The Influence of Work Motivation and Work Discipline on Teacher Performance at SMA Negeri 1 Bati-bati

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Abstract

Motivation and work discipline are two factors suspected to have a relatively significant influence on the performance of teachers at SMA Negeri 1 Bati-Bati. Therefore, this study was conducted with the aim of determining the influence of work motivation and work discipline on the performance of teachers at SMA Negeri 1 Bati-Bati, both simultaneously, partially, and dominantly. The type of research used is correlational, which is a type of quantitative research that seeks to find the relationship between two or more variables and emphasizes statistical testing through multiple linear regression analysis. The data were obtained from questionnaires distributed to 44 respondents. The results of this study indicate that work motivation and work discipline have a significant influence on teacher performance, with the regression equation: $Y = 13.382 + 0.196X_1 + 0.215X_2 + e$. The study also found that work motivation and work discipline variables simultaneously influence teacher performance, and each variable also has a partial effect on teacher performance. Among the two, the variable with the most dominant influence on teacher performance is work discipline.

Keywords: Work Motivation, Work Discipline, Teacher Performance

1. Introduction

An educational institution, commonly referred to as a school, is a structured environment where a group of individuals collaborate to carry out a series of predetermined activities. The success of an organization, including schools, in achieving its objectives is highly influenced by the effective application of management principles. These principles include the formulation of strategic plans, organizational structuring, and the implementation of continuous supervisory mechanisms, which are key factors in ensuring the smooth operation and productivity of the institution. In the context of the globalization era, which is marked by rapid change, the role of education provided by schools is crucial in improving the quality of human resources. This quality improvement forms the fundamental basis for the overall advancement of national development. Therefore, the development of the education sector must prioritize systematic efforts to continuously enhance the quality of education, with the expectation that this will have a significant impact on improving the quality of life.

Efforts to realize high-quality education that can adapt to and keep pace with rapid developments in science and technology require serious attention from all involved stakeholders. These efforts also require adequate support in the form of relevant facilities and infrastructure. Among the various factors that contribute to the success of education, the role of teachers holds a vital position. Teachers, as professional educators, play a highly significant and influential role in determining the direction and quality of education received by students. Within the school environment, teachers serve as one of the main human resources. This profession requires specific expertise to carry out core duties such as educating, teaching, guiding, training, assessing, and evaluating students at all levels of formal education. The effectiveness of educators' performance in schools is a crucial factor in realizing the goals of educational institutions. Issues concerning performance quality are a major concern, as they directly affect students and parents or guardians. Systematic and continuous efforts are needed to ensure optimal performance, as sufficient teacher competence is an absolute prerequisite.

The 1945 Constitution of the Republic of Indonesia clearly states the goal of educating the nation's life, which is a primary focus, particularly for teachers as the forefront of education. Teachers are a vital component in the education system. Law Number 14 of 2005 strengthens the position of teachers as professional personnel who contribute to improving the quality of national education. Teacher performance is a complex construct that encompasses a teacher's professional ability to design and implement quality learning processes, as well as to comprehensively assess and evaluate learning outcomes. The primary goal of optimal teacher performance is to significantly improve academic achievement and contribute to the overall advancement of education quality. In this context, motivation and work discipline are among the various factors that can affect teacher performance levels.

The performance of educators, particularly teachers, is significantly influenced by their level of work motivation. According to a definition by Dermawan, as cited in the study by Lusri and Siagian (2017:136), motivation can be defined as an internal drive that triggers, directs, and organizes individual behavior. From this, it can be concluded that motivation is a psychological condition that encourages or causes a person to consciously engage in an activity or task with the ultimate goal of enhancing work performance. Work drive and work discipline influence each other. Edi Sutrisno (2016:89) defines discipline as behavior that complies with work rules and procedures, or as attitudes and actions aligned with both formal and informal organizational norms. High work discipline is a crucial factor in achieving optimal work effectiveness, including adherence to punctuality, regulations, and established organizational rules. A regulatory framework is essential as a guideline for educators to create an orderly and conducive work environment within the organization. With proper regulations, teachers' work spirit, morale, efficiency, and effectiveness will improve significantly.

Considering the importance of motivation and work discipline in enhancing educators' performance, educational institutions such as SMA Negeri 1 Bati-Bati must give special attention to these aspects in order to optimize teacher performance. In recent months, SMA Negeri 1 Bati-Bati has needed to improve teacher work motivation and discipline in carrying out

their responsibilities and tasks to achieve optimal and satisfactory performance for each teacher. A lack of work motivation and discipline can lead to suboptimal performance and delays in task completion, ultimately affecting the fulfillment of agreed-upon objectives. Based on observations made by the researcher, who is also an alumnus of SMA Negeri 1 Bati-Bati, it was noted that the teachers' level of work motivation is generally good in carrying out their duties. However, some teachers still require recognition in their work to boost their motivation. In terms of competence, some teachers still show inadequate teaching skills and experience difficulties in operating learning media and tools. They often rely on help from colleagues, which reduces their initiative to create and use teaching media. This situation reflects a low drive among teachers to develop themselves in the use and creation of learning media.

School management has the responsibility to continuously encourage educators to participate in structured and scheduled professional development. The lack of teacher participation in training programs aimed at enhancing professional competencies indicates an issue related to low work motivation. If this situation continues without appropriate intervention, it will negatively impact the quality of education at SMA Negeri 1 Bati-Bati. One of the problems faced at SMA Negeri 1 Bati-Bati is related to attendance rates. Based on the data, teacher attendance shows several issues. The number of absences due to tardiness remains relatively high, and there are several educators who are absent without clear justification. In addition, some educators request leave. This situation significantly affects the punctuality in carrying out professional duties. If teachers are absent or late, the tasks assigned to them are not completed as expected. This issue has the potential to create inefficiencies and ineffectiveness in performing professional responsibilities. Moreover, it can lead to a decline in individual performance and, in the long term, may negatively affect the overall organizational performance. The frequency of violations committed by educators directly impacts the decline in their work quality.

Considering the crucial role of educator performance at SMA Negeri 1 Bati-Bati in enhancing the success of the education process, maintaining and optimizing teacher performance at a high level is a necessity. To achieve optimal teacher performance, high work motivation and good work discipline are required. These factors will enhance performance improvement, as motivation serves as the main driving force for individuals to carry out activities with the goal of achieving optimal results. Meanwhile, consistently applied work discipline will ensure that educators carry out their professional duties in accordance with established standards. Based on the background and problem identification outlined above, the researcher is motivated to conduct further scientific research through a study titled: **"The Influence of Work Motivation and Work Discipline on Teacher Performance at SMA Negeri 1 Bati-Bati."**.

Based on the background described above, the research problem formulation in this study is as follows:
1. Do Work Motivation and Work Discipline have a significant simultaneous effect on the performance of teachers at SMA Negeri 1 Bati-Bati?
2. Do Work Motivation and Work Discipline have a significant partial effect on the performance of teachers at SMA Negeri 1 Bati-Bati?

3. Between Work Motivation and Work Discipline, which variable has a dominant effect on the performance of teachers at SMA Negeri 1 Bati-Bati?

2. Literature Review

2.1 Human Resources

According to Ajabar (2020:5), Human Resource Management (HRM) is defined as a systematic effort to stimulate, enhance, motivate, and maintain optimal performance within an organization. Meanwhile, Ni Kadek and John (2019:2) define HRM as a process of achieving organizational goals through the optimization of the roles of human resources within it. This includes managing individuals or employees to ensure they possess the relevant competencies and capabilities to effectively carry out their duties.

Human Resource Management (HRM) is a field of study that examines and applies principles related to managing relationships and the roles of individuals within an organization. HRM aims to create an efficient and effective system for optimizing the potential of human resources. Through a structured approach, HRM seeks to ensure that each individual contributes maximally to the achievement of shared goals—benefiting the company, employees, and society at large. This encompasses various aspects, from recruitment, training, and development to performance management and compensation, with a focus on creating a productive and harmonious work environment. From the definitions above, it can be concluded that management is an effort to achieve specific goals by utilizing all human resources within an organization.

2.2 Work Motivation

According to Dermawan (as cited in Lusri & Siagian, 2017:136), motivation is defined as an internal drive or impulse that triggers, directs, and organizes an individual's behavior. Thus, motivation can be interpreted as an internal condition that encourages or causes a person to consciously perform an action or activity with the aim of improving performance.

When good work motivation is applied, educators will demonstrate enthusiasm and enjoyment in carrying out their duties, thereby increasing their drive and willingness to work, which ultimately enhances work productivity.

Hasibuan (2019:157) stated that work motivation is influenced by five main categories of needs: physiological, safety, social, esteem, and self-actualization. Indicators relevant to these categories of needs are then developed to measure the level of work motivation.

2.3 Work Discipline

According to Malayu Hasibuan (2016:193), discipline is an attitude in which a person is aware of and willing to comply with company regulations and social norms. Meanwhile, Edi Sutrisno (2016:89) views discipline as a manifestation of individual behavior that adheres to rules and work procedures, whether formally or informally established within an organization. According

to Rivai (2011:825), as cited in Haedar (2022:44), the indicators of work discipline are as follows: attendance, compliance with work rules, adherence to work standards, a high level of alertness, and ethical conduct in the workplace.

2.4 Teacher Performance

Tirtayasa (2019:328) defines performance as the outcome achieved by an individual or group through their work behavior. In a professional context, both individuals and workgroups are expected to produce optimal performance in terms of both quality and quantity (Sofyan, 2013:328). Specifically, Rosmaini & Tanjung (2019:328) articulate teacher performance as the achievement of work results that are both qualitative and quantitative, in accordance with the responsibilities assigned. According to Robbins (2016:260), as cited in Haedar (2022:46–47), individual performance can be measured through five established indicators: quality, quantity, timeliness, effectiveness, and independence.

3. Research Methodology

This study employs a quantitative research design, specifically correlational research, as explained by Sugiyono (2020:7). This method focuses on analyzing the relationship between two or more variables, with the primary objective of identifying whether there is a statistical relationship among the variables and using that relationship to make predictions. In this research, determining the strength of the relationship is a key focus, and the results can be used for forecasting purposes. According to Sugiyono (2018:130), a population refers to a group of objects or subjects that possess certain characteristics and qualities as defined by the researcher. This group serves as the basis for drawing conclusions that are generally applicable. In the context of this study, all teachers at SMA Negeri 1 Bati-Bati are designated as the research population, consisting of 44 teachers who are categorized as Civil Servants. A sample, in simple terms, is a representative subset of the population used for research purposes. In this study, since the total population does not exceed 100 respondents, the researcher decided to take 100% of the population at SMA Negeri 1 Bati-Bati, which amounts to 44 respondents. Therefore, the entire population is used without sampling, and this approach is known as a census technique.

4. Research Results

4.1 Validity test

The validity test aims to assess how accurately a research instrument performs its intended function. The results of the validity test are obtained using the Product Moment Correlation method. An item is considered valid if the significance value (Sig.) is less than 0.05 (α) or if the calculated r-value (correlation coefficient) exceeds the critical value from the r-table. This indicates that the instrument is capable of effectively measuring the intended variable. The results of the validity test are presented in the following table 1.

Table 1 Validity Test Results

Variable	Question Items	r Count	r Table	Information
Work Motivation (X₁)	$X_{1.1}$	0.894	0.297	Valid
	$X_{1.2}$	0.844	0.297	Valid
	$X_{1.3}$	0.870	0.297	Valid
	$X_{1.4}$	0.844	0.297	Valid
	$X_{1.5}$	0.808	0.297	Valid
Work Discipline (X₂)	$X_{2.1}$	0.812	0.297	Valid
	$X_{2.2}$	0.827	0.297	Valid
	$X_{2.3}$	0.831	0.297	Valid
	$X_{2.4}$	0.918	0.297	Valid
	$X_{2.5}$	0.801	0.297	Valid
Teacher Performance (Y)	Y_1	0.617	0.297	Valid
	Y_2	0.621	0.297	Valid
	Y_3	0.672	0.297	Valid
	Y_4	0.603	0.297	Valid
	Y5	0.618	0.297	Valid

Source: Processed data, 2025

From the results of the validity test analysis in the table above, it can be seen that the calculated r-value for each item is greater and positive compared to the table r-value and alpha 0.05, with a table r-value of 0.297. Therefore, it can be concluded that all indicators of the five independent and dependent variables are valid.

4.2 Reliability Test

The reliability test is conducted as a measurement of variables to determine their consistency with the research phenomena. The accuracy of a variable is determined by its reliability value, obtained through the output of Cronbach's Alpha. The test is applied to three research variables: Work Motivation (X1), Work Discipline (X2), and Teacher Performance (Y). A variable is considered reliable if it yields a Cronbach's Alpha value greater than 0.60. The results of the reliability test can be seen in Table 2.

Table 2 Reliability Test Results

Variable	R Alpha	Information
Work Motivation (X₁)	0,904	Reliable
Work Discipline (X₂)	0,893	Reliable
Teacher Performance (Y)	0,603	Reliable

Source: Processed data, 2025

From Table 2, it can be seen that the Cronbach's alpha coefficient for all variables is greater than 0.6 (60%), indicating that all data obtained from the questionnaire are reliable. This means that

all data items can be used as research instruments. The data from all statements across all variables are reliable and can be included in the research data analysis.

4.3 Hypothesis test

Table 3 Multiple Linear Regression Results

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.382	2.398		5.580	.000
	X_1	.196	.084	.323	2.347	.024
	X_2	.215	.090	.328	2.383	.022

a. Dependent Variable: Teacher Performance

Source: Processed data, 2025

Based on Table 3, the multiple linear regression equation derived from the Unstandardized Coefficients B values is as follows: $Y = 13.328 + 0.196X_1 + 0.215X_2 + e$

The explanation of the above multiple linear regression equation is as follows:

a. The obtained constant value of 13.382 indicates that when both independent variables remain unchanged, the teacher's performance has a baseline value of 13.382.

b. Teachers' work motivation, as reflected by a positive regression coefficient of 0.196, has been proven to have a direct impact on their performance. This means that when teachers feel more motivated, their work outcomes tend to increase proportionally.

c. The level of teachers' compliance with work rules, represented by a positive regression coefficient of 0.215, significantly influences their performance. In other words, teachers who are more disciplined tend to demonstrate better performance.

4.4 F Test (Simultaneous)

The F-test or simultaneous test is conducted to determine whether all independent variables in this model influence the dependent variable simultaneously or as a whole. The F-table value is obtained using the formula Df = n – k (Df = 100 - 6 = 94). From the F-table, it is found that Df = 94 has a value of 2.47. The results of the F-test analysis can be seen in the following table:

Table 4
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.570	2	67.539	7.115	.002[b]
	Residual	99.611	41	1.638		
	Total	134.182	43			

a. Dependent Variable: Y

b. Predictors: (Constant), X_1, X_2

Source: Processed data, 2025

The results of the F-test show an F-calculated value of 7.115, which exceeds the F-table value of 3.22, and a significance value of 0.002, which is less than 0.05. This confirms that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, indicating that Work Motivation and Work Discipline variables jointly have a significant effect on Performance.

4.5 t Test (Partial)

The t-test was conducted to determine the effect of each independent variable on the dependent variable (Patient Satisfaction) individually or partially. The t-test is considered significant if T-calculated > T-table. The analysis results can be seen in Table 3. Based on the table, the partial test results are as follows:

1. Based on the statistical test results, the work motivation variable obtained a t-calculated value of 2.347 and a significance value of 0.024. Since the t-calculated value for work motivation (2.347) is greater than the t-table value of 2.019 (2.347 > 2.019), and the significance value of 0.024 is less than 0.05 (0.024 < 0.05), the null hypothesis (H_0) is rejected and the second hypothesis (H_2) is accepted. Therefore, it is proven that work motivation individually has a positive and significant effect on teacher performance.

2. Similarly, based on the statistical test results, the work discipline variable obtained a t-calculated value of 2.383 and a significance value of 0.022. Since the t-calculated value for work discipline (2.383) is greater than the t-table value of 2.019 (2.383 > 2.019), and the significance value of 0.022 is less than 0.05 (0.022 < 0.05), the null hypothesis (H_0) is rejected and the second hypothesis (H_2) is accepted. In conclusion, work discipline individually contributes positively and significantly to the improvement of teacher performance.

4.6 Dominance Test

The beta coefficient is used to show the degree of influence that each independent variable has on the dependent variable. The results of the beta coefficients in this study are presented in Table 3 above. By comparing the magnitude of the beta coefficients for each independent variable, it is possible to identify which one has the most dominant impact on the dependent variable. The independent variable with the highest beta coefficient is considered to have the strongest (most dominant) effect on the dependent variable.

Based on the regression analysis results, It can be concluded that the work discipline variable (X_2) has the highest Standardized Beta Coefficient value, which is 0.328, compared to the work motivation variable (X_1), which has a value of 0.323. This supports the third hypothesis, which states that work discipline is the dominant factor influencing teacher performance at SMA Negeri 1 Bati-Bati.

5. Discussion

Work Motivation and Work Discipline Have a Significant Simultaneous Effect on Teacher Performance at SMA Negeri 1 Bati-Bati.

The results of this study show that there is a positive and significant simultaneous effect of work motivation and work discipline on teacher performance at SMA Negeri 1 Bati-Bati. This is because if a leader implements work discipline and work motivation, it can influence the performance of the teachers they lead. Work discipline and work motivation have been proven to improve teacher performance, which is beneficial for work results and teacher attendance.

In accordance with the phenomenon occurring, where teachers feel that work motivation and work discipline are some of the factors influencing teacher performance, the motivation and recognition provided by superiors can encourage teachers and make them feel valued. This will ultimately have an impact on the school, making it better and achieving its goals. According to the phenomenon at SMA Negeri 1 Bati-Bati, where many teachers lack discipline, this affects teacher performance, and if many teachers are punctual in all matters, it will certainly improve teacher performance.

Work Motivation Has a Significant Partial Effect on Teacher Performance at SMA Negeri 1 Bati-Bati.

This study indicates that work motivation has a positive and significant partial effect on teacher performance at SMA Negeri 1 Bati-Bati. Therefore, the higher the work motivation of a teacher, the better their performance will be. Motivated teachers will be more enthusiastic about carrying out their teaching duties at school. According to the phenomenon at SMA Negeri 1 Bati-Bati, teachers will improve their performance when their needs are met. Work motivation will enhance performance when the institution and leadership support teachers in their work. Work encouragement plays a crucial role in shaping teacher performance, as seen in the strong desire of teachers to continually improve work quality, show responsibility, and remain optimistic in achieving success. This automatically impacts the improvement of teacher performance at SMA Negeri 1 Bati-Bati.

Work Discipline Has a Significant Partial Effect on Teacher Performance at SMA Negeri 1 Bati-Bati.
Work Discipline has a significant effect partially on teacher performance at SMA Negeri 1 Bati-Bati
This study proves that individual work discipline has a positive and significant effect on teacher performance. Work discipline is a key factor that significantly affects teacher performance at

SMA Negeri 1 Bati-Bati. By strengthening work discipline, it can build a strong foundation to achieve organizational goals and provide a good example to students. Improving teacher work discipline has been proven to have a positive impact on improving their performance in carrying out the tasks they are entrusted with. In accordance with the phenomenon that occurred at SMA Negeri 1 Bati-Bati by attending school on time, going home from work on time, complying with applicable work standards and being responsible in doing assignments, it will be able to improve the performance of SMA Negeri 1 Bati-Bati teachers.

Work Discipline Has a Dominant Effect on Teacher Performance at SMA Negeri 1 Bati-Bati
This study states that the variable with the highest Standardized Coefficients Beta is work discipline. Therefore, it can be concluded that work discipline has a dominant effect on teacher performance at SMA Negeri 1 Bati-Bati. Based on the results of this study, the third hypothesis, which states that work discipline has a dominant effect on teacher performance, is accepted. According to the phenomenon at SMA Negeri 1 Bati-Bati, where teacher discipline is still lacking, it is expected that by improving work discipline, teacher performance will improve. This can be achieved by providing sanctions in line with the mistakes and violations made by teachers, setting policies and procedures that must not be violated, and ensuring that teachers who violate discipline receive warnings through formal letters. Therefore, efforts to improve teacher work discipline are not only beneficial for teachers individually but also crucial for the success of the school in achieving educational targets and developing students' potential.

6. Conclusion

Based on the results of the analysis and discussion presented in the previous chapters, the conclusions of this study are:
 a. Work Motivation and Work Discipline have a positive and significant simultaneous effect on Teacher Performance at SMA Negeri 1 Bati-Bati.
 b. Work Motivation and Work Discipline have a positive and significant partial effect on Teacher Performance at SMA Negeri 1 Bati-Bati.
 c. The Work Discipline variable has a dominant effect on Teacher Performance at SMA Negeri 1 Bati-Bati.

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