cahya, R. D. (2016). The Influence of Compensation, Work Climate and Work Motivation on the Performance of Middle School Health and Health Teachers in Bandar Lampung. Thesis in the Faculty of Higher Education and Education. Lampung: University of Lampung.
- 6) Falah. 2005. Study of Correlation Between Organizational Climate and Achievement Motivation with Teacher Job Satisfaction (Study on teachers of SMK Samarinda). Thesis published (www.geocities.com/guruvalah).
- 7) Halawa, M. (2016). The Influence of Competence, Work Discipline and Job Satisfaction on the Performance of Middle School Teachers in Tukka District, Central Tapanuli Regency. Jakarta: Thesis at the Open University.
- 8) Handoko, T. Hani. 2018. Personnel and Human Resources Management. Yogyakarta: BPFE
- 9) Hasibuan, Malay S.P. 2006 Human Resource Management, Jakarta: PT Haji Masagung
- 10) Hasibuan, Malayu S.P, 2011. Human Resource Management. Jakarta: PT Bumi Askara.
- 11) Mathis Robert, Jackson John. 2002. Human Resource Management. Jakarta: Salemba four
- 12) Pasaribu, E., & Indrawati, A. (2016). The Influence of Organizational Climate and Quality of Work Life on the Performance of Bali Provincial Social Service Employees. Udayana University Management Journal.
- 13) Rivai, Veithzal. 2005. Human Resource Management for Companies From theory to practice. Jakarta: PT. King Grafindo Persada
- 14) S.P, Hasibuan, Malayu. 2013. Human Resource Management. Jakarta: PT Bumi Aksara
- 15) Sedarmayanti. 2016. Human Resource Management Bureaucratic Reform and Civil Service Management. Bandung: PT. Aditama Refika.
- 16) Sharief, R. Moch Adhitya Azhar. 2016. The Influence of Work Motivation on Employee Discipline at Bank Mandiri Ujungberung Branch Bandung.
- 17) Siagian Sondang P., 2002. Tips to Increase Work Productivity, First Edition, PT. Rineka Cipta, Jakarta
- 18) Simamora, Henry. (2006). Human Resource Management. Yogyakarta : STIE YKPN.
- 19) Sinambela, Lijan Poltak. 2012. Employee Performance. Graha Ilmu: Yogyakarta.
- 20) Sinambela, Lijan Poltak. 2018. Human Resource Management. Third Printing. Jakarta: PT Bumi Aksara
- 21) Subawa, I Kadek Adi and Surya, I Bagus Ketut. 2017. The Effect of Organizational Climate and Job Stress on Job Satisfaction of High School 1 Gianyar Teachers. e-Journal of Management UNUD, Volume 6, Number 4, 2017.
- 22) Sudarmanto, SIP, Msi (2009). HR Performance and Competency Development. Yogyakarta : Student Library
- 23) Sutrisno, E. (2017). Human Resource Management. Jakarta: Kencana

Effect of Organizational Environment and Work Motivation on Teacher Performance Through Work Discipline in Malang City

- 24) Warsidi. 2005. Effect of Compensation and Job Satisfaction on Teacher Performance (Study on Elementary School Teachers in Indragiri Hulu Regency, Riau Province). Research published (www.pages-yourfavorite.com/ppsupi).
- 25) Wibowo. 2010. Performance Management. Jakarta: Rajawali Press.
- 26) Hero. (2007). Organizational Culture and Climate: Theory, Application and Research. Jakarta: Publisher Salemba Empat.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.