

The Effect of Work Discipline and Teacher's Motivation on Teacher's Performance

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Abstract

This paper answered the effect of work discipline and teacher's motivation partially and simultaneously on teacher's performance at State Junior High Schools in Babat Toman Musi Banyuasin District. The design of this research is associative research. The number of samples of this study was 100 teachers. The statistical analysis technique used is multiple linear regression analysis. The results showed that there was a significant relationship between work discipline (X1) and teacher's motivation (X2) on teacher's performance (Y). This paper concludes that teacher's work discipline and teacher's motivation have a positive and significant effect on teacher's performance. This study recommends that teacher's work discipline needs to be maintained and teacher's motivation needs to be considered. It is important to be stimulated so that teacher's motivation is within each teacher and it is necessary to improve facilities and infrastructure to support teacher's performance.

Keywords: Work Discipline, Teacher's Motivation, Teacher's Performance, Stimulus, Facility.

A. Introduction

Education is one of the determinants of the quality of Human Resources. Quality is positively correlated with the quality of education provided to students. Quality education has a forward and backward link (Irmayani et al, 2018; Tobari et al, 2018; Apriana et al, 2019). The future linkage in the form of quality education is the main requirement for realizing a nation that is advanced, modern, prosperous and prosperous. Prosperous, namely being able to provide adequate compensation to administrators and educators of the main part of the management of a school. Curriculum, learning system, facilities and the existence of quality teachers, namely teachers who are professional, disciplined, and with dignity.

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Mangkunegara and Anwar (2011) state that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Meanwhile (Wibowo, 2010), performance is about what is done and how to do it.

Teacher performance is the ability and success of the teacher in carrying out learning tasks (Fitria, 2018; Fitria et al, 2017). Supardi, (2014) defines that teacher performance is a condition that shows the ability of a teacher to carry out his duties in an educational institution and describes an act that is displayed in or during learning activities Teacher performance is assessed from scientific mastery, skills, behavior, and ability to build relationship, quality of work, initiative, self capacity and ability to communicate. Likewise Mathis and Jackson (2012), employee performance is an action taken by employees in carrying out the work given by the organization. In line with Robbins and Judge (2013), performance is the result of work produced by an employee to achieve the expected goals. Performance is a result achieved by workers in their work according to certain criteria that apply to a job. Kartini et al (2020); Khasanah et al, (2019); Renata et al (2018) also stated that performance is the status of ability which is measured based on the implementation of tasks in accordance with the job description.

Mangkunegara (2011) suggests that work performance indicators consist of a) work quality is how well an employee does what should be done; b) quantity of work is how long an employee works in one day. This work quantity can be seen from the work speed of each employee; c) implementation of duties is the extent to which employees are able to carry out their work accurately or without errors; d) responsibility for work is awareness of the employee's obligation to carry out the work given by the school.

Rivai and Sagala, (2014) state that motivation is one of the factors that encourage someone to do certain activities, every activity carried out by someone must have a factor that encourages these activities. It is said by Salwa (2019); Andriani, et al. (2018) are motivated to question how to direct the power and potential of subordinates so that they are willing to work productively to achieve and realize the goals that have been determined. Likewise, Hariandja (2009) motivation is the factors that direct and encourage a person's behavior or desire to carry out an activity that is expressed in the form of hard or weak efforts.

Wibowo (2010) argues that motivation is an impetus for a series of human behavior processes in achieving goals. While the elements contained in motivation include elements of arousing, directing, maintaining, showing intensity, being continuous and having a purpose. Busro (2018) also states that motivation is a driving force from within the individual to carry out certain activities to achieve goals. By providing the right motivation, employees will be motivated to do their best in carrying out their duties. Uno (2011) states that the dimensions and indicators of teacher work motivation can be grouped into internal and external.

Wandasari et al (2019) said that teacher work discipline is a means of driving teachers. In order for each job to run smoothly, it must be endeavored that good work discipline is proven to be disagreeable if work discipline is only associated with unpleasant things (punishment), because in fact punishment is the last tool to enforce a teacher's work discipline.

Rivai & Sagala (2014) states that there are three concepts in the implementation of teacher work discipline, hot stove regulations, progressive disciplinary action, and positive disciplinary action. Indicators for work discipline variables in this study refer to the opinion of Rivai and Sagala (2014) explaining that indicators that affect the level of discipline of a teacher at a school include, a) attendance includes teacher obedience and the provisions of working hours; b) adherence to work regulations covering the implementation of work with work guidelines set by the school; c) adherence to work standards including efficiency in work implementation; d) high level of vigilance includes being responsible for school equipment; and e) work ethically, including upholding the credibility of teachers and schools.

B. Methods

This study uses an associative research design. According to Sugiyono (2014) associative research is research that aims to determine the relationship between two or more variables. In this study, a theory will be built that can serve to explain, predict, and control a symptom. The variables in this study used independent variables, teacher's work discipline (X1) and teacher's work motivation (X2) with the dependent variable being teacher's performance (Y).

C. Results and Discussion

The results of multiple regression statistical calculations see the significance between variables, can be seen in the following table.

Multiple Regression Coefficient Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.891	.359		5.274	.000		
	Discipline	.385	.071	.482	5.442	.000	.988	1.013
	Teacher's Motivation	.142	.066	.190	2.142	.035	.988	1.013

Based on the table above, the following simple regression equation is obtained:

$$Y = 1,891 + 0,385X_1 + 0,142X_2 + e$$

The interpretation of the multiple regression equation regarding the influence of work discipline variables (X1) and teacher motivation (X2) on the Bound variable is teacher performance (Y) can be explained as follows.

A constant value of 1.891 indicates that if the variable of work discipline (X1) and teacher motivation (X2) is considered non-existent (zero) then the teacher performance variable (Y) is 1.891. The regression coefficient of the work discipline variable (X1), of 0.385 with a positive scope, this means that if the work discipline (X1) increases by 1 unit, the teacher's performance (Y) will increase by 0.385 or it can also be said that the higher the discipline

work (X1), an employee will be able to improve teacher performance (Y). The regression coefficient of the teacher motivation variable (X2) of 0.142 is positive, this means that if the teacher's motivation (X2) increases by 1 unit, the teacher's performance (Y) will increase by 0.142 or it can also be said that the better the teacher's motivation (X2) then it can improve teacher performance (Y). The two coefficients of the independent variable are positive, this shows a positive linear relationship (unidirectional) between work discipline (X1) and teacher motivation (X2), to the Bound Variable, namely teacher performance (Y) which means work discipline (X1) and teacher motivation (X2) the better, the better the teacher's performance (Y).

Correlation analysis is a statistical technique used to find a quantitative relationship between two or more variables. The main function of correlation analysis is to determine how closely the relationship is between one variable and another. Correlation analysis aims to measure the strength of the relationship between two variables, correlation analysis does not differentiate between the dependent and independent variables.

Based on the calculation results, the correlation coefficient (R) is 0.498. From the results obtained by linking the results of the correlation coefficient with the level of closeness between variables of 0.498 which is in the interpretation of the correlation value (0.40-0.599), it means that the relationship between the two variables is significant and the level of closeness is moderate.

Determination Coefficient Test Results

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.498 ^a	.248	.233	.587554	1.732

The results of calculations using the SPSS For Windows Release 15.00 program. It was found that the value of $R^2 = 0.248$ which means that the variable of work discipline (X1) and teacher motivation (X2) is able to explain the variable of teacher performance (Y) of 0.248 or 24.8%, while the remaining 75.2% is explained by other factors that are not researched. Because based on table 4.20, the coefficient of determination is 24.8%, so in this case the researcher provides recommendations to other researchers to conduct similar research in order to improve this research with other variables outside the variables that the researcher is currently using.

It is known that the tcount for work discipline variable (X1) is 5.442, teacher motivation (X2) is 2.142, when compared with t table = 1.9844. The estimation results state that the tcount of the three independent variables on the dependent variable is greater than t table (tcount > ttable), so the criteria for H_a are accepted and H_0 is rejected, this means that the three independent variables can be said to have a significant effect on the dependent variable. On the other hand, when compared between the coefficient Sig. with a P-value (α) of 0.05, it can be seen that the coefficient is Sig. variable X1 is 0.000, the coefficient Sig. variable X2 is 0.035, the two independent variables have a coefficient of Sig. which is still below the P-value (α), this means that H_a is accepted and H_0 is rejected, meaning that there is a significant relationship between work discipline variable (X1) and teacher motivation (X2), on the Bound Variable, teacher performance (Y).

Based on the test criteria, if the coefficient value is sig. $F < P$ -value (α) of 0.05 means that H_a is accepted and H_o is rejected. So it can be concluded that there is a significant relationship between the variable work discipline (X1) and teacher motivation (X2), on the bound variable, namely teacher performance (Y).

D. Conclusion

Teacher's work discipline has a positive and significant effect on teacher performance at State Junior High Schools in Babat Toman District, Musi Banyuasin Regency. Teacher's motivation has a positive and significant effect on teacher's performance at State Junior High Schools in Babat Toman District, Musi Banyuasin Regency. Work discipline and motivation together have a positive and significant effect on teacher's performance at State Junior High Schools in Babat Toman District, Musi Banyuasin Regency.

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