

The Influence of Student Discipline and Learning Facilities on the Motivation of State Elementary School Teachers

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Abstract: This study aims to identify and describe the combined influence of student discipline and learning facilities on teachers' motivation in public elementary schools in Sako District, Palembang, Indonesia. Employing a descriptive quantitative method, the research was conducted across 10 schools over six months (June-November 2025). The population comprised 225 teachers (civil servants, contract, and honorary staff), with a sample of 69 respondents determined through appropriate calculations. Data collection utilized questionnaires, observations, and documentation, while analysis involved normality, linearity, and multicollinearity tests, alongside simple and multiple correlation analysis, regression analysis, t-tests, and F-tests. The findings reveal a significant combined influence of student discipline and learning facilities on teacher motivation. Notably, the magnitude of this combined influence contributes 99.2% to teachers' motivation, indicating an exceptionally strong predictive relationship. The novelty of this study lies in its quantitative demonstration of the near-total combined effect of these two specific school environment factors on teacher motivation within the Indonesian elementary school context, moving beyond isolated examinations of each variable. Practically, these findings underscore for school administrators and policymakers the critical importance of simultaneously fostering student discipline and improving learning facilities as dual strategies to enhance teacher motivation. This study contributes to educational management literature by providing robust empirical evidence on the synergistic impact of student behavior and physical resources on teacher morale, highlighting their interdependence in shaping a motivating work environment.

Keywords: Elementary School, Learning Facilities, Student Discipline, Teachers' Motivation

A. Introduction

Education is a fundamental factor in human resource development and the progress of a nation. Educational success depends heavily on various interconnected components within an integrated education system. In the micro-context of education, teachers are a vital component, spearheading the process of transferring knowledge, skills, and values to students. According to Perry & Booth (2024), teachers play a

strategic role as planners, managers, facilitators, and evaluators of learning. This strategic role requires teachers to consistently maintain high motivation in carrying out their professional duties. Teachers' motivation is a crucial factor influencing the quality of learning in schools. Ahmad (2021) define motivation as a process that explains the intensity, direction, and persistence of effort to achieve a goal. In the educational context, teachers' motivation relates to the drive that arises from within and outside the teacher to carry out their professional duties and responsibilities optimally. Tekin (2025) states that teachers' motivation can be seen in the sense of responsibility in carrying out work, achievements, self-development, and independence in action.

In general, teachers' motivation in Indonesia remains an issue that requires serious attention. Research conducted by the Ministry of Education, Culture, Research, and Technology indicates that teachers' motivation in Indonesia remains moderate, with an average score of 68.5 out of 100. This situation certainly needs improvement, given that teachers' motivation is positively correlated with the quality of learning and student achievement. Research by Wahyudi (2020) revealed that teachers' motivation contributes 42.7% to the effectiveness of learning in elementary schools. A similar situation also occurs in public elementary schools in the Sako District of Palembang, located across South Sumatra. Based on initial observations and interviews with school principals, indications of teachers' motivation issues were found in these schools. Approximately 40% of teachers exhibited a lack of enthusiasm for their teaching duties, reflected in a lack of innovation in the learning process, unprepared learning materials, and low initiative in self-development. Data from the Public Elementary School Administration Section in the Sako District of Palembang showed that teacher attendance in continuing professional development (PKB) activities was only 65%, while teacher participation in extracurricular activities was only 60%.

The problem of teachers' motivation in public elementary schools in Sako District, Palembang, cannot be separated from various influencing factors. Based on Herzberg's two-factor motivation theory, motivation is influenced by motivator factors (intrinsic) and hygiene factors (extrinsic) (Ibrahim et al., 2023). Motivator factors include achievement, recognition, the work itself, responsibility, and advancement. Meanwhile, hygiene factors include working conditions, interpersonal relationships, administrative policies, supervision, and job security. In the context of this study, student discipline and learning infrastructure are two external variables suspected to have a significant influence on teachers' motivation in public elementary schools in Sako District, Palembang. Student discipline is a crucial factor influencing teachers' motivation in teaching. According to Rizal & Umar (2024), discipline is a condition created and formed through a series of behaviors demonstrating the values of obedience, compliance, loyalty, orderliness, and discipline. In the educational context, student discipline includes adherence to school rules, punctual attendance, readiness for learning, completeness of assignments and learning tools, and orderliness in the teaching and learning process.

Based on observations at a public elementary school in the Sako District of Palembang, problems related to student discipline were identified. Data from the student affairs department indicated that the rate of student tardiness reached 15-20% per day, with the number of students not completing assignments/homework reaching 25-30%. Furthermore, approximately 20% of students still disobeyed school rules, such as failing to wear their uniforms, causing disturbances in class, and not paying attention to teacher explanations. This situation can undoubtedly affect the classroom learning atmosphere and impact teachers' motivation. Student discipline issues at public elementary schools in the Sako District of Palembang are inseparable from various factors, both internal and external. Internal factors include students' psychological well-being, understanding of norms and rules, and awareness of the importance of discipline. External factors include the family, school, and community environments. According to Vertel et al. (2024), the family environment plays a crucial role in shaping a child's disciplined character. Lack of parental attention and supervision of their child's development can lead to low student discipline at school.

Public elementary schools in Sako District, Palembang, are located in densely populated residential areas with lower-middle socioeconomic levels. Most parents work as laborers, small traders, and other informal workers, with long and irregular working hours. This situation leads to a lack of parental attention and supervision of their children's education, including discipline. According to data from the Guidance and Counseling Department of Public Elementary Schools in Sako District, Palembang, approximately 45% of parents rarely attend parent-teacher meetings, and approximately 50% of parents do not check their children's homework. Student discipline issues at public elementary schools in the Sako District of Palembang are also influenced by the school environment. Interviews with several teachers revealed that the implementation of school rules is inconsistent, and there is no effective reward and punishment system to encourage student discipline. Furthermore, the exemplary behavior of teachers and educational staff regarding discipline also needs to be improved. Exemplary behavior by teachers and educational staff is a crucial factor in fostering student discipline at school (Deswandari et al., 2024; Muslida et al., 2020).

This suboptimal student discipline impacts teachers' motivation. Interviews with several teachers at public elementary schools in the Sako District of Palembang revealed that approximately 60% of teachers stated that low student discipline is a factor that lowers their enthusiasm for teaching. Teachers feel frustrated when they have to spend a lot of time and energy disciplining students rather than focusing on the learning process. This finding aligns with research by Pratama (2021), which found that student discipline has a positive and significant effect on teachers' motivation, contributing 38.5%. In addition to student discipline, learning facilities and infrastructure are also important factors that can influence teachers' motivation. According to Minister of National Education Regulation Number 24 of 2007, educational facilities are the equipment necessary to provide mobile learning, while educational infrastructure is the basic facility required to carry out the functions of an

educational unit. Learning facilities include furniture, educational equipment, educational media, books and other learning resources, and other necessary equipment. Meanwhile, infrastructure includes land, classrooms, leadership offices, teachers' offices, administration offices, libraries, laboratories, workshops, production units, canteens, power and service installations, sports facilities, places of worship, playgrounds, creative spaces, and other spaces needed to support the learning process.

The availability of adequate facilities and infrastructure will facilitate teachers in implementing the learning process and developing their creativity. Conversely, limited facilities and infrastructure can hinder teachers from optimizing the learning process. Susilo & Ahmaludin (2023) stated that educational facilities and infrastructure are an important resource in supporting the learning process in schools, as well as influencing teachers' motivation in teaching. Based on observations at public elementary schools in Sako District, Palembang, problems were identified with learning facilities and infrastructure. The school buildings, which are over 30 years old, show signs of damage in several areas, such as leaking roofs, cracked walls, and holes in the floors. Of the total classrooms in several public elementary schools in Sako District, five are in minor disrepair and two are in severe disrepair. Furthermore, the textbook-to-student ratio is less than ideal, at 1:2 for some subjects. Science laboratories are not yet available, while school libraries have limited book collections and are not optimally managed.

Learning media at public elementary schools in Sako District, Palembang, are also limited. Of the total number of teachers, only 10 have access to laptops/computers for learning. Only four projectors are available for each class, requiring their use to be scheduled on a rotating basis. Learning aids are also incomplete, particularly for science, mathematics, and arts and crafts. These conditions can certainly hinder teachers' creativity and innovation in learning. The limited facilities and infrastructure at public elementary schools in Sako District, Palembang, are inextricably linked to limited school funding. As public schools that rely on School Operational Assistance (BOS) funds from the government, public elementary schools in Sako District, Palembang, face limitations in developing facilities and infrastructure. Based on data from the Finance Department of Public Elementary Schools in Sako District, Palembang, the allocation of funds for facility and infrastructure development is only 20% of the total BOS funds received, while the actual need for facility and infrastructure development reaches 35-40% of the total BOS funds.

Furthermore, support from the local government and school committees for facility and infrastructure development is also suboptimal. The school building rehabilitation program from the local government has not been evenly distributed across all schools, including public elementary schools in Sako District, Palembang. Meanwhile, school committee participation in facility and infrastructure development is also limited, given that the majority of parents come from lower-middle-income groups. The

inadequate infrastructure and facilities impact teachers' motivation. Interviews with several teachers at a public elementary school in Sako District, Palembang, revealed that approximately 70% of teachers stated that limited infrastructure and facilities were a factor that reduced their enthusiasm for teaching. Teachers found it difficult to develop varied and innovative learning methods due to limited media and teaching aids. This finding aligns with research conducted by Mohzana et al. (2025), which found that infrastructure and learning facilities had a positive and significant effect on teachers' motivation.

Student discipline and infrastructure do not act independently in influencing teachers' motivation. These two variables are interrelated and synergize in increasing or decreasing teachers' motivation. Good student discipline creates a conducive learning environment, allowing teachers to focus on the learning process without being distracted by disciplinary issues. Meanwhile, the availability of adequate infrastructure and facilities facilitates teachers' creativity and innovation in learning, which in turn can increase teachers' motivation. Research conducted by Amtu et al. (2020) showed that student discipline and learning infrastructure together had a positive and significant effect on teachers' motivation. This demonstrates the importance of both variables in increasing teachers' motivation. Therefore, efforts to improve teachers' motivation in public elementary schools in the Sako District of Palembang need to be carried out comprehensively, taking both factors into account.

The issue of teachers' motivation in public elementary schools in the Sako District of Palembang is also inseparable from the leadership of the principal. According to Sariakin et al. (2025), the principal plays a strategic role in creating a conducive school climate and increasing teachers' motivation. Effective principal leadership will foster a culture of discipline among students and optimize the use of learning infrastructure, which in turn will increase teachers' motivation in teaching. Based on interviews with the principals of public elementary schools in Sako District, Palembang, it was discovered that the schools have undertaken various efforts to improve student discipline and optimize learning infrastructure. These efforts include regularly socializing school rules, involving parents in fostering student discipline, allocating School Operational Assistance (BOS) funds for infrastructure development, and submitting proposals for infrastructure assistance to local governments and corporate social responsibility (CSR) programs. However, these efforts have not yet shown significant results in improving teachers' motivation.

Research on the influence of student discipline and learning infrastructure on teachers' motivation at public elementary schools in Sako District, Palembang, also holds strategic value in the context of improving the quality of education in Palembang City. As one of the clusters of public elementary schools in Palembang City, public elementary schools in Sako District, Palembang, play a vital role in educating the surrounding community. Improving teachers' motivation at these schools is expected to positively impact the quality of learning and student

achievement, which in turn will improve the overall quality of education in Palembang City. The study, entitled "The Influence of Student Discipline and Learning Facilities and Infrastructure on the Motivation of Public Elementary School Teachers in Sako District, Palembang," has significant urgency in the context of basic education in Indonesia. This research is important because teachers' motivation is a key factor influencing the quality of learning, which ultimately impacts student achievement. Student discipline reflects a conducive learning climate, while learning facilities and infrastructure support the effectiveness of the teaching process.

By understanding how these two variables influence teachers' motivation, this study can provide insights for school administrators to create a more supportive work environment and increase teacher enthusiasm in teaching. Amid educational challenges, such as limited facilities and student discipline issues, this study is relevant to addressing the obstacles faced by teachers in elementary schools, particularly in public elementary schools in Sako District, Palembang, which may reflect similar conditions in other schools. The novelty of this research lies in its specific focus on the relationship between student discipline and learning infrastructure and teachers' motivation in the context of public elementary schools in Palembang, a topic that has not been explored in depth. Many previous studies have emphasized internal teacher factors, such as principal competence or leadership, but rarely have they simultaneously examined external influences such as student behavior and the physical condition of the school. This research also took place in a local setting at a public elementary school in the Sako District of Palembang, resulting in contextual data relevant to the social, cultural, and educational infrastructure characteristics of the region. This approach allows for the discovery of unique patterns that might not be found in more general studies.

Theoretically, this research contributes both theoretically and practically. Theoretically, this study enriches the literature on factors influencing teachers' motivation, particularly by highlighting the role of student discipline and learning infrastructure as independent variables. This research can serve as a reference for further studies exploring similar relationships in other educational contexts. Practically, the results are expected to provide recommendations for school principals and education offices to improve student discipline through character-building programs and improvements to learning infrastructure, such as classrooms, teaching aids, and supporting technology. Thus, this research contributes to improving teachers' motivation, which ultimately supports the quality of education in public elementary schools in Sako District, Palembang, and has the potential to become a model for other schools with similar challenges.

B. Methods

This research was conducted at 10 public elementary schools in Sako District, Palembang City. The study was conducted over a six-month period, from June 2025

to November 2025. This study employed a descriptive quantitative method to analyze the data. The quantitative approach focused on processing numerical data through statistical techniques, with numerical data obtained from questionnaires. In this study, the partial correlation method was used to test the hypothesis, specifically to explore the relationship or influence between the independent and dependent variables, with one of the independent variables controlled to remain constant. The research design chosen was *ex post facto*, a type of research that examines events that have already occurred and traces the causal factors using a retrospective approach. This research design was structured to support the analysis of relationships between variables in accordance with the chosen approach. The population in this study was all teachers (PNS, P3K, and honorary) of public elementary schools in Sako District, consisting of 225 teachers.

This study used a purposive sampling method, which was determined by many factors. Purposive sampling is a strategy that involves selecting a portion of the current population based on specific criteria. To determine the sample size for this study, the researchers used the Slovin formula. The sample size was 69 respondents from public elementary schools in the Sako District, Palembang. Data collection techniques in this study included questionnaires, observation, and documentation. To assess the many factors related to the topic discussed, the researchers developed three instruments used in this study: teacher competence, school management, and teacher performance, which will be published in a significant manner. In developing instruments, we analyze research variables and create variable indicators based on scientific theories or concepts, determine the type of instrument used to measure the variables, compile items or questions according to the type of instrument, conduct a trial of the instrument, and then test its validity and reliability.

Prior to the study, validity and reliability tests were conducted on 20 respondents, all public elementary school teachers in the Sako District, Palembang. According to Slater & Hasson (2025), instrument trials should be conducted on populations with similar characteristics, not on research samples. The sample size should be more than twenty. However, ten sample subjects are preferable to no trial test at all. For this reason, the researchers trialed the instrument in schools with similar characteristics and conditions. The instrument's validity in this study was measured using Pearson's product-moment formula, and reliability was assessed using an internal reliability test obtained by analyzing data from a trial using Cronbach's alpha formula. The hypotheses tested in this study were student discipline (X1) and learning facilities and infrastructure (X2) and increasing teachers' motivation (Y). The statistical hypothesis testing was formulated as follows:

1. Hypothesis 1:

- Ha1 = There is an effect of student discipline on teachers' motivation.
- Ho1 = There is no effect of student discipline on teachers' motivation.

2. Hypothesis 2:

- Ha2 = There is an effect of learning facilities and infrastructure on teachers' motivation.
- Ho2 = There is no effect of learning facilities and infrastructure on teachers' motivation.

3. Hypothesis 3:

- Ha3 = There is an effect of student discipline and learning facilities and infrastructure together on teachers' motivation.
- Ho3 = There is no effect of student discipline and learning facilities and infrastructure together on teachers' motivation.

Data analysis in this study used inferential statistics. For inferential statistical tests, prerequisite tests were conducted, namely normality, linearity, and multicollinearity tests. This study used simple linear regression analysis to examine the influence of each independent variable (X) on the dependent variable (Y), and multiple linear regression analysis to examine the influence of several independent variables on the dependent variable. The data analysis technique used SPSS 20.00 linear regression analysis to determine the calculated F value as a measurement tool for data analysis in the study. Decision-making or conclusions from the t-test using SPSS are based on the probability (significance) results obtained. The independent t-test is part of parametric analysis used to examine two samples with different subjects. The F-test is used to determine whether the independent variables simultaneously (together) significantly influence the dependent variable. This means that all independent variables are analyzed simultaneously to determine whether they influence the dependent variable. This test is conducted concurrently with the multiple regression test.

C. Results and Discussion

Based on the hypotheses proposed in this study, the following assumptions are addressed: 1) There is a significant influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang; 2) There is a significant influence of learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang; 3) There is a significant influence of student discipline and learning infrastructure together on the motivation of public elementary school teachers in Sako District, Palembang; 4) The contribution of the influence of student discipline and the principal on the motivation of public elementary school teachers in Sako District, Palembang; 5) The contribution of the influence of learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang; 6) The contribution of the influence of student discipline and learning infrastructure together on the motivation of public elementary school teachers in Sako District, Palembang.

Based on the description of the research results, it is known that the influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang, is normally distributed. This is evidenced by the obtained value of $0.200 > 0.05$. The influence of learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, was declared to be normally distributed. This is evidenced by the obtained value of $0.200 > 0.05$. Likewise, the influence of student discipline and learning infrastructure together on the motivation of public elementary school teachers in Sako District, Palembang, was normally distributed.

Based on the description of the research results of the linearity test of student discipline on the motivation of public elementary school teachers in Sako District, Palembang, above, it partially shows that the $F\text{-count} > F\text{-table}$, namely, the value in the deviation from linearity column is $0.845 > 0.05$. Thus, it can be said that there is a significant influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang, and it can be said to have a linear relationship. Based on the description of the research results of the linearity test of the influence of learning facilities and infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, above, it partially shows that the $F\text{-count} > F\text{-table}$, namely, the value in the deviation from linearity column is $0.625 > 0.05$. Thus, it can be said that there is a significant influence of learning facilities and infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, which can be said to have a linear relationship. Based on the research findings, the effect of student discipline and learning infrastructure on the motivation of elementary school teachers in Sako District, Palembang, showed a calculated F value $> F\text{-table}$, indicating a deviation from linearity value of $0.758 > 0.05$. Therefore, it can be concluded that student discipline and learning infrastructure, on the motivation of elementary school teachers in Sako District, Palembang, have a significant effect, and this can be considered linear.

Based on the research findings, hypothesis testing was conducted in three stages to verify the assumed research hypothesis. A statistical hypothesis is defined as a mathematical statement about parameters that will be tested to determine the extent to which sample data supports the hypothesis. A hypothesis is a tentative conclusion that must be verified. Inferential statistical analysis, consisting of simple linear regression and multiple linear regression, was used to explain the results obtained through analysis using the SPSS version 25 software application program. This partial or simultaneous linear regression analysis consists of analysis of the coefficient of determination, partial linear regression coefficient (t-test), and simultaneous regression coefficient (f-test). Linear regression coefficients are often known as partial hypothesis testing, or testing the effect of each independent variable on the dependent variable, or the influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang, and the influence of learning infrastructure on the motivation of public elementary school teachers in Sako District,

Palembang, as well as the simultaneous influence of student discipline and learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang.

Based on the hypothesis proposed in this study, there is a significant influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang. The results of the coefficient of determination analysis using simple linear regression of the influence of student discipline on the motivation of public elementary school teachers in Sako District, Palembang, based on the Model Summary output value, obtained an R value of 0.993. Thus, it can be concluded that learning infrastructure has a very strong influence on the motivation of public elementary school teachers in Sako District, Palembang, as evidenced by the correlation value between 0.900 and 1.000. Coefficient of determination analysis was used to determine the percentage contribution of the independent variables to the dependent variable. The R-squared (R^2) coefficient of determination was 0.986, indicating that student discipline contributed 98.6% to the motivation of public elementary school teachers in Sako District, Palembang.

Based on the constant coefficient (constant) of 3.374 and the student discipline coefficient of 1.246, a simple linear regression equation was obtained: $\hat{Y} = 3.374 + 1.246X_1$, or a partial regression equation between variables X_1 and Y : $Y = 3.374 + 1.246X_1$. This equation was then used to explain the effect of student discipline on the motivation of public elementary school teachers in Sako District, Palembang. The coefficient analysis yielded a t-value of 51.038. Hypothesis test criteria: if t-count > t-table, then H_a is accepted, while if t-count < t-table, then H_a is rejected, and to determine t-table, $\alpha = 5\% : 2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = n-k or df = 67 - 2 = 65 (n is the number of samples and k is the number of independent variables). With two-sided testing (significant = 0.025), the results obtained for the t-table are 1.677. Based on the explanation above, namely, t-count = 51.038 and t-table = 1.677, then t-count > t-table, which means H_0 is rejected and H_a is accepted. Thus, it can be said that partially there is a significant influence of student discipline on the motivation of elementary school teachers in Sako District, Palembang.

This is in accordance with research conducted by Rizki (2018) entitled "The Influence of Student Discipline on Teachers' motivation in State Senior High Schools Plus in Riau Province." The results of the study: 1) Student discipline in State Senior High Schools Plus in Riau Province is in the "very good" category with a percentage of 97%. 2) Teachers' motivation in State Senior High Schools Plus in Riau Province is in the "Very Good" category, with a percentage of 83%. 3) There is a significant influence of student discipline on teachers' motivation in state senior high schools plus in Riau Province. Based on calculations, a correlation coefficient of 0.646 was obtained with a probability of 0.000, which is less than 0.05. This means that the better the student discipline, the better the teachers' motivation; conversely, the worse the student discipline, the worse the teachers' motivation. The magnitude of the influence of the

student discipline variable on teachers' motivation is 41.8%, while the remaining 58.2% is influenced by other variables.

Based on the previous researcher's assumptions in the research hypothesis, it was stated that there is a significant influence of learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, with reference to the following analytical steps. Based on the results of the coefficient of determination analysis using simple linear regression, the influence of learning infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, based on the Model Summary output value, obtained an R^2 value of 0.914. Thus, it can be concluded that learning infrastructure has a very strong influence on the motivation of public elementary school teachers in Sako District, Palembang, as evidenced by the correlation value between 0.900 and 1.000. The standard error of the estimate (standard deviation) measures the variation from the predicted value. In this study, the standard deviation was 6.292. A smaller standard deviation indicates a better model. A coefficient of determination analysis was used to determine the percentage contribution of learning infrastructure to the motivation of public elementary school teachers in Sako District, Palembang. The coefficient of determination obtained, R-squared (R^2), was 0.836, indicating that learning infrastructure contributed 83.6% to the motivation of public elementary school teachers in Sako District, Palembang.

This is supported by the results of a study conducted by Rauh et al. (2021) entitled "The Influence of Leadership Style, Learning Infrastructure, and Student Discipline on Elementary School Teachers' motivation in Cluster III, Sukasada District." The results stated that leadership style, learning infrastructure, and student discipline contributed significantly, amounting to 43.0%, representing a strategic factor, with a simultaneous contribution of 65.5%. The similarity between Rauh et al. (2021) and the researcher is that they all studied teachers' motivation (Y). The methods used are all quantitative, namely to examine the partial influence between existing variables. Based on the results of the partial simple linear regression analysis coefficients of the influence of learning facilities and infrastructure on the motivation of public elementary school teachers in Sako District, Palembang, the constant coefficient is -8.227, and the coefficient (X2) is 1.345. This results in a simple linear regression equation of $Y = -8.227 + 1.345 X^2$. This equation is then used to explain the influence of learning facilities and infrastructure on the motivation of public elementary school teachers in Sako District, Palembang.

The results of the coefficient analysis obtained a t count of 13.927. The hypothesis test criteria are if t count > t-table, then H_a is accepted, while if t count < t-table, then H_a is rejected, and to determine t-table, it is sought at $\alpha = 5\% : 2 = 2.5\%$ (2-sided test) with degrees of freedom (df) = n-k or df = 67 - 2 = 65 (n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.025), the results obtained for the t-table are 2.009. Based on the explanation above, namely, t count = 13.927 and t-table = 2.009, then t count > t-table, which means H_0 is rejected

and H_a is accepted. Thus, it can be said that partially there is a significant influence of learning infrastructure on the motivation of elementary school teachers in Sako District, Palembang.

Based on the proposed research objectives to analyze whether there is a significant influence of student discipline and learning infrastructure together on the motivation of public elementary school teachers in Sako District, Palembang, the following analysis steps are referred to. Based on the calculated F value, it is known that the value obtained is 2250.523. The hypothesis testing criteria are if the calculated $F > F$ -table, then H_a is accepted, and if otherwise the calculated $F < F$ -table, then H_a is rejected. Based on the F-table at the real level (0.05) with a numerator of 2 (determined from the number of independent variables) and a denominator of 67 (determined from the number of samples minus one independent variable), this can be determined through the Excel program application; in an empty cell, type the formula =FINV(0.05, 11, 762) and get the number 1.608 (Prayitno, 2010:116).

Based on the explanation above, F -count = 2250.523 and F -table = 1.608. Where F -count $> F$ -table, or $2250.523 > 1.608$, it indicates that H_a is accepted, indicating that student discipline and learning infrastructure simultaneously influence the motivation of public elementary school teachers in Sako District, Palembang. Based on the analysis of the influence of student discipline and learning infrastructure simultaneously on the motivation of public elementary school teachers in Sako District, Palembang, the results of a multiple linear regression analysis based on the Model Summary output yielded an R value of 0.996. Thus, it can be concluded that student discipline and learning infrastructure have a very strong influence on the motivation of public elementary school teachers in Sako District, Palembang. The multiple correlation value is between 0.900 and 1.000. The standard error of the estimate (standard deviation) measures the variation from the predicted value. In this study, the standard deviation was 1.423; a smaller standard deviation indicates a better model.

A coefficient of determination analysis was used to determine the percentage contribution of student discipline and learning infrastructure jointly to the motivation of public elementary school teachers in Sako District, Palembang. The R-squared coefficient of determination (R^2) was 0.992, indicating that student discipline and learning infrastructure contributed 99.2% to the motivation of public elementary school teachers in Sako District, Palembang. The remaining 0.8% was influenced by other factors not included in this study. This finding is similar to the research conducted by Fitria (2018), "The Influence of Organizational Culture and Trust Through Teacher Performance in Private Secondary Schools in Palembang." This study aimed to analyze the influence of student discipline and trust on teachers' motivation in private junior high schools in Palembang. This research employed quantitative methods with path analysis techniques. The sample size for this study was 326 teachers from 1,773 private junior high schools in Palembang. The research findings show that (1) there is a direct positive influence of student discipline on

teachers' motivation, and (2) there is a direct positive influence of trust on teachers' motivation.

This was further strengthened by research conducted by Yulizar et al. (2020) entitled, "The Influence of Student Discipline and Principal Leadership on Teachers' motivation at State Senior High Schools in Tanjung Raja District." This study aimed to determine whether student discipline and principal leadership significantly influence teachers' motivation at state senior high schools in the Tanjung Raja District. The results of the study showed that (1) there is a significant influence between student discipline and teachers' motivation at State Senior High Schools in Tanjung Raja District; (2) there is a significant influence between principal leadership and teachers' motivation at State Senior High Schools in Tanjung Raja District; and (3) there is a significant influence between student discipline and principal leadership together on teachers' motivation at State Senior High Schools in Tanjung Raja District. Based on the description of the theoretical study in this study, as stated by Kadariah (2020), the principal is the center of leadership who organizes and manages activities to be directed, focused, and experienced significant improvement. Therefore, the principal plays an important role in increasing teachers' motivation to be more enthusiastic and professional in teaching and developing themselves.

In imparting knowledge to students, the principal leads his or her institution, playing a crucial role in improving the school's progress. This is due to the principal's role in overseeing programmed activities to ensure they are directed, focused, and successful. Technical skills relate to the specialized knowledge required to carry out the principal's primary functions as a school administrator. Human relations skills relate to the principal's ability to collaborate with others and motivate teachers to work diligently (Rostini et al., 2022). Meanwhile, conceptual skills refer to the principal's ability to make decisions and identify key relationships in achieving goals, such as setting priorities, analyzing the environment, and monitoring and controlling classroom activities. Society is comprised of a set of interrelated cultural values, forming a system. This system, as a guideline for ideal concepts within culture, provides a strong driving force for the direction of community life.

The development of cultural practices in everyday life also fosters the development of values inherent in society that foster harmony, alignment, and balance. These values are defined as cultural values. Every individual's carrying out of their social activities is always based on and guided by the values or value systems that exist within the community itself. This means that these values greatly influence human actions and behavior, both individually, in groups, or in society as a whole regarding good and bad, right and wrong, and appropriate and inappropriate. In the school environment, students are both subjects and objects who require guidance from others to direct their potential and guidance towards maturity with character. With continuous character building, it is hoped that students will develop character. Professional teachers must possess specialized skills and master the intricacies of education and teaching,

incorporating a variety of knowledge that needs to be nurtured and developed over a specific educational period (Darling-Hammond et al., 2024; Iqbal & Ali, 2024). The principal is responsible for the school culture and motivates teachers to be more enthusiastic and professional in teaching. This is because teachers play a crucial role in determining the quality of teaching.

Teachers are expected to play an active role in managing the teaching and learning process, acting as facilitators who consistently strive to create classroom organization, utilize teaching methods, and foster teacher attitudes and characteristics in managing the teaching and learning process (Dursun & Aykan, 2025; Wilkins et al., 2023). Based on relevant research findings, the principal explains that academic supervision to improve teacher professionalism involves (1) preparing and developing an academic supervision program. Supervised aspects include the completeness of learning materials, including the preparation and development of syllabi, annual programs, semester programs, minimum completion criteria (KKM), and lesson preparation plans (RPP). (2) The techniques for implementing academic supervision are carried out using two techniques, namely group techniques and individual techniques. Group techniques include supervision meetings, group discussions, workshops, seminars, and activities in teacher work groups (KKG)/teacher activity centers (PKG). Individual techniques include class observations, class visits, personal conversations, and self-assessments. (3) Obstacles to the implementation of academic supervision by the principal are the lack of training and socialization about the concept of academic supervision and limited knowledge and skills about academic supervision techniques. The principal is busy with other complex tasks such as completing school renovation construction projects. (4) Follow-up on the implementation of academic supervision begins with an analysis and evaluation process. Then it is recommended and followed up by sending teachers to attend training and share in teacher group (KKG)/teacher activity center (PKG) activities. The similarity of this research is that both examine the supervision of the principal. The difference is the focus of the supporting study and the place where the research was conducted.

Based on Dewi & Arafat's research (2021), the results of her research are as follows: 1) There is a significant influence between school culture (X1) and the formation of student character (Y) with a coefficient of determination of 49.2%. 2) There is a significant influence between the school environment (X2) and the formation of student character (Y) with a coefficient of determination of 65.1%. 3) There is a significant influence between school culture (X1) and the school environment (X2) on the formation of student character (Y) with a coefficient of determination of 65.1%. Therefore, it is hoped that school culture and the school environment can be developed to form student character. The similarity of this research is that both examine school culture. The difference is that Manurung (2018) studied "The Influence of School Culture and School Environment on Student Character Formation at Gajah Mada Junior High School, Bandar Lampung, in the 2017/2018 Academic Year," while this study examines the Influence of Learning Facilities and

Infrastructure and School Culture on the Motivation of Public Elementary School Teachers in Sako District, Palembang.

D. Conclusion

Based on the research findings, it can be concluded that student discipline and learning infrastructure are two dominant factors significantly influencing the motivation of public elementary school teachers in Sako District, Palembang. The key finding reveals that student discipline has a substantial influence on teacher motivation, contributing 98.6% to teacher motivation levels. This extraordinarily high percentage indicates that teachers' enthusiasm, dedication, and willingness to engage in the teaching process are overwhelmingly shaped by the orderly conduct, attentiveness, and compliance demonstrated by their students. Additionally, learning infrastructure exerts a significant influence on teacher motivation, with a contribution of 83.6%. This finding underscores that the availability, quality, and functionality of physical facilities, learning materials, and classroom resources substantially affect teachers' professional morale and instructional drive. When examined collectively, student discipline and learning infrastructure together demonstrate a combined influence of 99.2% on teacher motivation, leaving only 0.8% attributable to other factors not examined in this study. This near-total explanatory power establishes these two variables as foundational determinants of teacher motivation in this educational context. The practical implication of this study is that efforts to enhance teacher motivation must prioritize interventions targeting both student behavior management and physical learning environments. Schools and education authorities should develop comprehensive programs to cultivate positive student discipline through character education, clear behavioral expectations, and consistent reinforcement mechanisms, recognizing that orderly classrooms directly fuel teacher enthusiasm. Simultaneously, systematic investment in learning infrastructure including adequate classrooms, functional furniture, instructional materials, and technological resources is not merely a matter of facility improvement but a strategic approach to sustaining teacher morale and professional commitment. The findings suggest that neglecting either factor will substantially undermine teacher motivation, regardless of other initiatives implemented. Future research should investigate the specific mechanisms through which student discipline influences teacher motivation, exploring which dimensions of student behavior such as attentiveness, rule compliance, or respect – most strongly predict teacher enthusiasm. Qualitative studies examining teachers' lived experiences of working in well-equipped versus under-resourced schools would provide deeper understanding of how infrastructure shapes professional identity and instructional quality. Additionally, comparative research across different districts and school levels could test whether these findings generalize beyond elementary schools in Sako District. Finally, intervention studies evaluating the effectiveness of targeted programs to improve student discipline and infrastructure on measurable teacher motivation outcomes would provide evidence-based guidance for policy and practice.

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