

THE EFFECT OF WORK TRAINING AND WORK ETHIC ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION AT STATE VOCATIONAL HIGH SCHOOL 1 STABAT

Murti Khairani Lubis¹, Kiki Farida Ferine², Yohny Anwar³

¹ Master's Student in Management, Universitas Pembangunan Panca Budi

^{2,3} Master of Management, Universitas Pembangunan Panca Budi

Corresponding Author: kikifaridaferine@dosen.pancabudi.ac.id

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Abstract

This study aims to analyze the effect of job training and work ethic on teacher performance with work motivation as a mediating variable at State Vocational High School (SMK) 1 Stabat. The background of this study stems from the importance of improving the performance of vocational teachers through strengthening training, work ethic, and work motivation. This study uses a quantitative approach with a population of 89 civil servants at SMK Negeri 1 Stabat (civil servants and PPPK), all of whom were used as samples (population research). Data were collected through a Likert scale questionnaire and analyzed using Partial Least Squares (PLS) with SmartPLS. The results show that job training has a positive but insignificant effect on teacher performance, but has a positive and significant effect on work motivation. Work ethic has a positive and significant effect on teacher performance and work motivation. Work motivation also has a positive and significant effect on teacher performance. Indirectly, job training through work motivation does not have a significant effect on teacher performance, while work ethic through work motivation has a positive and significant effect on teacher performance. The R^2 value of 0.811 for work motivation and 0.862 for teacher performance shows that the model is able to explain a high proportion of variance in both dependent variables. These findings confirm that work ethic and work motivation are key factors in improving teacher performance, while job training plays a greater role in encouraging work motivation than in directly influencing performance.

Keywords: Job training, Work ethic, Work motivation, Teacher performance

INTRODUCTION

Improving the quality of vocational education, including at the vocational high school (SMK) level, is highly dependent on the performance of professional and highly motivated teachers. Job training is one of the key strategies in improving teacher competence. In a study by Gutara et al (2021) at SMK GP, it was found that training significantly affected teacher performance, and when combined with work motivation and professional competence, these variables together explained 70% of the variability in teacher performance ($R^2 = 0.700$). As theoretical support, Noe's (2017) theory of training emphasizes that systematic training not only develops technical skills but also influences teachers' loyalty and task effectiveness. This shows that job training is not only an investment in technical abilities but also in teachers' attitudes and motivation.

In addition to training, work ethic, which includes responsibility, discipline, and dedication, has also been shown to have a positive influence on teacher performance. Risadiana et al. (year not specified, but within the last five years) found that work ethic has a significant positive correlation with teacher performance in public high schools in Denpasar, with an effective contribution of 4.71%. Similar findings were also reported by Dona Elvia Desi (2020) on elementary school teachers, where work ethic and work motivation simultaneously affected teacher performance by 48.7%.

On the other hand, work motivation functions as a psychological mechanism that allows teachers to internalize the results of training and express their work ethic in optimal performance. In a study by Dewi et al. (2023) at the Bali Dewata Health Vocational School, it was found that work motivation had a significant positive effect on teacher performance, along with experience and education. This reinforces the importance of work motivation as a key factor in driving teacher effectiveness. Another study by Nesha Maharani (SMK Negeri 8 Padang) shows that job training and work motivation have a positive and significant effect on teacher performance.

However, organizational commitment only mediates the influence of work motivation, not job training. This means that job training has a direct influence, while work motivation plays a role through a more complex pathway. Overall, the latest empirical evidence shows that job training and work ethic both strengthen teacher performance, both directly and through work motivation as a mediating variable. These findings provide a strong basis for testing the research model in the context of SMK Negeri 1 Stabat, given the unique characteristics of the school environment, the North Sumatra region, and the specific needs of teachers and local industry.

LITERATURE REVIEW

Teacher Performance

Definition of Teacher Performance

According to Janah et al (2020), teacher performance is the result achieved by teachers in carrying out the tasks assigned to them, based on their skills, experience, sincerity, and use of time. Good performance is evident when teachers show loyalty and high commitment to teaching tasks, developing teaching materials, discipline, creativity, cooperation with school members, exemplary leadership for students, and responsibility in their duties.

Factors Affecting Teacher Performance

According to Janah et al (2020), the factors that influence teacher performance include:

1) **Teacher Competence**

Competence is a set of knowledge, skills, and attitudes that teachers must possess in carrying out their profession. According to Law No. 14 of 2005 concerning Teachers and Lecturers, there are four main competencies for teachers.

2) **Work Motivation**

Motivation is an internal (intrinsic) or external (extrinsic) drive that makes teachers enthusiastic in carrying out their duties.

3) **Work Ethic**

Work ethic is the spirit, mental attitude, and values that encourage a person to work diligently, with discipline, and full responsibility.

4) **Work Environment**

The work environment includes the physical, social, and psychological atmosphere at school:

- Physical: adequate classrooms, learning facilities, IT equipment.
- Social: harmonious relationships with fellow teachers, the principal, and staff.
- Psychological: a conducive work climate, support, and open communication.

5) **Training and Professional Development**

The work environment includes the physical, social, and psychological atmosphere at school:

- Physical: adequate classrooms, learning facilities, IT equipment.
- Social: harmonious relationships with fellow teachers, school principals, and staff.
- Psychological: a conducive work environment, availability of support, and open communication.

Teacher Performance Indicators

According to Janah et al (2020), teacher performance indicators include several important aspects that demonstrate the quality of their professional duties. Based on this explanation, the following are the main indicators:

1) **Loyalty and High Commitment to Teaching Duties**

Teachers are expected to be consistent and highly dedicated in carrying out their teaching responsibilities.

2) **Mastery and Development of Teaching Materials**

Teachers must not only master the learning material but also continue to develop their teaching materials to ensure they remain relevant and interesting.

3) **Discipline in Teaching**

Punctuality, adherence to rules, and consistency in carrying out the learning process are highly valued.

4) **Creativity in Teaching**

Teachers are required to find innovative and varied teaching approaches that are not monotonous.

5) **Collaboration with the Entire School Community**

Collaboration with colleagues, parents, and the school is an important part of performance indicators.

6) **Leadership that Sets an Example for Students**

Teachers' proactive attitude and inspirational leadership serve as role models and motivators for students.

7) **Responsibility for Professional Duties**

Teachers must have a high sense of responsibility for their duties, both administrative and pedagogical.

Work Motivation

Understanding Work Motivation

According to Robbins & Judge (2022), work motivation is a process that explains the intensity, direction, and persistence of individuals in achieving a goal. So, in the context of motivation, teachers are internal and external forces that encourage teachers to carry out their educational duties—whether in teaching, educating, guiding, or carrying out other professional responsibilities—with enthusiasm, consistency, and a focus on achieving educational goals at school.

Indicators of Work Motivation

According to Robbins & Judge (2022), indicators of work motivation consist of:

- 1) Intensity
The extent of a teacher's effort in preparing and implementing learning.
- 2) Direction
The extent to which teachers focus their efforts on educational goals and character building of students.
- 3) Persistence
The teacher's consistency in teaching despite facing limitations in facilities or diverse student conditions.

Work Ethic

Understanding Work Ethic

According to Sutrisno (2020), work ethic is an attitude rooted in fundamental beliefs accompanied by total commitment to the chosen work paradigm. In the context of teachers, this definition emphasizes how teachers' attitudes, commitments, and professional values form the basis of their behavior at school.

Indicators of Work Ethic

- 1) Discipline
Discipline is one of the main characteristics of a teacher's work ethic, which can be seen from their compliance with school rules, punctuality, and consistency in carrying out their teaching schedule. Disciplined teachers not only maintain order in the classroom, but also set a positive example for students.
- 2) Responsibility
Teachers with a strong work ethic demonstrate a sense of responsibility in carrying out their professional duties, from teaching, guiding, and assessing to completing administrative tasks properly. This responsibility is a manifestation of the teacher's seriousness in supporting the achievement of educational goals.
- 3) Hard Work
Hard work is reflected in the teacher's sincerity in preparing materials, choosing the right learning methods, and finding solutions to obstacles that arise. Teachers with a strong work ethic will do their best to ensure that the learning process runs effectively.
- 4) Honesty and Integrity
Work ethic is also evident in honesty and integrity, both in assessing student achievement and in daily interactions at school. Teachers who are honest and have integrity serve as moral role models for students and maintain trust in the educational environment.
- 5) Commitment and Dedication
Commitment is demonstrated through teachers' loyalty to their profession, while dedication is reflected in their devotion to carrying out their duties despite various limitations. Teachers with a high level of commitment will remain enthusiastic in carrying out their roles for the success of their students.
- 6) Cooperation and Care
Teachers' ability to work together with colleagues, principals, and parents, as well as showing concern for students' academic and non-academic development. Good cooperation supports the creation of a conducive learning environment.

Job Training

Definition of Job Training

According to Mangkunegara (2019), training is "a learning process organized to improve the technical, theoretical, conceptual, and moral skills of employees in accordance with the needs of their job or position." When applied in

the context of teachers, teacher job training is a learning process that is systematically designed to improve technical abilities (e.g., teaching skills, use of learning media), theoretical abilities (understanding of the curriculum and subject matter), conceptual abilities (ability to design learning strategies), and moral abilities (integrity, ethics, and professionalism of teachers). Thus, job training for teachers is not only aimed at increasing knowledge and teaching skills, but also at strengthening dedication and moral responsibility as professional educators.

In-Service Training Indicators

1) **Technical Skills**

Job training for teachers serves to improve technical skills, namely the practical abilities needed to carry out the learning process. Teachers are required to master effective teaching methods and strategies, utilize learning media and technology such as multimedia or e-learning platforms, and develop learning tools that are in line with curriculum standards. These technical skills are very important so that teachers can create a learning atmosphere that is interesting, interactive, and easy for students to understand.

2) **Theoretical Skills**

In addition to technical aspects, training also helps teachers strengthen their theoretical understanding. This includes mastery of the applicable curriculum, in-depth knowledge of teaching materials in accordance with their field of study, and an understanding of relevant educational theory and learning psychology. With strong theoretical skills, teachers are able to provide learning that not only focuses on delivering material, but also considers the characteristics, needs, and learning styles of students.

3) **Conceptual Skills**

The next indicator is conceptual skills, which are the ability of teachers to think comprehensively and strategically in designing and developing learning. Job training encourages teachers to be able to design learning that is creative, innovative, and tailored to the needs of students. In addition, teachers are also required to be able to solve various learning problems in the classroom and develop long-term teaching programs that support the improvement of education quality in schools.

4) **Moral Skills (Ethics and Professionalism)**

Teacher job training does not only focus on technical and academic aspects, but also on moral skills and professionalism. Teachers are expected to have discipline, responsibility, and integrity in carrying out their duties. In addition, teachers also serve as role models in ethics and behavior, both inside and outside the classroom. Commitment to continuous professional development is an important part of these moral skills, enabling teachers to maintain the dignity of their profession while continuously improving the quality of education.

Conceptual Framework

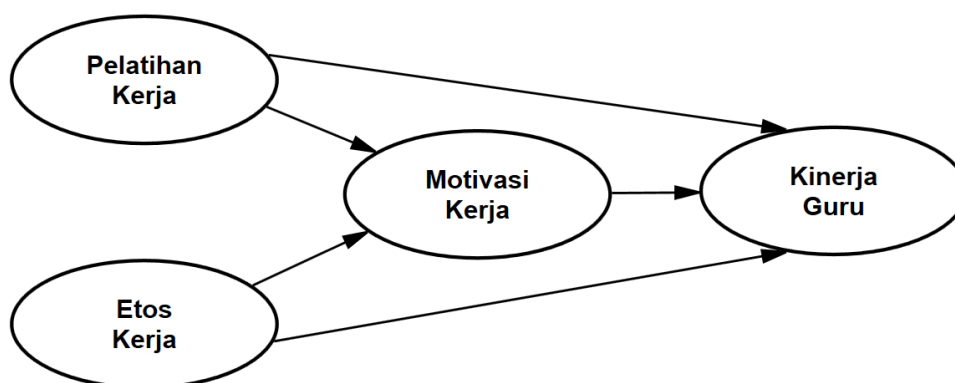


Figure 1. Conceptual Framework

Research Hypothesis

H₁ : It is suspected that job training has a positive and significant effect on teacher performance at the State Vocational High School 1 Stabat ().

H₂ : It is suspected that job training has a positive and significant effect on work motivation at State Vocational High School 1 Stabat.

H₃ : It is suspected that work ethic has a positive and significant effect on teacher performance at State Vocational High School 1 Stabat.

THE EFFECT OF WORK TRAINING AND WORK ETHIC ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION AT STATE VOCATIONAL HIGH SCHOOL 1 STABAT

Murti Khairani Lubis et al

H₄ : It is suspected that work ethic has a positive and significant effect on work motivation at State Vocational High School 1 Stabat.

H₅ : It is suspected that work motivation has a positive and significant effect on teacher performance at State Vocational High School 1 Stabat.

H₆ : It is suspected that job training has a positive and significant effect on teacher performance through work motivation at State Vocational High School 1 Stabat.

H₇ : It is suspected that work ethic has a positive and significant effect on teacher performance through work motivation at State Vocational High School 1 Stabat .

RESEARCH METHOD

Type of Research

The type of research used by the researcher is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on positivism philosophy, used to study a specific population or sample, with sampling techniques generally conducted randomly, data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. This type of quantitative research was conducted to create a study aimed at adjusting a study and analyzing the influence of job training and work ethic on teacher performance through work motivation at State Vocational High School 1 Stabat.

Research Location and Time

The research location was at State Vocational High School 1 Stabat, located on Jl. K.H Wahid Hasyim, Stabat District, Langkat Regency, North Sumatra. The research was conducted over a period of 3 months, from October to December 2025.

Population and Sample

According to Arikunto (2025), if the subjects are less than 100, it is better to take all of them so that the research is a population study. In this study, the population consisted of all civil servants at State Vocational High School 1 Stabat, comprising 68 civil servants (PNS) and 21 government employees with contract agreements (PPPK), for a total population of 89 people. Because the population size is less than 100, based on Arikunto (2025), the entire population is used as the sample, which is also known as a population study.

Research Data Sources

The data source used in this study is primary data.

Data Collection Techniques

Data collection was conducted by distributing questionnaires to respondents using a Likert scale with primary data sources.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using the PLS Algorithm produced the following results:

Validity Test

Table 1. Outer Loadings Values

	Job Training	Teacher Performance	Work Ethic	Work Motivation
X1.1	0,925			
X1.2	0,859			
X1.3	0,914			
X1.4	0,867			
X2.1			0,846	
X2.2			0,929	
X2.3			0,877	
X2.4			0,928	
X2.5			0,926	
X2.6			0,890	
Y.1		0,749		
Y.2		0,857		
Y.3		0,605		
Y.4		0,915		
Y.5		0,900		
Y.6		0,867		
Y.7		0,855		
Z.1				0,944
Z.2				0,887
Z.3				0,850

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, which show the results of outer model testing through loading factor/outer loadings values, all indicators in each variable have a loading value ≥ 0.60 . This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

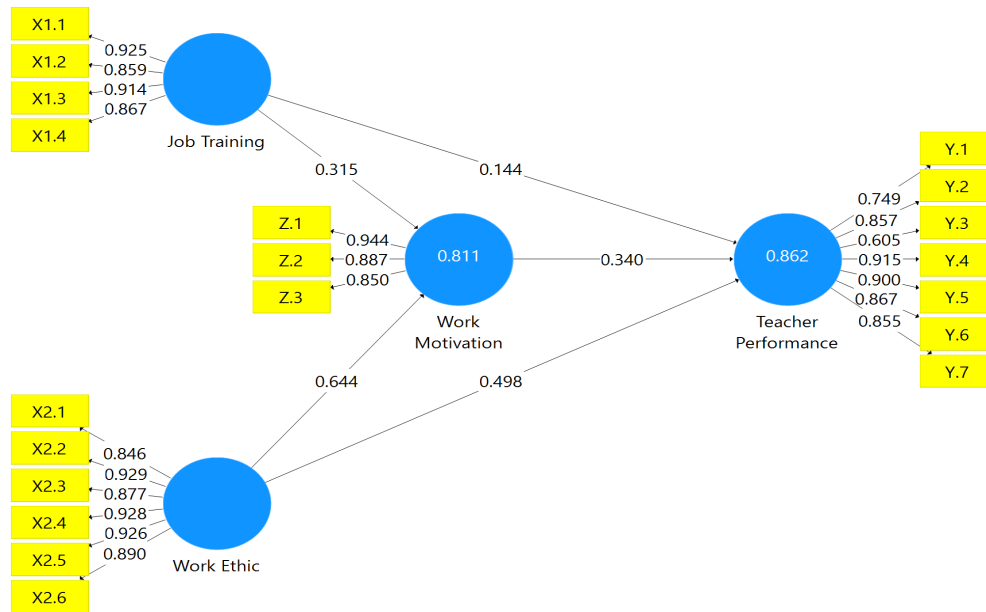


Figure 1. Outer Loading

In this study, there is an equation, and that equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.315 X_1 + 0.644 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.144 X_1 - 0.498 X_2 + 0.340 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Training	0.914	0.915	0.939	0.795
Teacher Performance	0.920	0.934	0.937	0.684
Work Ethic	0.953	0.954	0.962	0.810
Work Motivation	0.875	0.889	0.923	0.800

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

Coefficient of Determination (R²)

In assessing the model with PLS, we begin by looking at the R-square for each dependent latent variable. The table below shows the Rsquare estimation results using SmartPLS.

Table 3. R Square Results

	R Square	Adjusted R Square
Work Motivation	0.811	0.807
Teacher Performance	0.862	0.858

Source: Smart PLS, 2025

Table 3 shows the R square values for both dependent variables. For the work motivation variable, the R square value is 0.811, meaning that the influence of work training and work ethic is 0.811 or 81.1%, with the remainder

attributable to other variables outside the model. The R-square value for teacher performance is 0.862, meaning that job training, work ethic, and work motivation account for 0.862 or 86.2%, with the remainder attributable to other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct effect between variables can be seen in the *path coefficients*. The data processing results show the direct effect values in the following table.

Table 4. *Path Coefficients* (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Job Training -> Teacher Performance	0.144	1.536	0.125	Rejected
Job Training -> Work Motivation	0.315	3.111	0.002	Accepted
Work Ethic -> Teacher Performance	0.498	3.342	0.001	Accepted
Work Ethic -> Work Motivation	0.644	6.120	0.000	Accepted
Work Motivation -> Teacher Performance	0.340	2.569	0.01	Accepted

Source: Smart PLS Output, 2025

The results in Table 4 show the following direct effect values:

1. Job training has a positive but insignificant effect on teacher performance with a t-statistic value of 1.536 below 1.96 and a significance of 0.125 above 0.05, meaning that job training has no real effect on teacher performance because the significance value is above 0.05 .
The results of this study are not in line with the results of previous studies, which found that training has a positive and significant effect on performance (Anwar, 2025; Ibrahim & Mesra, 2023).
2. Job training has a positive and significant effect on work motivation with a t-statistic value of 3.111 above 1.96 and a significance of 0.002 below 0.05, meaning that job training has a real effect on work motivation because the significance value is below 0.05. The results of this study are in line with previous studies, namely that job training has a positive and significant effect on work motivation (Putri et al, 2023).
3. Work ethic has a positive and significant effect on teacher performance with a t-statistic value of 3.342 above 1.96 and a significance of 0.001 below 0.05, meaning that work ethic has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line with previous studies, namely that work ethic has a positive and significant effect on teacher performance (Ferine & Handoko, 2025).
4. Work ethic has a positive and significant effect on work motivation with a t-statistic value of 6.120 above 1.96 and a significance of 0.000 below 0.05, meaning that work ethic has a real effect on work motivation because the significance value is above 0.05. The results of this study are in line with previous studies, namely that work ethic has a positive and significant effect on work motivation (Novita et al, 2023).
5. Work motivation has a positive and significant effect on performance with a t-statistic value of 2.569 above 1.96 and a significance of 0.010 below 0.05, meaning that work motivation has a significant effect on performance because the significance value is below 0.05. The results of this study are in line with previous studies, namely that work motivation has a positive and significant effect on performance (Tarigan & Anwar, 2024).

Indirect Effects Between Variables

The indirect effect between variables can be seen in the *specific indirect effects* value. The data analysis results show the indirect effect value in Table 5 below.

THE EFFECT OF WORK TRAINING AND WORK ETHIC ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION AT STATE VOCATIONAL HIGH SCHOOL 1 STABAT

Murti Khairani Lubis et al

Table 5. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Job Training -> Work Motivation -> Teacher Performance	0.107	1.901	0.058	Rejected
Work Ethic -> Work Motivation -> Teacher Performance	0.219	2.503	0.013	Accepted

Source: Smart PLS, 2025

Table 5 shows the indirect effects between variables, which will be explained as follows:

1. Job training has a positive and significant effect on performance through work motivation with a t-statistic value of 1.901 below 1.96 and a significance value of 0.058 above 0.05, meaning that work motivation plays a minor role as an intervening variable between job training and teacher performance. The results of this study are also in line with the results of previous studies (Neza & Rivai, 2020).
2. Work ethic has a positive and significant effect on performance through work motivation with a t-statistic value of 2.503 above 1.96 and a significance value of 0.013 below 0.05, meaning that work motivation plays a role as an intervening variable between transformational leadership and performance. The results of this study are also in line with the results of previous studies (Lamere et al, 2021).

CONCLUSION

1. Work training has a positive but insignificant effect on teacher performance at State Vocational High School 1 Stabat.
2. Job training has a positive and significant effect on work motivation at State Vocational High School 1 Stabat.
3. Work ethic has a positive and significant effect on teacher performance at State Vocational High School 1 Stabat.
4. Work ethic has a positive and significant effect on work motivation at State Vocational High School 1 Stabat.
5. Work motivation has a positive and significant effect on teacher performance at State Vocational High School 1 Stabat.
6. Job training has a positive but insignificant effect on teacher performance through work motivation at State Vocational High School 1 Stabat.
7. Work ethic has a positive and significant effect on teacher performance through work motivation at State Vocational High School 1 Stabat.

RECOMMENDATIONS

1. Teacher performance with the lowest score was "I arrive in class on time according to the teaching schedule." Therefore, the suggestion that can be given is to make the punctuality of teachers arriving in class the main indicator in assessing teacher performance, then support this with a class attendance system that is directly supervised by the curriculum representative, so that teachers are encouraged to be more disciplined because there are clear consequences and appreciation.
2. Work motivation with the lowest score was "I continue to carry out my teaching duties despite facing various difficulties." In this case, SMK Negeri 1 Stabat needs to develop a mentoring and support program for teachers (e.g., mentoring, forums for sharing difficulties, and access to counseling), so that when teachers face various obstacles, they still feel supported and motivated to carry out their teaching duties well.
3. Work ethic with the lowest score: "I am highly committed to teaching and mentoring students." SMK Negeri 1 Stabat needs to provide rewards and professional development opportunities (e.g., training, workshops, or strategic task promotions) for teachers who demonstrate a high level of commitment to teaching and mentoring students, so that this commitment is maintained and serves as an example for other teachers.
4. Work training with the lowest value statement "Training provides an understanding of learning theories that are relevant to my duties as a teacher." SMK Negeri 1 Stabat needs to design and select training programs that are truly based on the needs of teachers (need assessment) and their teaching fields, then supplement them with practical sessions and follow-up assignments in the classroom, so that the learning theories provided are relevant and can be directly applied in teaching.

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