

Original Article

The Influence of Motivation on Teaching Performance with Work Discipline Mediation

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Abstract - This research wants to know and analyze whether work motivation can affect performance through work discipline in the teaching staff of Brain Academy by Ruangguru. The variables used include work motivation, work discipline, and performance. The research uses the Structural Equation Modeling (SEM) technique and uses AMOS tools. The results of this study include: work motivation has a positive and significant effect on performance, work motivation has a significant positive effect on work discipline, work discipline has a significant positive effect on performance, and work motivation has an indirect effect on teaching staff performance through the mediation of teaching staff work discipline.

Keywords - Discipline, Motivation, Performance, Brain academy.

1. Introduction

The dynamics of changes in people's lives are currently developing significantly. This is in line with Industry 4.0, which is a government program to create new changes in various sectors of human life aimed at the welfare of society. One of them is the education sector. Education is a form of interaction and communication developed by humans and their surroundings in everyday life (Nasution, 2017). Education is also a part of people's lives that must prepare for various possibilities for changes that are useful for improving the education and learning process in accordance with the times. Technological developments in the world are felt to be increasing rapidly and dynamically. The rapid development of technology allows various community activities to be easily completed, and communication can be carried out without having to meet face-to-face (Belawati, 2019). One form of digitization transformation in the field of education is online teaching and learning activities through applications or systems.

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easily completed, and communication can be carried out without having to meet face-to-face (Belawati, 2019). One form of digitization transformation in the field of education is online teaching and learning activities through applications or systems.

According to the theory presented by Robbins (1996), one factor that affects performance is ability. Attitudes that represent abilities are self-motivated, especially teaching staff. Motivation is one factor determining the success of teaching staff in teaching and learning activities; therefore, teaching staff are required to have work motivation. Teaching staff with high work motivation tend always to try to achieve what they want to support their duties as teaching staff even though they experience obstacles and difficulties. Motivation is considered quite important in teaching and learning efforts because it encourages behavior to influence and change the behavior of students and teaching staff. According to Tokan and Imaculata (2019), work motivation can arise due to intrinsic factors of desire, willingness to succeed, and encouragement to achieve hopes and dreams. While the external factors include; there are rewards, a conducive environment, and fun and interesting activities. Work motivation is an internal and external factor to encourage changes in behavior and attitudes.

Based on research conducted by Haq (2020) and Goh et al. (2019), work motivation can significantly influence performance. The motivation that arises in a teacher will produce a disciplined attitude and be aware of their duties and roles to do their best in each job; even though there are many obstacles and obstacles, this will produce output in the form of good and quality performance. Research conducted



by Mahanggoro and Urmila (2018) found different things that motivation did not significantly affect the performance of nurses at the PKU Muhammadiyah Bantul District Hospital. His research found that the performance produced by employees is more influenced by leadership factors whose job is to direct and create strategies to produce the performance that is in accordance with management goals.

One of the attitudes or actions that must be prepared to face the development of education in the future is discipline. According to the Big Indonesian Dictionary, one of the meanings of discipline is obedience (compliance) to regulations (orders and so on). In this sense of discipline, there are two main words, namely obedience (obey) and rules (order). This can be interpreted as discipline growing from an obedient attitude in a person to following the rules that have been made for himself and the surrounding environment (Hasiyati, 2018). Discipline will not develop by itself but requires self-awareness, practice, habits, hard work, and consequences for each violation. Especially for teaching staff, work discipline will also not be created if teaching staff do not have self-awareness. Teaching staff will apply a disciplined attitude in teaching and learning activities if they are aware of the importance of their role and contribution to imparting knowledge as their main task. For workers who are used to discipline, the attitude and disciplinary actions that are carried out are no longer felt like a burden but as work that is used to being done every day.

Study of learning related to innovation in the field of education programs and educational strategies 4.0 is a demand in the world of education and society, which is a must to always pay close attention to the changes that occur to face industry 4.0. According to the Indonesian Ombudsman (2020), education 4.0 is a phenomenon that responds to the needs of the industrial revolution by adjusting the new curriculum according to the current situation. This plays a role in preparing students to face Industry 4.0, which has been and will continue to run.

Teaching staff are prepared to face many digital challenges and train creativity in the world of education for the future. One of them is online classes which have facilitated learning quickly and effectively through website-based mobile digital technology. One of the startup companies in Indonesia engaged in the provider sector is Ruangguru. Several startups, there are engaged in the education sector, such as Arkademy. Arkademy is a platform for elementary, junior high, vocational, high school, and college students and the general public that provides learning modules, dashboard monitoring, and distribution to related companies. There is also a platform called Bahaso, Bahaso is a platform that provides foreign language learning services such as English, Mandarin, and so on. However, only Ruangguru provides the most complete online and offline based education services currently available. Ruangguru

provides various subjects and various levels of education in its application with the advantages of blended learning.

Ruangguru is present for the first time in the private tutor search marketplace. Until now, Ruangguru has collaborated with more than 50,000 teaching staff and has become the leading technology-based education service in Indonesia, as well as developing jobs for teachers that were never thought of before. Online question practice facilities are available for students through the Ruangguru website or the Ruangguru application. In its application, various types of practice questions are arranged based on subject topics to make it easier for students to access work on and learn practice questions. The best concept available in this online exercise is deliberately presented to add to learning nuances and make it more enjoyable.

One of the programs owned by Brain Academy by Ruangguru is Brain Academy Elite. Brain Academy Elite is a final-year student preparation program to continue their education to a higher level. This program is intended for preparation for the best school and university entrance tests or exams desired by each student.

In this study, the researchers were interested in and focused more on the performance produced by the teaching staff from Brain Academy by Ruangguru, which was thought to be influenced by work motivation through the mediation of work discipline. The pattern of tutoring conducted by Brain Academy by Ruangguru is tutoring that is carried out face-to-face between students and teaching staff or online.

PT. Ruang Raya Indonesia, or what is commonly called Ruangguru, has provided this facility in the form of the presence of the Brain Academy. Brain Academy brings together digital learning systems to help and facilitate students' learning process. The promotional media that Brain Academy has used are Instagram, Facebook, Twitter, and the website www.brainacademy.id. Students who have registered to participate in the Brain Academy program will be given access to a study room free of charge for one year to support students in learning. The presence of Brain Academy with a Blended learning system is the essence of helping students who feel that online tutoring is ineffective and want to deal directly with the teacher. Students learn about the material at school and improve soft skills such as critical thinking, leadership, teamwork, and communication. The latest technology and the internet support the facilities at Brain Academy for online tutoring.

2. Literatur Review and Hypothesis

2.1. Theoretical Review

2.1.1. David McClelland's Theory of Motivation

McClelland provides three levels of needs regarding motivation as follows: the need for achievement, affiliation,

and power. The theory of needs put forward by McClelland (1961) states that three important things become human needs, namely:

Need for achievement (need for achievement)

The need for achievement is the drive to excel, achieve in relation to a set of standards, and struggle for success; this need in Maslow's hierarchy lies between the need for appreciation and the need for self-actualization. The characteristics of individuals who show a high orientation include being willing to accept relatively high risks, getting feedback about their work results, and taking responsibility for solving problems. The need for achievement is motivation to achieve; because of that, employees will try to achieve their highest achievement; achieving these goals is realistic but challenging, and work progress. Employees need to get feedback from their environment as a form of recognition of their achievements.

Need for power (need for power)

The need for power is the need to make other people behave in a way that those people will not behave without being forced to do so or a form of expression from individuals to control and influence others. This need in Maslow's theory lies between the need for appreciation and the need for self-actualization. McClelland stated that the need for power is closely related to achieving a leadership position. The need for power is the motivation for power. Employees have the motivation to influence their environment, have a strong character to lead and have ideas to win. There is also motivation for increased personal status and prestige.

Need for affiliation (need for friendship/friendly groups)

The need for affiliation is the desire for friendly and close interpersonal relationships. Individuals reflect the desire to have close, cooperative and friendly relationships with other parties. Individuals with a high need for affiliation generally succeed in jobs requiring high social interaction. McClelland said that most people have a combination of these characteristics, the consequences of which will affect the behavior of employees in working or managing the organization. In his theory, McClelland suggested that individuals have potential energy reserves; how this energy is released and developed depends on the strength or motivation of the individual and the situation and opportunities available. This theory focuses on three needs: the need for achievement, the need for power, and the need for affiliation. This motivational model is found in various organizational lines, both staff and managers.

2.1.2. Employee Performance Theory

Employee performance is the result achieved in their work according to certain criteria and targets. According to Robbins (2016), employee performance is a function of the interaction between ability and motivation. In the study of

performance management, some things require important considerations because the individual performance of an employee in an organization is part of the organization's performance and can determine the organisation's performance.

The success or failure of employee performance that the organization has achieved will be influenced by the level of performance of employees individually or in groups. Performance is an organizational behavior directly related to producing goods or services. Performance is often interpreted as task achievement, where the term task itself comes from thinking about the activities required by workers. Yukl (2005) uses the term proficiency, which has a broader meaning. Performance includes aspects of business, loyalty, potential, leadership, and work morale. Proficiency is seen from three things, among others; the behaviors shown by a person at work, the actual results achieved by workers, and assessments of factors such as motivation, commitment, initiative, leadership potential and work morale. Gibson (1997) defines performance as the result of work related to organizational goals such as quality, efficiency, and other effectiveness criteria. Performance reflects how well and how accurately an individual fulfills job demands.

2.1.3. Work Discipline

Discipline is a person's awareness to be willing and able to control himself and comply with agreed rules or values, which are related to rules and norms that apply to himself and the social environment. In terms of the etymology of the word, the word discipline itself comes from Latin, which means learning (Dessler, 2015)

2.2. Hypothesis

2.2.1. Effect of Work Motivation on Performance

Work motivation is something that encourages, moves and directs workers to give the best for their company. According to Hersona and Iwan Sidharta (2019), in their research, they explained that there is a positive and significant influence between work motivation and employee performance. Employees are able to do the job and want to achieve maximum results in their work. The realization of maximum performance takes a boost to bring up the will and enthusiasm for work, namely with motivation. Motivation serves to stimulate the maximum ability of employees so that optimal performance results will be created.

H1 = Allegedly, work motivation has a positive and direct effect on performance.

2.2.2. Effect of Work Motivation on Work Discipline

Work discipline is a form of obedience of employees or members of the organization in carrying out their work obligations so that changes occur in them, whether in the form of knowledge, actions and good attitudes, to work better and with better quality. Research conducted by Raza et al. (2020) shows a positive influence between work

motivation and work discipline. His research explains that motivation is the overall driving force within employees that ensures the continuity of the company's operational activities so that it gives direction to the attitude of work discipline to do the best for themselves and their work.

H2 = It is suspected that work motivation has a positive and direct effect on work discipline.

2.2.3. Effect of Work Discipline on Performance

Employee performance is a result of work in terms of quality and quantity that an employee has achieved in carrying out his duties in accordance with the responsibilities that have been given to him. Research conducted by Monika et al. (2021) found that there is a positive influence between learning discipline and employee performance. If employees do work with discipline, then the employee has carried out a good and correct work process. The form of discipline at work is the actualization of employees in the form of responsibility for their time and work so that the attitude generated will be in line with the regulations implemented by the company. Discipline is an instrument in the form of an order where employees who are members of an organization must comply with existing regulations. This will produce work output in the form of quality performance.

H3 = It is suspected that work discipline has a positive and direct effect on performance.

2.2.4. The Influence of Work Motivation on Performance through Work Discipline as a Mediator

Work motivation will provide a positive impetus to improve and produce work output in the form of performance through increased discipline and attitude reflected in an employee. According to research conducted by Becker et al. (2019), motivation in an employee will produce a better attitude in the work process by increasing discipline, both in terms of time and responsibility. This will affect employee performance in accordance with company goals and strategies.

H4 = Allegedly, work discipline mediates the effect of work motivation on performance.

3. Materials and Methods

This research is descriptive research in which research is conducted to determine the value of the independent variable, either one variable or more (independent), without making comparisons or linking it with other variables. (Sugiyono, 2003). In this study, the population was all of the teaching staff at Brain Academy by Ruangguru throughout

Indonesia, with a total of 503 people. At the same time, the sample is 110 teaching staff.

Data analysis was performed using the Structural Equation Modeling (SEM) method. This study's software used for structural analysis is AMOS (Analysis of Moment Structure).

4. Results and Discussion

4.1. Descriptive Analysis

The results of the analysis of 110 respondents from the Brain Academy by Ruangguru teaching staff are attached in the list of appendices. The data shows that the variables studied obtained the maximum, minimum, and average values to measure the data distribution. In addition, a standard deviation value is also obtained, which will indicate the average deviation of the observation data. The following is a descriptive analysis table:

4.2. Validity Test

Validity measurement is done using factor analysis. Factor analysis showed that with a significance of 0.05 and a Kaiser-Meyer-Olkin (KMO) and Measure of Sampling Adequacy (MSA) of at least 0.5, it was declared valid, and the sample could be studied further (Santoso, 2002). The following instrument validity tests were carried out in this study as follows:

Validity is a measure of the efficacy of a research instrument in measuring the variables studied. In other words, a research instrument is said to be valid if it is proven to be able to measure research variables. The validity test used in this study uses factor analysis, a statistical analysis tool used to reduce the factors that influence a variable into only a few sets of indicators without losing significant information. The indicator used is that if the estimated value is more than 0.5, it is declared valid. Table 4.5 shows that all indicators have a value above 0.5 which means they are valid.

4.3. Reliability Test

The reliability test is carried out to determine whether an indicator/item is reliable or not, and then it is seen from the construct reliability value.

Construct Reliability (CR) is a measure of the internal consistency of the indicators of a formed variable which shows the degree of the formed variable, i.e. if Construct Reliability > 0.7. The indicator is considered to have good consistency (Hair et al., 2010). The results of the reliability test in this study are as follows:

Table 1. Results of Descriptive Statistics

Variable	Minimum	Maximum	Average	Category	Std. Deviasi
Motivation	2	5	4,5	Very High	0,7
Dicipline	3	5	4,8	Very High	0,4
Performance	2	5	4,7	Very High	0,5

Table 2

			Estimate	Conclusion
Dicipline	<---	Motivation	1.005	-
Performance	<---	Motivation	-0.701	-
Performance	<---	Dicipline	0.674	-
X3	<---	Motivation	0.689	Valid
X2	<---	Motivation	0.453	Valid
X1	<---	Motivation	0.411	Valid
M4	<---	Dicipline	0.702	Valid
M3	<---	Dicipline	0.881	Valid
M2	<---	Dicipline	0.576	Valid
M1	<---	Dicipline	0.843	Valid
Y1	<---	Performance	0.379	Valid
Y2	<---	Performance	0.928	Valid
Y3	<---	Performance	0.804	Valid
Y4	<---	Performance	0.549	Valid

Based on the results of the Reliability Test in Table 4.6, all variables (work motivation, work discipline, and employee performance) have a CR value above 0.7, which means that all variables are reliable.

4.4. Data Normality Test

The normality test in this study used univariate and multivariate. Univariate sees that the CR value on skewness is expected to be no more than 2.58. If there are values outside of these numbers, it can be tolerated if the Multivariate value is still around ± 2.58 . The following are the results of the Normality Test:

Table 3. Reliability Test Results

Variable	Construct Reliability	Minimal Construct Reliability	Ket.
Motivation	0,728	0.70	Reliable
Dicipline	0,736	0.70	Reliable
Performance	0,802	0.70	Reliable

Table 4. Normality Result

Variable	min	max	skew	c.r.	kurtosis	c.r.
Y4	3,000	5,000	-0,947	-4,055	-0,166	-0,355
Y3	3,000	5,000	-0,376	-1,610	-0,686	-1,468
Y2	3,000	5,000	-0,171	-0,734	-0,901	-1,929
Y1	1,000	5,000	-0,083	-0,357	-0,792	-1,695
M1	3,000	5,000	-0,225	-0,964	-1,172	-2,510
M2	2,000	5,000	-0,224	-0,959	0,152	0,324
M3	3,000	5,000	-0,191	-0,819	-1,036	-2,218
M4	2,000	5,000	-0,486	-2,083	0,101	0,216
X1	1,000	5,000	-0,012	-0,051	-0,287	-0,614
X2	2,000	5,000	-0,309	-1,325	0,091	0,194
X3	2,000	5,000	-0,417	-1,785	-0,693	-1,484
Multivariate					2,682	0,832

The normality test results in Table 4.7 with univariate and multivariate normality show that all c.r. on skewness are less than a value of 2.58 or 0.832. Based on these values, it

can be stated that all values contained in the questionnaire are normally distributed.

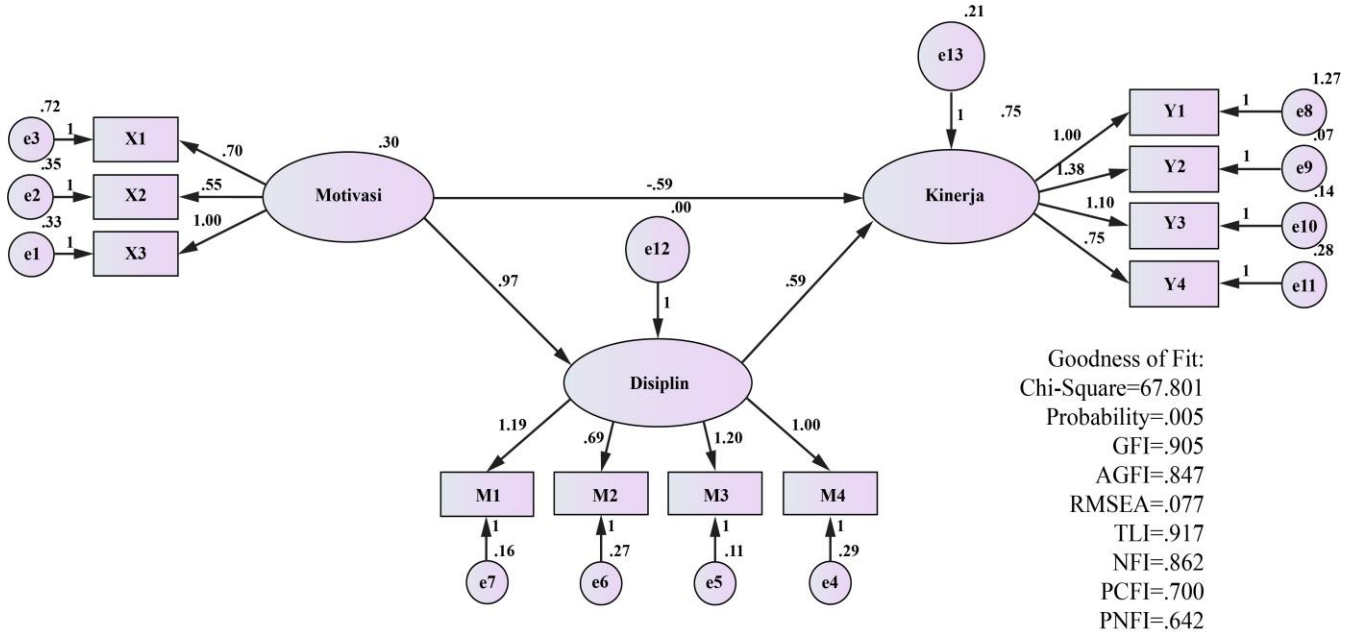


Fig. 1 SEM (Structural Equation Modeling) Diagram Results

4.5. Structural Equation Modelling Analysis

The analysis used in this study tested three variables: work motivation, work discipline, and employee performance. The image below is an SEM (Structural Equation Modeling) diagram, namely the effect of work motivation on employee performance with work discipline as a mediating variable for teaching staff at Brain Academy by Ruanguru:

The diagram above shows the coefficient value of the motivation variable, which is thought to influence employee performance through the work discipline of the teaching staff at Brain Academy by Ruanguru. Calculations using AMOS can also produce direct, indirect, and total effect values, which will be used to view and analyze direct and indirect effects. The following is a table of direct, indirect, and total effect values:

Table 5. Standardized Direct Effects Result

	Motivation	Dicipline	Performance
Dicipline	1,005	0,000	0,000
Performance	-0,701	0,674	0,000

Table 6. Standardized Indirect Effects Result

	Motivation	Dicipline	Performance
Dicipline	0,000	0,000	0,000
Performance	0,677	0,000	0,000

Table 7. Standardized Total Effects Result

	Motivation	Dicipline	Performance
Dicipline	1,005	0,000	0,000
Performance	-0,024	0,674	0,000

Table 8

Goodness of Fit Indeks	Cut off Value	Result	Model Evaluation
Chi-Square	$\geq 133,031$ (dimana Chi Square untuk df 106; Taraf Sig 5% = 133,031)	67,801	Not good
Probability	$> 0,05$	0,005	Not good
RMSEA (Root Mean Square Error of Approximation)	$< 0,08$	0,077	Good
GFI (Goodness of Fit Index)	$> 0,90$	0,905	Fit
AGFI (Adjusted GFI)	$> 0,90$	0,847	Marginal Fit
TLI	$> 0,90$	0,917	Good
PCFI	$> 0,90$	0,700	Not good
PNFI	$> 0,90$	0,642	Not good

4.6. Model Fit Test

The model suitability test is carried out after the Structural Equation Modeling analysis has been carried out. This is done to prove that the index in the calculation affects employee performance through the work discipline of the

teaching staff at Brain Academy by Ruangguru. The following is a table of the results of capital suitability through the Goodness of Fit Index method:

Based on the results of the Goodness of Fit Index analysis in Table 4.8 shows that the Structural Equation Model is said to be good because, according to Brown and Cudeck (1993), a fit model is a model that has an RMSEA value of less than 0.08 (good fit).

4.7. Discussion

4.7.1. The Effect of Work Motivation on the Performance of Brain Academy Teaching Staff by Ruangguru.

The results of measuring work motivation on the performance of the Brain Academy by Ruangguru teaching staff can be seen in Appendix 7. The results in Appendix 7 work motivation coefficient on performance shows a value of 0.595, a CR value > 1.96 , which is 2.049, and a P value < 0.05 ; it can be concluded that there is a positive and significant influence between work motivation on the performance of teaching staff at Brain Academy by Ruangguru. Based on Table 4.8, the work motivation variable directly influences performance, with a value of 0.701. These results are consistent with research conducted by Mahanggoro and Urmila (2018) and Haq (2020), who found a positive and significant influence between work motivation and employee performance in the object and sample of each research. His research results state that high motivation will encourage employees to be active in completing various tasks according to their responsibilities. Employees who are motivated both in terms of wanting to pursue achievements, positions, or affiliations will have job satisfaction and high performance and a strong desire to succeed. This will produce output in the form of good and quality performance in accordance with the management objectives of each company.

The same thing happened to the teaching staff at Brain Academy by Ruangguru. Teaching staff as employees have their own motivational motives to be able to work to the maximum, show their existing abilities, and continue to develop themselves to be better. This will lead him to achievement, which is called performance, as the end result of the process of working in a company or organization. Quality performance will have implications for Ruangguru's goal of educating younger generations to become more knowledgeable and have more than-average academic and non-academic abilities.

4.7.2. The Effect of Work Motivation on the Work Discipline of the Brain Academy Teaching Staff by Ruangguru.

The results of measuring work motivation on the work discipline of the Brain Academy by Ruangguru teaching staff can be seen in Appendix 7. The results in Appendix 7, the coefficient of work motivation on work discipline has results showing a coefficient value of 0.972, CR value $>$

1.96 which is equal to 4.802, and the P value $(0.000) < 0.05$, it can be concluded that there is a positive and significant influence between work motivation on the work discipline of the teaching staff at Brain Academy by Ruangguru. Based on Table 4.8, the work motivation variable directly influences work discipline, with a value of 1.005. These results are in accordance with research conducted by Monika et al. (2021) and Laras (2019), who found a significant positive effect between work motivation and work discipline. His research states that one's work motivation can predict one's success and success in life. Individuals with more enthusiasm for work are usually optimistic and confident in their ability to work. Conversely, low-confident individuals will experience obstacles in their lives, both in interacting with others and at work. One of the factors in improving work discipline is motivation. Basically, companies and organizations do not expect employees who are willing and able to work diligently but how employees who have high motivation to achieve organizational goals, abilities, skills and employability skills. It means nothing if it is not followed by high motivation from every employee to improve work discipline.

4.7.3. The Effect of Work Discipline on the Performance of Brain Academy Teaching Staff by Ruangguru

The results of measuring work discipline on the performance of the Brain Academy by Ruangguru teaching staff can be seen and analyzed in Appendix 7. The results in Appendix 7, the coefficient of work discipline on performance has results showing a coefficient value of 0.591, CR value > 1.96 which is equal to 2.047, and a P value $(0.000) < 0.05$, it can be concluded that there is a positive and significant influence between work discipline on the performance of teaching staff at Brain Academy by Ruangguru. Based on Table 4.8, the work discipline variable directly influences performance with a value of 0.000. These results are in accordance with research conducted by Raza et al. (2020) and Hersona and Sidharta (2019), who found a significant positive effect between work discipline and employee performance. His research found higher employee work discipline, including attendance on time, working at predetermined times, being notified when not coming to work, looking neat and attractive to show a professional work attitude, not using inventory outside of company interests, and doing tasks to the fullest responsibility, not procrastinating in completing work assignments will be able to improve employee performance.

This also happened to the teaching staff at Brain Academy by Ruangguru. Ruangguru's management focuses on improving and empowering work discipline to achieve maximum results. Sanctions will be imposed on company members or management if they violate discipline in the form of fines. It is done to increase the awareness of

company members to be more disciplined so that it can positively impact work results.

4.7.4. The Influence of Work Motivation on Performance through Work Discipline as a Mediator

To measure and calculate the effect of work motivation on performance through work discipline as a mediator, it can be done by comparing the value of the direct and indirect effects. Comparing the values of standardized direct effects with standardized indirect effects is a way to see the mediating relationship between the independent and dependent variables through mediating variables. So it can be concluded that if the value of the standardized direct effect is smaller than the value of the standardized indirect effect, it means that the mediating variable has an indirect effect between the independent variables on the dependent variable.

The influence of work motivation on performance through work discipline as a mediator can be explained by comparing the value of the direct effect in Table 4.8 and the indirect effect in Table 4.9, the variable of work motivation on performance through work discipline. The direct effect value of 0.701 is smaller than the indirect effect value of 0.677. It indicates that work motivation can affect performance without going through work discipline as an intervening variable.

This is in accordance with research by Raza et al. (2020) and Saether (2019), who found that discipline did not mediate the effect of work motivation on performance in the company object where the research was conducted. In his research found that every individual has a strong drive or motivation to succeed. This motivation directs individuals to

strive harder to obtain personal results in the form of achievement, power or relationship needs. These results are in accordance with the Motivation Theory presented by David McClelland. In theory, it reveals that achievement, power or strength, and relationships are three important needs that can help explain one's motivation at work. The need for achievement is the drive to exceed, achieve standards, and strive to succeed. The need for power can make other people behave in a way they would not have behaved otherwise. The need for relationships is the desire for friendly and intimate interpersonal relationships in an organizational setting.

5. Conclusion

The conclusions that can be drawn based on the hypothesis are supported by the results of this study and the discussion on the formulation of the research problem as follows:

- Work motivation has a positive and significant effect on the performance of the Brain Academy by Ruangguru teaching staff.
- Work motivation has a significant positive effect on the work discipline of the Brain Academy by Ruangguru teaching staff.
- Work discipline has a significant positive effect on the performance of the Brain Academy by Ruangguru teaching staff.
- Work motivation has an indirect effect on the performance of the teaching staff through the mediation of the work discipline of the teaching staff Brain Academy by Ruangguru.

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