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Student Discipline and Learning Facilities as Predictors of Teacher Motivation: A Study of Public Elementary Schools in Rural Indonesia

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Abstract: Teacher motivation is fundamental to instructional quality, yet research examining its contextual determinants in rural elementary schools remains limited. This study investigated the effects of student discipline and learning facilities on teacher motivation in public elementary schools in Semendawai Barat District, Indonesia. A quantitative cross-sectional survey design was employed with a sample of 60 teachers selected purposively from three representative schools. Data were collected using validated Likert-scale questionnaires measuring student discipline, learning facilities, and teacher motivation. Multiple linear regression analysis revealed that student discipline significantly predicted teacher motivation ($\beta = 0.506$, $p < 0.001$), and learning facilities also demonstrated a significant positive effect ($\beta = 0.335$, $p < 0.001$). Together, both predictors explained 77.3% of the variance in teacher motivation ($R^2 = 0.773$, adjusted $R^2 = 0.769$). Student discipline emerged as the stronger predictor, suggesting that classroom behavioral climate is particularly influential in shaping teachers' professional motivation. The findings indicate that teacher motivation is substantially shaped by the immediate teaching environment rather than being solely an individual psychological attribute. Strengthening student discipline through consistent school policies and improving learning facilities through targeted resource allocation should be integrated priorities in elementary school management. This study contributes empirical evidence from a rural Indonesian context to the growing literature on teacher motivation as an ecological construct.

Keywords: Educational Management, Learning Facilities, Public Elementary, Student Discipline, Teacher Motivation

A. Introduction

The quality of elementary education is inseparable from the motivation of teachers who organize learning, guide students, and translate curriculum policies into classroom practice. In the Indonesian context, public elementary schools are currently expected to implement learning that is more flexible, contextual, and responsive to student needs. The implementation of the Merdeka Curriculum emphasizes differentiated learning, character development, and active student participation. These demands require teachers who are motivated, professionally committed, and

able to maintain instructional creativity despite limitations in the school environment (Arthur et al., 2023; Zhang, 2022).

Teacher motivation refers to the internal and external drive that encourages teachers to carry out instructional duties with enthusiasm, persistence, responsibility, and innovation (Orsini et al., 2025). In educational settings, motivation is not merely a personal psychological state. It is also shaped by organizational support, work conditions, classroom climate, leadership, and the extent to which teachers feel that their work can be performed effectively (Kholifah et al., 2024). Motivated teachers tend to plan lessons more carefully, interact more positively with students, and show greater willingness to develop creative learning strategies. Conversely, a weak motivational climate may reduce teacher commitment, increase fatigue, and weaken the quality of learning services.

Two contextual factors are particularly relevant for teacher motivation in elementary schools: student discipline and learning facilities. Student discipline refers to the extent to which students attend school regularly, comply with classroom rules, participate in learning activities, and demonstrate responsible behavior. Student discipline contributes to classroom order and enables teachers to focus more on pedagogy than on continuous behavior correction. Student discipline plays an important role in shaping responsible habits and orderly learning behavior (Chen, 2025; Hegde et al., 2025). In elementary schools, where students are still developing self-regulation, discipline becomes a crucial foundation for effective teaching and classroom management.

Learning facilities and infrastructure refer to the physical and instructional resources that support the teaching and learning process, including classrooms, desks, chairs, boards, learning media, books, ventilation, lighting, and cleanliness (Gidisu et al., 2026). Adequate facilities make teaching more efficient and help teachers design learning activities that are varied and meaningful. School facilities serve not only as instructional support tools but also as strategic resources that contribute to improving the quality of learning. Properly planned and well-utilized media and learning resources can enhance instructional effectiveness and support more meaningful learning processes. In schools with limited facilities, teachers often spend additional time and energy compensating for shortages, which can affect their motivation.

In Semendawai Barat District, public elementary schools represent a rural educational context in which teacher motivation is influenced by the interaction between classroom behavior and school resources. Preliminary observations in public elementary schools in Semendawai Barat District indicate that student discipline and learning facilities are external factors that influence teachers' motivation in carrying out instructional duties (Bhutoria & Aljabri, 2022). The empirical context is important because many studies on teacher motivation focus on leadership, compensation, or professional competence, while fewer studies examine how student discipline and

learning facilities simultaneously shape teacher motivation in public elementary schools (Prameswari et al., 2020; Rodriguez et al., 2024).

Previous research has shown that school facilities contribute to learning outcomes and teacher work effectiveness. Studies on student discipline have also highlighted the importance of habituation, supervision, and teacher role modeling in developing positive student character. However, these studies generally examine student outcomes, disciplinary practices, or facilities as separate variables. The novelty of the present study lies in testing student discipline and learning facilities simultaneously as predictors of teacher motivation in a rural public elementary school setting. This perspective positions teacher motivation as an outcome of the broader school ecology rather than as an isolated personal attribute (Khun-inkeeree et al., 2022).

Accordingly, this study addresses three research questions: Does student discipline significantly influence teacher motivation? Do learning facilities significantly influence teacher motivation? Do student discipline and learning facilities simultaneously influence teacher motivation? The findings are expected to provide empirical input for school principals, educational supervisors, and local education offices in designing school improvement programs that integrate student behavior management with facility development. This study contributes to the growing body of literature on teacher motivation from an ecological perspective and offers practical implications for educational management in rural contexts.

B. Methods

This study used a quantitative approach with a cross-sectional survey design (Rupani et al., 2022). The design was selected because the research aimed to examine the statistical influence of two independent variables, student discipline (X1) and learning facilities (X2), on the dependent variable, teacher motivation (Y) (Andrade, 2024). A survey approach was appropriate because the data were gathered from teachers' perceptions of classroom discipline, school facilities, and their own motivation in carrying out instructional duties (Gupta et al., 2020).

The research was conducted in public elementary schools in Semendawai Barat District during the 2025/2026 academic year. The population comprised 174 teachers from 15 public elementary schools. Teachers in the population included civil servant teachers, government contract teachers, and honorary teachers who were actively involved in classroom instruction. Because of geographical distance, time limitations, and field access, the study employed purposive sampling (Ballering et al., 2026). The final sample consisted of 60 teachers from three schools: SD Negeri 01 Adu Manis, SD Negeri 01 Kangkung, and SD Negeri Suka Negeri.

Data were collected using structured questionnaires with a five-point Likert scale. The questionnaire consisted of three main sections. Student discipline was measured using

indicators related to student attendance, compliance with school and classroom rules, readiness for learning, orderliness during instruction, and social behavior (Lu & Cutumisu, 2022). Learning facilities were measured through indicators related to the availability of proper desks and chairs, the condition of boards and classroom tools, the availability of books and learning materials, and the physical condition of classrooms. Teacher motivation was measured through indicators of teaching enthusiasm, positive interaction with students, creativity in instructional methods, and punctuality in starting and ending lessons.

The instrument was tested for validity and reliability before being used in the main analysis (Dayekh, 2025). Item validity was examined using Pearson product-moment correlation between item scores and total scores. Reliability was examined using Cronbach's alpha, with a coefficient of 0.70 or above considered acceptable for internal consistency. The validity and reliability tests indicated that the instruments met the required criteria and were therefore appropriate for data collection (Razavipour & Raji, 2022). Data analysis was conducted in several stages (Fernandes et al., 2025). First, descriptive statistics were used to describe the distribution of each variable. Second, classical assumption tests were conducted, including normality, linearity, and multicollinearity tests. Third, simple and multiple linear regression analyses were used to test the research hypotheses. The multiple regression model was expressed as $Y = a + b1X1 + b2X2 + e$, where Y represents teacher motivation, X1 represents student discipline, X2 represents learning facilities, a represents the constant, b1 and b2 represent regression coefficients, and e represents the error term. Ethically, respondents were treated as voluntary participants. The data were analyzed in aggregate form, and individual teacher identities were not disclosed. The study used questionnaire responses only for academic analysis and school improvement purposes (Iwano & Tsuda, 2024).

Table 1. Population and Sample of the Study

Category	Description	Number
Population	Public elementary school teachers in 15 schools in Semendawai Barat District	174 teachers
Sampling technique	Purposive sampling based on geographical access and school representativeness	-
Sample schools	SD Negeri 01 Adu Manis, SD Negeri 01 Kangkung, and SD Negeri Suka Negeri	3 schools
Final sample	Active teachers who completed the questionnaire	60 teachers

Table 2. Research Variables and Indicators

Variable	Main indicators
Student discipline (X1)	Attendance, compliance with rules, readiness for learning, classroom orderliness, social behavior
Learning facilities (X2)	Proper desks and chairs, boards and classroom tools, books and learning materials, ventilation, lighting, and cleanliness
Teacher motivation (Y)	Teaching enthusiasm, positive interaction with students, instructional creativity, punctuality in teaching activities

C. Results and Discussion

Descriptive Results

The descriptive results indicate that the three variables were generally perceived at a moderate-to-good level. Teacher motivation had a mean score of 100.36 with a standard deviation of 3.798. Student discipline had a mean score of 102.54 with a standard deviation of 3.353. Learning facilities had a mean score of 105.45 with a standard deviation of 7.039. The standard deviations show that teacher responses were relatively concentrated around the mean, although perceptions of learning facilities varied more widely than perceptions of student discipline and teacher motivation (Brandmiller et al., 2020).

The relatively higher variation in learning facilities suggests that teachers did not experience the same level of facility adequacy across the sample schools. This is understandable because school facilities are affected by school size, maintenance quality, availability of learning materials, and the physical condition of classrooms (Yahaya et al., 2025). In practical terms, differences in learning facilities can shape how teachers prepare instruction, select learning media, and organize classroom activities.

Table 3. Descriptive Statistics of Research Variables

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Teacher motivation (Y)	60	100.36	3.798	93	111
Student discipline (X1)	60	102.54	3.353	95	110
Learning facilities (X2)	60	105.45	7.039	90	120

These descriptive findings provide an initial indication that teacher motivation in the sampled schools is closely related to the daily conditions of the teaching environment. The relatively high mean scores of student discipline and teacher motivation suggest that teachers generally perceived classroom order as supportive of their instructional duties. Meanwhile, the wider variation in learning facilities indicates that facility adequacy was not experienced equally across schools. This condition is important because differences in facility availability may influence how teachers prepare lessons, use learning media, and maintain enthusiasm in classroom instruction. Therefore, the descriptive results support the need for further regression analysis to examine whether student discipline and learning facilities significantly predict teacher motivation (Andriansyah et al., 2023).

Assumption Testing

Before regression analysis, assumption tests were conducted to ensure that the data met the basic requirements for linear regression. The normality test indicated that the variables were normally distributed, as the significance values exceeded 0.05. The linearity test showed that the relationship between student discipline and teacher motivation was linear, and the relationship between learning facilities and teacher

motivation was also linear (Khedidja, 2022). The deviation from linearity values were above 0.05, indicating that the observed relationships could be modeled using linear regression.

The multicollinearity test showed a tolerance value of 0.990 and a variance inflation factor (VIF) of 1.010 for both independent variables. These values indicate that multicollinearity was not a problem in the model. Student discipline and learning facilities therefore contributed distinct information to the prediction of teacher motivation.

Table 4. Summary of Regression Assumption Tests

Assumption	Reported result	Interpretation
Normality	Significance values exceeded 0.05	Data distribution met the normality assumption
Linearity: X1 and Y	Deviation from linearity = 0.069	Linear relationship was supported
Linearity: X2 and Y	Deviation from linearity = 0.072	Linear relationship was supported
Multicollinearity	Tolerance = 0.990; VIF = 1.010	No multicollinearity problem

Multiple Regression Results

The multiple regression analysis shows that both student discipline and learning facilities positively predicted teacher motivation (Prameswari et al., 2020). The regression equation based on the unstandardized coefficients was: Teacher Motivation = 20.985 + 0.594(Student Discipline) + 0.187(Learning Facilities). This equation indicates that every one-unit increase in student discipline is associated with a 0.594-unit increase in teacher motivation when learning facilities are held constant. Likewise, every one-unit increase in learning facilities is associated with a 0.187-unit increase in teacher motivation when student discipline is held constant.

The standardized coefficient for student discipline (beta = 0.506) was higher than the standardized coefficient for learning facilities (beta = 0.335). This means that student discipline was the stronger predictor of teacher motivation in the model. Nevertheless, both predictors were statistically significant at $p < 0.001$, indicating that classroom discipline and school facilities should be understood as complementary supports for teacher motivation rather than competing factors.

Table 5. Multiple Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	20.985	9.491	-	2.211	0.029
Student discipline (X1)	0.594	0.087	0.506	6.865	< 0.001
Learning facilities (X2)	0.187	0.041	0.335	4.536	< 0.001

Table 6. Model Summary

R	R Square	Adjusted R Square	Std. Error of Estimate	F	Sig.
0.879	0.773	0.769	0.87941	37.277	< 0.001

The Effect of Student Discipline on Teacher Motivation

The results demonstrate that student discipline has a positive and significant effect on teacher motivation. This finding confirms that the classroom behavioral climate is an important source of teacher energy. When students arrive on time, obey classroom rules, prepare themselves for learning, and demonstrate orderly behavior, teachers can focus more fully on instructional goals (Thi et al., 2025). This reduces the time spent on repeated behavioral correction and allows teachers to experience greater satisfaction in teaching. This finding is supported by previous studies showing that students' learning motivation, classroom behavior, school climate, and discipline are closely related to the quality of classroom interaction and educational conditions (Rodriguez et al., 2024). In this study, student discipline strengthened teacher motivation because disciplined students helped create a more predictable, orderly, and manageable classroom environment. Such conditions enabled teachers to concentrate more on instructional delivery rather than repeatedly dealing with disruptive behavior.

The finding is consistent with the view that discipline supports effective learning processes. Student discipline contributes to the formation of responsible habits and the creation of orderly learning conditions. In the context of elementary education, student discipline does not only benefit students; it also affects the emotional and professional experience of teachers. A disciplined classroom provides teachers with a sense of control, predictability, and professional efficacy. These conditions can increase teaching enthusiasm and encourage teachers to use more creative methods (Doğuş, 2026).

The relatively strong standardized coefficient of student discipline indicates that teacher motivation is highly responsive to classroom order. This is particularly important in rural or resource-limited settings, where teachers may already face challenges related to access, facilities, and administrative tasks. If student behavior is poorly managed, the burden on teachers becomes heavier. Conversely, when discipline is strengthened through school routines, teacher modeling, parental involvement, and consistent rule enforcement, the motivational climate for teachers can improve.

The Effect of Learning Facilities on Teacher Motivation

Learning facilities also had a positive and significant effect on teacher motivation. This result indicates that adequate facilities make teachers feel supported in performing their professional duties. Proper furniture, usable boards, sufficient learning materials, and clean classrooms can reduce instructional constraints and help teachers organize learning more effectively. When facilities are inadequate, teachers may need to improvise excessively, spend additional personal resources, or simplify learning activities (Rajesh et al., 2022). Such conditions can gradually weaken motivation. This

finding reinforces the view that school facilities function as strategic resources that contribute to improving the quality of learning. This result is also consistent with the view that appropriately used learning media and resources can strengthen instructional effectiveness and support the learning process. For teachers, the availability of facilities is not only a technical matter but also a signal of institutional support. A school environment with sufficient resources communicates that teaching work is valued and that teachers are not left alone to solve instructional problems.

Although learning facilities had a smaller standardized coefficient than student discipline, their effect remained statistically meaningful. This suggests that facility improvement should not be postponed until all behavioral problems are solved. Both dimensions need to be addressed together. Improved facilities can support more engaging learning, and engaging learning can in turn strengthen student discipline. Therefore, school management should develop integrated programs that connect facility planning with classroom management and teacher professional development (Woo & Falloon, 2025).

Simultaneous Influence and Theoretical Contribution

The simultaneous regression result showed an R Square value of 0.773. This means that student discipline and learning facilities together explained 77.3% of the variance in teacher motivation. The explanatory power of the model is strong and suggests that teacher motivation in the sampled schools is closely connected to the immediate teaching environment. The remaining 22.7% may be explained by other factors such as school leadership, professional development opportunities, compensation, workload, collegial relationships, personal values, and career expectations.

Theoretically, the findings strengthen the argument that teacher motivation is an ecological construct. Motivation is not generated only by internal personality traits or administrative incentives. It also emerges from daily classroom experience and the material conditions of teaching. A teacher who works in a disciplined classroom and has adequate facilities is more likely to experience professional confidence, efficiency, and satisfaction. This aligns with organizational behavior perspectives that motivation is influenced by perceived support, task conditions, and the possibility of achieving meaningful outcomes (Rajâa & Mekkaoui, 2025).

Practically, the findings imply that principals and education offices should not treat teacher motivation programs as separate from student discipline programs and facility management. Motivational seminars or teacher training may have limited impact if teachers return to classrooms with recurring discipline problems and inadequate resources. A more sustainable strategy is to combine clear school discipline policies, consistent classroom routines, parent-school collaboration, facility maintenance, and targeted procurement of learning resources. This integrated

approach is particularly relevant for public elementary schools that seek to implement the Merdeka Curriculum effectively (Syofyan et al., 2024).

D. Conclusions

This study investigated the effects of student discipline and learning facilities on teacher motivation in public elementary schools in Semendawai Barat District, Indonesia. The findings demonstrate that both student discipline and learning facilities are significant determinants of teacher motivation, collectively explaining 77.3% of its variance. Student discipline emerged as the stronger predictor ($\beta = 0.506$, $p < 0.001$), followed by learning facilities ($\beta = 0.335$, $p < 0.001$). These results confirm that teacher motivation is substantially shaped by the quality of the teaching environment rather than being solely an individual psychological attribute. The study makes several important contributions. First, it provides empirical evidence from a rural Indonesian context that extends the ecological perspective on teacher motivation to developing country settings. Second, it demonstrates the relative importance of classroom behavioral climate compared to physical infrastructure in shaping teacher motivation, suggesting that both social and material conditions require attention. Third, the strong explanatory power of the model ($R^2 = 0.773$) indicates that these two factors are major determinants of teacher motivation, leaving relatively less variance to be explained by individual or organizational factors. The practical implications are clear. School principals should implement comprehensive student discipline programs that include clear behavioral expectations, consistent enforcement, teacher training in classroom management, and active parent-school communication. Local education authorities should conduct systematic facility mapping, allocate adequate maintenance and procurement budgets, and ensure equitable distribution of learning resources across schools. Teacher preparation programs should emphasize classroom management skills alongside pedagogical content knowledge. The integrated approach to school improvement combining discipline development with facility enhancement is essential for sustaining teacher motivation and improving educational quality. Future research should extend these findings through longitudinal designs to examine causal relationships, larger and more representative samples to enhance generalizability, and mixed-methods approaches to understand the mechanisms linking these variables. Studies examining the role of school leadership, professional development, and cultural factors as moderators or mediators of these relationships would also be valuable. Finally, comparative studies across urban and rural settings, as well as across different educational levels, would help establish the generalizability of these findings. Despite its limitations, this study provides evidence that strengthening student discipline and improving learning facilities should be integrated priorities in elementary school management. By attending to both the social and material conditions of teaching, educational leaders can create environments that sustain teacher motivation and ultimately improve student outcomes.

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