

The Influence of Work Motivation and Discipline on Teacher Performance at the Pustek Serpong Vocational School in South Tangerang

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ABSTRACT

This study aims to determine the effect of motivation and work discipline, either partially or simultaneously on teacher performance at Pustek Pustek Serpong, South Tangerang. In this study, the sampling technique used a saturated sample, which amounted to 60 respondents. The data analysis methods used are Validity Test, Reliability Test, Heteroscedasticity Test, Multicollinearity Test, Autocorrelation Test, Normality Test, Correlation Coefficient, Coefficient of Determination, Multiple Linear Regression, Partial significant test (t test) and simultaneous significant test (F test). The results of the study indicate that motivation and work discipline have a positive and significant effect on teacher performance with a contribution of 56.1% influence while the remaining 43.9% is influenced by other factors not examined in this study. From the results of the hypothesis test, it shows that the Fcount value of 36.423 is greater than Ftable of 3.16 with a significant level of 0.000 less than 0.05. So it can be concluded that simultaneously motivation and discipline have a significant and significant effect on teacher performance.

Keywords: *Motivation; Discipline; Teacher Performance*

INTRODUCTION

The success of an educational institution cannot be separated from its human resources, namely a competent, professional and disciplined teacher who will be able to produce students who can be motivated to learn consistently and have a disciplined personality (Sunarsi & Erlangga, 2020). With the success of teachers in teaching and educating their students, the hope of a teacher is realized so that their students become useful people for the homeland and nation. In addition to teachers who need to improve their competence, the government must also carry out equalization of education by improving the quality of educators and the government for equal opportunities to obtain education and justice in obtaining the same education in society (Akib et al., 2015; Farida et al., 2015; Papilaya et al., 2015; Zainal et al., 2018). With equal distribution of quality education, it will contribute to increasing the HDI (Human Development Index) (Niswaty et al., 2015; Papilaya et al., 2015; Zainal et al., 2018).

Tomi Soetjipto in Ferdiansyah, F. (2022), "Based on the Human Development Index (HDI) issued by the United Nations Development Program (UNDP), Indonesia's HDI value for 2018 is 0.707, which places this country in the category of high human development, positioning it in the ranked 111 out of 189 countries and regions."

The research explained that, "Between 1990 and 2018, Indonesia's HDI value increased from 0.525 to 0.707, an increase of 34.6 percent. During the same period, life expectancy at birth increased by 9.2 years to 71.5 years, the average length of schooling increased by 4.7 years to 8

years and the expected length of schooling increased by 2.8 years to 12.9 years. Indonesia's GNI per capita increased by around 155.9 percent between 1990 and 2018."

So from the data above, it is clear that efforts are needed for equal distribution of quality education and increasing learning opportunities for all communities and the nation's children throughout our beloved country, Indonesia. One of the goals of education, in Husnul Abdi (2020), is that the Purpose of National Education According to the Law, namely "National Education According to Law No. 20 of 2003 Article 1 paragraph 2 is education based on Pancasila and the State Constitution. Republic of Indonesia Year 1945, which is rooted in religious values, Indonesian national culture, and is responsive to the demands of changing times, then this is of course done so that all future generations of the nation can receive and attend proper education, in accordance with the goals of Indonesian national education."

Reinforced in a theory regarding certain characteristics in learning activities according to (Cahaya et al., 2019; Sari, 2017; A. Syam et al., 2018; H. Syam et al., 2018) including "Learning to teach has a goal, namely to shape students in a certain development and designed to achieve the stated goals."

The learning objectives are in accordance with one of the missions of the Serpong Pustek Vocational School, namely "Developing an integrated education system at Pustek Vocational Schools, with an insight into quality and excellence, according to the demands of the labor market." Therefore, Pustek Serpong Vocational School is an educational institution in the context of creating a competent generation and community expectations.

In supporting the mission of the Pustek Vocational School, teaching staff can also be trained to be able to use and utilize creative and innovative learning media, as according to (Sobarna et al., 2020; Yuangga et al., 2017) that "Learning characteristics are reviewed based on sources, namely making full use of all sources of information as a source for lessons including audio-visual tools and providing opportunities to plan learning activities taking into account available sources."

To realize the expected teaching staff or teachers, it is necessary to provide motivation from the principal for teachers to continue to develop their competencies and produce better teacher performance. Then the need for teachers to teach in a disciplined manner because the more disciplined in teaching, it will give birth to students who have disciplined personalities, because each student will imitate the behavior of the teacher.

Based on the background of the research above, the authors are interested in conducting research on "The Effect of Motivation and Discipline on Teacher Performance at SMK Pustek Serpong, South Tangerang".

METHOD

This research was conducted at SMK Pustek Serpong, South Tangerang, which is located at Jl. Raya Serpong No.17, Pd. Corn, District. North Serpong, South Tangerang City, Banten 15322. This research method is quantitative associative, where the aim is to find out or find the relationship between the independent variable and the dependent variable.

Population according to Sugiyono (2012) suggests that "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics. determined by the researcher to be studied and then drawn conclusions. In this study, the method used in this research is census sampling or saturated sampling, ie the entire population is used as a sample and research, due to the limitations of the existing population or the research wants to make generalizations

with small errors. (Sugiyono, 2014). The sample set by the author is 60 respondents, namely teachers of SMK Pustek Serpong, South Tangerang.

This study uses a quantitative associative research method with a correlational approach, where data is collected through the distribution of questionnaires or questionnaires. The data collected through the questionnaire results are then processed with statistics, then interpreted, analyzed and described in accordance with the research objectives. In analyzing the data used validity test, reliability test, classical assumption test, multiple linear regression analysis, correlation coefficient analysis, coefficient of determination analysis and hypothesis testing.

RESULT AND DISCUSSION

Result

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

This regression test is intended to determine changes in the dependent variable if the independent variable changes. The test results are as follows:

Table 1
Coefficient Test Results Multiple Linear Regression

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	8094	3,649		2.218	.031	.786	15,401
	Motivation (X1)	.497	.116	.427	4.266	.000	.263	.730
	Discipline (X2)	.275	.062	.443	4.426	.000	.151	.400

a. Dependent Variable: Teacher Performance (Y)

Based on results table above so could obtained formula equality regressions as following :
 $Y = 8.094 + 0.497 X_1 + 0.275 X_2$

Meaning of numbers the is as following :

- 1) Constant Value as big as 8,094 it means if motivation , and discipline constant (fixed), then the teacher's performance is 8,094

- 2) Coefficient regression variable Motivation (X1) is 0.497 means if variable motivation experience increase one unit , then the Teacher's Performance will be experience enhancement of 0.497 units . With assumption variable other worth fixed .
- 3) Coefficient regression variable Discipline (X2) of 0.275 means if variable discipline experience increase one unit , then the Teacher's Performance will be experience enhancement of 0.275 units . With assumption variable other worth fixed .

2. Correlation Coefficient Analysis

The correlation coefficient analysis is intended to determine the level of strength of the relationship of the independent variable to the dependent variable. The test results are as follows:

Table 2

Coefficient Result Correlation and Coefficient Determination (R^2)

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1	.749 ^a	.561	.546	2,472	.561	36,423	2	57	.000

a. Predictors: (Constant), Discipline (X2), Motivation (X1)

b. Dependent Variable: Teacher Performance (Y)

In the table above big coefficient correlation (R) of 0.749 which means that existence correlation or **strong** relationship _ because are in the interval 0.600-0.799 between variable free consisting of from motivation , and discipline , individually together have strong relationship _ on Teacher Performance.

3. Coefficient of Determination Analysis

Analysis of the coefficient of determination intended to determine the percentage of influence of the independent variable on the dependent variable. Based on Table 2 above , it is obtained determination value test results or *coefficient of determination* (*adjusted R²*) of 0.561 or 56.1 % which means variables free consist from motivation and discipline could give contribution the effect of 56.1% of Teacher Performance while the rest (100%-56.1% = 43.9%) is influenced by other factors that are not discussed to in study this .

4. Hypothesis testing

The basis of taking decision for testing by Partial this is with compare significant with *alpha* of 0.05 (5%). If significant < *alpha* (0.05), then Ho is rejected and Ha is accepted nor on the contrary if significant > *alpha* (0.05), then Ho is accepted and Ha is rejected .

T test is performed with level significant *alpha* 0.05 (5%) divided by 2 to 0.025 (2- tailed test) or in other words *alpha* divided by 2, degrees *degree of freedom* (*df*) = n-2, where n is amount sample , k is amount variable *independent* . If n = 52, then *degree of freedom* (*df*) = 60-2 = 58 and /2: 0.05/2 = 0.025, then *t*_{table} = 2.002.

a. T test (Partial)

Table 2
T-Test Results (Partial)

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	8094	3,649		2.218	.031
	Motivation (X1)	.497	.116	.427	4.266	.000
	Discipline (X2)	.275	.062	.443	4.426	.000

a. Dependent Variable: Teacher Performance (Y)

Based on *output* on table on obtained t_{count} for variable Motivation (X1) is of 4,266. With use table t distribution sought at $\alpha = 5\%:2 = 0.025$ (2- sided test) with *df* (*degree of freedom*) $n-2$ or $60-2 = 58$, then results obtained for t_{table} of 2,002 because score $t_{\text{count}} > t_{\text{table}}$ ($4,266 > 2.002$) with value (*sig*) $0.000 > 0.05$ then H_0 rejected , it means that Motivation (X1) Partial take effect positive significant on Teacher Performance (Y).

Based on *output* on table on obtained t_{count} for variable Discipline (X2) i.e. of 4,426. With use table t distribution sought at $\alpha = 5\%:2 = 0.025$ (2- sided test) with *df* (*degree of freedom*) $n-2$ or $60-2 = 58$, then results obtained for t_{table} of 2,002 because score $t_{\text{count}} > t_{\text{table}}$ ($4,426 > 2.002$) with value (*sig*) $0.000 < 0.05$ then H_0 rejected , it means that Discipline (X2) Partial take effect positive significant on Teacher Performance (Y).

b. F Test (Simultaneous)

F test used for test is by together whole variable free (Discipline and Motivation) have significant influence _ to variable tied . Pick -up basis F test decision is done with level significant $\alpha = 0.05$, degrees freedom 1/ *degree of freedom 1* (*df*) = $k-1$, where k is amount all variable (variable independent and variable bound). and degrees freedom 2/ *degree of freedom 2* (*df*) = $k-1$, where n is amount sample . So the formula is $nk-1$ that is could resulting in $60-2-1 = 57$. Following this the results of the data processed by SPSS version 25.0, F . test

Table 3
F test results (simultaneous)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	445,027	2	222,513	36,423	.000 ^b
	Residual	348,223	57	6.109		
	Total	793,250	59			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Discipline (X2), Motivation (X1)

From table on obtained score F_{count} more big from F_{table} of 36,423 with score Significance more small from score probability 0.05, with see table F is nk-1 (60-2-1) = 57 at level 0.05 significance is obtained score $F_{\text{count}} > F_{\text{table}}$ or 36,423 > 3.16 and significant < 0.05 (0.000 < 0.05), then H_0 is rejected and H_a is accepted which means variable Motivation (X1) and Discipline (X2) together or simultaneous take effect significant to variable Teacher Performance (Y) SMK Pustek Serpong, South Tangerang.

Discussion

Motivation (X1) has a significant positive effect to Teacher Performance (Y) at SMK Pustek Parung - Panjang, Bogor, with a score of $t_{\text{count}} > t_{\text{table}}$ (4,266 < 2.002) with value (sig) 0.000 > 0.05 then H_0 rejected, it means that Motivation (X1) Partial take effect positive significant on Teacher Performance (Y). Discipline (X2) has a significant positive effect on Teacher Performance (Y) at Pustek Vocational School Serpong Parung - Panjang, Bogor, with score $t_{\text{count}} > t_{\text{table}}$ (4,426 > 2.002) with value (sig) 0.000 < 0.05 then H_0 rejected, it means that Discipline (X2) Partial take effect positive significant on Teacher Performance (Y).

Discipline (X_1), and Motivation (X_2) by simultaneous significant positive effect to Teacher Performance (Y) SMK Pustek Serpong Parung - Panjang, Bogor. The results of the correlation coefficient (R) of 0.749 which means that there is a **strong** correlation or relationship because it is in the interval 0.600 - 0.799 between the independent variables consisting of motivation, and discipline, which together have strong relationship on Teacher Performance. The magnitude of the coefficient of determination (*adjusted* R^2) is 0.561 or 56.1%, which means that the independent variables consisting of motivation and discipline can contribute 56.1 % influence on teacher performance while the rest (100% - 56.1 % = 43.9 %) is influenced by other factors. The multiple linear regression equation obtained is $Y = 8.094 + 0.497 X_1 + 0.275 X_2$. So It means Constant Value of 8.094 it means that if motivation and discipline are constant (fixed), then the teacher's performance is 8.094. And the results of the Hypothesis Test (F test) are together or simultaneously with score $F_{\text{arithmetic}} > F_{\text{table}}$ or 36,423 > 3.16 and significant $n < 0.05$ (0.000 < 0.05), then H_0 is rejected and H_a is accepted, which means the variable Motivation (X1) and Discipline (X2) together or Simultaneous significant effect on the variable Teacher Performance (Y) SMK Pustek Serpong, South Tangerang.

CONCLUSION

Motivation (X1) has a significant positive effect to Teacher Performance (Y) at SMK Pustek Parung - Panjang, Bogor, with a score of $t_{\text{count}} > t_{\text{table}}$ (4,266 < 2.002) with value (sig) 0.000 > 0.05 then Motivation (X1) Partial take effect positive significant on Teacher Performance (Y). Discipline (X2) has a significant positive effect on Teacher Performance (Y) at

Pustek Vocational School Serpong Parung - Panjang, Bogor, with score $t_{\text{count}} > t_{\text{table}}$ ($4,426 > 2.002$) with value (sig) $0.000 < 0.05$ then Discipline (X_2) Partial take effect positive significant on Teacher Performance (Y). Discipline (X_1), and Motivation (X_2) by simultaneous significant positive effect to Teacher Performance (Y) with score $F_{\text{arithmetic}} > F_{\text{table}}$ or $36,423 > 3.16$ and significant $n < 0.05$ ($0.000 < 0.05$), then the variable Motivation (X_1) and Discipline (X_2) simultaneously have a significant effect on the Teacher Performance variable (Y) SMK Pustek Serpong, South Tangerang.

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