



The Effect of Income on Teachers' Work Discipline at MTS in All Districts Bolaang Mongondow Selatan

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Abstract. *This study aimed to determine how much income affects teacher work discipline in all MTS throughout south Bolaang Mongondow. A quantitative approach was adopted, utilizing a descriptive quantitative method with a sample size of 38 teachers. Data collection techniques included observation, questionnaires, and documentation. Data analysis was performed using simple regression analysis. The study's results reveal a positive and significant relationship between income and teacher work discipline in all MTS throughout South Bolaang Mongondow. The coefficient of determination obtained from the regression model is 0,587, indicating that 58.7% of the variability in work discipline is explained by income. In other words, higher income correlates with improved work discipline among teachers. Meanwhile, 41.3% of the variation in teacher work discipline is attributed to other factors not examined in this study.*

Keywords *Income, Work Discipline, MTS*

1. INTRODUCTION

Teachers are one of the components in schools that occupy an important position in the teaching and learning process. The key to the success of a school in achieving educational goals is in the hands of teachers. Teachers have a role in the process of planning, implementing, and evaluating students' intelligence, attitudes, and outlook on life.

RI Law No. 20 of 2003 concerning the national education system, RI Law No. 14 of 2005 concerning teachers and lecturers, and RI government regulation No. 19 of 2005 concerning National Education Standards state that teachers are professional educators. For this reason, educators are required to have a minimum academic qualification of Bachelor or Diploma IV (S1/D-IV) which is relevant and mastering as a learning agent.

Teachers as educators are a determining factor for a person's success, so that's why a teacher must have knowledge because the quality of a teacher's knowledge will be the main factor for the good and bad of human resources in the future. Teachers have the responsibility to make someone who previously did not know become a knower, who previously could not become able to become able through education in the teaching and learning process that can determine whether a teacher is competent in carrying out his duties in a disciplined manner. Teachers who have good work discipline can have a significant positive impact on the learning process and student development, one of which is that teachers can improve the quality of learning such as being able to prepare learning materials well, so that learning becomes more structured and effective. According to Lusitasari (in Rivai, 2005:444) said that work discipline

is a tool used by managers to communicate with employees so that they are willing to change a behavior and as an effort to increase awareness and willingness of a person to obey all company regulations and applicable social norms.

Teacher work discipline refers to the consistency and dedication of teachers in carrying out their professional duties by being present on time, having a clear and structured lesson plan, being responsible, and being able to manage the class well. Work discipline is one of the important elements that must be present in a teacher because discipline can affect teacher performance. A teacher who works with discipline is a portrait of a good teacher, and tends to have a higher level of professionalism than a teacher who is less disciplined.

In other words, Discipline is employee self-control and orderly implementation and shows the level of seriousness of the work team in an organization (Lusitasari Laosoh et al. 2022). Therefore, to improve discipline, a teacher must have a motivation that encourages him to do a job by paying attention to his discipline, namely by providing welfare. One of the welfare factors seen from human needs is the basic salary or compensation. According to hasibuan (in Sangkaen, Rumawas, and Asaloei 2019) Compensation is all income in the form of money, direct or indirect goods that employees receive in exchange for services provided by the company. Salary itself has an influence on a person's motivation in doing a job with discipline, including teachers. From the theory of compensation/salary, it can explain how the concept of income itself. Therefore, this study also uses the concept of income associated with the work discipline of teachers who are still experiencing problems.

Teachers' work discipline in the field is still very lacking as seen from the low performance of a teacher in the classroom so that there are still many students who wander around when the learning process is ongoing. According to (Panjaitan, Samosir, and Marbun 2023) In carrying out the educational process and guidance for students, it is also no less important to have good work discipline. As the vanguard of the education process, teachers are required to have good discipline, high work morale, effectiveness and efficiency in work so that the quality of learning will be achieved well. High work discipline greatly affects the professional performance of a teacher. Work discipline is often neglected among teachers, such as many teachers who arrive late, teach only as a routine activity, procrastinate work, are often allowed not to enter school for various reasons, go home early, and others. Things like this clearly affect the performance and professionalism of a teacher and the estuary will affect the quality of education in a school.

One of the indicators in the well-being of a teacher is the income of the minimum wage shared. The level of income of a teacher should be in accordance with his duties as an educator,

but the fact is that the income or wages received by teachers are seen from the difference in status is very different, causing a contrast between the welfare and the gap between them.

As for the reality, in the field there are still many teachers who receive salaries that do not match their living needs. The salary received by teachers per month is only enough for basic needs, even a teacher also receives his salary every 4 months. For example, the case of a teacher in the region adds to his family's welfare by becoming a cake seller and ice seller.

From the above statement, it can be said that the lack of salary received by a teacher can make him undergo a side job outside his profession as a teacher, causing a lack of discipline in teaching. This makes some teachers not have time to make preparations in the learning process at school but are busy pursuing the side jobs they do.

Based on observations in MTS schools in South Bolaang Mongondow District, there are income problems related to Teacher Work Discipline, so the researcher is interested in conducting a study entitled **"The Effect of Income on Teacher Work Discipline at MTS South Bolaang Mongondow"**.

2. METHODS

Judging from the existing problems, this research was carried out using a quantitative descriptive approach. Quantitative descriptive research according to (Sugiyono, 2018) is a research method based on the philosophy of postpositivism which is commonly used to research the natural condition of objects, where the researcher plays the role of a key instrument and describes a situation objectively or based on apparent facts. The approach used in this study is a quantitative approach that analyzes data with statistical tools in the form of numbers. The quantitative research method was used to measure how much the influence of variable X (income) on the Y variable of teacher work discipline in MTS Sekabupaten Bolaang Mongondow Selatan with a total of 38 teachers and data collection techniques were carried out using questionnaires.

3. RESULTS

Descriptive Statistical Analysis

Through this analysis, an overview of the condition of income variables and work discipline can be obtained. The results of the measurement of respondents' responses will show whether the variables measured are in the high, medium, and low criteria with measurements by referring to the following criteria, scales :

Table 1 Scale Range

No	Average Score	Score Percentage	Criterion
1	1 – 1,99	20,00% - 40,00%	Low
2	2 – 2,99	40,01% - 60,00%	Keep
3	3 – 3,99	60,01% - 80,00%	Quite High
4	4 – 4,99	80,01% - 100%	High

Source: Kuncoro (2017)

Characteristics of Respondents' Answers to Income Variables

Income variables are measured by four indicators, from the research data obtained the assessment of respondents for the four indicators used to measure income variables in this study as seen in the following table:

Table 2 Characteristics of Respondents' Answers to Income Variables

No	Statement	Respondent's Answer Score					Actual score	Ideal score	Average	Criterion
		1	2	3	4	5				
1	Item 1	0	0	9	3	26	169	190	4.44	High
2	Item 2	0	0	7	6	25	170	190	4.47	High
3	Item 3	1	2	9	10	16	152	190	4.00	High
4	Item 4	0	2	3	13	20	165	190	4.34	High
5	Item 5	0	0	4	11	23	171	190	4.50	High
6	Item 6	0	0	11	10	17	158	190	4.15	High
7	Item 7	0	2	8	8	20	160	190	4.21	High
8	Item 8	0	0	4	17	17	165	190	4.34	High
9	Item 9	0	1	8	11	18	160	190	4.21	High
10	Item 10	0	1	11	13	13	152	190	4.00	High
11	Item 11	0	0	3	13	22	171	190	4.50	High
12	Item 12	0	0	4	8	26	174	190	4.57	High
13	Item 13	0	0	4	15	19	167	190	4.39	High
14	Item 14	0	0	6	8	24	170	190	4.47	High
15	Item 15	0	0	0	15	23	175	190	4.60	High
16	Item 16	0	0	1	13	24	175	190	4.60	High
17	Item 17	0	0	1	16	21	172	190	4.52	High
18	Item 18	0	0	4	19	15	163	190	4.28	High
19	Item 19	0	1	8	21	8	150	190	4.00	High
20	Item 20	0	0	2	16	20	170	190	4.47	High
21	Item 21	0	0	11	19	7	147	190	4.00	High
22	Item 22	0	1	9	17	11	152	190	4.00	High
23	Item 23	0	0	10	15	13	152	190	4.07	High

24	Item 24	0	1	11	13	13	152	190	4.00	High
TOTAL							3.764	4.560	4.29	High

Source: Data processed, 2024.

The result of the calculation of the grand mean of the respondents' response score regarding income in the table above is 4.29 which is included in the high category. The amount of 4.29 obtained is equivalent to 85.8% ($4.29/5 \times 100\%$). The amount of score obtained has not reached 100% as expected, the ideal level expected with actual conditions there is a gap of 14.2%. However, overall the response from respondents to income is already in the high category.

Of the four indicators raised in this variable, the most influential indicator is the School Fee Budget indicator of (4.51) is in the high category, while the monthly income indicator is (4.31), the employment indicator is (4.30) and the last is the family burden indicator of (4.09).

Characteristics of Respondents' Answers on Work Discipline Variables

The work discipline variable was measured by three indicators, from the research data the respondent assessment was obtained for the three indicators used to measure the work discipline variable in this study as seen in the following table:

Table 3 Characteristics of Respondents' Answers to Work Discipline Variables

No	Statement	Respondent's Answer Score					Actual score	Ideal score	Average	Criterion
		1	2	3	4	5				
1	Item 1	0	0	2	11	25	175	190	4.60	High
2	Item 2	0	0	0	8	30	182	190	4.78	High
3	Item 3	0	0	11	14	23	174	190	4.57	High
4	Item 4	2	0	5	13	20	167	190	4.39	High
5	Item 5	0	0	1	15	22	173	190	4.55	High
6	Item 6	1	0	1	14	23	174	190	4.57	High
7	Item 7	0	0	2	10	26	176	190	4.63	High
8	Item 8	0	0	0	9	29	181	190	4.76	High
9	Item 9	0	0	2	13	23	173	190	4.55	High
10	Item 10	0	0	0	14	24	176	190	4.63	High
11	Item 11	0	0	0	16	22	174	190	4.57	High
12	Item 12	0	0	0	5	33	185	190	4.86	High
13	Item 13	0	0	2	8	30	182	190	4.78	High
14	Item 14	0	0	2	20	16	166	190	4.36	High
15	Item 15	0	0	0	16	22	174	190	4.57	High
16	Item 16	0	0	2	17	19	169	190	4.44	High
17	Item 17	0	0	2	8	28	178	190	4.68	High
18	Item 18	0	0	0	11	27	179	190	4.71	High
19	Item 19	0	1	3	16	18	165	190	4.34	High

20	Item 20	0	0	0	15	23	175	190	4.60	High
21	Item 21	0	0	0	6	32	184	190	4.84	High
22	Item 22	0	0	0	8	30	182	190	4.78	High
23	Item 23	0	0	0	6	32	184	190	4.84	High
24	Item 24	0	0	1	3	34	185	190	4.86	High
Total							4.233	3.960	4.64	High

Source: Data processed, 2024

The result of the calculation of the grand mean of the respondents' response score regarding work discipline in the table above is 4.64 which is included in the high category. The magnitude of 4.64 obtained is equivalent to 92.8% ($4.75/5 \times 100\%$). The amount of score obtained has not reached 100% as expected, the ideal level expected with actual conditions there is a gap of 7.2%. However, overall the response from respondents to work discipline is already in the high category.

Of the three indicators raised in this variable, the most influential indicator is complying with all organizations and applicable norms of (4.70), the second is always coming and leaving on time (4.60) and the last is the indicator of doing all work well (4.59).

Test Instrument

Validity Test

The technique used for the validity test was carried out with the Correlation of Product-Moment with the help of SPSS for Windows 26 computer. The trial was carried out on 15 respondents. For this validity test, the help of the Statistical Product and Service Solution (SPSS) version 26 software is used. The validity or not of the tested statement can be seen from the Corrected Item–Total Correlation, if the r-count value is greater than the r-table and has a positive value, the question item or instrument is declared valid, while if the r-calculation value is less than the r-table, the instrument is said to be invalid.

The value of the r table in $db = 15 - 2 = 13$ and the alpha level = 0.05 is 0.514. Based on the results set out in the validity test, they are as follows:

- a. If $r \text{ counts} > r \text{ table}$ (0.514) then the statement item can be said to be valid.
- b. If $r \text{ counts} < r \text{ table}$ (0.514) then the statement item can be said to be invalid.

The results of the calculation are presented in the following table 4.

Table 4 Instrument Validity Test Results

Item	Variable	Items	r table	r calculate	Information
1	Revenue (X)	X1	0,514	0,656	Valid
		X2	0,514	0,695	Valid
		X3	0,514	0,712	Valid

		X4	0,514	0,677	Valid
		X5	0,514	0,860	Valid
		X6	0,514	0,860	Valid
		X7	0,514	0,573	Valid
		X8	0,514	0,793	Valid
		X9	0,514	0,765	Valid
		X10	0,514	0,780	Valid
		X11	0,514	0,534	Valid
		X12	0,514	0,939	Valid
		X13	0,514	0,542	Valid
		X14	0,514	0,589	Valid
		X15	0,514	0,661	Valid
		X16	0,514	0,930	Valid
		X17	0,514	0,784	Valid
		X18	0,514	0,595	Valid
		X19	0,514	0,550	Valid
		X20	0,514	0,535	Valid
		X21	0,514	0,574	Valid
		X22	0,514	0,521	Valid
		X23	0,514	0,615	Valid
		X24	0,514	0,588	Valid
2	Teacher Work Discipline	Y1	0,514	0,896	Valid
		Y2	0,514	0,808	Valid
		Y3	0,514	0,620	Valid
		Y4	0,514	0,589	Valid
		Y5	0,514	0,610	Valid
		Y6	0,514	0,62	Valid
		Y7	0,514	0,813	Valid
		Y8	0,514	0,542	Valid
		Y9	0,514	0,788	Valid
		Y10	0,514	0,819	Valid
		Y11	0,514	0,626	Valid
		Y12	0,514	0,799	Valid
		Y13	0,514	0,563	Valid
		Y14	0,514	0,757	Valid
		Y15	0,514	0,620	Valid
		Y16	0,514	0,771	Valid
		Y17	0,514	0,687	Valid
		Y18	0,514	0,746	Valid

	Y19	0,514	0,858	Valid
	Y20	0,514	0,836	Valid
	Y21	0,514	0,594	Valid
	Y22	0,514	0,749	Valid
	Y23	0,514	0,931	Valid
	2Y4	0,514	0,647	Valid

Source: Processed Primary Data, 2024.

Based on Table 4 above, it can be seen that all question items in each variable have a value of r calculation $>$ r table, so it can be concluded that all question items of the variable income and teacher work discipline are valid and can be analyzed next.

Reality Test

The test criteria used for reliability testing are as follows:

1. If *Cronbach's Alpha* $>$ 0.70, then the item of the statement is called reliable.
2. If *Cronbach's Alpha* $<$ 0.70, then the item of the statement is implied to be no reliable.

Reliability tests were carried out for each variable and the calculation was carried out using IBM SPSS software version 26. The detailed reliability results of the instrument are in the appendix and the results of the reliability test are summarized in the following table, 5.

Table 5 Reliability Test Results

Variable	<i>Cronbach's Alpha</i>	Critical Limits	Information
Income	0,943	0,7	Reliable
Teacher Work Discipline	0,956	0,7	Reliable

Source: Processed Primary Data, 2024

Based on Table 5 above, it can be seen that all variants in this study have a *Cronbach's Alpha* $>$ value of 0.7. Thus, it can be concluded that the variables of income and work discipline of teachers have reliable and reliable question items.

Classic Assumption Test or Requirements Test

Normality Test

The requirements that must be met before conducting a regression analysis are the normality of the data or the normal distribution for the dependent variables. In the assumption test, the first thing that must be done is the normality test, if the data distribution is abnormal, the analysis cannot be continued because it does not meet the requirements of data normality. In this study, work discipline is an endogenous variable so that residues must be normally distributed to meet the requirements of regression testing, data normality test using the help of IBM SPSS SPSS software version 26.

Table 6 Dependent Variable Normality Test

Test Statistics	
Unstandardized Residual	
Chi-Square	4.368a
Df	34
Asymp. Sig.	1.000

Source : Primary Data processed in 2024

Based on table 6, the value of sig. 1,000 > 0.05, it is concluded that the residual data in this study is normally distributed. Because the normality assumption test has been met, the statistical technique of equation with regression can be used.

Simple Linear Regression Analysis

After confirming that the data meets the normality requirements, the next step is to conduct a regression analysis to test the relationship between income and work discipline. The analysis was carried out using simple linear regression with a regression model which will be discussed as follows:

$$\hat{Y} = a + bx$$

(Sugiyono, 2018)

Information:

\hat{Y} : Work Discipline

X: Revenue

Regression analysis carried out with the help of SPSS produced the following findings :

Table 7 Regression Analysis Results

Coefficients ^a					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.615	7.817		7.114	.000
Income	.541	.076	.766	7.147	.000

a. Dependent Variable: Teacher's Work Discipline

Based on table 7 above, a simple linear regression equation is obtained as follows:

$$\hat{Y} = 55,615 + 0,541X$$

The equation above shows that the constant value a of 55.615 is a value that represents the teacher's work discipline variable if it is not affected by the income variable. If there is no influence from *the independent* variable , the teacher's work discipline variable will have a score that does not change (stable) at 55.615.

The regression coefficient value of the income variable (X) is positive, which is 0.541, which states that the income variable has a positive effect on teachers' work discipline. This means that if there is an increase of 1 unit in the income score, the teacher's work discipline will increase by 0.541 units.

Hypothesis Testing

After obtaining the estimated regression equation model, the next step is to test the hypothesis. The test was carried out using the t-test. The statistical hypothesis to be tested is as follows:

1. $H_0 : \beta = 0$ means that there is no influence of variable X (Income) on variable Y (Work discipline).
2. $H_1 : \beta \neq 0$ means that there is an influence of variable X (Income) on variable Y (Work discipline).

The test criterion is that if the tcount value \geq ttable, then H_0 is rejected H_1 is accepted, meaning significant. If the tcount value \leq ttable, then H_0 is accepted and H_1 is rejected, meaning it is insignificant.

Using the IBM Statistics SPSS version 21.0 program, the following results were obtained:

Table 8 Results of Hypothesis Test

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Type	B	Std. Error	Beta	
1	(Constant)	55.615	7.817		.000
	Income	.541	.076	.766	.000

a. Dependent Variable: Teacher's Work Discipline

Source: Primary Data processed by SPSS, 2024.

Based on the results of the analysis in Table 8 above, a calculated t value of 7.147 > table (2.028) and a gis value obtained of 0.000 < 0.05, then H_0 was rejected and H_a was accepted, so it was concluded that Income had a positive and significant effect on work discipline.

Based on this study, it is proven that income has a positive and significant influence on work discipline. Therefore, the next step is to find out how big the impact is. The value of the determination coefficient was analyzed to measure the proportion of free variation. These values range from 0% to 100% with higher values indicating a greater proportion of

explanations. The following is the level of compatibility between the variables in the income regression model against the following work disciplines:

Table 9 Determination Coefficient Results

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766a	.587	.575	2.788

a. Predictors: (Constant), Revenue

b. Dependent Variable: Teacher Work Discipline

Source: Primary data above processed by SPSS, 2024.

Based on the results of the analysis in Table 9 above, a determination coefficient value of 0.587 was obtained, which means that the influence or contribution of income to teachers' work discipline is 58.7%. While the remaining 41.3% variation in teacher work discipline was influenced by other factors that were not discussed in this study.

4. DISCUSSION

The discussion of the results of this study is adjusted to the problems and objectives of this research, the results of the research are with a direct effect analysis model, the hypothesis is an alternative hypothesis, while the null or nil hypothesis states that there is no effect. Through the comparison between the t-test and f-test values generated in computer analysis with the t-t-table 2.028 and the obtained sig value of $0.000 < 0.05$, H_0 is rejected and H_a is accepted, so it can be concluded that the hypothesis that states there is an influence between the independent variable and the bound variable. In summary, the discussion of the independent variable to the bound variable is described according to the order of the proposed research hypothesis, the magnitude of the influence varies for each variable studied, the independent variable on the bound variable is different. Thus, the hypothesis testing of the regression analysis model that has been built in accordance with the desired theory, for more details in detail in the discussion is described as follows.

The results of the study showed that there was a positive and significant influence between teachers' income and work discipline. From the results of the simple linear regression analysis carried out, the equation is obtained:

$$\hat{Y} = 55,615 + 0,541X$$

This equation shows that every increase of one unit in the variable (X) will increase the teacher's work discipline (Y) by 0.541 units. This means that the higher the income that teachers receive, the more discipline they will have at work.

Based on the results of the analysis with simple regression, it can be seen that there is a positive and significant influence of income on the work discipline of teachers at MTS Sekabupaten Bolaang Mongondow Selatan, The value of the determination coefficient also shows that it is 0.587 which indicates that 58.7% of work discipline explained by the income of the analysis results also prove significant, which can be seen from the t-value of the calculation proved to be greater than the t-value of the table. A decent income improves the welfare of teachers, teachers who feel financially prosperous tend to be more satisfied with their work, so teachers will be more motivated to maintain discipline, attendance, and performance. These results reinforce the theory put forward by Hasibuan (2017:194) that remuneration in the form of salary and welfare has a direct influence on the level of employee discipline. Teachers who feel that the wages they receive meet their living needs tend to have a higher morale and are more disciplined in carrying out their duties. Conversely, if teachers' income is insufficient, they are more prone to finding additional jobs that can reduce focus and discipline in teaching.

Based on the results of research at MTS Sekabupaten Bolaang Mongondow Selatan which consists of MTS Negeri 1 Bolaang Mongondow Selatan, MTS Negeri 2 Bolaang Mongondow Selatan, and MTS Negeri 3 Bolaang Mongondow Selatan, there are still many teachers with honorary status that must be considered by the government and the school so that they get a decent salary so that they can focus on their teaching duties. In fact, in the field of teachers with honorary status, in addition to the salary they receive is only enough to meet basic needs, there are also those who still receive their salary every 4 months, this makes these teachers want to increase their income outside their profession as a teacher so that some of them are less than optimal in preparing lesson plans because of the time limitations due to the side jobs they undertake. for schools and the government to pay more attention to the welfare of teachers, including increasing salaries, providing additional incentives, and creating a conducive work environment. In addition, school principals must be more active in supervising teacher discipline, supervision can be carried out with a stricter attendance system and periodic evaluations of teacher work discipline.

Teachers' work discipline is very important because it has a direct effect on the quality of education and the formation of students' character, teachers who are well disciplined in work are role models for a student if the teacher is disciplined in time, duties, and attitudes, students

will also imitate these habits. Therefore, with good discipline, teachers can plan, deliver, and evaluate learning effectively so that students can more easily understand the material.

4. CONCLUSION

Based on the description that has been presented earlier, the researcher can draw the following conclusions: testing the research hypothesis which reads "there is an influence of income on the work discipline of teachers at MTS Sekabupaten Bolaang Mongondow Selatan" can be accepted. The results of this study show that the value of the determination coefficient (Rsquare) shows the magnitude of the percentage of influence of the variable X (Income) on the variable Y (Work discipline) which is 58.7%, where the better the income that the teacher has, the more the teacher's work discipline will increase, if there is a change in income, there will be a change in the teacher's work discipline in the same direction. This indicates a positive relationship between income and teacher work discipline at MTS Sekabupaten Bolaang Mongondow Selatan. Based on the conclusion above, the suggestions that can be given by the researcher are as follows:

- 1) Researchers can develop this research in a wider scope so that it becomes a comparison in order to improve the quality of education
- 2) Schools must pay more attention to teachers with honorary status, in order to get a decent salary so that they can focus on teaching duties, and sanctioning teachers who lack discipline is the right step in order to improve the discipline of a teacher.
- 3) Researchers are further encouraged to explore other factors related to teacher work discipline in addition to the variables used in this study.

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