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**ANALYSIS OF THE INFLUENCE OF HR INFORMATION SYSTEM QUALITY,  
WORK DISCIPLINE, TRAINING, AND CAREER DEVELOPMENT ON  
PERFORMANCE (A STUDY OF EDUCATORS IN JATIROTO DISTRICT)**



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**Abstract**

This study aims to analyze the influence of HR information system quality, work discipline, training, and career development on the performance of educators in the Jatiroto District. The method used is a structural model with independent variables including HR information system quality, work discipline, training, and development, and educator performance as the dependent variable. Model evaluation was conducted through tests of convergent validity, discriminant validity, and composite reliability. The results of the study indicate that work discipline and career development have a positive and significant influence on educator performance, while HR information system quality and training do not have a significant effect. The R-squared value of 0.85 indicates that 85% of the variation in performance can be explained by these four variables. These findings highlight the importance of work discipline and career development in improving educator performance and provide implications for human resource management in the education sector, particularly concerning discipline management and career development.

**Keywords:** Quality of HR Information System, Work Discipline, Training, Development, Performance

## INTRODUCTION

This study is a replication of the research conducted by Nurhayati & Atmaja, (2021) titled "The Influence of HR Information System Quality, Training, and Development on Employee Performance through Work Discipline at PT. Era Mulia Abadi Sejahtera," using the variables of HR information system quality, work discipline, training, and development on the performance of educators. This research uses quantitative data analysis, which includes hypothesis testing and problem formulation through calculation.

One of the essential elements in a country's development is education. To achieve quality education, educators or teachers are crucial. However, various regions, including Jatiroto District, often face challenges in improving the quality of education. With the rapid advancement of information and communication technology, educators must be able to adapt and implement HR information systems to help develop organizational work systems (Olajide & Obialo, 2020). It is crucial to understand the relationship between HR information system quality and the work discipline level of educators in Jatiroto District because the quality of the information system can affect the management of educator data, resource allocation, and other administrative support that can influence educator performance.

Another factor that can affect performance, apart from transformational leadership and motivation, is work discipline (Kalogiannidis, 2020). His research found a positive correlation between work discipline and performance. Without good work discipline, it is difficult for someone to achieve optimal results because the more disciplined a teacher is, the better their performance (Kosdianti & Sunardi, 2021). This is reinforced by the opinion of Mirwan Arif Irfani et al., (2023), who stated that discipline refers to the state and attitude of employees in adhering to organizational rules and regulations. Thus, when an organization's regulations are frequently ignored or violated, employees tend to lack discipline. Conversely, when employees comply with organizational regulations, it signifies good discipline.

To understand how much the performance of educators can be improved by enhancing the quality of education information systems, it is essential to assess the effectiveness of training and development. Training refers to an organization's planned efforts to help educators learn skills relevant to their jobs. These competencies include knowledge, skills, or behaviors necessary for success in the job (Novie et al., 2023).

Management uses training and development to improve employees' skills and behavioral abilities, aiming to enhance organizational performance and prosperity and increase the capacity to respond to internal and external environmental changes (Rivaldo & Nabella, 2023).

Previous research by Prasetyo & Ariawan, (2023) showed that HRIS quality impacts educator performance, indicating that the quality of human resource information systems, supported by better training and skills development, leads to better educator performance, and the hypothesis was accepted. However, according to Rahmawati et al. (2022), HR accounting information system quality: The t-test results show that the quality of accounting information systems has a p-value = 0.288 and a t-count value =  $-1.066 < t\text{-table value of } 1.978$ . These results indicate that employee performance is not affected by information system quality, so the hypothesis was not accepted.

The study by Pradana Lutfiyanto et al., (2020) stated that a lack of work discipline will affect educator performance; therefore, training and development regarding work discipline are necessary so that educators better reflect awareness, compliance, availability, and work ethics that have a positive impact. Given the many problems caused by various factors affecting educators, this study aims to explore the quality of human resource information systems, work discipline, training, and development.

## **REVIEW OF LITERATURE**

### **HR Information System Quality (HRIS)**

Human resources (HR) encompass not only physical and intellectual aspects but also the emotional and social aspects of individuals. The HR function in an organization is crucial because HR is one of the most important assets that can determine the success and competitiveness of an organization. According to Fangiziah et al., (2023), the success in achieving organizational goals heavily depends on human resources, which are one of the organization's key resources. The HR information resource process involves planning, organizing, implementing, and controlling human resources within an organization to achieve organizational goals effectively and efficiently.

The use of information systems is one way to improve the efficiency of educators. However, for the organizational information system to function effectively, the quality of information is critical. This is because using an integrated information system allows organizations to become more competitive and productive. Synergistic improvement of the information system must be carried out to increase educator motivation and sustain the organization (Ulfah, 2021).

### **Work Discipline**

In adhering to organizational rules, work discipline is an integral part of behavioral attitudes. Regulations regarding the attitudes, behaviors, and actions of educators can be used by the organization to establish rules and inform educators of what they need to know. A lack of discipline among educators can disrupt or hinder the work and activities of other educators (Sholikah et al., 2022). Work discipline is carried out voluntarily, with full awareness and willingness to follow the rules established by the organization or superiors, whether written or unwritten. Discipline is essential for both the individual and the institution because it helps clarify what can and cannot be done in the workplace, reflecting an attitude or condition that is not favorable (Hayunda, 2022).

### **Training**

According to Ramadhana et al., (2022), in the current orientation, training has become even more important. Training focuses on enhancing an individual's current job skills and improving these specific abilities so they can immediately start their work. Cahya et al. (2021) also stated that every organization must provide training to educators, as they cannot rely solely on the information obtained during the selection and recruitment process. The quality of educators in an organization greatly determines its success. As environmental changes occur rapidly, educators must be able to identify the signs of these changes, understand their impact on the organization, and create plans to address the situation.

### **Career Development**

According to Saleh, (2018), career development is an employee activity that helps them plan their future careers in the workplace, allowing them to develop themselves optimally. Taufik, (2016) also stated that Human Resource Development (HRD) is the responsibility of an organization or company in the process of recruitment, management, and

employee guidance. HRD is also a series of actions aimed at enhancing and maintaining human resource competencies with the goal of improving organizational or company performance.

### **Educator Performance**

Improving the performance and involvement of educators in decision-making processes and meeting their needs is a way to enhance the quality of work life (Suparjo, 2022). In this regard, all relevant sectors, including government agencies, private organizations, industries, and other professional organizations, are responsible for enhancing the resources of educators. Human resource development is part of the efforts made by the central government, specifically the Ministry of Manpower and Transmigration. Job seekers receive training through technical training units under the Department of Manpower, Transmigration, and Population. This is regulated by the Minister of Manpower and Transmigration Regulation No. 11 of 2013 concerning the National Work Training System (Sislatkernas), which stipulates that job training is intended to equip, enhance, and develop job skills with the goal of improving the abilities, productivity, and welfare of educators (Umar & Norawati, 2022).

This study proposes four hypotheses to analyze the factors affecting the performance of educators. The first hypothesis (H1) states that the quality of the Human Resource Information System (HRIS) has a positive and significant impact on educator performance, supported by the findings of Sholikah et al. (2022), although some other studies show different results (Utomo et al., 2017). The second hypothesis (H2) suggests that work discipline positively influences educator performance, as explained by Setiani & Febrian, (2023), who stated that good work discipline enhances educator performance.

Furthermore, the third hypothesis (H3) posits that training has a positive impact on educator performance. Training helps improve skills and knowledge, thereby increasing productivity (Nurhayati & Atmaja, 2021). The final hypothesis (H4) assumes that human resource development has a positive and significant effect on educator performance. According to (Olajide & Obialo, 2020), continuous HR development will enhance the skills and overall performance of educators.

## **RESEARCH METHOD**

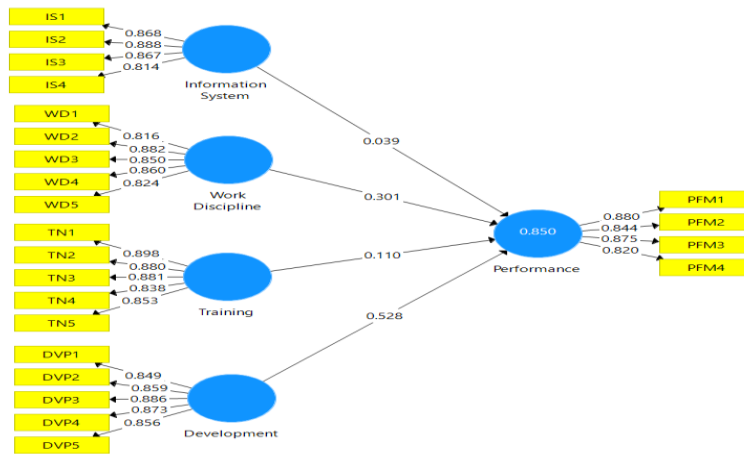
This study employs a quantitative approach aimed at analyzing the influence of HR information system quality, work discipline, training, and development on the performance of educators in the Jatiroto District. Primary data was collected through questionnaires distributed to kindergarten and elementary school educators. The questionnaires used were closed-ended with a Likert scale to gather respondents' feedback according to the variables being studied. The population of this study includes all kindergarten and elementary school educators in the Jatiroto District, and the sample was selected using purposive sampling to ensure relevant representation.

Instrument testing was conducted through validity and reliability tests. Convergent validity was measured using a loading factor value, which must exceed 0.70, while discriminant validity was assessed through cross-loading. Multicollinearity was tested using the Variance Inflation Factor (VIF), with a threshold typically below 5. Reliability testing was conducted using Cronbach's Alpha method, with a value greater than 0.70 indicating reliable instruments.

Data analysis was conducted using the Structural Equation Modeling (SEM) technique with a Partial Least Square (PLS) approach. The model was evaluated by testing the R-Square to determine how much the independent variables explain the dependent variable. Hypothesis testing was conducted using the SEM-PLS method to determine the significance of relationships between variables. A hypothesis is accepted if the P-value is less than 0.05, indicating a significant influence between the independent and dependent variables.

**RESULTS AND DISCUSSION**

The image of the latent variable and its manifest is as follows:



**Figure 1.**  
**Latent Variable**

**Table 1.**  
**Respondents' Frequency Based on Gender**

Category	Frequency	Percentage
Male	50	28.25%
Female	127	71.75%
Total	177	100%

Source: Primary Data, 2024

The data above shows that the respondents who filled out the questionnaires in this study were predominantly female educators, with 127 respondents or 71.75%. Meanwhile, the number of male educators was 50 or 28.25%.

**Table 2.**  
**Respondents' Frequency Based on Age**

Category	Frequency	Percentage
20 - 30 years old	20	11.30%
30 - 40 years old	87	49.15%
40 - 50 years old	41	23.16%
> 50 years old	29	16.38%
Total	177	100%

Source: Primary Data, 2024

The data above shows that 20 respondents, or 11.30%, were educators aged 20-30 years. Respondents aged 30-40 years amounted to 87 or 49.15%. A total of 41 respondents, or 23.16%, were aged 40-50 years, while 29 respondents, or 16.38%, were aged over 50 years. This means that in this study, the highest percentage of educators were aged 30-40 years, followed by those aged 40-50 years. Respondents over 50 years of age ranked third, while educators aged 20-30 years had the lowest percentage.

**Table 3.**  
**Convergent Validity Test Results**

No.	Human Resource Information System Quality (X1)	Work Discipline (X2)	Training (X3)	Development (X4)	Performance (Y)
IS1	0,868				
IS2	0,888				
IS3	0,867				
IS4	0,814				
WD1		0,816			
WD2		0,882			
WD3		0,850			
WD4		0,860			
WD5		0,824			
TN1			0,898		
TN2			0,880		
TN3			0,881		
TN4			0,838		
TN5			0,853		
DVP1				0,849	
DVP2				0,859	
DVP3				0,886	
DVP4				0,873	
DVP5				0,856	
PFM1					0,880
PFM2					0,844
PFM3					0,875
PFM4					0,820

Source: Primary Data, 2024

From Table 3, according to Rahmawati et al. (2022), a measurement of convergent validity should have a value  $> 0.50$  to be considered valid. The table shows that the loading factor values exceed 0.50, indicating that the results of this study meet the criteria for convergent validity.

**Table 4.**  
**Discriminant Validity Test Results**

	<b>Development</b>	<b>Information System</b>	<b>Performance</b>	<b>Training</b>	<b>Work Discipline</b>
DVP1	0.849	0.635	0.726	0.656	0.660
DVP2	0.859	0.582	0.782	0.720	0.724
DVP3	0.886	0.630	0.768	0.744	0.685
DVP4	0.873	0.668	0.794	0.712	0.718
DVP5	0.856	0.702	0.800	0.772	0.752
IS1	0.625	0.868	0.650	0.592	0.697
IS2	0.718	0.888	0.699	0.664	0.765
IS3	0.662	0.867	0.675	0.639	0.727
IS4	0.544	0.814	0.580	0.501	0.660
PFM1	0.798	0.694	0.880	0.793	0.811
PFM2	0.731	0.582	0.844	0.651	0.623
PFM3	0.811	0.635	0.875	0.702	0.689
PFM4	0.721	0.682	0.820	0.633	0.785
TN1	0.705	0.613	0.713	0.898	0.693
TN2	0.735	0.567	0.710	0.880	0.663
TN3	0.698	0.678	0.708	0.881	0.740
TN4	0.775	0.584	0.700	0.838	0.663
TN5	0.721	0.607	0.715	0.853	0.660
WD1	0.634	0.674	0.687	0.572	0.816
WD2	0.739	0.777	0.764	0.733	0.882
WD3	0.723	0.659	0.729	0.709	0.850
WD4	0.712	0.686	0.742	0.697	0.860
WD5	0.658	0.716	0.688	0.605	0.824

Source: Primary Data, 2024

From Table 4, the green-highlighted values represent the loading values between constructs, where the cross-loading values between constructs are higher than the values of other constructs. Therefore, it can be concluded that the latent variables demonstrate good discriminant validity.

**Table 5.**  
**Multicollinearity Test Results**

	VIF
DVP1	2.490
DVP2	2.540
DVP3	3.019
DVP4	2.760
DVP5	2.456
IS1	2.390
IS2	2.575
IS3	2.306
IS4	1.934
PFM1	2.436
PFM2	2.203
PFM3	2.497
PFM4	1.883
TN1	3.651
TN2	3.226
TN3	2.943
TN4	2.359
TN5	2.571
WD1	2.087
WD2	2.841
WD3	2.425
WD4	2.538
WD5	2.148

Source: Primary Data, 2024

From the data in Table 5, it shows that all VIF values are below 4. This indicates that there are no significant multicollinearity issues among the independent variables in this study. Therefore, the regression model used in this research can be considered valid in terms of the absence of strong multicollinearity.

**Table 6.**  
**Composite Reliability Results**

Variable	Reliability		
	Chonbach's Alpha	Composite Reliability	AVE

Human Resource Information System Quality (X1)	0.882	Human Resource Information System Quality (X1)	0.882
Work Discipline (X2)	0.901	Work Discipline (X2)	0.901
Training (X3)	0.920	Training (X3)	0.920
Development (X4)	0.916	Development (X4)	0.916
Performance (Y)	0.878	Performance (Y)	0.878

Source: Primary Data, 2024

From Table 6, the Cronbach’s Alpha value for Human Resource Information System Quality (X1) is 0.882, which is greater than 0.70. The Cronbach’s Alpha value for Work Discipline (X2) is 0.901, also greater than 0.70; the Cronbach’s Alpha value for Training (X3) is 0.920, exceeding 0.70; and the Cronbach’s Alpha value for Development (X4) is 0.916, again above 0.70. Meanwhile, the Cronbach’s Alpha value for Performance (Y) is 0.878, which is greater than 0.70. Since the Cronbach’s Alpha values for all variables are above 0.70, it can be concluded that each variable in this study meets the criteria to be considered reliable.

**Table 7.**  
**Nilai R-Square**

	<b>R Square</b>	<b>R Square Adjusted</b>
Performance (Y)	0.850	0.846

Source: Primary Data, 2024

From Table 7, the R-Square value is 0.850, which is greater than 0. This means that the research model has predictive relevance. Additionally, the result of 0.850 or 85% indicates that the variation in the Performance variable (Y) can be explained by the variables of Human Resource Information System Quality, Work Discipline, Training, and Development, while the remaining 15% is explained by variables outside the research model.

**Table 8.**  
**Significance Test Results**

<b>Variable</b>	<b>Path Coefficient</b>	<b>Standard Deviation</b>	<b>T-Value</b>	<b>P-Value</b>	<b>Description</b>
Information System → Performance	0.039	0.061	0.641	0.261	Not Significant
Work Discipline → Performance	0.301	0.079	3.809	0.000	Significantly Influential
Training → Performance	0.110	0.109	1.010	0.157	Not Significant
Development → Performance	0.528	0.100	5.296	0.000	Significantly Influential

Source: Primary Data, 2024

Table 8 shows that work discipline and development affect performance. Work discipline has a P-value of  $0.000 < \alpha (0.05)$ , thus  $H_0$  is rejected, meaning that work discipline affects performance. This is consistent with hypothesis H2, which states that work discipline influences performance. Work discipline has a coefficient value of 0.301, indicating a positive relationship with performance. The development variable has a P-value of  $0.000 < \alpha (0.05)$ , so  $H_0$  is rejected, indicating that development affects performance. This aligns with hypothesis H4, which states that development influences performance. Development has a coefficient value of 0.528, showing a positive relationship with performance.

On the other hand, the variables of the quality of human resource information systems and training do not influence performance. The P-value for the quality of human resource information systems is  $0.261 > \alpha (0.05)$ , so  $H_0$  is accepted, meaning that the quality of human resource information systems does not affect performance. This is inconsistent with hypothesis H1, which states that the quality of human resource information systems influences performance. Additionally, the P-value for training is  $0.157 > \alpha (0.05)$ , so  $H_0$  is accepted, indicating that training does not influence performance. This contradicts hypothesis H3, which states that training affects performance.

The effect of the quality of human resource information systems aligns with the findings of Rahmawati et al. (2022), who found that the quality of information systems does

not influence employee performance. However, different results were found by Sholikah et al. (2022), who discovered that the quality of information systems does affect employee performance at PT. Era Mulia Abadi Sejahtera. Meanwhile, the influence of work discipline on performance is consistent with the research by Sholikah et al. (2022), which states that work discipline affects employee performance at PT. Era Mulia Abadi Sejahtera. Similar results were found by Rivaldo & Nabella (2023), who reported that the work discipline variable positively influences performance at PT. Infineon Technologies Batam.

The influence of training on performance does not align with the research by Andi Salwa Diva (2023), which found that e-learning or training can improve company performance, providing ease and flexibility for employees of the company or organization. The same result was found by Bowo & Junaedi Hendro (2023), who discovered that employee performance is influenced by human resource development, which includes education and training. Regarding employee development, the findings of Bowo & Junaedi Hendro (2023) indicate that employee performance is influenced by human resource development. Additionally, the research by Sholikah et al. (2022) found that the development variable positively influences employee performance at PT. Era Mulia Abadi Sejahtera.

## CONCLUSION

This study concludes that the information system does not have a significant effect on the performance of educators in Jatiroto District, as evidenced by the results of  $t\text{-value} < t\text{-table}$  and  $\text{probability} > \alpha$ , leading to the rejection of the first hypothesis. However, work discipline has been shown to have a significant impact on performance, with  $t\text{-value} > t\text{-table}$  and  $\text{probability} < \alpha$ , thus the second hypothesis is accepted. Although training did not demonstrate a significant effect on performance, development, on the other hand, has a significant influence, as indicated by  $t\text{-value} > t\text{-table}$  and  $\text{probability} < \alpha$ , resulting in the acceptance of the fourth hypothesis. Therefore, work discipline and development have proven to be important factors in improving the performance of educators, while information systems and training require further approaches. This study does have several limitations, including a scope that is confined to educators in Jatiroto, which may not accurately represent situations in other regions. Additionally, the research focused solely on four main variables

without considering other external factors such as motivation, work environment, or managerial support that may also influence performance. Thus, future research is expected to broaden the range of variables and populations to achieve more comprehensive and generalizable results.

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