



The Effect of Discipline, Work Motivation, on Teacher Performance at Senior High School 18 Tangerang Regency

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Abstract: The Effect of Discipline and Work Motivation on Teacher Performance at SMAN 18 Tangerang Regency. Thesis 2022. Ideman Junaidi. NPM 91620022. The purpose of this study was to analyze the effect of work discipline and work motivation on teacher performance at SMAN 18 Tangerang Regency. The success of high school graduates cannot be separated from the teacher's performance in the process of teaching and learning activities at school. The main problem in this study was that some teachers did not show optimal performance. Many factors affect performance but in this study analyzes discipline and motivation on teacher performance. The object of research is a teacher at SMA Negeri 18, Tangerang Regency. There are 45 respondents as the sample. Data analysis using descriptive statistics and multiple linear regression analysis techniques to determine the effect partially and simultaneously. From the results of this study partially variable X1 on Y, there is a positive and significant influence between work discipline on teacher performance with a t count of $7.246 > t$ table of 2.018 and a significance value of $0.000 < 0.05$. While the variable X2 on Y, there is no positive and significant influence between work motivation on teacher performance with a t count of $0.212 < t$ table of 2.018 and a significance value of $0.833 > 0.05$. Simultaneously there is a positive and significant effect of work discipline, work motivation on teacher performance with a value of $0.000 < 0.05$. Adjusted R square is 0.804 or 80.4% and the remaining 19.6% is from other variables.

Keywords: Discipline, Work Motivation, Teacher Performance

INTRODUCTION

In the order of world civilization that developed countries need high human resources in addition to adequate natural resources. Improving the quality of human resources is a process that cannot be separated from the process of improving educational services. Public High School is a form of educational unit organized to prepare students to be able to develop their knowledge higher. In principle, public high schools are to prepare quality graduates so

that they can meet the needs of human resources in the future. To be able to meet these needs, public high schools are required to have competent teachers.

From this, of course, it starts from how the education process and in the education process is the teacher who is the main subject if the teacher's performance is good, it will also have an impact on the results, namely students.

Many factors affect teacher performance, including adequate and reasonable competence, safe and healthy working conditions, opportunities to develop abilities, sense of belonging, work motivation, work discipline and others. However, in this study, it will only examine teacher performance which is influenced by work motivation and work discipline.

Teacher performance is also determined by high work discipline. Thus schools which in the teaching and learning process grow discipline, will function as forming individual values and norms, self-control, attitudes and responsibilities for teachers. The lack of discipline of teachers in carrying out tasks, such as coming to school late, being indifferent to students results in the low quality of students.

Motivation is also an important factor in achieving goals both influenced by intrinsic and extrinsic factors. Dahlan (2018: 37) motivation is a formation of behavior marked by forms of activity or activities through psychological processes.

So in this case the researcher wants to examine the "Influence of Discipline and Work Motivation on Teacher Performance at SMAN 18 Tangerang Regency".

Based on the background above, the objectives of this study are:

1. To determine the effect of work discipline on teacher performance at SMA Negeri 18 Tangerang Regency.
2. To determine the effect of work motivation on teacher performance at SMA Negeri 18 Tangerang Regency.
3. To find out is the effect of discipline and work motivation together on teacher performance at SMA Negeri 18 Tangerang Regency

LITERATURE REVIEW

Work Discipline

Mangkunegara (2017: 129), that work discipline is an action from management to implement standards within the organization, meaning that work discipline is an action taken by superiors to enforce the rules contained in the organization.

The indicators are divided into three dimensions, namely discipline in carrying out tasks, discipline in dressing, and discipline in other tasks at school. This indicator is quoted from Government Regulation No. 30 of 1980 concerning Employee Discipline in article two on obligations and prohibitions.

1. Dimensions of discipline in carrying out teaching tasks, namely:
 - a) Carry out official duties as well as possible and with full dedication, awareness and responsibility
 - b) Work honestly, orderly, carefully, and enthusiastically for the benefit of the country
 - c) Comply with the terms of working hours.
2. Dimensions of discipline in dress and appearance, namely:
 - a) Dress neatly and politely and
 - b) Behave and behave politely towards the public, fellow employees, and superiors.
3. Discipline in other tasks at school, namely;
 - a) Comply with all applicable laws and regulations,
 - b) Comply with official orders from superiors in authority.

Work Motivation

Judging from the etymology, "motivation" comes from the Latin word *motivus* or *motum* which means to move or move. Motivation is a condition or energy that drives employees who are directed or aimed at achieving the company's organizational goals (Mangkunegara, 2017:61)

Meanwhile, according to Arianti et al (2018: 126), based on its nature, motivation can be divided into intrinsic motivation and extrinsic motivation:

- a. Intrinsic motivation is motivation that arises from oneself and is not influenced by anything outside oneself because in every individual there is an urge to do something.
- b. Extrinsic Motivation This type of motivation arises as a result of influences from outside the individual, whether due to invitations, orders, or coercion from other people.

Furthermore, referring to the opinion of Semiawan (1995: 29), someone who has work motivation will fulfill the following characteristics:

- 1) Diligently face the task;
- 2) tenacious in the face of adversity;
- 3) does not require external encouragement to achieve;
- 4) wants to deepen the work entrusted to him;
- 5) always try to achieve as best as possible;
- 6) show positive interest;
- 7) prefer to work independently and get bored with routine tasks; and
- 8) happy to solve problems experienced during work.

Teacher Performance

The teacher is an educator who acts as the spearhead of the transformation of knowledge and attitude values, forms the personality of students and takes responsibility for achieving educational goals. Because the teacher is directly involved in the learning process in the classroom, the teacher can be said to be the main component in the educational process. Because of that position, the teacher occupies a very important position in improving the quality of the learning process and its results. In this context, the quality of education is largely determined by the quality of teacher performance, the consequence of which is that teachers are required to play an active role in positioning themselves as professionals according to Dahlan (2018: 54) broadly speaking performance can be understood as work results that can be achieved by a person or a group of people in an organization in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally do not violate the law and in accordance with morals and ethics.

According to Kamir (2016: 182) "performance is the result of work or work behavior, if performance is based on results, then what is seen is the amount of quality and quantity produced by a person". Performance is related to the rights and authority given to a person, agency, institution including teachers and employees in an educational institution.

Teacher Performance Indicators

Thus, in line with the formulation of teacher performance, as stated in Government Regulation No. 74 of 2008, then there are four dimensions:

1. Pedagogic competence, abilities related to the ability to understand students, design and implement learning, carry out learning evaluations, develop the potential of students to actualize the various potentials they have.
2. Professional competence, abilities related to broad and deep mastery of learning material. Includes mastery of the substance of the material taught in schools and the scientific

- substance that covers the material, as well as mastery of the scientific structure and methodology.
3. Personal competence, personal ability that is described as a teacher who has a steady and stable personality, is mature, wise and has noble character who can be an example for students.
 4. Social Competence, communicating and socializing effectively both with students and with fellow educators and education staff, as well as parents/guardians of students and the surrounding community

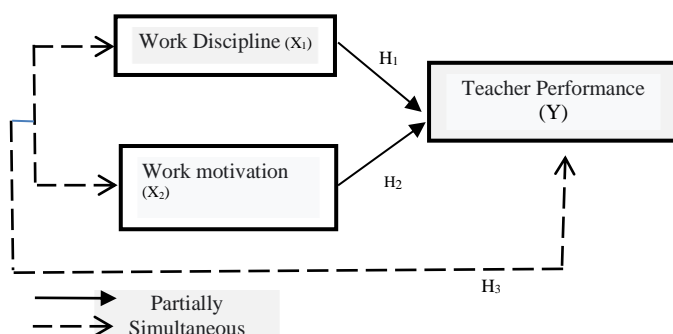
RESEARCH METHODS

Object of Research

In this research object, the population in question is all teachers who are on active duty at SMA Negeri 18 Tangerang Regency, both those with civil servant status and non-permanent teachers. Whatever the research will be carried out in January – November 2022.

Framework of Thinking

The framework of thought in this study can be described in the following chart:



Picture 1. Research Scheme

Hypothesis

The hypothesis proposed in this study is as follows:

Hypothesis 1. H₀: Discipline has no effect on teacher performance, H₁: Discipline affects teacher performance

Hypothesis 2. H₀: Work motivation has no effect on teacher performance, H₁: Work motivation influences teacher performance

Hypothesis 3 H₀: Discipline and work motivation have no effect on performance Teacher, H₁: Discipline and work motivation affect teacher performance

Sample

The sample in this study were some teachers at SMAN 18 Tangerang Regency with characteristics according to the size of the population which totaled 45 teachers and backgrounds from different study programs (hyterogeneous).

Methods of Data Collection

By using a questionnaire, which was distributed to 45 teacher respondents at SMA Negeri 18 Tangerang Regency. The questionnaire for variable X₁ is 18 items, for variable X₂ is 17 items, and variable Y is 20 items. The questionnaire uses a Likert Scale with 5 levels. The definition of the Likert scale score used can be seen in the following table:

Table 1. Measurement/Likert Scale

Skor	Definisi Skala Likert	
5	SS	strongly agree
4	S	Agree
3	CS	Quite agree
2	TS	Dpm't agree
1	STS	Totally disagree

Source: Sugiyono (2017)

Data Analysis Tools**Validity test**

Validity test is used to measure the validity or validity of a questionnaire.

$$r = \frac{n (\sum xy) - (\sum x) (\sum y)}{\sqrt{[(n \sum x^2) - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

if $r_{\text{count}} > r_{\text{table}}$ and have a positive value, then the item is considered valid.

if $r_{\text{count}} < r_{\text{table}}$ and is negative, then the item is considered invalid

Reliability Test

The reliability test is a tool for measuring a questionnaire which is an indicator of a variable or construct. Then, the calculations carried out by the researcher are by making a comparison between the Cronbach alpha value and the alpha coefficient if the reliability coefficient is ≥ 0.6 . Or the Cronbach alpha value is greater than or equal to the alpha coefficient

Main Research Stage

1. Description of Respondents
2. Variable description

Classic assumption test**Normality Test**

The data normality test is carried out using the Kolmogorov-Smirnov Normality Test, the basis for decision making is based on probability (Asymtotic Significant), namely:

- a. If the probability > 0.05 then the distribution of the regression model is normal.
- b. If the probability < 0.05 then the distribution of the regression model is not normal

Hypothesis testing**T Test/ Partial Test**

This test was conducted to find out whether the independent variables Work environment (X1) and Workload (X2), each individually affect the dependent variable Teacher Performance (Y). The t-test was used to formulate hypotheses for each group
 H_0 = means that partially or individually there is no significant effect between X1, X2, on Y
 H_1 = means partially or individually there is a significant influence between X1, X2 on Y

F Test/ Sumultaneous Test

Simultaneous significance test or joint regression coefficient test (F test) is used to determine whether the independent variables jointly have a significant effect on the dependent variable.

Where:

If the value of $F_{\text{count}} > F_{\text{table}}$, then H_0 is rejected and H_a is accepted.

If the value of $F_{\text{count}} < F_{\text{table}}$, then H_0 is accepted and H_a is rejected.

In addition, testing was also carried out by comparing the significance value of the output with the error rate value of 0.05.

Coefficient of Multiple Determination (R^2)

Used to calculate the ability of the regression model to explain changes in the dependent variable due to variations in the independent variables. If R^2 gets closer to 1 or 100%, it means that the regression model is better at explaining the variability of the dependent variable.

FINDINGS AND DISCUSSION

Variable Description Analysis

Work Discipline

In the dimension of discipline in carrying out teaching duties the indicator of carrying out tasks in teaching at school with responsibility has a dominant percentage value which means that 66.67% of teachers carry out their main duties with a high sense of responsibility. The dimension of discipline in dress and appearance indicators of carrying out teaching duties by complying with all applicable laws and regulations has a dominant percentage of 64.44% which means that the rules set by the government, both central and regional, especially regarding official attire, are carried out by SMAN 18 teachers Tangerang Regency. The dimension of discipline in other tasks at school has the highest score in very disciplined which means that the SMAN 18 Tangerang Regency teacher accepts any additional assignments given to him well.

Work Motivation

In the dimension of intrinsic motivation, the indicator of diligentness towards the tasks given has a dominant percentage value in the "always" option, namely 66.67%, which means that most teachers carry out the task diligently, while a high score is in the response of "enough", i.e. an indicator being bored with these routine tasks can mean that 44.44% of teachers at SMA Negeri 18 Tangerang Regency are bored with the monotonous activities in learning activities and want to try new things and be more varied in learning activities.

The extrinsic motivation sub-variable indicator of getting a salary in accordance with the necessities of life has a higher percentage value of 62.22%, which means that the need to fulfill the necessities of life greatly motivates teachers in carrying out tasks. The lowest value on "almost never choice" is found in the promotion indicator because in the work of teachers there are rarely promotions in increasing motivation.

Of the variables above, the percentage that is more numerous is the response "frequently" totaling 11 responses from 17 statements. Which means that teachers of SMA Negeri 18 Tangerang Regency have high motivation.

Teacher Performance

In the dimension of pedagogical competence, the indicator of the ability to understand communicating with students has the highest percentage value, namely 71.11%, which means that teachers at SMAN 18 Tangerang Regency have the ability to communicate very well with students. In the personality competency sub-variable, the indicator of being happy with work has the highest value, namely 68.89%, which means that most teachers like their work.

Validity Test

Table 2. Instrument Validity Results

Instrument Number	Nilai R hitung			R Tabel	Description
	Discipline	Work Motivation	Teacher Performance		
1	0.330	0.638	0.377	0.294	Valid
2	0.704	0.609	0.329	0.294	Valid
3	0.300	0.400	0.477	0.294	Valid
4	0.663	0.568	0.517	0.294	Valid
5	0.405	0.465	0.364	0.294	Valid
6	0.669	0.551	0.728	0.294	Valid
7	0.424	0.598	0.790	0.294	Valid
8	0.440	0.351	0.388	0.294	Valid
9	0.492	0.502	0.686	0.294	Valid
10	0.600	0.598	0.309	0.294	Valid
11	0.565	0.463	0.709	0.294	Valid
12	0.443	0.506	0.580	0.294	Valid
13	0.413	0.623	0.676	0.294	Valid
14	0.455	0.356	0.823	0.294	Valid
15	0.490	0.409	0.795	0.294	Valid
16	0.345	0.649	0.822	0.294	Valid
17	0.319	0.583	0.463	0.294	Valid
18	0.301		0.847	0.294	Valid
19	0.829			0.294	Valid
20	0.668			0.294	Valid

All instruments in the variables are worth more than 0.294, it can be concluded that all instruments are valid or 100% valid

Instrument Reliability Test

Table 3. Variable Reliability Test Results

Variabel	N of Item	Cranbach'Alpha	Keterangan
Disiplin Kerja	18	0,790	Reliabel
Motivasi Kerja	17	0,834	Reliabel
Kinerja Guru	20	0,911	Reliabel

Of all the variables as a whole it is said to be reliable or consistent because it has a Cronbach's Alpha value > 0.600 .

Classical Assumption Test Results

Table 4. Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		45
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.26648673
	Absolute	.110
	Positive	.073
	Negative	-.110
Test Statistic		.110
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on table 4 the normality test results show that the significance value of the three variables is $0.200 > 0.05$, so it can be concluded that the residual values are normally distributed

Hypothesis Testing T Test (Partially)

Table 5. Coefficients of Multiple Regression Linearity Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-15.683	7.938		-1.976
	Disiplin	1.319	.182	.875	7.246
	Motivasi	.036	.170	.026	.212

a. Dependent Variable: Kinerja Guru

Based on the results of testing the hypothesis that work discipline has an effect on teacher performance, a significance value of $0.000 < 0.05$ is obtained and the value of t count is $7.246 > t$ table 2.018, so that it can be concluded that H0 is rejected and H1 is accepted, so it can be concluded that work discipline has a significant effect on teacher performance. While the hypothesis of work motivation on teacher performance from a significance value of $0.833 > 0.05$ and t count $0.212 < t$ table 2.018, so that it can be concluded that H0 is accepted and H1 is rejected. Which means that there is no significant effect between work motivation (X1) on teacher performance

F TEST (Simultaneously)

Table 6. ANOVA Multiple Regression Linearity Test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1920.834	2	960.417	85.920	.000 ^b
	Residual	469.477	42	11.178		
	Total	2390.311	44			

a. Dependent Variable: Kinerja Guru
b. Predictors: (Constant), Motivasi, Disiplin

Based on table 6 the results of the SPSS calculations obtained the calculated F value = 85.920 with an F significance of 0.000. By using a significance level of 5%, the value of the table with $df_1 = 2$ and $df_2 = n - k - 1 = 45 - 2 - 1 = 42$ obtained F table of 3.220. Then the F count is $85.290 > 3.220$, or the significance of F is $0.000 < 0.05$. Thus H0 is rejected and H1 is accepted, so the hypothesis which states that there is a positive and significant influence between the variables (discipline /X1 and work motivation /X2) together on the dependent variable (teacher performance / Y) can be accepted.

Coefficient of Determination (R2)

Tabel 7. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896 ^a	.804	.794	3.343

a. Predictors: (Constant), Motivasi, Disiplin

Sumber: SPSS.25

Based on table 7, it is known that the Adjusted R Square value is 0.804, which means that there is an influence of work discipline and work motivation variables of 0.804 or 80.4%, while the remaining 19.6% is influenced by other factors

CONCLUSION

Based on the results of data analysis and discussion of research results, it can be concluded as follows:

1. The work discipline variable has an effect on teacher performance of 7.246 with a significance value of 0.000. This means that the higher the work discipline, the better the teacher's performance. Conversely, the lower the teacher's work discipline, the poorer the teacher's performance.
2. Work motivation has no partial effect on teacher performance at SMAN 18 Tangerang Regency, as evidenced by the results of the t-count test $0.212 < t\text{-table } 2.018$ and a significance value of $0.833 > 0.05$. Due to good work discipline.
3. Taken together, there is an influence between work discipline and work motivation on teacher performance with an influence level of 80.4%. And the rest is influenced by other factors.

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