

Work Discipline and Work Motivation's Impact on Teacher's Performance

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Abstract: This study aims to analyze, identify, and describe the impact of work discipline and work motivation on the performance of public elementary school teachers in Cluster 1, Rambutan District, as well as to simultaneously analyze, identify, and describe the impact of both factors on those teachers' performance. This study used a quantitative methodology. This approach allows researchers to quantify the impact of work motivation and work discipline on the effectiveness of public elementary school teachers in Cluster 1's Rambutan District. The study's findings indicate that work discipline has a favorable and significant impact on the effectiveness of public elementary school teachers in Cluster 1's Rambutan District. In terms of population and sample, 114 people were included in the study population, while 94 people made up the actual research sample. The trial sample, which might include up to 20 persons, is meant to be a sample for evaluating research tools to establish the reliability of the assembled tool. Questionnaires and documentation are the methods used to gather research data. The work discipline variable's influence contribution is categorized under "low influence." In Cluster 1, Rambutan District, there is a positive and significant relationship between job motivation and the effectiveness of public elementary school instructors. The work motivation variable's influence contribution falls within the "fairly high influence" group. Workplace motivation and discipline both have a positive and significant impact on the effectiveness of public elementary school teachers in Cluster 1, Rambutan District.

Keywords: Motivation, Teacher's Performance, Work Discipline

A. Introduction

All facets of life must change as a result of information and communication technology's quick development. The educational component is no different, each component must adjust to the contemporary digital system (Camelia, 2020). The implementation of education, which is made simpler by the use of virtual media, is another issue under consideration. It simplifies and makes it more useful in certain

ways, but it has a significant negative influence on the learning organizers' capacity for fast adaptation. At this time, educators' capacity to deliver education must also be more professional (Zaini & Syafaruddin, 2020). As stated in the Regulation of Education, it is evident that instructors serve as professional personnel in schools. Teachers are professional educators whose main responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education in formal education, basic education, and secondary education (Rahmatullah et al., 2022). These guidelines make it apparent that instructors are professionals who are charged by the state with performing a variety of duties, including teaching, educating, directing, and even helping to provide assessments and evaluations of student performance.

A teacher cannot perform this great work at his or her discretion; rather, some standards and regulations must be followed (Karseth & Møller, 2020). Therefore, it is crucial to comprehend these professional tasks for the learning results to accomplish both instructional and national educational goals. The government has established national education goals. National education is set up to give students a place to grow into people who believe in and fear the Almighty God, have a noble character, are healthy, knowledgeable, capable, creative, independent, democratic and trustworthy (Komara, 2017).

Teachers have a responsibility to serve as role models for their students and as professionals. Starting with attitudes or behavior, both in academic settings and in day-to-day social interactions. As role models, instructors must emphasize discipline as one of their attitudes (Sampermans & Claes, 2018). Every facet of life is impacted by discipline, but the application of learning is particularly affected (Malik, 2018). Simple examples that a teacher might use in each of his tasks include arriving on time for class, starting lessons on time in the classroom, and even finishing lessons on time. The teacher can perform this straightforward move to allow children to mimic the disciplinary action.

According to Sinambela (2018), discipline is the observance of a specific rule or instruction that has been established by the organization when it comes to carrying out one's work. It is evident from this statement that a teacher's strictness is an act of submission to the laws that govern educational institutions (schools). A teacher's attitude of work discipline is a component of his drive to complete the assignment successfully (Astuti et al., 2020).

Difficult things will become simpler because of this strong motivation. As professionals, instructors must therefore be able to support and encourage motivation at all times (Appova & Arbaugh, 2018). so that learning would be implemented in a better and more effective way, ultimately improving education

quality. If this has occurred, it is anticipated that it will hurt the teacher in question's ability to perform well.

Since it is well-recognized that motivation is a component that influences a person's decision to engage in a certain activity, motivation is frequently seen as an underlying cause of behavior (Miao et al., 2018). In essence, past researchers have conducted studies that are comparable to the variables that are the subject of the current study. According to other researchers that have carried out comparable studies, including Hengkeng in 2019, work motivation has a favorable and considerable impact on teacher performance (Wahyudi, 2018). Similarly, Sulastris's 2011 study found that factors affecting job motivation have an impact on teachers' performance. Numerous earlier studies serve as references for researchers and demonstrate the consistency of the research's findings. Additionally, this study was conducted because there were several problems identified by researchers in the preliminary study process at public elementary schools that are members of Cluster 1, Rambutan District.

Researchers have found several potential issues, such as teachers who frequently arrive late to class, which suggests that their level of work-related discipline is still low and that their level of motivation is not yet at its highest. Of course, this is evident in their behavior, which is still regarded as normal or a tendency to simply abdicate responsibility. As things were, there were only teachers who hadn't finished using the learning resources, and there were even some teachers for whom the resources had never been modified, particularly in terms of the content. Understanding each of their primary responsibilities and roles will help you to better appreciate how low the work motivation of teachers remains acts as professional personnel.

The researchers created a formulation with the term "the effect of work discipline and work motivation on the performance of State Elementary School teachers in Cluster 1, Rambutan District" to narrow their emphasis and make the issues more objective.

B. Methods

This study was carried out at a State Elementary School in the Rambutan District's Cluster 1 neighborhood. In terms of the implementation of the research from June to September 2021. There were 114 participants in the study as a whole. 94 participants made up the main sample that was employed in the actual research process.

Table 1. Research Population

No	School Name	Number of Teachers
1	SDN 1 Rambutan	8
2	SDN 10 Rambutan	20
3	SDN 13 Rambutan	9
4	SDN 15 Rambutan	11
5	SDN 8 Rambutan	11
6	SDN 3 Rambutan	20
7	SDN 4 Rambutan	9
8	SDN 5 Rambutan	8
9	SDN 6 Rambutan	18
Total		114

Source: Ministry of Education and Culture, 2020

Table 2. Research Sample

No	School Name	Main Sample	Until Trial
1	SDN 10 Rambutan	-	20
2	SDN 1 Rambutan	8	-
3	SDN 13 Rambutan	9	-
4	SDN 15 Rambutan	11	-
5	SDN 8 Rambutan	11	-
6	SDN 3 Rambutan	20	-
7	SDN 4 Rambutan	9	-
8	SDN 5 Rambutan	8	-
9	SDN 6 Rambutan	18	-
Total		94	20

Source: processed data, 2021

To ensure the accuracy of the research findings, the data were gathered from both primary and secondary sources, with the primary data coming directly from the research object. The method utilized to gather study data can be summarized as follows: 1) a survey, is one of the methods used to gather data for study or information; 2) Documentation is a technique used to produce documents with precise proof from noting particular information sources from writings or essays.

Workplace morale, employee motivation, and teacher effectiveness were the variables used in this study. The experiment was conducted in two stages: first, an expert evaluation or opinion was requested; if three experts thought it appropriate, direct trials could then be conducted. Secondly, 20 persons will be used as trial subjects so that the findings of statistical analysis may be examined.

C. Results and Discussion

The data gathered from the numerous instruments employed have been transformed into a meaningful value by processing and analysis, as indicated in the research findings. As is the case, the survey data includes the respondents' perceptions of the work discipline attitude that has been implemented thus far as well as the motivation that educators should have developed to optimize the implementation of assignments to the eventual impact on teacher performance as a whole. This study's data were analyzed by accepted scientific practices, such as just assessing the data's normality of distribution, heteroscedasticity, and multicollinearity first. Once the test has been deemed successful, testing is used to continue the analysis of the hypothesis through linear regression or parametric statistical testing.

The Effect of Work Discipline on Teacher Performance

The research sample's highest score on the work discipline variable was 87.41, while its lowest was 73.33. The sample in this study scored 77.78, which equates to 15 (fifteen) individuals or 16.0% of the research sample. Only 5 (five) teachers have extremely strong work discipline, according to a classification based on achievement scores, which is based on scores more than 85.00.

The sample group at State Elementary Schools in Cluster 1 of the Rambutan District had a variety of average grades. The sample group at SD Negeri 4 Rambutan received the greatest average score for work discipline, 81.07, while SD Negeri 8 Rambutan received the lowest average score, being 76.9. Given that both the greatest and lowest scores fall within the same category, the difference between the two is only 4.8, which is not very significant. In general, the sample group's scores fall under the same heading, which is high work discipline.

According to the data that has been reviewed, there is a strong correlation between work discipline and the effectiveness of instructors at State Elementary Schools in Cluster 1, Rambutan District. The r count value of $0.623 > r$ Table for $n - 2 = 92$, which is 0.2028, indicates this. A t count value of 7.640 and a significant value of 0.000 are achieved for the t test to test the hypothesis. Considering the importance Since the second hypothesis is supported, it follows that work discipline has a favorable and considerable impact on the performance of teachers at State Elementary Schools in Cluster 1 of the Rambutan District. This result is consistent with the testing standard, which states that the alternative hypothesis (H_a) is accepted if the significance level is less than 0.05. Another indication that the alternative hypothesis (H_a) for hypothesis one is accepted is that $t_{count} = 7.640 > t_{table} = 1.986$.

The performance of State Elementary School teachers in Cluster 1, Rambutan District, and the correlation coefficient of 0.623, which is interpreted as the magnitude of the link of 62.3%, fall into the category of a relatively close association between work discipline and performance. an indicator of If the test is only partially administered, the determination, or magnitude of the effect, is 0.388, which suggests that 38.8% of the performance of public elementary school teachers in Cluster 1, Rambutan District, is influenced by work discipline. Based on the results of the test and the data analysis, the regression equation to be employed is $= 32.310 + 0.606 X_1$. The findings of this study also corroborate several earlier investigations into the impact of teacher discipline on performance, including those by (Juniarti et al., 2020). According to the study's findings, work discipline has a very large positive impact on teachers' effectiveness. Similar to the study Selpiyani, Lian, and Putra (2021) undertook, they investigated The Effect of Workplace Discipline and Environmental Factors on Teacher Performance. The study's findings revealed a good and significant impact of work discipline on teacher performance at 53.1% (Catio & Sunarsi, 2020)

The findings of the studies by Suryadi, (2020) which found that work discipline significantly improved the performance of teachers who carried out their primary duties and functions. In light of this, it is evident that the consistency of the work discipline variable is capable of enhancing teacher performance. Workplace discipline has a positive impact, as seen in some of this research. Better performance with strict work discipline is indicative of a favorable influence on the implementation of teacher professionalism in carrying out tasks. As a result, it is appropriate for everyone who is in charge of planning education to have a strong work ethic. as a way of giving back to the nation by ensuring that future generations are educated, knowledgeable, and, of course, of high moral character. As previously stated, knowledge should be complemented by admirable behavior. Self-discipline, beginning with the discipline of performing basic chores and functions, is a component of this adab.

The Effect of Work Motivation on Teacher Performance

The research sample's motivation score ranged from 74.29 to 85.71, with 85.71 being the highest possible score. The value with the greatest sample count was 82.14, or 12 individuals or 12.8% of the entire research sample. Seven Participants met the criteria for the very good or very high motivation group since the obtained score surpassed 85.0. The sample group at State Elementary Schools in Cluster 1 of the Rambutan District had a variety of average grades. The sample group at SD Negeri 6 Rambutan received the greatest average score for motivation, 81.79, while SD Negeri 8 Rambutan received the lowest average score, 77.99. what separates the highest and lowest is the fact that both fall under the same category, the score is only 3.8, which

is not very significant. In general, the sample groups' ratings fell into the same category, which is good or strong motivation.

According to the results of the correlation test, there is a substantial association between the performance of State Elementary School teachers in Cluster 1's Rambutan District and their level of work motivation. The r count value of $0.712 > r_{Table}$ for $n - 2 = 92$, which is 0.2028 , indicates this. It is understood that the t count is 9.733 and is significant at 0.000 when the hypothesis is tested using the t test. The alternate hypothesis for the first hypothesis is deemed accepted when the significance value is considered, indicating that job motivation has a favorable and significant impact on the effectiveness of State Elementary School teachers in Cluster 1, Rambutan District. This result is consistent with the testing standard, which states that the alternative hypothesis (H_a) is accepted if the significance level is less than 0.05 . Another indicator that the alternative hypothesis (H_a) for the second hypothesis is accepted is that $t_{count} = 6.024 > t_{table} = 1.986$.

The performance of State Elementary School teachers in Cluster 1, Rambutan District, and the correlation coefficient of 0.712 , which is interpreted as the degree of the relationship of 71.2% , fall into the category of a close association between work motivation and performance. The size of the effect, or the coefficient of determination, is 0.507 , which indicates Thus, if the exam is partially administered, motivation affects teacher performance in public elementary schools in Cluster 1, Rambutan District, by 50.7% . It is evident from this analysis that the regression equation, $= 26.053 + 0.679 X_2$, can be written.

The findings of this study also lend support to several earlier investigations. Kartini & Kristiawan (2019), who focused on the impact of work motivation on teacher performance, did a study in this area. According to the findings of his study, there was a substantial relationship between work motivation characteristics and teacher performance variables. Similar findings were found in the study of Surani & Mifthahudin (2018) which showed that teacher job motivation positively affects teaching effectiveness.

Identical issues were also discovered in the according to Andriani et al., (2018) research, work motivation can have a favorable and considerable impact on teachers' performance. The research of Niati et al., (2021) further supports the idea that motivation has a good and significant impact. Thus, it is obvious that work motivation affects how effectively teachers perform their professional duties. Every instructor is advised to make the most of all available resources to develop self-motivation for improving performance.

Mulang (2021) and Hartinah et al., (2020), all make it abundantly evident that a teacher's level of work motivation has a major impact on his or her performance. The

outcome of this Studies has underlined the importance of motivation in all facets of life, including the development of motivation from within and the formation of motivation as a result of external support. Regardless of the format, a teacher who serves as a role model needs to be able to encourage motivation to pass it on to students. If teachers can develop their enthusiasm, students will undoubtedly receive encouragement to participate in their learning more actively.

The Influence of Work Discipline and Work Motivation Together on Teacher Performance

The research sample's performance score ranged from 74.29 to 89.29, with 89.29 being the highest. The research sample's maximum score was 80.71, which was attained by fourteen participants, or 14.9%. According to the data in the table, eleven teachers obtained extremely good performance categories, which can be determined because their scores were 85.00.

The sample group at SD Negeri 15 Rambutan had the greatest average score for teacher performance, coming in at 81.88, while SD Negeri 8 Rambutan had the lowest average, coming in at 77.47. Since both fall under the same category, the difference between the greatest and lowest scores is not very important. The calculated value of the difference is 4.41. The sample group's results fell into the same broad category, which was "good teacher performance," on average.

The performance of State Elementary School teachers in Cluster 1, Rambutan District, is significantly correlated with both work motivation and discipline in the correlation test. This is evident from the result of $r\text{-count} > r\text{-table}$, which is 0.2028 for $n - 2 = 92$. Multiple regression analysis is used in the simultaneous testing of hypotheses. Having a $f\text{-count}$ value of 52.535 and a $f\text{-table}$ value of 3.096, it is evident that the alternative hypothesis for the third test, that work motivation and discipline have an impact on the performance of State Elementary School teachers in Cluster 1, Rambutan District is accepted. More specifically, it is evident from the significance value that it is 0.000, and the alternative hypothesis (H_a) for the third hypothesis is deemed accepted and the statistical hypothesis (H_0) is rejected when 0.000 is compared to the significance threshold utilized in this study, which is 0.05.

The magnitude of the relationship between the intelligence variables of work discipline and work motivation simultaneously with the performance of State Elementary School teachers in Cluster 1, Rambutan District, is 73.2% and is classified as a close relationship, according to the simultaneous correlation coefficient value of 0.732. The work motivation and work discipline factors combined or simultaneously have an influence of 53.6% on the performance of public elementary school teachers in Cluster 1, Rambutan District, according to the determinant coefficient or magnitude of the effect, which is 0.536. The two independent variables' combined

impact on the dependent variable falls into the “fairly high” category. The regression equation was created using the findings of the analysis that was done.

The findings of this study also corroborate a study by Bakir & Setiawan (2021) that found that work ethics and teacher motivation had an impact on student achievement. Therefore, to accomplish quality education, it is appropriate for teachers to integrate several variables to maximize the execution of their primary responsibilities and functions. As confirmation that the work ethic that teachers possess has either directly or indirectly morphed into a type of self-motivation. Therefore, good cooperation between the two factors ought to improve the working environment and lead to more desirable consequences for the outcomes.

D. Conclusion

The conclusion of this study was reached after deriving many conclusions from the research findings that were afterward described and examined. The following are the study’s results, which are designed to offer certain solutions to the formulation of the research problem: 1) Workplace discipline has a good and significant impact on the effectiveness of public elementary school teachers in Cluster 1, Rambutan District. The work discipline variable’s influence contribution is categorized under “low influence.; 2) In Cluster 1, Rambutan District, there is a favorable and significant impact of work motivation on the performance of public elementary school teachers. The work motivation variable’s influence contribution falls within the “fairly high influence” group; 3) In Cluster 1, Rambutan District, there is a simultaneous positive and considerable impact of work motivation and discipline on the performance of public elementary school teachers. The pretty accurate estimate of the two factors’ combined contribution is.

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