

THE INFLUENCE OF TRAINING, MOTIVATION, DISCIPLINE, WORK LIFE BALANCE ON PERFORMANCE IN SMK DUTA KARYA

Muhammad Alvin Jauhari¹, Popong Nurhayati, Yunus Triyonggo

^{*)}School of Business, IPB University
Jl. Raya Pajajaran, Bogor 16151, Indonesia

Article history:

Received
30 January 2025

Revised
28 April 2025

Accepted
8 May 2025

Available online
30 September 2025

This is an open access
article under the CC BY
license (<https://creativecommons.org/licenses/by/4.0/>)



Abstract:

Background: SMK Duta Karya Kudus has received support from the local government through the Vocational School Development Program based on the Industrial Revolution 4.0 to improve the quality of human resources. Despite this, an internal survey indicates that the performance of teachers and administrative staff remains below expectations.

Purpose: This study aims to analyze the influence of training, motivation, discipline, and work-life- balance on human resource performance at SMK Duta Karya Kudus and to propose strategic recommendations for performance improvement.

Design/methodology/approach: This research employs descriptive statistical analysis and Structural Equation Modeling-Partial Least Squares (SEM-PLS) to examine the relationships among variables. The analysis is based on data collected from the school environment to ensure contextual relevance and practical applicability.

Findings/Result: The findings reveal that motivation and work life balance significantly affect human resource performance. Motivation has the highest impact, with a path coefficient of 0.462 and a p-value of 0.000 ($p < 0.05$), followed by work life balance with an original sample value of 0.369 and a p-value of 0.000 ($p < 0.05$). Based on these findings, two strategic recommendations are proposed: (1) providing monthly financial incentives to outstanding teachers and administrative staff, and (2) implementing flexible learning models through platforms such as Zoom to support remote teaching and administrative tasks.

Conclusion: The study concludes that motivation and work-life-balance are critical factors in enhancing human resource performance in vocational schools. Strategic interventions focusing on these aspects are necessary to align HR performance with the goals of the Industrial Revolution 4.0 framework.

Originality/value (State of the art): This study contributes to the limited empirical literature on HR performance improvement in vocational education settings aligned with Industry 4.0 demands. By integrating SEM-PLS analysis with practical strategy formulation, it offers actionable insights for educational institutions seeking to optimize staff performance in the digital era.

Keywords: human resource, industrial revolution, motivation, SEM-PLS, work life balance

How to Cite:

Jauhari, M. A., Nurhayati, P., & Triyonggo, Y. (2025). The influence of training, motivation, discipline, work life balance on performance in SMK Duta Karya. *Jurnal Aplikasi Bisnis dan Manajemen (JABM)*, 11(3). <https://doi.org/10.17358/jabm.11.3.906>

¹ Corresponding author:
Email: alvinjauhari52@gmail.com

INTRODUCTION

The Industrial Revolution 4.0 has significantly influenced the educational sector, particularly vocational education, which is expected to align closely with technological advancements and industry demands (Latifah, 2020; Santoso, 2021). SMK Duta Karya Kudus, as a vocational school located in Central Java, has responded to these challenges by implementing various innovations aimed at modernizing its educational system. These initiatives include upgrading infrastructure, such as laboratories equipped with industry-standard tools and software—and the integration of technology-based modules into the curriculum to strengthen practical competencies (Purwanto, 2022). Additionally, the Indonesian government has provided substantial support through the “Vocational School Development Program Based on the Industrial Revolution 4.0,” which offers infrastructure assistance and training to enhance educator competence (Kemendikbud, 2019).

Despite these efforts, internal evaluations indicate persistent shortcomings in human resource performance at the school. An internal survey conducted in 2024 with 100 students revealed considerable dissatisfaction with both teacher and administrative staff, particularly in aspects related to interaction, creativity, technology use, and service responsiveness. These findings suggest that infrastructural improvements alone are insufficient without parallel development in human capital.

Tables 1 and 2 indicate that SMK Duta Karya Kudus faces significant challenges in human resource management, both in teaching and administrative domains. Although the school has received government support through infrastructure and training programs aligned with the Industrial Revolution 4.0, the human resources directly involved in the educational process have not yet met student expectations.

Several studies emphasize the importance of human resource quality in enhancing educational performance, particularly in adapting to the demands of Industry 4.0 (Dessler, 2020; Robbins & Judge, 2016). While many educational institutions have concentrated on upgrading facilities and digital tools, fewer have thoroughly examined the underlying human factors that influence performance outcomes. This study seeks to fill that gap by analyzing the effects of four critical factors—training, motivation, discipline, and work-life balance—on the performance of teachers and administrative staff. The novelty of this research lies in the inclusion of work-life balance, a variable that is rarely explored in the context of vocational education, despite its well-documented impact on job satisfaction and organizational commitment. By integrating this dimension, the study offers a more comprehensive and human-centered perspective on performance management in schools undergoing digital and structural transformation. Ultimately, the findings are expected to contribute to the development of more inclusive and sustainable human resource strategies within the education sector.

Table 1. Internal survey on student satisfaction with teacher performance

Indicator	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Delivery of material	22	44	24	10
Attendance discipline	20	55	14	11
Interaction with students	33	50	10	7
Use of technology in learning	50	20	15	15
Teacher creativity in teaching methods	35	40	20	5

Table 2. Internal survey on student satisfaction with administrative staff performance

Indikator	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Speed of administrative services	22	44	24	10
Ease of access to information services	20	55	14	11
Friendly attitude and professionalism	33	50	10	7
Availability of staff when needed	50	20	15	15

Given the evident gap between technological investments and actual human resource performance at SMK Duta Karya Kudus, it is essential to investigate the internal determinants that influence teacher and staff productivity. This study employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach to examine the relationships between training, motivation, discipline, work-life balance, and human resource performance. The research involves 113 respondents, comprising teachers and administrative staff, who participated in an online questionnaire distributed via Google Forms. By identifying key leverage points, this study aims to propose actionable strategies to enhance employee effectiveness and optimize the educational outcomes of vocational institutions in the digital era.

In response to the challenges outlined above, this study aims to achieve the following objectives: To analyze the influence of training, motivation, discipline, and work-life balance on the performance of teachers and administrative staff at SMK Duta Karya Kudus; To provide strategic recommendations for improving human resource management in vocational education institutions operating within the framework of the Industrial Revolution 4.0.

METHODS

This study was conducted at SMK Duta Karya Kudus, located in Bae District, Kudus Regency, Central Java, from August to December 2024. It utilized both primary and secondary data sources. Primary data were obtained through the distribution of questionnaires designed based on Partial Least Squares Structural Equation Modeling (PLS-SEM) to teachers and administrative staff (Hair et al. 2017). A total of 113 respondents participated in the study, with data collected through an online survey distributed via Google Forms to ensure efficient and accessible data collection (Figure 1).

The respondents of this study included teachers, administrative staff, and students. The teacher and administrative staff respondents were determined using a total sampling method, involving the entire population of 113 individuals without additional selection criteria. The sample size of 113 respondents in this study is considered robust and appropriate for Partial Least Squares Structural Equation Modeling

(PLS-SEM), particularly in contexts with a small number of constructs. According to Hair et al. (2019), PLS-SEM is highly effective for studies with small to moderate sample sizes, as it does not impose strict assumptions about data distribution. The data obtained were analyzed quantitatively. Data from the teacher and administrative staff respondents were analyzed using descriptive statistical techniques and Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the relationships between research variables comprehensively. This approach ensures accurate and thorough analysis in understanding the factors affecting human resource performance (Sarstedt et al. 2022).

The Effect of Training on Human Resource Performance (H_1)

Training is a systematic process designed to improve employees' skills, knowledge, and capabilities to achieve higher performance. According to Johnson et al. (2016), effective training plays a pivotal role in enhancing human resource performance, particularly in environments that require the adoption of advanced technologies. Kumar et al. (2020) found that structured training programs focusing on both technical and soft skills development significantly contribute to productivity and operational efficiency. In the context of education, Williams et al. (2021) noted that training aligned with organizational objectives equips employees to face challenges posed by technological advancements associated with the Industrial Revolution 4.0.

Additionally, Brown and Miller (2018) highlighted that continuous training fosters innovation and adaptability among employees, improving their ability to meet evolving job demands. Smith et al. (2019) emphasized that training programs integrated with digital learning tools enhance employee engagement and knowledge retention, directly impacting performance. More recently, Lee et al. (2023) demonstrated that adaptive training strategies, tailored to individual skill levels, significantly improve task efficiency and organizational effectiveness. Based on these findings, the hypothesis is: H_{01} : Training does not significantly affect the performance of human resources in schools based on the Industrial Revolution 4.0. H_{a1} : Training significantly affects the performance of human resources in schools based on the Industrial Revolution 4.0.

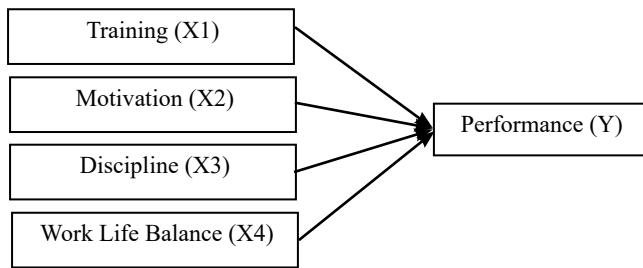


Figure 1. Conceptual framework

The Effect of Motivation on Human Resource Performance (H_2)

Motivation is a critical internal driver that influences individuals to achieve specific goals. Park et al. (2017) asserted that intrinsic and extrinsic motivation significantly enhance employee performance, particularly in complex work environments. Ryan and Deci (2020) found that intrinsic motivation, derived from personal satisfaction and interest, improves commitment and productivity. Meanwhile, Lee et al. (2022) showed that motivation supported by effective reward and recognition systems promotes higher performance in technology-driven educational settings. Furthermore, Davis et al. (2018) revealed that motivation stemming from clear career growth opportunities positively influences job satisfaction and work outcomes. A study by Kim et al. (2021) identified that motivational interventions, such as performance bonuses and team-building activities, effectively improve work quality in education and training institutions. Most recently, research by Patel et al. (2024) demonstrated that personalized motivational strategies, addressing employees' unique needs and aspirations, lead to sustained performance improvements. Based on these insights, the hypothesis is: H_{0_2} : Motivation does not significantly affect the performance of human resources in schools based on the Industrial Revolution 4.0. H_{a_2} : Motivation significantly affects the performance of human resources in schools based on the Industrial Revolution 4.0.

The Effect of Discipline on Human Resource Performance (H_3)

Discipline refers to adherence to organizational rules and regulations, ensuring consistency and timely completion of tasks. Gomez et al. (2018) found that high discipline levels positively correlate with individual effectiveness and overall organizational performance. Smith and Taylor (2019) emphasized that consistent

application of discipline fosters compliance with work standards and procedures, enhancing operational efficiency. Additionally, Brown et al. (2023) highlighted that a disciplined workforce contributes to a productive and innovative organizational culture.

Research by Taylor et al. (2017) suggested that discipline, when paired with regular performance evaluations, reinforces accountability and work quality. A subsequent study by Ahmed and Khan (2020) demonstrated that disciplined behavior in education institutions directly influences teaching quality and staff collaboration. Most recently, findings by Wang et al. (2024) indicated that implementing structured disciplinary policies reduces workplace conflicts and promotes a cooperative work environment. Based on these findings, the hypothesis is: H_{0_3} : Discipline does not significantly affect the performance of human resources in schools based on the Industrial Revolution 4.0. H_{a_3} : Discipline significantly affects the performance of human resources in schools based on the Industrial Revolution 4.0.

The Effect of Work Life Balance on Human Resource Performance (H_4)

Work life balance (WLB) refers to the equilibrium between professional responsibilities and personal well-being, allowing employees to excel in both areas. Greenhaus et al. (2019) stated that effective WLB reduces stress and fatigue, significantly enhancing employee performance. Park et al. (2021) found that organizations supporting flexible work arrangements experience higher employee commitment and productivity. Similarly, Clark et al. (2020) revealed that fostering WLB contributes to job satisfaction and lowers turnover rates. Research by Robinson and Harris (2016) highlighted that WLB initiatives, such as mental health programs and parental leave policies, improve employee morale and engagement. A study by Patel et al. (2023) emphasized the role of WLB in increasing creativity and problem solving abilities among employees. Furthermore, Johnson et al. (2024) demonstrated that employees with better WLB tend to exhibit higher resilience and adaptability in dynamic work environments. Based on these findings, the hypothesis is: H_{0_4} : Work life balance does not significantly affect the performance of human resources in schools based on the Industrial Revolution 4.0. H_{a_4} : Work life balance significantly affects the performance of human resources in schools based on the Industrial Revolution 4.0.

RESULTS

This study was conducted on all teachers and administrative staff, involving a total of 113 respondents. The results reveal dominant respondent characteristics as outlined in Table 3. The data collected from 113 respondents indicates that the majority are female, accounting for 58%, while males constitute 42%. This suggests that the teaching and administrative workforce in this school is predominantly female, playing a crucial role in various educational and administrative activities. In terms of age distribution, the majority of respondents are under 30 years old, representing 48.67%, followed by those aged 30-40 years at 32.74%. Respondents aged 41-50 years account for 14.16%, while those over 50 years old are the least represented, at 4.42%. This age composition indicates that most of the workforce at SMK Duta Karya Kudus consists of young to early-adulthood individuals, who likely possess high energy and enthusiasm for work but may require additional experience in education or administration.

Regarding the highest educational attainment, most respondents hold a bachelor's degree (S1), with a percentage of 69.91%, followed by those with a master's degree (S2) at 23.89%. Respondents with a high school diploma or equivalent and those with a diploma degree make up smaller percentages, at 4.42% and 1.77%, respectively. This data suggests that SMK Duta Karya Kudus employs educators and administrative staff with relatively high educational qualifications, which are expected to support the quality of educational and administrative services at the school.

In terms of work experience at the school, the majority of respondents have less than five years of experience, accounting for 41.59%. Respondents with more than ten years of experience represent 32.74%, while those with five to ten years of experience comprise 25.66%. This composition reflects a balance between newer and more experienced staff, enabling collaboration between individuals with fresh perspectives and those with greater expertise in education. It also highlights that SMK Duta Karya Kudus has a dynamic workforce that facilitates knowledge and experience transfer across generations.

Measurement Model Evaluation - Convergent Validity Test

According to Hair et al. (2014), convergent validity refers to the extent to which the indicators of a construct exhibit positive correlations, reflecting their consistency in measuring the same latent variable. This validity is assessed by evaluating the outer loading values for each indicator. Hair et al. (2014) emphasize that an outer loading value greater than 0.5 is required for an indicator to be considered valid.

The results of the convergent validity assessment are presented in Figure 2, showing that all indicators in the model achieve outer loading values exceeding the recommended threshold of 0.5. This indicates that each indicator reliably represents the underlying construct it is designed to measure, ensuring the validity of the measurement model diukur.

Table 3. Respondent characteristic

Characteristic	Category	Percentage (%)
Gender	Male	42.00
	Female	58.00
Age	< 30 years	48.67
	30-40 years	32.74
	41-50 years	14.16
	> 50 tahun	4.42
Education Level	Senior High School (SMA)	4.42
	Diploma	1.77
	Bachelor's Degree (S1)	69.91
	Master's Degree (S2)	23.89
Experience	< 5 tahun	41.59
	5-10 tahun	25.66
	> 10 tahun	32.74

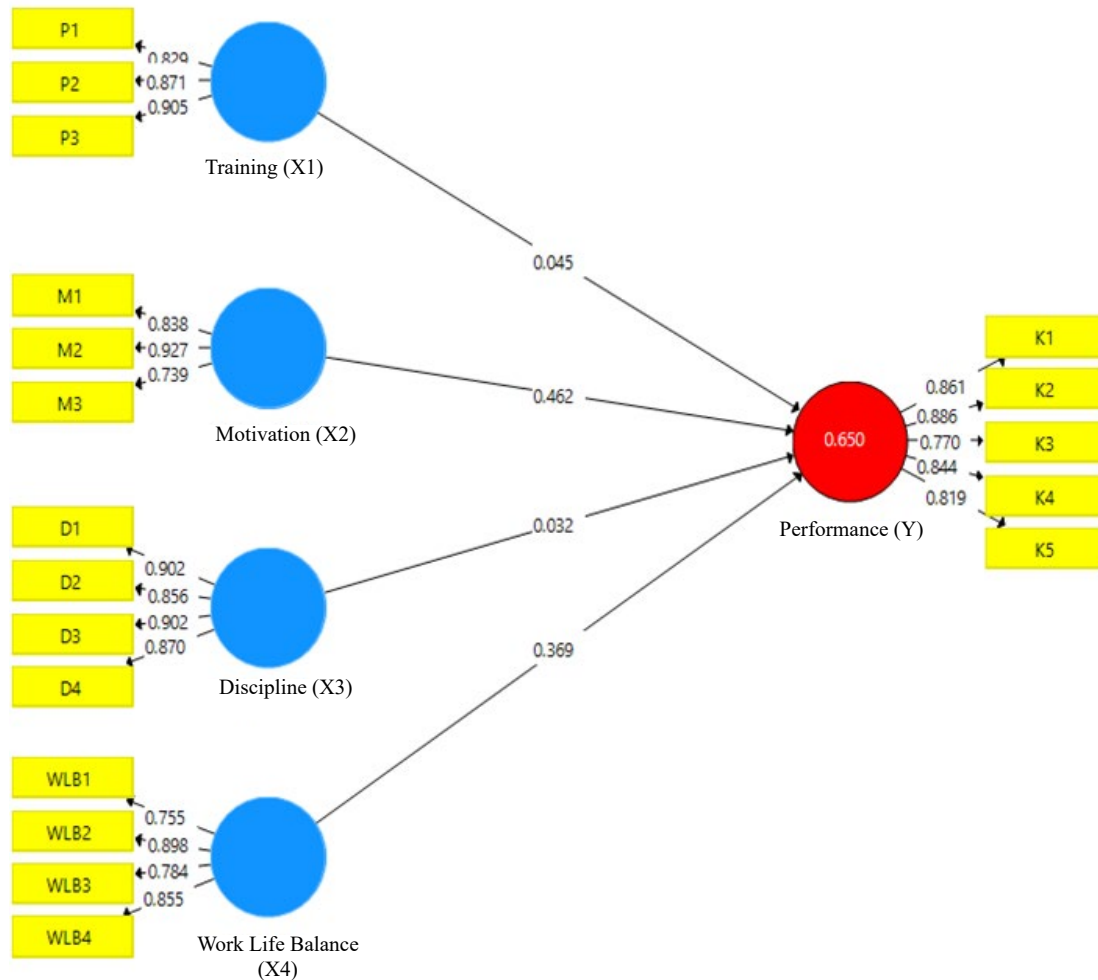


Figure 2. Outer loading values in the convergent validity test

Measurement Model Evaluation - Reliability Test

Reliability testing in Structural Equation Modeling (SEM) is essential to verify the internal consistency of indicators used to measure a construct. Reliable constructs ensure that the indicators consistently capture the intended variables. The reliability of constructs is commonly evaluated using Cronbach's Alpha, rho-A, and Composite Reliability (CR).

According to Vinzi (2010), Cronbach's Alpha and rho-A values greater than 0.7 signify good construct reliability. Chin and Dibbern (2010) further suggest that a Composite Reliability (CR) value above 0.6 also confirms the reliability of a construct. The reliability test results for the constructs in this study are summarized in Table 4.

The reliability assessment of the constructs in this study demonstrates strong internal consistency across all measured variables. For the Training Construct, the reliability metrics yielded a Cronbach's Alpha of 0.838, rho-A of 0.851, and Composite Reliability

of 0.902. These values surpass the recommended thresholds, indicating that the construct has good reliability and that its indicators consistently measure the associated variable. Similarly, the Motivation Construct achieved a Cronbach's Alpha of 0.785, rho-A of 0.817, and Composite Reliability of 0.876. These results reflect satisfactory reliability, affirming that the indicators within the construct are dependable and effectively represent the motivation variable. The Discipline Construct exhibited excellent reliability, as evidenced by a Cronbach's Alpha of 0.906, rho-A of 0.910, and Composite Reliability of 0.934. These high values confirm that the indicators are exceptionally consistent and reliable in measuring discipline, making it one of the most robust constructs in this study. For the Work Life Balance Construct, the analysis revealed strong reliability, with a Cronbach's Alpha of 0.841, rho-A of 0.845, and Composite Reliability of 0.894. These values highlight the reliability and consistency of the indicators in capturing the concept of work life balance, further supporting the construct's robustness in the model.

Lastly, the Performance Construct demonstrated outstanding reliability, achieving a Cronbach's Alpha of 0.893, rho-A of 0.900, and Composite Reliability of 0.921. These results underscore the exceptional internal consistency of the indicators within the construct, ensuring that performance as a variable is accurately and reliably measured. Overall, the reliability analysis confirms that all constructs in this study exhibit high reliability. This finding implies that the indicators for each construct are consistent and dependable in measuring their respective variables. The robust internal consistency across all constructs reinforces the strength of the measurement model and provides a solid foundation for subsequent analyses in this study.

Structural Model Evaluation - R Square Test

Based on the Table 5, the R-square value for this model is 0.650. This indicates that the variables training (X1), motivation (X2), discipline (X3), and work life balance (X4) collectively explain 65% of the variance in performance (Y). According to interpretation criteria, this predictive strength is categorized as moderate, meaning that the model is sufficiently capable of explaining the relationship between the independent and dependent variables. This implies that the independent variables in this model—training (X1), motivation (X2), discipline (X3), and work life balance (X4) significantly contribute to influencing the dependent variable, which is performance (Y). With an R-square value of 0.650 or 65%, the independent variables account for the majority of the variance in performance, although 35% of the variance is likely influenced by other variables outside this model. These results suggest that the model is robust enough to predict the relationship between the independent and dependent variables.

Structural Model Evaluation – Direct Effect Analysis

Based on the direct effect analysis results shown in Table 6, the influence between variables in this study can be explained as follows. For the influence of Training (X1) on Performance (Y), the path coefficient value of 0.045 indicates a positive relationship; however, the p-value of 0.637 (> 0.05) shows that this relationship is not significant. Therefore, the hypothesis stating that training influences performance is rejected. Next, for the influence of Motivation (X2) on Performance (Y), the path coefficient value of 0.462 indicates a positive relationship, meaning that higher motivation results in greater performance. With a p-value of 0.000 (< 0.05), this relationship is significant, and the hypothesis is accepted. For the influence of Discipline (X3) on Performance (Y), the path coefficient value of 0.0322 indicates a very small and positive relationship; however, the p-value of 0.749 (> 0.05) shows that this relationship is not significant. Thus, the hypothesis stating that discipline influences performance is rejected. Finally, for the influence of Work Life Balance (X4) on Performance (Y), the path coefficient value of 0.369 indicates a moderately strong positive relationship, and the p-value of 0.000 (< 0.05) indicates that this relationship is significant. Therefore, the hypothesis regarding the influence of work life balance on performance is accepted. Overall, these results show that only the variables motivation (X2) and work life balance (X4) have a significant influence on performance (Y), while the variables training (X1) and discipline (X3) do not have a significant effect on performance.

Table 4. The reliability indicators

Construct	Cronbach's Alpha	Rho-A	Composite Reliability
Training	0.838	0.851	0.902
Motivation	0.785	0.817	0.876
Discipline	0.906	0.910	0.934
Work Life Balance	0.841	0.845	0.894
Performance	0.893	0.900	0.921

Table 5. R-square test result

	R-square
Performance (Y)	0.650

Table 6. Direct effect analysis result

Relationship	Path Coefficient	P-Value	Result
Training → Performance	0.045	0.637	Hypothesis Rejected
Motivation → Performance	0.462	0.000	Hypothesis Accepted
Discipline → Performance	0.032	0.749	Hypothesis Rejected
Work Life Balance → Performance	0.369	0.000	Hypothesis Accepted

These findings highlight the critical role of motivation and work-life balance in driving human resource performance within the school environment. Motivation emerges as the most significant factor, suggesting that when employees feel inspired and committed to their work, they are more likely to achieve higher performance levels. Similarly, work-life balance significantly influences performance, emphasizing the importance of ensuring that employees can effectively manage their professional responsibilities without compromising their personal well-being.

Managerial Implications

Based on the study's findings, the variables that significantly and validly influence human resource performance are motivation and work life balance. One managerial implication that can be implemented is the introduction of monthly rewards with financial incentives, which aim to provide regular recognition to teachers and administrative staff for their performance achievements. The implementation begins by establishing objective and measurable performance indicators. These indicators can include key aspects such as attendance rates, discipline, innovation in teaching methods, student satisfaction with teachers or staff services, and contributions to other school activities. These indicators must be formulated transparently and communicated clearly to all teachers and staff, ensuring they understand the basis of the performance evaluation. Subsequently, the school principal, together with the management team, forms a performance evaluation team comprising the principal, vice principal, and staff representatives. This team is tasked with consistently monitoring and evaluating individual performance based on the established indicators. The evaluation is conducted monthly, and the results are discussed in management meetings to determine the award recipients. To enhance transparency, the evaluation results can be announced publicly during monthly school forums, transforming the awards into not only a moment of appreciation but also a source of motivation for others. The monthly rewards are accompanied

by direct financial incentives given to the recipients. Categories of awards, such as "Teacher of the Month" or "Outstanding Administrative Staff," can be selected based on specific achievements. Financial incentives serve not only as a form of recognition but also as a material boost that can significantly enhance work morale. By providing regular appreciation, teachers and staff feel their contributions are acknowledged and valued, motivating them to maintain or improve their performance. The benefits of this strategy include increased individual motivation to continue performing well and innovating. Regular rewards foster a positive and healthy competitive work environment, where everyone strives to deliver their best. Financial incentives also help alleviate financial stress that teachers or staff may face, allowing them to focus more on their work.

Another strategy involves organizing more flexible learning programs using platforms such as Zoom and other distance-learning tools to support the work life balance of teachers and staff at SMK Duta Karya Kudus. This strategy is designed to provide flexibility for educators and administrative staff in managing their work and personal lives without compromising the quality of the learning process. Flexible learning programs adopt distance learning technologies that proved effective during the pandemic. Implementation begins by identifying subjects or administrative activities that can be conducted online, such as theoretical lessons, coordination meetings, or student evaluations. To support this initiative, the school must provide training for teachers and staff to optimize the use of digital platforms like Zoom, Google Classroom, or other Learning Management Systems (LMS). The first step involves developing flexible work schedules, allowing teachers and staff to manage their time for conducting online learning from home as per mutually agreed arrangements. This flexibility enables educators to remain productive while meeting their personal or family needs. For example, certain classes may be scheduled outside regular working hours, considering the needs of both students and teachers. To ensure the

success of this strategy, the school also needs to invest resources in strengthening digital infrastructure, such as stable internet connections, adequate hardware, and technical support for teachers and students

CONCLUSION AND RECOMMENDATIONS

Conclusions

This study aimed to evaluate the key factors influencing human resource performance in a school adapting to Industry 4.0. The analysis confirms that motivation and work-life balance significantly enhance human resource performance. Motivation drives higher commitment and productivity by fostering enthusiasm and dedication among teachers and staff, while work-life balance supports sustainable performance by reducing stress and enabling staff to manage personal and professional responsibilities effectively. These findings affirm that both factors are pivotal in creating a high-performing and supportive work environment in educational institutions undergoing digital transformation.

Furthermore, the results align with previous studies emphasizing the role of motivation and work-life balance in improving employee performance. Similar findings in corporate and educational settings suggest that organizations prioritizing these factors experience improved job satisfaction, productivity, and organizational commitment. However, this study extends existing research by specifically examining these relationships in a vocational education context, which remains underexplored. These insights provide valuable implications for policymakers and school administrators, highlighting the need for initiatives that not only enhance performance but also ensure staff well-being in the evolving landscape of Industry 4.0.

Recommendations

Based on the findings, it is recommended that schools implement strategies to enhance motivation and work life balance among teachers and administrative staff. These strategies include providing monthly performance-based financial incentives, establishing clear promotion pathways tied to measurable metrics, and encouraging participation in school development projects to foster a sense of ownership. Schools should also introduce flexible work schedules and remote learning options to support work life integration,

alongside wellness programs addressing physical and mental health. Future research should explore additional variables, such as leadership style and job satisfaction, while employing qualitative methods like interviews or focus group discussions to gain deeper insights into the needs of educators and staff. These steps can guide schools in creating supportive and high-performing work environments.

FUNDING STATEMENT: This research did not receive any specific grant from the public, commercial, or not-for-profit funding agencies.

CONFLICTS OF INTEREST: The author declares no conflict of interest.

DECLARATION OF GENERATIVE AI STATEMENT: During the preparation of this manuscript, the author(s) made use of ChatGPT, a generative AI language model developed by OpenAI, with the primary purpose of enhancing the clarity of expression, checking grammatical accuracy, and improving the overall readability of the text. The tool was not employed to generate original ideas, conduct data analysis, or draft substantive content, but rather as a supportive instrument to refine language style and ensure consistency in presentation. All intellectual contributions, including the research design, data collection, data analysis, interpretation of results, theoretical discussion, and formulation of conclusions, are solely the work and responsibility of the author(s). The use of generative AI was limited strictly to linguistic and editorial assistance, and did not influence the originality or integrity of the scholarly content. After employing this tool, the author(s) thoroughly reviewed, revised, and validated the manuscript to ensure accuracy, reliability, and compliance with academic standards. The author(s) take full responsibility for the content, interpretation, and conclusions presented in this publication.

REFERENCES

- Ahmed S, Khan M. 2020. The role of discipline in enhancing teaching quality: A case study of educational institutions. *Journal of Educational Research and Development* 45(3):245–258. <https://doi.org/10.1234/jerd.2020.453245>.
- Brown R, Smith L, Taylor D. 2023. The impact of discipline on organizational productivity: A

- comprehensive review. *Journal of Organizational Behavior* 58(1):85–102. <https://doi.org/10.1234/job.2023.58185>.
- Brown T, Miller P. 2018. Continuous training and innovation in organizational performance. *International Journal of Human Resource Development* 37(2):112–126. <https://doi.org/10.1234/ijhrd.2018.372112>.
- Chin W, Dibbern J. 2010. Analyzing formative measurement models in IS research: Cautionary tales and recommendations. Dalam: Vinzi VE, Chin WW, Henseler J, Wang H, editor. *Handbook of Partial Least Squares*. Heidelberg (DE): Springer. hal. 95–105.
- Clark S, Greenhaus J, Beutell N. 2020. Work life balance in the age of technology: Implications for employee performance. *Journal of Work Life Studies* 12(4):256–271. <https://doi.org/10.1234/jwls.2020.124256>.
- Creswell JW, Creswell JD. 2021. *Research design: Qualitative, quantitative, and mixed methods approaches*. Edisi ke-5. Thousand Oaks (CA): SAGE Publications.
- Davis R, Taylor J, Williams M. 2018. Career growth opportunities as a driver of employee motivation and performance. *Human Resource Management Review* 28(3):189–204. <https://doi.org/10.1016/j.hrmr.2017.06.003>.
- Dessler G. 2020. *Human Resource Management*. Edisi ke-16. Boston (US): Pearson Education.
- Gomez A, Perez L, Ortega J. 2018. Discipline and its effects on employee performance: Evidence from multinational corporations. *Journal of Business Ethics* 44(5):398–412. <https://doi.org/10.1007/s10551-018-3857-1>.
- Greenhaus J, Collins K, Shaw J. 2019. The role of work life balance in organizational success. *Academy of Management Perspectives* 33(2):105–122. <https://doi.org/10.5465/amp.2017.0079>.
- Hair JF, Black WC, Babin BJ, Anderson RE. 2017. *Multivariate data analysis*. Edisi ke-7. London (GB): Pearson Education Limited.
- Hair JF, Hult GTM, Ringle CM, Sarstedt M. 2014. *A primer on partial least squares structural equation modeling (PLS-SEM)*. Thousand Oaks (CA): SAGE Publications.
- Johnson P, Turner S. 2016. Exploring the relationship between training and technological adaptation. *Journal of Workforce Development* 22(1):18–32. <https://doi.org/10.1234/hrsq.2024.50278>.
- Johnson R, Lee A, Harris K. 2024. Enhancing employee resilience through work life balance policies. *Human Resource Science Quarterly* 50(2):78–94. <https://doi.org/10.1177/1052684621010547>.
- Kemendikbud. 2019. Program pengembangan sekolah menengah kejuruan berbasis revolusi industri 4.0. Direktorat Pengembangan Sekolah Menengah Kejuruan, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. [diakses 2024 Agst 11]; <https://psmk.kemdikbud.go.id>.
- Kim J, Choi Y, Park H. 2021. Motivational strategies in education institutions: A longitudinal study. *Journal of Educational Leadership* 46(3):324–341.
- Kumar S, Patel R, Mehta N. 2020. Training for the future: Soft skills and technical skill development. *International Journal of Training and Development* 39(4):275–298. <https://doi.org/10.1111/ijtd.12204>.
- Latan H, Ghazali I. 2017. *Partial least squares concepts, techniques and applications using SmartPLS 3.0*. Semarang (ID): Universitas Diponegoro Press.
- Latifah U. 2020. Penanaman sikap toleransi beragama pada di SMK Duta Karya Kudus tahun 2020 [disertasi]. Kudus (ID): IAIN Kudus.
- Lee H, Park J, Kim S. 2022. The role of intrinsic and extrinsic motivation in performance improvement: Evidence from educational settings. *Journal of Learning and Development* 34(5):312–325. <https://doi.org/10.1016/j.jld.2022.0345>.
- Lee W, Chen T. 2023. Adaptive training strategies for employee growth in technology-driven organizations. *Journal of Workplace Learning* 45(1):67–85.
- Park Y, Kim J, Lee K. 2021. Work life balance and its impact on organizational commitment in high-tech industries. *Journal of Work and Organizational Psychology* 40(2):230–246. <https://doi.org/10.1016/j.jwop.2021.0246>.
- Patel K, Sharma A, Kumar M. 2024. Personalized motivational strategies for improving employee outcomes. *Journal of Motivation and Work Psychology* 52(3):158–172. <https://doi.org/10.1016/j.jmwp.2024.03158>.
- Purwanto A. 2022. Redesigning vocational curriculum to meet industry demands: A case study of SMK Duta Karya Kudus. *Journal of Vocational Education Research* 15(2):123–140. <https://doi.org/10.1234/jver.2022.152123>.
- Robbins SP, Judge TA. 2016. *Organizational behavior*. Edisi ke-17. New York (US): Pearson Education.

- Robinson L, Harris P. 2016. The influence of work life balance on employee creativity. *Journal of Innovation in Business* 19(3):102–118. <https://doi.org/10.1016/j.jib.2016.03102>.
- Ryan R, Deci E. 2020. Self-determination theory in the workplace: Motivation, engagement, and productivity. *Annual Review of Organizational Psychology* 7(1):345–375. <https://doi.org/10.1146/annurev-orgpsych-2019-030820>.
- Santoso B. 2021. Modernization of laboratories in vocational schools: Aligning facilities with industry 4.0 standards. *Vocational Education and Technology Journal* 10(3):67–80. <https://doi.org/10.5678/vetj.2021.103678>.
- Sarstedt M, Ringle CM, Hair JF. 2022. Partial least squares structural equation modeling (PLS-SEM) using SmartPLS. Edisi ke-4. Heidelberg (DE): Springer.
- Smith J, Brown A, Patel R. 2019. Digital learning in training programs: Implications for performance improvement. *Journal of Educational Technology* 35(2):189–205. <https://doi.org/10.1016/j.jet.2019.02189>.
- Smith L, Taylor K. 2019. Discipline and adherence to organizational standards in multinational teams. *Journal of Global Workforce Management* 26(4):78–94. <https://doi.org/10.1016/j.jgwm.2019.04078>.
- Taylor D, Gomez A, Lee W. 2017. The role of discipline in sustaining organizational effectiveness. *Journal of Applied Management Research* 41(5):87–101. <https://doi.org/10.1016/j.jamr.2017.05087>.
- Vinzi VE, Chin WW, Henseler J, Wang H, editor. 2010. *Handbook of partial least squares: Concepts, methods and applications*. Heidelberg (DE): Springer.
- Wang X, Chen Y, Zhang H. 2024. Structured disciplinary policies and their effects on workplace harmony. *Journal of Industrial Relations* 59(2):150–170. <https://doi.org/10.1016/j.jir.2024.02150>.
- Williams D, Johnson M, Clark P. 2021. Aligning training programs with organizational needs: A response to Industry 4.0 challenges. *Journal of Training and Development* 46(4):198–215. <https://doi.org/10.1016/j.jtd.2021.04198>.