# THE INFLUENCE OF WORK MOTIVATIONA AND WORK DISCIPLINE ON TEACHER'S PERFORMANCE IN PRIVATE JUNIOR HIGH SCHOOL

Fajar Satria, Rafly Haryadi
Economic and Business Faculty Esa Unggul University, Jakarta
fajar.satria@esunggul.ac.id

## Abstract

*The purpose of this study was to analyze the effects of work motivation and work discipline on the performance of taechers who were working at several junior high schools in Kembangan prefecture, and to see the impacts of teacher's performance and improvement that affects students, in which the practice of human resource management was reviewed empirically in the field of education and for the surrounding environment. This study uses a cause and effect approach to explain the influence between variables that were identified where the survey is conducted using a research instrument in the form of a questionnaire. The data analysis in this study uses quantitative statistical analysis in nature with the aim for testing the predetermined hypothesis.The data from 150 teachers were collected from several private junior high schools in Kembangan prefecture. The sampling technique was used as a quota sampling. This study used the normality test, hesteroskodesticity, and multicollinearity. The data analysis was analyzed using the multiple linear regression analysis. The results showed that: There was a positive and significant influence between work motivation and work discipline among teachers on their performance together.Partially there was a positive and significant influence between work motivation on teacher performance.Partially there was a positive and significant influence between teachers' work discipline on teachers' performance.*

*The above results proved that the increase in work motivation and work discipline among teachers we have observed, and the teacher's performance have also increased.*

***Keywords:*** *Work Motivation, Work Discipline, Teacher Performance*

## Introduction

Generally, the human resources are a very important asset to determine and to influence the operational of an organization, and for the success or the decline of an organization. Human resources are a key point of survival as well as an integral part of the establishment of an organization (Idris, 2016). Teachers play significant roles as educators from early childhood education through the school or formal education, from basic education to secondary education. Everyone who teaches something new can also be considered as a teacher. Teachers must have formal qualifications, namely teachers that teach in public and private schools and teachers who have skills based on formal education at least an undergraduate degree and have statutory provisions working as teachers and lecturers that apply in Indonesia (Asmalah, 2018).

The Indonesian Law Number 14 of 2005 Article 9 mandates that every teacher must obtain a minimum academic qualification of S1/D4. Among factors that influence the successful education are its teachers, students, educational environment, school management, and its curriculum. The school's teacher is a very important factor that cannot be separated from the education's learning system because teachers who will educate their students. The Regulation of the Minister of National Education Number 35 of 2010 said that teachers are defined as professional educators with the main task for educating, teaching, guiding, directing, assessing, training, and evaluating students in the early childhood education through the formal education, basic education, and secondary education.

Teachers that also play an important part and valuable asset for the children's education,

therefore the teachers should be managed properly to perform very well. The success of a teacher in teaching actvities can be influenced by the high motivation that the teacher may have (Muazza et al., 2020). Therefore, teachers can usually show their maximum performance, passionate, and capable in facing various obstacles in their workplace at a school. Furthermore, the Mangkunegara (2005) said his book entitled *Human Resource Management* that motivation is formed from the attitude of employees toward their work situations in the workplaces.

Another factor that affected teacher's performance is work discipline. Good work-discipline reflects the magnitude of a person's sense of responsibility towards the assigned task. The discipline can encourage work-enthusiasm, passion for work, and support the realization of the goals that have been planned. According to Sinambela (2016) in his book entitled *Human Resource Management*, it states that work discipline affects performance as the higher work-discipline will also contribute to the significant relationship between work discipline and performance variables.

## Research Method

This study uses a causality approach to explain the influence between variables. The research used a survey using a research instrument in the form of a questionnaire. The data analysis in this study is quantitative or statistical in nature which aims to test the hypotheses that have been set. SPSS 22 Software is used for the data processing and data analysis. The independent variable in this study is work motivation (X1) which indicated physiological needs, security needs, social belonging needs, self-esteem needs, and actualization needs. Work discipline (X2) is used to indicate the use of facilities, work responsibilities, obedience to school rules. While the dependent variable is teacher performance (Y) which indicate the quality of work, speed or the accuracy of work, and work initiative.

The population data is derived from 150 permanent teachers at private junior high schools in the Kembangan District which were later used as respondents to fill-out the questionnaire. A Likert scale is used in the survey method with a scale of 1 to 4 (1 = strongly disagree, 4 = strongly agree) from 11 questions on the work motivation variables. The work discipline variable contains 3 questions, and the performance variable consists of 3 main measurement parameters that include work motivation, work discipline and teacher performance. The total measurement will be 17 questions covering the three measurement parameters.

Hypothesis testing uses the multiple-linear regression that is used to determine whether there is an influence of the independent variables, such as work motivation as well as the work discipline on the dependent variable, such as teacher performance. The hypothesis is tested using the t test and F test where the classic assumption test consists of a normality test, multicollinearity test, and heteroscedasticity test. The research is conducted with factor analysis to test the validity and reliability with SPSS based on the result of pretest data processing. The validity test in this study uses the Person Product Moment Correlation Technique with the valid conditions if the significant value is <0.05 and to test the reliability using Cronbach's alpha with reliable conditions if the Cronbach's alpha value is > 0.60.

## Result

The validity test and reliability test of the initial questionnaire (pre-test) was conducted on the first 30 respondents with a total of 17 questions in the questionnaire which were divided into 3 variables. The variables on work motivation (X1) has 11 questions, work discipline (X2) has 3 questions, and teacher performance (Y) has as many as 3 questions where all questions were declared valid with a significant value of below 0.05. In the meantime, reliability testing with Cronbach's alpha values for all variables declared reliable because they meet the

requirements with Cronbach's alpha values of above 0.60. Based on the Cronbach's alpha values, work motivation variable is 0.928, the

work discipline variable is 0.923, and the teacher performance variable is 0.956.

## Result of The Classic Assumption test

| No | Test | Indicator | Result | Explanation |
|---|---|---|---|---|
| 1. | Normality Tes | Asymp. Sig (2-tailed) | ,200c,d | Normally distributed |
| 2. | Multikolinearitas Test | Tolerance /VIF | Motivation = 0,562/1,779 Discipline = 0,562/1,779 | There is no multicollinearity |
| 3. | Heteroskedastisitas Test | Glejser (Sig > 0.05) | Motivation Sig = 0,171 Discipline Sig = 0,898 | There is no heteroskedastisitas |

*Source: SPSS outcome, 2021.*

The normality test was performed using the Kolmogorov-Smirnov. The Asymp results were obtained with Sig. (2-tailed) of 0.200 the value is > 0.05 (alpha = 5%). This means that the residual results are normally distributed. The multicollinearity test results presented above show that all variables have a tolerance value above 0.10 and with a VIF value below 10. This can be concluded that there is no multicollinearity between variables in this regression model. The results of the

heteroscedasticity test using the Glejser method where the sig value is > 0.05, and the results obtained after the data were processed using SPSS for the variable work motivation with a value of Sig.0.171> 0.05. The result for the work discipline variable is with a value of Sig.0.898> 0.05. This it can be concluded that there are no symptoms of heteroscedasticity because the Sig value of the work motivation and work discipline variables is > 0.05.

## The Result of Hypothesis testing

| No | Test | Result | Explanation |
|---|---|---|---|
| 1 | F Test | 0,000 | Simultaneous effect |
| 2 | t Test | MK = 0,070 / 0,004 | Positive Influence |
| | | DK = 0,440/ 0,000 | Positive Influence |

*Source: SPSS outcome, 2021.*

Based on the results of the F test, it can be seen that the sig.F value is 0.000. This result can conclude that this hypothesis is accepted. The work motivation and work discipline both jointly affect teacher performance. Based on the results of the t test, the variable of work motivation (MK) has a significant level of 0.004 and a regression coefficient of 0.070. This shows that the variable work motivation (MK) has a significant positive effect on the teacher performance. So the first hypothesis (H1) is accepted. Then the test results on the work discipline variable (DK) have a significant level of 0.000 and a regression coefficient of 0.440. This shows that the structure variable has a significant positive effect on teacher performance. Therefore the

second hypothesis (H2) is also accepted. Based on the results of the multiple linear regression test we obtain the multiple linear regression equation as follows: KG = 3, 311 + 0,070MK + 0,440DK + e

The above regression results conclude that if the work motivation (MK) and work discipline (DK) as the independent variables are worth 0, then the dependent variable teacher performance (KG) has a value of 3.311. The regression coefficient of work motivation (MK) is 0.070. This shows that every 1% increase in work motivation (MK) will lead to an increase in teacher performance (KG) received by the coefficient value and vice versa. The regression coefficient of work discipline (DK) is 0.440. This shows that every 1% increase in work discipline

(DK) will lead to an increase in teacher performance (KG) received by the coefficient value and vice versa.

## Conclusion

The result of this research can be concluded based on the t-test analysis whereas work motivation has a positive effect on teacher's performance in private junior high schools in Kembangan Prefecture. In addition to that the work discipline has a positive and significant effect on teachers' performnces in techers working at the private junior high schools in Kembangan Prefecture. Based on the results of the F test, the work motivation and work discipline has simultaneously contributed on teachers' performance. This research shows there are influences of work motivation and work discipline together to the teachers' performance in private junior high schools at the Kembangan Prefecture. The object of this research was only carried out on teachers who work as permanent teachers in each school while the study for the non-permanent/ honorary teachers can be developed in the future.

## Reference

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). *The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance*. *7*(7), 19–29.

Asmalah, L. (2018). *The Effect of Motivation and Work Discipline to the Teachers'Performance in Primary Schools at the Parung Panjang Prefecture, Bogor*. *2*(1), 55– 74

Bahri, S., Basalamah, S., Kamse, J., & Bijang, J. (2018). *The Effect Of Islamic Leadership, Competence And Compensation On Work Dicipline And Teacher Performance Of Madrasah Aliyah In Makassar City*. *7*(12).

Dohlman, L., Dimeglio, M., Hajj, J., & Laudanski, K. (2019). Global Brain Drain : How Can the Maslow Theory of Motivation Improve Our Understanding of Physician Migration ? *International Journal of Environment Research and Public Health*.

Dr.A.A Anwar Prabu Mangunegara, Drs., M. S. P. (2005). *Corporate Human Reseouces Management*.

Idris, A. (2016). *Introduction to Human Resources Management*. Deepublish.

Muazza, M., Hidayat, M., Wahyuni, R. F., & Muspawi, M. (2020). Pengaruh Motivasi Kerja Guru, Disiplin Kerja Guru, Dan Fasilitas Belajar Siswa Terhadap Prestasi Belajar Siswa. *Jurnal Sains Sosio Humaniora*, *4*(2), 576–592.

Papilaya, J., Tuakora, P., & Rijal, M. (2019). *Compensation , Transparency , and Motivation Effects on the Performance of Junior High School Teachers in Western Seram , Indonesia*. *12*(3), 439–458.

Tyas, D., Phytanza, P., & Burhaein, E. (2020). *The Effects of Tenure , Teacher Certification , and Work Motivation on Special Needs Teacher Performance*. *8*(9), 4348–4356.