

The Effect of Discipline and Work Environment on Teacher Performance at SMK Sasmita Jaya I In Pamulang

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ABSTRACT

This study aims to determine the effect of discipline and work environment on teacher performance at SMK Sasmita Jaya I in Pamulang. The method used is explanatory research with analytical techniques using statistical analysis with regression, correlation, determination, and hypothesis testing. The results of this study that discipline has a significant effect on teacher performance by 45.4%, hypothesis testing is obtained t count $>$ t table or ($7.631 > 1.989$). The work environment significantly affects teacher performance by 44.9%; hypothesis testing is obtained t count $>$ t table or ($7,560 > 1,989$). Discipline and work environment simultaneously significantly affect teacher performance with the regression equation $Y = 9.081 + 0.393X_1 + 0.444X_2$. The influence contribution is 61.1%, hypothesis testing is obtained by F arithmetic $>$ F table or ($54.243 > 2.710$).

Keywords: Discipline; work environment; teacher performance.

INTRODUCTION

An organization in carrying out activities to achieve its goals has several interrelated and influential factors. One of these factors is very important that is used to drive other factors, namely human resources (Akib et al., 2015; Farida, 2017; Papilaya et al., 2015). Therefore, organizations are required to manage and optimize human resources. Human resources are necessary because they play a role in mobilizing and synergizing other resources to achieve organizational goals (Garavan et al., 2019; Gomes, 2004; Lengnick-Hall et al., 2011; Parameswari & Yugandhar, 2015),.

The world of education is an institution that has a role in improving human resources (HR). In the current era of globalization, education is critical; Indonesia must improve the quality of education to prepare quality human resources (HR) not to be less competitive with other countries. In improving the quality of human resources (HR) from the education sector, teachers have a significant role in the educational process, for that management must create a

situation that can encourage a sense of belonging, loyalty, solidarity, a sense of security, a sense of acceptance and respect, and a role in teacher which in turn can create a sense of attachment and develop an optimal work spirit (Sunarsi, 2018b, 2018a, 2019).

Education is the primary capital to create superior human resources (HR). In the world of education, teachers hold a very strategic position to create professional graduates. Human resources (HR) are an essential factor in an organization, both large and small organizations. The teacher is the spearhead of learning at school. As community members who devote themselves and support the implementation of education, the teacher has an essential task in learning at school.

Through the main task of teachers as educators teachers, mentors, directors, trainers, assessors, and evaluators of students, it is hoped that these teachers will participate in learning in schools. Judging from the task of a teacher is required to have a proper or proper teaching performance. The meaning of performance can be referred to as the work or work performance shown by the teacher.

SMK Sasmita Jaya 1 Pamulang is one of the Sasmita Jaya Foundation which is an institution in the Pamulang area, South Tangerang. The Sasmita Jaya Foundation houses several educational institutions, including the Sasmita Jaya 1 Vocational School, the Sasmita Jaya 2 Vocational School, and the Pamulang University, which Drs founded. H. Darsono. The establishment of the Sasmita Jaya Foundation aims to realize an educational facility that is cheap and affordable by all levels of society without forgetting its quality.

In particular, Sasmita Jaya aims to advance science that can produce and fulfill the wishes of the nation and state, namely the creation of independent and competitive professionals in the era of globalization and able to create jobs for themselves and others. Achieving these goals cannot be separated from the role of a teacher in guiding their students; educators are required to have good work discipline and high performance.

To produce good students who can carry out their duties and practice their knowledge, improving teachers' performance in these educational institutions is necessary. Teachers are required to do their job well, but in discipline, the implementation is less than optimal to affect their performance. This phenomenon occurs in the educational institution of SMK Sasmita Jaya 1 Pamulang, where teachers still lack discipline; this can be seen from the arrival of teachers to school not on time so that there is a decrease in the level of teacher performance.

Discipline is another factor that can improve performance. Discipline is a person's awareness and willingness to obey all applicable social rules and norms (Sutrisno & Sunarsi, 2019). Without good discipline, it is difficult for organizations to achieve optimal results. Discipline must be enforced in a school because without teacher discipline and good motivation; it is difficult to realize its goals.

Viewed from the point of the discipline view, some teachers are still not disciplined; this can be seen from the arrival of teachers to the school, not on time. What happens if a school does not enforce discipline, there will be many teachers or employees who often play truant and do not obey the rules in the school. Teachers who are not disciplined will make students lazy in learning to decrease student achievement in the future. A teacher must be able to carry out school rules or regulations well because the applicable rules are rules in the provisions that anyone must obey for the smooth process of education in the school.

In fact, in the field, not all aspects of discipline at SMK Sasmita Jaya 1 Pamulang have all gone well; there are still teachers who are late, permission, or given assignments to leave but do not return or go straight home. Teachers as educators are essential in their presence in the midst

of students because they can determine the learning process in the classroom, and the role of leadership will be reflected in how teachers carry out their roles and duties. It means that teacher performance is a decisive factor for the quality of education qualified in education after finishing school. Understanding performance is a work produced by a teacher to achieve the expected goals. Performance is closely related to work results.

Performance is an optimal achievement by the potential possessed by a teacher (Gumilar & Sunarsi, 2020; Rozi & Sunarsi, 2020; Sunarsi, 2020; Sunarsi & Erlangga, 2020). Which will direct the power and potential possessed so that they are willing to work together productively to achieve and realize the goals that have been determined. They discussed performance as the factors that affect performance according to Siagian: salary, work environment, organizational culture, leadership and work motivation (motivation), discipline, job satisfaction, communication, and other factors. Of these factors, the most significant and direct impacts on students are discipline and the work environment. To see the situation in the field regarding the factors that directly affect teacher performance.

Thus, discipline affects performance because from the explanation above, the better the discipline of an employee/teacher, the higher the achievement or performance achieved, and vice versa; without good discipline, it is also tricky for organizations/agencies to achieve optimal goals without good discipline. So discipline affects performance and discipline; the work environment is one of the factors that affect performance. Because the work environment is one of the critical factors in creating employee performance, the work environment directly influences teachers in the teaching and learning process, which will improve the performance of organizations/agencies. The work environment has several indicators, including the work atmosphere, facilities' availability, and relationships with colleagues. A working environment condition is good if the employee/teacher can carry out activities optimally, healthy, safe, and comfortable (Rozi & Sunarsi, 2020; Sunarsi, 2020; Sunarsi & Erlangga, 2020). Because performance is determined by three things, namely: ability, desire, and environment. So the environment is one of the factors that determine and affect performance

Based on the background of the problem above, the authors take the title "The Influence of Discipline and Work Environment on Teacher Performance at SMK Sasmita Jaya 1 In Pamulang".

METHOD

This type of research is quantitative; according to Sugiyono (2018:8), quantitative research is: "Research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of to test the established hypothesis." The approach in this study used descriptive and verification.

The population is a set of determined objects through specific criteria categorized into objects to be studied. (Creswell & Creswell, 2017; Fetters et al., 2013) defines "population as the number of generalization areas consisting of objects or subjects that have the qualities and characteristics set by the researcher and then draw conclusions." The population in the study amounted to 85 respondents at SMK Sasmita Jaya I in Pamulang. According to Sugiyono (2018), "The sample is the number and characteristics possessed by the population." Meanwhile, (Arikunto, 2019) argues that "The sample is part or representative of the population

being studied.” The sampling technique used in this study is a saturated sample, where all members of the population are used as samples. Thus the sample in this study amounted to 85 respondents. In analyzing the data used instrument test, classical assumption test, regression, correlation coefficient, coefficient of determination, and hypothesis testing.

RESULT AND DISCUSSION

Instrument Test

- (a) From the test results, it was obtained that all items of the disciplinary variable questionnaire obtained a 2-tailed significance value of $0.000 < 0.05$; thus, the instrument was valid.
- (b) From the test results, it was obtained that all questionnaire items on the work environment variable obtained a 2-tailed significance value of $0.000 < 0.05$; thus, the instrument was valid.
- (c) From the test results, all questionnaire items on the teacher performance variable obtained a 2-tailed significance value of $0.000 < 0.05$; thus, the instrument is valid.
- (d) From the results of reliability testing, the following results were obtained:

Table 1. Reliability Test Results

Variable	<i>Cronbach's Alpha</i>	Alpha Critical Standard	Information
Discipline (X1)	0.762	0.600	Reliable
Work environment (X2)	0.660	0.600	Reliable
Teacher Performance (Y)	0.704	0.600	Reliable

Based on the examination results above, the overall discipline variable (X1) and the work environment (X2) obtained a Cronbach alpha value greater than 0.600. Thus declared reliable.

Classic assumption test

1. Normality test

The results of the normality test using the Kolmogorov-Smirnov Test are as follows:

**Table 2
 Kolmogorov-Smirnov Test . Normality Results**

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Teacher Performance (Y)	.098	72	.082	.970	72	.083

*. It is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the test results in the table above, a significance value of 0.082. It is obtained where the value is greater than the value of $= 0.050$ or $(0.082 > 0.050)$. Thus, the assumption of the distribution of equations in this test is standard.

2. Multicollinearity Test

Multicollinearity test was carried out by looking at the Tolerance Value and Variance Inflation Factor (VIF). The test results are as follows:

Table 3
Multicollinearity Test Results with Collinearity Statistics.

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
Model		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	7.081	3.019			
	Discipline (X1)	.393	.073	.458	.771	1.297
	Work environment (X2)	.444	.084	.451	.771	1.297

a. Dependent Variable: Teacher Performance (Y)

Based on the test results in the table above, the tolerance value of each independent variable is $0.771 < 1.0$, and the Variance Inflation Factor (VIF) value is $1.297 < 10$; thus, this regression model does not occur multicollinearity.

3. Autocorrelation Test

The test was carried out with the Darbin-Watson test (DW test). The test results are as follows:

Table 4
Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	.782a	.611	.600	2.268	2,043

a. Predictors: (Constant), Work environment (X2), Discipline (X1)

b. Dependent Variable: Teacher Performance (Y)

The test results in the table above obtained the Durbin-Watson value of 2,043; the value is between the intervals 1,550 – 2,460. Thus, the regression model stated that there was no autocorrelation disorder.

4. Heteroscedasticity Test

The results of the heteroscedasticity test are as follows:

Table 5
Heteroscedasticity Test Results with Glejser Test Model
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2.587	1.750		-1.478	.144
Discipline (X1)	.038	.043	.117	.891	.376
Work environment (X2)	.079	.049	.213	1.625	.109

a. Dependent Variable: RES2

The test results using the glejser test obtained the value of Sig. > 0.05. Thus, the regression model has no heteroscedasticity disorder.

Descriptive Analysis

This test is used to determine the minimum and maximum scores, mean scores, and standard deviations of each variable. The results are as follows:

Table 6
Results of Descriptive Statistics Analisis Analisis
Descriptive Statistics

	N	Minimum	Maximum	mean	Std. Deviation
Discipline (X1)	86	32	48	38.15	4,019
Work environment (X2)	86	30	46	38.33	3,664
Teacher Performance (Y)	86	32	47	39.06	3,499
Valid N (listwise)	86				

Discipline obtained a minimum variance of 32 and a maximum variance of 48—a mean score of 3.815 with a standard deviation of 4.019. The work environment obtained a minimum variance of 30—a maximum variance of 46 with a mean score of 3.833 with a standard deviation of 3.664. Teacher performance obtained a minimum variance of 32 and a maximum variance of 47 with a mean score of 3.906 with a standard deviation of 3.499.

Quantitative Analysis.

This analysis is intended to determine the effect of the independent variable on the dependent variable. The test results are as follows:

1. Multiple Linear Regression Analysis

Multiple linear regression test results are as follows:

Table 7
Multiple Linear Regression Test Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.081	3.019		2,345	.022
	Discipline (X1)	.393	.073	.458	5.358	.000
	Work environment (X2)	.444	.084	.451	5,281	.000

Based on the test results in the table above, the regression equation $Y = 9.081 + 0.393X1 + 0.444X2$. From these equations, it is explained as follows:

- 1) A constant of 9.081 means a teacher performance value of 9.081 points if there is no discipline and work environment.
- 2) The disciplinary regression coefficient is 0.393; this number is positive, meaning that every time there is an increase in the discipline of 0.393, the teacher's performance will also increase by 0.393 points.
- 3) The work environment regression coefficient is 0.444; this number is positive, meaning that every time there is an increase in the work environment by 0.444, the teacher's performance will also increase by 0.444 points.

2. Correlation Coefficient Analysis

The results of the correlation coefficient test are as follows:

Table 8
Results of the Coefficient of Discipline Correlation Testing on Teacher Performance

		Correlations^b	
		Discipline (X1)	Teacher Performance (Y)
Discipline (X1)	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
Teacher Performance (Y)	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	

Based on the test results, the correlation value of 0.674 means that discipline has a strong relationship with teacher performance.

Table 9
Results of Testing the Work Environment Correlation Coefficient on Teacher Performance

Correlationsb

		Work environment (X2)	Teacher Performance (Y)
Work environment (X2)	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
Teacher Performance (Y)	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	

Based on the test results, the correlation value of 0.670 means that the work environment has a strong relationship with teacher performance.

Table 10

Results of Testing the Correlation Coefficient of Discipline and Work Environment Simultaneously on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782a	.611	.600	2.268

a. Predictors: (Constant), Work environment (X2), Discipline (X1)

Based on the test results, the correlation value of 0.782 means that discipline and work environment simultaneously have a strong relationship with teacher performance.

Coefficient of Determination Analysis

The results of testing the coefficient of determination are as follows:

Table 11

Results of Testing the Coefficient of Discipline Determination on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674a	.454	.446	2,669

a. Predictors: (Constant), Discipline (X1)

Based on the test results, the determination value is 0.453, meaning that discipline has a 45.4% contribution to the teacher's performance.

Table 12

The Test Results of the Coefficient of Determination of the Work Environment on Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670a	.449	.442	2,680

a. Predictors: (Constant), Work environment (X2)

The test results obtained a determination value of 0.449, meaning that the work environment contributes 44.9% influence on teacher performance.

Table 13
Results of the Coefficient of Determination of Discipline and Work Environment on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782a	.611	.600	2.268

a. Predictors: (Constant), Work environment (X2), Discipline (X1)

Based on the test results obtained, a determination value of 0.611 means that discipline and work environment simultaneously contribute 61.1% influence on teacher performance, while other factors influence the remaining 38.9%.

Hypothesis testing

1. Partial hypothesis test (t-test)

Hypothesis testing with a t-test is used to determine which partial hypothesis is accepted. The first hypothesis: There is a significant effect of discipline on teacher performance. The second hypothesis: There is a significant effect of the work environment on teacher performance.

Table 14
Discipline Hypothesis Test Results on Teacher Performance.

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16,782	2.818		5.955	.000
Discipline (X1)	.579	.076	.674	7,631	.000

a. Dependent Variable: Teacher Performance (Y)

Based on the test results in the table above, the value of t arithmetic > t table or (7.631 > 1.989), thus the first hypothesis proposed that there is a significant influence between discipline on teacher performance is accepted.

Table 15
Hypothesis Test Results Work Environment Against Teacher Performance

Model	Coefficients ^a			
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
1 (Constant)	13,573	3.267		4.155	.000
Work environment (X2)	.659	.087	.670	7,560	.000

a. Dependent Variable: Teacher Performance (Y)

Based on the test results in the table above, the value of t arithmetic $>$ t table or ($7.560 > 1.989$), thus the second hypothesis proposed that there is a significant influence between the work environment on teacher performance is accepted.

2. Simultaneous Hypothesis Testing (F Test)

Hypothesis testing with the F test is used to determine which simultaneous hypothesis is accepted. The third hypothesis There is a significant influence between discipline and work environment on teacher performance.

Table 16
Hypothesis Test Results of Discipline and Work Environment on Teacher Performance
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	558.253	2	279.127	54,243	.000b
	Residual	355,066	69	5.146		
	Total	913,319	71			

Based on the test results in the table above, the calculated F value $>$ F table or ($54.243 > 2.710$), thus the third hypothesis proposed that there is a significant influence between discipline and work environment on teacher performance is accepted.

Discussion

1. The Effect of Discipline on Teacher Performance

From the results of the analysis, it was found that the discipline variable had a significant effect on teacher performance with a correlation value of 0.674, meaning that the two variables had a strong relationship with the contribution of 45.4%. Testing the hypothesis obtained the value of t arithmetic $>$ t table or ($7.631 > 1.989$). Thus the first hypothesis proposed that there is a significant effect between discipline on teacher performance is accepted.

2. The Influence of the Work Environment on Teacher Performance

From the results of the analysis, it was found that the work environment variable had a significant effect on teacher performance with a correlation value of 0.670, meaning that the two variables had a strong relationship with a contribution of 44.9% influence. Testing the hypothesis obtained the value of t arithmetic $>$ t table or ($7.560 > 1.989$). Thus the second hypothesis proposed a significant effect between the work environment on teacher performance is accepted.

3. The Influence of Discipline and Work Environment on Teacher Performance

From the results of the analysis, it was found that the discipline variable and the work environment had a significant effect on teacher performance with the regression equation $Y =$

$9.081 + 0.393X_1 + 0.444X_2$, the correlation value of 0.782 means that the two variables have a strong relationship with the contribution of influence of 61.1% while the rest of 38.9% influenced by other factors. The calculated F value obtains hypothesis testing $> F$ table or ($54.243 > 2.710$). Thus the third hypothesis proposed that there is a significant effect between discipline and work environment on teacher performance is accepted.

CONCLUSION

Discipline significantly affects teacher performance; the correlation value is 0.674 or strong, contributing 45.4%. Hypothesis test obtained value of t arithmetic $> t$ table or ($7.631 > 1.989$). Thus there is a significant influence between discipline on teacher performance at SMK Sasmita Jaya I in Pamulang. The work environment has a significant effect on teacher performance with a correlation value of 0.670 or strong with a contribution of 44.9% influence. Hypothesis test obtained value of t count $> t$ table or ($7,560 > 1,989$). Thus there is a significant influence between the work environment on teachers' performance at SMK Sasmita Jaya I in Pamulang. Discipline and work environment significantly affect teacher performance with a correlation value of 0.782 or firm with a 61.1% influence while other factors influence the remaining 38.9%. Hypothesis test obtained value of F arithmetic $> F$ table or ($54.243 > 2.710$). Thus there is a significant influence between discipline and work environment simultaneously on teachers' performance at SMK Sasmita Jaya I in Pamulang.

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