

(Research) Article

The Effect of Digitalization of Learning, Professional Competence and Technology Support on Teacher Performance with Work Discipline as an Intervening Variable in State Vocational Schools in Padang Pariaman District

Alza Syofyan Andri B^{1*}, Elfiswandi², and Lusiana³

¹⁻³ Universitas Putra Indonesia YPTK Padang; Street. Raya Lubuk Begalung, Lubuk Begalung Nan XX, Kec. Lubuk Begalung, Kota Padang, Sumatera Barat 25145

* Corresponding Author : mgmppjoksmakabpariaman@gmail.com

Abstract: This study aims to analyze the influence of digitalized learning, professional competence, and technological support on work discipline and teacher performance, with work discipline as an intervening variable. The research involved 100 teacher respondents and employed a quantitative approach using Structural Equation Modeling–Partial Least Square (SEM-PLS). The results indicate that digitalized learning, professional competence, and technological support have a positive and significant effect on work discipline. Meanwhile, digitalized learning shows a positive but not significant effect on teacher performance. In contrast, professional competence and technological support have a positive and significant impact on teacher performance. Work discipline is also proven to have a positive and significant effect on teacher performance. Furthermore, work discipline significantly mediates the relationship between digitalized learning, professional competence, and technological support with teacher performance. These findings suggest that improving teacher performance is not solely determined by competence and technological support, but also requires consistent work discipline. Digitalized learning will provide optimal impact on teacher performance when supported by high discipline. This research contributes theoretically to the development of educational management literature and provides practical implications for educational institutions to strengthen digitalization, enhance teacher competence, provide adequate technological support, and foster work discipline as a strategy to improve teacher performance in the digital era.

Keywords: Digitalized Learning; Professional Competence; Teacher Performance; Technological Support; Work Discipline.

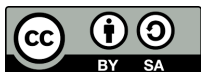
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1. Introduction

An organization requires people as its primary resource to achieve its goals. Humans are a crucial factor in an organization because they are able to mobilize all components within the organization. Humans are resources with thoughts and feelings that distinguish them from other factors of production. Their distinct character and role are crucial, therefore, organizations must consistently manage human resources effectively and

efficiently to create excellence within society. High-quality, high-performing human resources will significantly contribute to organizational advancement.

Implementing development, particularly in the provision of public services, requires human resources in the form of government officials with specific capabilities. The level of professionalism of government officials must be continuously improved through the appropriate placement of government officials, aligned with job demands, and possessing the qualifications and capabilities to perform their duties. In the current era of globalization, every government organization is required to improve the quality of its human resources to become more innovative and responsive to change. Strategic human resource quality improvement involves skills enhancement, development, and management of human resource organization. This is a key requirement for achieving competitiveness and independence. Within an organization, the role of human resources is crucial in determining the effectiveness of an organization. Competent and qualified human resources are essential for organizations, especially in today's era of globalization. In this era, all business organizations must be ready to adapt and strengthen themselves to be competitive and able to meet all future challenges. Human resources, in this case employees, must always play an active and dominant role in every organizational activity because humans are the planners, behaviorists, and determinants of the achievement of organizational goals. Effective utilization of the workforce is key to improving employee performance, so organizational policies are needed to motivate employees to be able to work more productively in accordance with established plans. Productivity is a company's benchmark for measuring employee performance.

In addition to classroom learning, state vocational schools in Padang Pariaman Regency also offer extracurricular activities that can help students develop more broadly. These activities cover a wide range of areas, from arts and sports to leadership skills. Extracurricular activities provide a means for students to develop their character and soft skills, which are essential in the workplace and everyday life.

Most state vocational schools in Padang Pariaman Regency collaborate with various companies and industries at the local and national levels. Internships or industrial internships are an important part of the vocational school curriculum, providing students with hands-on experience in the workplace. These partnerships also provide opportunities for students to expand their professional networks and increase their employment opportunities after graduation.

Therefore, agency management must understand the factors that influence employee performance. Understanding these factors will enable agency management to take various policy directions to achieve and improve employee performance, thereby meeting employee expectations.

A factor influencing employee job satisfaction is the digitalization of learning. According to (Muhamad Ekhsan & Septian, 2021), digitalization of learning refers to the integration of information and communication technology (ICT) into the learning process to create a more efficient and engaging learning experience. This includes the use of digital tools and platforms such as e-learning, educational apps, and video-based learning, which facilitate access to learning materials anywhere and anytime.

According to (Muhamad Ekhsan & Septian, 2021), professional competence is a combination of knowledge, skills, and attitudes relevant to the field of work, which continues to evolve in line with the demands of the times and scientific developments.

According to (Dan, 2020), technological support in education includes the use of hardware and software that enable a more interactive, flexible, and easily accessible learning process for students and teachers.

According to (Azmi & Harti, 2021), work discipline is a person's compliance with regulations or rules driven by conscience without coercion.

The digitalization of learning has become a primary focus for improving the quality of education, especially in today's technological era. Research by Wairooy (2024) shows that the use of digital media such as Canva and the Moodle-based learning platform can improve teachers' competency in designing interactive and professional learning. This digitalization approach not only increases teaching effectiveness but also encourages teachers to be more adaptive to technological developments. Meanwhile, Ghanitri & Hakim (2024) in their study of elementary school ICT teachers found that through a clinical supervision approach, teachers' competency in using technology significantly improved. This suggests that ongoing mentoring and training are key to the success of digitalizing learning in schools.

Teachers' professional competency is a crucial element in ensuring the quality of education. Vitri et al. (2023) found that an Industrial Revolution 4.0-based learning program and academic supervision significantly improved the professional competency of private high school teachers in Bekasi. This relationship was strong, as indicated by a high correlation value. This study confirms that teachers' involvement in relevant training significantly influences their professional development. Similarly, Zulkifli (2022) emphasized that strengthening teacher competencies in the digital era can be achieved through ongoing training strategies, digital curriculum development, and the formation of learning communities. This research highlights the importance of teachers' ability to integrate digital literacy into their pedagogical practices as a form of professional competence that adapts to the demands of the times.

Technological support plays a crucial role in the success of educational transformation, particularly in improving teachers' teaching abilities. In their research, Umum et al. (2024) stated that effective ICT training must be accompanied by support from school management, such as the provision of adequate facilities and funding. This support helps teachers optimize the use of technology in the learning process. Furthermore, Harahap & Tirtayasa (2020) emphasized through a literature review that supportive institutional policies and the provision of good infrastructure will accelerate the transformation of teacher competencies, particularly in mastering digital platforms. These two studies demonstrate that the mere existence of technology is not sufficient; it must be accompanied by systemic support that fosters effective implementation.

Teacher performance is influenced by various factors, including digital competency, motivation, and work discipline. Research by Wahyuni (2020) shows that teachers' digital competency and work discipline, both directly and indirectly, through increased achievement motivation, contribute to improved performance for elementary school teachers in Bekasi. This research confirms that the combination of skills and work attitudes can drive optimal performance. A similar finding was found in research by Anconk (2020), which examined the influence of digital literacy and ICT competency on the performance of junior high school teachers in Banyuwangi. The results showed that ICT competency, both directly and through increased motivation, significantly impacted teacher performance. Therefore, it is crucial for educational institutions to provide appropriate training to enable teachers to perform optimally.

Work discipline is a key factor in improving teacher performance. Research conducted by (Moeheriono, 2020) found that work discipline directly influences achievement motivation and positively impacts teacher performance. Teachers with high levels of discipline tend to be more consistent in carrying out their duties, are punctual, and assume a high level of responsibility for their work. This research underscores the importance of fostering a positive work attitude in the school environment. Although few studies have specifically examined teacher work discipline as a primary variable, these findings demonstrate that discipline is a key foundation for professionalism and achieving optimal work results.

Several studies have shown that digitalization of learning has a positive impact on teacher performance, both directly and through intervening variables such as work discipline and technological support. Research by (Harahap & Tirtayasa, 2020) and (Rivai & Alfiah, 2021) emphasizes that digitalization of learning improves teacher performance, especially

when supported by strong work discipline. Furthermore, several studies have found that teachers' professional competence significantly influences their performance in implementing digital learning, as demonstrated by research by (Zulkifli, 2022) and (Harahap & Tirtayasa, 2020).

Technological support is also cited in numerous studies as a factor contributing to the success of digital learning and improved teacher performance. Researchers such as (Dan, 2020) and (Maulana & Patrikha, 2021) found that adequate technological support can strengthen teachers' professional competence and accelerate the implementation of digital learning in the classroom. Furthermore, work discipline is a crucial factor in ensuring the effective implementation of digital learning, as evidenced by research by (Rivai & Mulyadi, 2021) and (Basyit et al., 2020).

Overall, these studies provide a clear picture of how factors such as digital learning, professional competence, and technological support influence teacher performance, and how work discipline acts as a bridge that strengthens this relationship. The results of this study underscore the importance of technology integration, competency development, and work discipline development to improve the quality of education in vocational schools.

Based on this, the author is interested in conducting a study entitled "The Effect of Digitalization of Learning, Professional Competence and Technology Support on Teacher Performance with Work Discipline as an Intervening Variable in State Vocational Schools in Padang Pariaman District"

2. Preliminaries or Related Work or Literature Review

Definition of Management

According to (Wijaya & Sari, 2020), management is a process that differentiates planning, organizing, mobilizing, implementing, and supervising, utilizing both science and art, to achieve predetermined goals.

Human Resource Management

According to (Fitri Anggreani, 2021), human resource management is the science and art of managing relationships and roles among workers effectively and efficiently, helping to achieve the goals of a company or agency, employees, and the community.

Employee Performance

According to (Nurjannah, 2020), performance can be defined as the work performance of individuals or groups that can be organized according to their respective powers and responsibilities, striving to achieve the company's or agency's common goals without violating applicable laws, norms, and regulations. Performance is also the result of the quantitative and qualitative achievements of an employee in carrying out their functions in accordance with their assigned responsibilities.

Digitalization of Learning

Digitalization of learning is the use of technology to improve the quality, accessibility, and effectiveness of education. According to (Nainggolan et al., 2023), digitalization of learning refers to the integration of information and communication technology (ICT) into the learning process to create a more efficient and engaging learning experience. Professional Competence

Professional Competence

According to (Monika et al., 2024), competence is the ability to perform work based on existing skills and knowledge, supported by the work attitudes required by the job.

Technological Support

Technological support refers to the application of various technology-based tools and systems to improve performance and efficiency in various sectors, including education. According to (Haryanti & Purbojo, 2024), technological support in education includes the use of hardware and software that enable a more interactive, flexible, and easily accessible learning process for students and teachers.

Work Discipline

According to (Moehariono, 2020), work discipline is a person's compliance with regulations or rules driven by conscience without coercion.

Framework of Thought

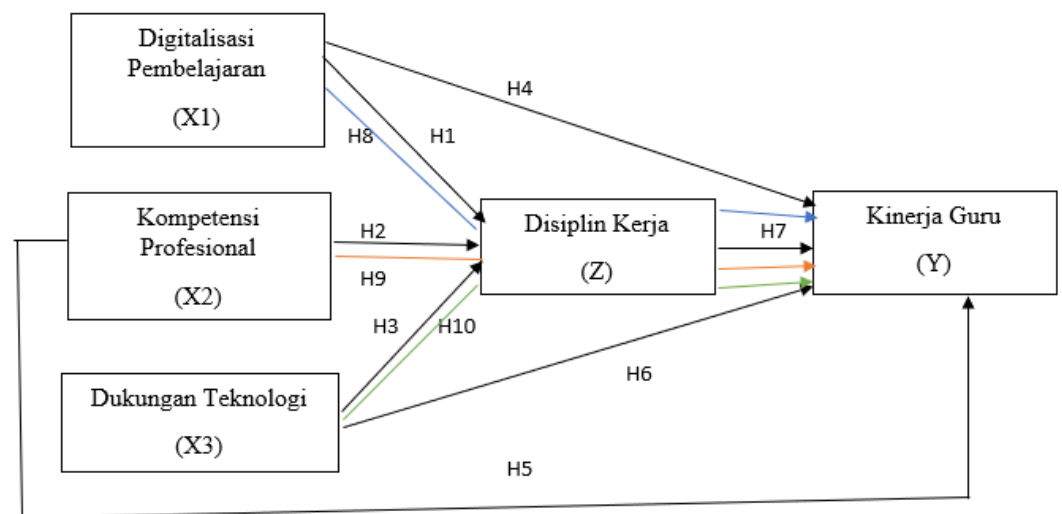


Figure 1. Framework of Thought

3. Proposed Method

Research Object

The object of this study is state vocational high school employees in Padang Pariaman Regency, Indonesia.

Research Design

This study employed a descriptive and causal research design. According to (Alwi & Sugiono, 2020), a descriptive research method is a research method used to determine the value of one or more independent variables without making comparisons or combining one variable with another.

Population

The population in this study was 252 state vocational high school employees in Padang Pariaman Regency.

Sample

The sample in this study was obtained using the Slovin formula as follows:

Therefore, this study obtained a sample of 100 state vocational high school teacher ca in Padang Pariaman Regency.

4. Results and Discussion

Research Data Analysis

Testing the Outer Model (Structural Model) Before Elimination

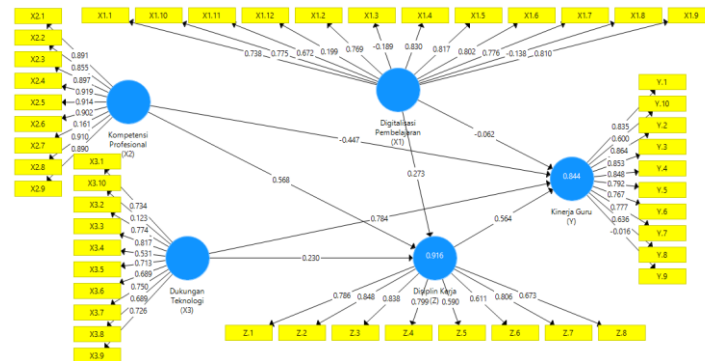


Figure 2. Outer Loadings Before Elimination

Based on the results of processing in the SmartPLS application, several variables had statement values below 0.5, requiring elimination.

Testing the Outer Model (Structural Model) After Elimination

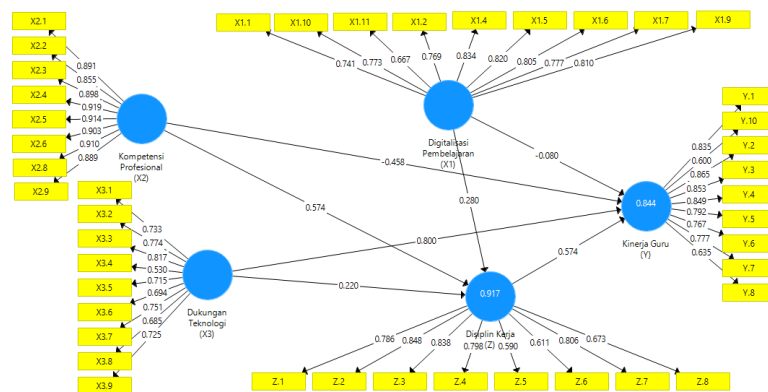


Figure 3. Outer Loadings After Elimination

Average Variance Extracted (AVE) Assessment

Table 1. Average Variance Extracted (AVE) Values

Variables	AVE
Teacher Performance (Y)	0,608
Work Discipline (Z)	0,563
Digitalization of Learning (X1)	0,606
Professional Competence (X2)	0,806
Technological Support (X3)	0,515

Source: SmartPLS Processed Results, 2025

Based on Table 1, it can be concluded that all constructs or variables above meet the criteria for good validity. This is indicated by the Average Variance Extracted (AVE) value above 0.50, as recommended.

Reliability Assessment

Table 2. Reliability Values

Constructs (Variables)	Cronbachs Alpha	Composite Reability	Rule of Thumb	Information
Teacher Performance (Y)	0,917	0,932	0,7	Reliabel
Work Discipline (Z)	0,885	0,910	0,7	Reliabel
Digitalization of Learning (X ₁)	0,918	0,933	0,7	Reliabel
Professional Competence (X ₂)	0,965	0,971	0,7	Reliabel
Technological Support (X ₃)	0,881	0,904	0,7	Reliabel

Source: SmartPLS Processed Results, 2024

Based on the SmartPLS output in Table 2 above, the composite reliability and Crombach's alpha values for each construct or variable were found to be greater than 0.70. Therefore, it can be concluded that the data is reliable.

Inner Model Testing (Structural Model)

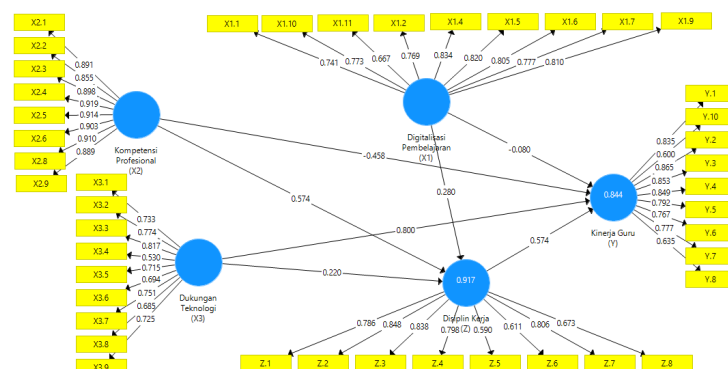


Figure 4. Structural Inner Model

Based on Figure 4, the structural model above can be constructed using the following equations:

Equation Model I, which illustrates the magnitude of the influence of the constructs Digitalization of Learning, Professional Competence, and Technological Support on Work Discipline, with the existing coefficients plus the error rate, which represents estimation errors or those unexplained by the research model.

$$\text{Work Discipline} = 0.280 X_1 + 0.574 X_2 + 0.220 X_3 + e_1$$

Equation Model II, which illustrates the magnitude of the influence of the constructs Digitalization of Learning, Professional Competence, and Technological Support, and Work Discipline on Teacher Performance, with the existing coefficients for each construct plus the error rate, which represents estimation errors.

Hypothesis Testing

Table 3. Results for Inner Weights

Path Coefficients

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O...	P Values
Digitalisasi Pembelajaran_(X1) -> Disiplin Kerja_(Z)	0.280	0.272	0.069	4.040	0.000
Digitalisasi Pembelajaran_(X1) -> Kinerja Guru_(Y)	-0.080	-0.078	0.156	0.516	0.606
Disiplin Kerja_(Z) -> Kinerja Guru_(Y)	0.574	0.597	0.145	3.959	0.000
Dukungan Teknologi_(X3) -> Disiplin Kerja_(Z)	0.220	0.217	0.095	2.313	0.021
Dukungan Teknologi_(X3) -> Kinerja Guru_(Y)	0.800	0.803	0.168	4.767	0.000
Kompetensi Profesional_(X2) -> Disiplin Kerja_(Z)	0.574	0.581	0.074	7.758	0.000
Kompetensi Profesional_(X2) -> Kinerja Guru_(Y)	-0.458	-0.489	0.159	2.881	0.004

Source: SmartPLS Inner Model Test Results, 2025.

Based on the SmartPLS test results in Table 3, the research hypothesis testing results, starting from the first hypothesis to the fifth hypothesis, are shown, which represent the direct influence of the constructs of Digitalization of Learning, Professional Competence and Technology Support, and Teacher Work Discipline and Performance.

Table 4. Result Path Analysis

Total Indirect Effects

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O...	P Values
Digitalisasi Pembelajaran_(X1) -> Disiplin Kerja_(Z)					
Digitalisasi Pembelajaran_(X1) -> Kinerja Guru_(Y)	0.161	0.162	0.055	2.907	0.004
Disiplin Kerja_(Z) -> Kinerja Guru_(Y)					
Dukungan Teknologi_(X3) -> Disiplin Kerja_(Z)					
Dukungan Teknologi_(X3) -> Kinerja Guru_(Y)	0.126	0.125	0.057	2.199	0.028
Kompetensi Profesional_(X2) -> Disiplin Kerja_(Z)					
Kompetensi Profesional_(X2) -> Kinerja Guru_(Y)	0.329	0.352	0.115	2.866	0.004

Source: SmartPLS Inner Model Test Results, 2025

Hypothesis testing aims to address the research problem, namely the influence of certain exogenous latent constructs on certain endogenous latent constructs, both directly and indirectly through intervening variables. Hypothesis testing in this study can be assessed by comparing the t-statistic or calculated t-value with the t-table value of 1.96 at a 5% alpha level. If the t-statistic/calculated t-value is <1.96 at a 5% alpha level, then H_0 is rejected. If the t-statistic/calculated t-value is >1.96 at a 5% alpha level, then H_a is accepted.

Research Results

Digitalization of Learning on Work Discipline

Based on the results of the hypothesis test, digitalization of learning has a positive and significant effect on work discipline, with a t-statistic value of 4.040 > 1.96 and a p-value of 0.000 < 0.05. This means that the greater the implementation of digitalization in learning, the higher the teacher's work discipline.

Professional Competence Regarding Work Discipline

Theoretically, professional competence encompasses pedagogical skills, personality, and mastery of learning technology. Competent teachers understand the importance of discipline in carrying out professional obligations, thus being more organized in teaching, preparing materials, and assessing students.

Technological Support Regarding Work Discipline

Theoretically, technological support in the form of internet access, laptops/computers, and online learning applications helps teachers manage their time better, thereby improving discipline. Teachers who receive technological support tend to be more compliant with learning rules and schedules.

The Effect of Digitalization on Teacher Performance

Theoretically, digitalization requires adaptation, skills, and teacher readiness. If teachers are unable to adapt to the use of technology, digitalization will not positively contribute to their performance.

Professional Competence Regarding Teacher Performance

Theoretically, professional competence enables teachers to master material, develop teaching materials, use innovative learning methods, and assess student learning outcomes more accurately. All of these contribute to improved performance.

Technological Support for Teacher Performance

Theoretically, technology supports the learning preparation process, teaching implementation, and evaluation, thereby increasing efficiency and optimizing teacher performance.

Work Discipline for Teacher Performance

Theoretically, work discipline is the foundation of a work ethic that encourages teachers to be responsible in carrying out their duties. With high discipline, teachers are more effective in achieving performance targets.

Digitalization of Learning for Teacher Performance through Work Discipline

Theoretically, digitalization of learning encourages teachers to be more disciplined in following digital procedures, and this discipline serves as a bridge to improved performance.

Professional Competence for Teacher Performance through Work Discipline

Theoretically, competent teachers will be more disciplined in carrying out their duties, and this discipline drives improved performance.

These results are consistent with (Mantiri et al. 2022), which shows that competence significantly influences performance through discipline. However, they differ from (Ariani and Assarofa 2020), who believe that professional competence can directly improve performance without the need for discipline.

Technological Support for Teacher Performance through Work Discipline

Theoretically, technology makes teachers more disciplined due to the scheduling system, automatic monitoring, and the requirement to follow digital workflows, which ultimately improves performance.

5. Conclusions

From the discussion in the previous chapters, the following conclusions can be drawn:

- (1) Digitalization of Learning has a positive and significant effect on Work Discipline.
- (2) Professional Competence has a positive and significant effect on Work Discipline.
- (3) Technological Support has a positive and significant effect on Work Discipline.
- (4) Digitalization of Learning has a positive but insignificant effect on Teacher Performance.
- (5) Professional Competence has a positive and significant effect on Teacher Performance.
- (6) Technological Support has a positive and significant effect on Teacher Performance.
- (7) Work Discipline has a positive and significant effect on Teacher Performance.
- (8) Digitalization of Learning has a positive and significant effect on Teacher Performance through Work Discipline as an intervening variable.
- (9) Professional Competence has a positive and significant effect on Teacher Performance through Work Discipline as an intervening variable.
- (10) Technological Support has a positive and significant effect on Teacher Performance through Work Discipline as an intervening variable.

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