

Work Motivation and Work Discipline on Teachers' Performance in State Vocational Schools

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ABSTRACT

This study aims to determine the effect of discipline on the performance of State Vocational High School teachers in the Central Tapanuli Regency. The population in this study were all teachers of State Vocational Schools in Central Tapanuli Regency, North Sumatra Province as many as 99 people. From the results of the study, it can be seen that the results are For that can the coefficient of determination, work motivation variable influence (X1) to the variable teacher performance in SMK Se-Central Tapanulii(Y) R Square is 95.5%. This means that the work motivation variable (X1) has an influence on variable teacher performance at State Vocational Schools throughout Central Tapanuli Regency (Y) of 95.5%. While was discussion results study influence the discipline of work with the teacher's performance can see of the calculation results explain that the influence between the variable work discipline (X2) on teacher performance (Y) with the value of is significant $0.00 < 0.05$. While was can know the value of the coefficient of determination (contributions) the impact of work discipline variables (X2) to teacher performance (Y) R Square of 89.1%. work discipline means that the variables (X2) on teacher performance (Y) for 89.1%. And simultaneous testing influences work motivation, work discipline to variable teacher performance The SMK Se-Central Tapanuli is can know that value coefficient determination work motivation variable (X1), work discipline (X2) it simultaneously (together) variable teacher performance (Y) seen in column R square that for 96.1% means work motivation (X1), work discipline (X2) as together have influence to variables the performance of teachers-Centralin SMK in Tapanuli for 96.1%.

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1. INTRODUCTION

One vehicle to improve the quality of human resources in education. Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 Paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Schools are places where educational activities take place. School success cannot be separated from the role of teachers as educators in producing quality human resources (Amini & Kemal, 2021). Quality learning can be realized by teachers who have the ability and high motivation in carrying out their obligations. The ability and motivation of teachers in preparing their students through teaching and learning activities must always be improved so that educational goals can be achieved (Sahudra, et.al, 2021). The functions and objectives of education are contained in Law Number 20 of 2003 concerning the National Education System Chapter III Article 2 which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become Humans who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

By the functions and objectives of education contained in the aforementioned Act, teachers as one of the determining factors for the success of educational goals are required to have performance that can realize the hopes and desires of all parties, especially the general public who have trusted schools in fostering students. Teachers who have good performance meet several competencies as stated in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 10 Paragraph 1 which states that teacher competencies as referred to in Article 8 include pedagogic competence, personality competence, social competence and competence acquired through professional education.

Schools as formal educational institutions have a very supportive role in producing educational staff. The professionalism of the educational staff, including teacher staff, is a necessity, especially when education in learning is increasingly recognized by the community (Manca & Ranieri, 2017). In carrying out the task, the teacher is influenced by self-motivation within the individual and from outside the individual (Elfrianto, 2020). The impetus referred to here is motivation.

Motivation can be assessed as the driving force that causes people to do something to achieve goals (Amini, et.al, 2017). From several views on motivation, all of them are directed at the emergence of the drive to achieve goals. About the leadership of the principal who wants to move the teacher to do his job, he must be able to motivate the teacher so that the teacher will focus all his energy and attention to achieve maximum results. (Hamzah B. Uno, 2008). Work motivation looks like a basic human need, and work motivation is intensive which is expected to meet the desired basic needs (Tirtayasa, et.al, 2021). Motivating the teacher means moving the teacher to do something or wanting to do something. In teaching and learning activities, the role of motivation, both internal and external, is very necessary (Kemal, 2022). On motivation, teachers can develop activities and initiatives, can direct and maintain perseverance in carrying out learning activities.

Initial observations made in several State Vocational Schools in Central Tapanuli Regency, that work motivation at State Vocational Schools in Central Tapanuli Regency has been running well. However, the performance of teachers in State Vocational Schools in Central Tapanuli Regency still has shortcomings such as lack of teachers in mastering learning materials, lack of teachers to convey material in a good and interesting way because there is no good response from students when teachers deliver lessons. . In addition, there are several problems encountered including the average teacher performance is not optimal as seen from the level of teacher absenteeism which is quite high based on the recapitulation of teacher attendance and less creative in using learning methods. Carrying out teaching and learning activities against using learning methods that do not vary results in students becoming lazy or bored in studying the material.

2. METHODS

This research is an ex post facto type of research, which is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. Based on the level of explanation including associative research, namely to determine the effect between two or more variables. The approach used in this study is a quantitative approach that analyzes data against statistical tools in the form of numbers.

This research was conducted in State Vocational High Schools throughout Central Tapanuli Regency, North Sumatra Province, where there are 9 (nine) State Vocational High Schools in Central Tapanuli Regency as shown in the table below:

Table 1: Data on State Vocational Schools in Central Tapanuli Regency

NO	School Name	Address
1.	SMK Negeri 1 Badiri	Jl. Padangsidempuan Kecamatan Badiri
2.	SMK Negeri 1 Lumut	Jl. Padangsidempuan Kecamatan Lumut
3.	SMK Negeri 1 Sarudik	Jl. Jetro Hutagalung Kecamatan Sarudik
4.	SMK Negeri 1 Tapian Nauli	Jl. Sibolga Barus Kecamatan Tapian Nauli
5.	SMK Negeri 1 Sorkam	Jl. Sibolga Barus Kecamatan Sorkam
6.	SMK Negeri 1 Barus Utara	Jl. Ahmad Fanshuri Barus
7.	SMK Negeri 1 Manduamas	Jl. Lintas Manduamas Kecamatan Manduamas
8.	SMK Negeri 1 Sirandorung	Jl. Lintas Sirandorung Kecamatan Sirandorung
9.	SMK Negeri 1 Sosorgadong	Jl. Kecamatan Sosorgadong

Data Source: Administration of the Branch Office of the Education Office of Central Tapanuli and Sibolga Regency in 2021.

The population in this study were all certified teachers in State Vocational Schools in Central Tapanuli Regency, North Sumatra Province totaling 149 teachers as shown in the table below:

Table 2. Research Population

No	School Name	Number of certified teachers	Ket
1	SMK Negeri 1 Badiri	24	
2	SMK Negeri 1 Lumut	26	
3	SMK Negeri 1 Sarudik	21	
4	SMK Negeri 1 Tapian Nauli	19	
5	SMK Negeri 1 Sosor Gadong	15	
6	SMK Negeri 1 Sorkam	13	
7	SMK Negeri 1 Barus Utara	11	
8	SMK Negeri 1 Sirandorung	10	
9	SMK Negeri 1 Manduamas	8	
Amount		149	

Meanwhile, the samples in this study were PNS teachers from all public vocational schools in Central Tapanuli Regency, North Sumatra Province who had certification as many as 37 people who were taken randomly. So the sample in this study amounted to 99 certified teachers as shown in the table below:

Table 3. Population Sample

No	Name School	Number of certified teachers	Number of Sampel
1	SMK Negeri 1 Badiri	24 Orang	6
2	SMK Negeri 1 Lumut	26 Orang	7
3	SMK Negeri 1 Sarudik	21 Orang	5
4	SMK Negeri 1 Tapan Nauli	19 Orang	5
5	SMK Negeri 1 Sosor Gadong	15 Orang	4
6	SMK Negeri 1 Sorkam	13 Orang	3
7	SMK Negeri 1 Barus Utara	11 Orang	3
8	SMK Negeri 1 Sirandorung	10 Orang	2
9	SMK Negeri 1 Manduamas	8 Orang	2
Amount		149 Orang	99 Orang

Data collection techniques in this study were questionnaires, documentation and research instruments.

3. FINDINGS AND DISCUSSION

3.1. Results

In this research, there are four variables which consist of three independent variables and one dependent variable. The independent variable consists of work motivation (X1), work discipline (X2), while the dependent variable is teacher performance (Y). After the research was carried out, the following data descriptions were obtained:

Table 4: Results of Descriptive Statistical Analysis of Research Variables

		Statistics		
		Work Motivation	Work Discipline	Teacher Performance
N	Valid	99	99	99
	Missing	0	0	0
Mean		53.48	47.27	71.04
Std. Error of Mean		.844	.796	1.180
Median		53.00	47.00	71.00
Mode		56	52	80
Std. Deviation		8.400	7.915	11.740
Variance		70.558	62.649	137.835
Range		45	45	57
Minimum		34	28	45
Maximum		79	73	102
Sum		5295	4680	7033

From the table, it can be seen that the work motivation variable (X1) has a range of 45, a minimum value of 34, a maximum value of 79, a sum (amount) of 5295 mean (average value) 53.48; standard deviation 8.400 and variance 70.558.

Work Motivation (X1)

There are 18 work motivation variable instruments with questions that have 5 choices, a detailed description of work motivation is presented as follows:

Table 5: Description of Work Motivation in State Vocational Schools throughout Central Tapanuli Regency.

		Frequency	Percent	Valid iPercent	Cumulative iPercent
Valid	0-20	0	0	0	0
	21-40	5	5,05	5,05	5,05
	41-60	76	76,76	76,76	76,76
	61-80	18	18,18	18,18	18,18
	81-100	0	0	0	0
	Total	99	100.0	100.0	100.0

Based on the table above, the work motivation of the majority in the rather low category is 76.76% and the minority with very high 0%.

Work Discipline (X2)

Work discipline variable (X2) range 45, minimum value 28, maximum value 73, sum (total score) 4680, mean (average value) 47.27; standard deviation 7,915; variant 62,649. There are 16 work discipline instrument variables with questions that have 5 choices, a quick description of work discipline in State Vocational High Schools throughout Central Tapanuli Regency is presented as follows:

Table 6. Description of Work Discipline in State Vocational High Schools throughout the Regency Middle Tapanuli

		Frequency	Percent	Valid iPercent	Cumulative iPercent
Valid	0-20	0	0	0	0
	21-40	16	16.1	16.1	16.1
	41-60	81	81,8	81,8	81,8
	61-80	2	2,02	2,02	2,02
	81-100	0	0	0	0
	Total	99	100.0	100.0	100.0

Based on the table above, the work discipline of the majority with a rather low category is 81.8% and the minority with a very high category of 0%.

Teacher Performance (Y)

The teacher performance variable (Y) has a range of 57, a minimum value of 45, a maximum value of 102, a sum (total score) 7033, a mean (average value) 71.04; standard deviation 11.74; variance 137.83. There are 24 teacher performance instruments with questions that have 5 choices

A detailed description of the performance of teachers at State Vocational Schools throughout Central Tapanuli Regency is presented as follows:

Table 7. Description of Teacher Performance in State Vocational High Schools Throughout the District Middle Tapanuli

		Frequency	Percent	Valid iPercent	Cumulative iPercent
Valid	0-24	0	0	0	0
	25-49	3	3.03	3.03	3.03
	50-74	55	55.5	55.5	55.5
	75-99	39	39,3	39,3	39,3
	100-120	2	0	0	0
	Total	99	100.0	100.0	100.0

Based on the table above, the performance of the majority of teachers in the low category is 55.5% and the minority in the very low category is 0%.

Hypotheses study that would be tested formulated as follows:

$H_0: \beta_2 = 0$ means that do not found influence between the variables of labour discipline (X2) to the Teacher Performance (Y) on SMK Se-Central Tapanuli

$H_a: \beta_2 \neq 0$ means that found influence between the variables of labour discipline (X2) to Teacher performance (Y) on SMK The State of Central Tapanuli Regency.

Table 8. Table of Work Discipline Anova

ANOVA ^b						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12037.659	1	12037.659	794.224	.000a
	Residual	1470.180	97	15.156		
	Total	13507.838	98			

a. Predictors: (Constant), disiplin kerja

b. Dependent Variable: kinerja guru

From the table above, it can be seen that the significance value of the ANOVA test results is 0.000 where the value is below 0.05 so it can be concluded that H_0 is rejected and H_a is accepted. There is an effect of work discipline variable (X2) on teacher performance (Y).

3.2. Discussion

Influence of Work Motivation (X1) Against Teacher Performance (Y)

By the data that have collected and do study of analysis statistical itest hypothesis to research have good received individually and together. Where if found is significant influence between work motivation with the performance of teachers, there influence that is significantly between disciplines Working with the performance of teachers and if found influence between work motivation, work discipline teachers at SMK The State of Central Tapanuli Regency.

There is influence is significant between work motivation with teachers performance, its value < 0.05 . Results table explained that their influence between work motivation variable (X1) on teacher performance in SMK Se Tapanuli (Y) with a value of significant $0.00 < 0.05$. If see of indicator work motivation the personality knowledge to power education, decision-making Giving motivation or support to teacher get trouble, division duty that comprises from 18 item

questionnaire statement that the most dominant was knowledge and decision while factor other is supported external factor.

Where consists of 18 item questionnaire statements where which most dominant is the quantity of work. For that can known found the coefficient of determination, work motivation variable influence X_1 to variable teacher performance in SMK Se-Central Tapanuli (Y) R^2 is equal to 95.5 %. This means that work motivation variable (X_1) has influence with teacher performance variable in State Vocational High Schools throughout Central Tapanuli Regency (Y) of 95.5%. The results of processing statistics above show that the motivation to work have influence the performance of teachers at SMK Se-Central Tapanuli can explained that influence internal on work motivation variable with the indicators work, promotions, supervision, salary, peer work comprises of 18 item questionnaire statement that the most dominant is overall indicator namely quality work, quantity work, and time work.

According to Kadarisman (2012) "work motivation is the driving force or impetus in a person to want to behave and work diligently and in accordance with the tasks and obligations assigned to him". Based on this opinion, it shows that work motivation is useful as a driver for someone to try to achieve performance according to the given task. The theory of needs from Eriyanto, et.al (2021) describes the things that can motivate a person, namely the need for achievement, the need for affiliation and the need for power.

Naor et.al (2010) argues that employees have potential energy. How energy is used depends on the strength of the drive one has and the situations and opportunities available. Teachers who have high motivation are expected to work optimally and try to give the best they can because it is the demands of their profession (Csikszentmihalyi, 2014). If the teacher's work motivation is maximum, it is expected that the teacher's performance will also be maximized.

Effect of Work Discipline iThe Teacher Performance

While was discussion results research influence Discipline Working with teacher performance can see of calculation results explain that the influence between the variable Work Discipline (X_2) on the of Performance Teachers (Y) with value significantly $0,00 < 0.05$. While was can know the value of the coefficient of determination (contribution) effect of variable Work Discipline (X_2) terhadap Teacher performance (Y) R^2 is 89.1%. means that the variable Work Discipline (X_2) to Teacher Performance (Y) for 89.1%. If at on questionnaire that spread with the number 16 point questionnaire indicator structure Work Discipline, mean teacher in make decisions, irresponsibility teacher in work, standard work the most becomes dominant is overall indicator and that became influence more is factors. external

It is supported by study that do According Sujono (1981) there are some indicators of labor discipline that can be used as a disciplinary measure which includes precision timekeeping curfew, precision clock in, adherence to working hours; loyalty or obedience to existing rules or regulations, including compliance with wearing uniforms and compliance with agreed rules and commitments; use and maintain office equipment. Teacher work discipline is an important thing that must always be maintained because it is expected to facilitate school activities (Austin, 2002). If the teacher's work discipline is good, it is expected that the higher the performance achieved (Setyaningsih, et.al 2020).

Influence of Work Motivation, Work Discipline iPerformance Against Teachers

While test is joint at between influence work motivation, work discipline to variable performance teacher in SMK Central Tapanuli is can know that value of is the coefficient determination variable Work Motivation (X_1), work discipline (X_2) is simultaneously (together) variable teacher performance (Y) see at column R^2 that for 96.1% means Motivation Work (X_1), work discipline (X_2) together with have the effect of with variable teacher performance in State Vocational Schools throughout Central Tapanuli Regency of 96.1%. i

But variable effectiveness of work of teachers in SMK Central Tapanuli indicator quality of work, quantity of work, and time of work that comprises 24-point questionnaire statement where the most dominant is quantity of work. For it was that it becomes influence of other factors. external

While it was by the results of analysis of regression linear equation constant for 2013; work motivation coefficient (X_1) is 1.065; work discipline (X_2) is 0.340. Thus the equation line regression is $Y = 2.013 + 1.065X_1 + 0.340X_2$. The equation line regression is positive, indicating that if the work motivation (X_1), work discipline (X_2) is increasing the effectiveness of teachers in SMK Tapanuli will increase also.

Barnawi and Mohammad Arifin (2012:) argues that teacher performance appraisal is beneficial for schools, namely in terms of adjustments to school personnel compensation, improvement of school personnel performance, training needs and development of school personnel, decision making in terms of placement, promotion, transfer, firing, dismissal, and planning of new personnel, and research of school personnel and assist in the diagnosis of design errors of school personnel.

Based on these two opinions, it is shown that through teacher performance appraisal it is expected to realize better performance. Better teacher performance will encourage the achievement of quality education goals (Looney, 2011). Work motivation and work discipline of teachers must always be improved because they are expected to improve teacher performance. If the work motivation and work discipline of teachers are getting better, it is expected that the higher teacher performance will be achieved (Skaalvik & Skalkvik, 2011).

4. CONCLUSION

There is a positive and significant influence between work motivation on teacher performance at SMK Negeri Central Tapanuli Regency, North Sumatra Province. The better the teacher's work motivation, the better the teacher's performance. On the other hand, the worse the teacher's work motivation, the lower the teacher's performance at the SMK Negeri Tapanuli Tengah Regency, North Sumatra Province. Schools should be more firm in following up on disciplinary violations to improve the smooth running of learning activities. In addition to these actions, schools are expected to increase teacher motivation because it is very useful for improving teacher performance. Further researchers are advised to examine more deeply teacher performance by adding factors other than work motivation and teacher work discipline, for example, related to education factors, skills, and learning strategies so that they can complete this research.

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