

# The Effect of Work Motivation and Discipline on The Performance of The Leading Teachers of Madrasah

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## Abstract:

This article aims to determine the effect of motivation and work discipline on MA Unggulan Hikmatul Amanah Pacet. Respondents in this study were all teachers of the Supreme Court of Hikmatul Amanah Pacet, totaling 39 people. The results of the study found that: 1) The effect of work motivation on the performance of MA Hikmatul Amanah teachers was 23.9%, with a research  $t$  value of  $1.589 < t$  table of 1.687 and a significant value of  $0.121 > 0.05$ ; 2) The effect of work discipline on Hikmatul Amanah's teacher performance was 40.9% with a research  $t$  value of  $2.717 > t$  table of 1.687 and a significant value of  $0.010 < 0.05$ ; 3) The simultaneous influence of motivation and work discipline on the performance of MA Hikmatul Amanah teachers is 19.8%, with a research  $F$  of  $4.449 > F$  table of 3.25. The influence of motivation and work discipline on teacher performance at MA Wisdom Amanah Pacet needs to be considered. Solutions to the problem are sought to be more helpful in improving teacher performance in the future.

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

## Abstrak:

Artikel ini memiliki tujuan untuk mengetahui pengaruh motivasi dan disiplin kerja terhadap kinerja guru MA Unggulan Hikmatul Amanah Pacet. Responden pada penelitian ini adalah seluruh guru MA Unggulan Hikmatul Amanah Pacet yang berjumlah 39 orang. Hasil penelitian ditemukan bahwa; 1) Pengaruh motivasi kerja terhadap kinerja guru MA Hikmatul Amanah sebesar 23,9 % dengan nilai  $t$  penelitian sebesar  $1,589 < t$  tabel sebesar 1,687 dan nilai signifikan sebesar  $0,121 > 0,05$ ; 2) Pengaruh disiplin kerja terhadap kinerja guru MA Hikmatul Amanah sebesar 40,9% dengan nilai  $t$  penelitian sebesar  $2,717 > t$  tabel sebesar 1,687 dan nilai signifikan sebesar  $0,010 < 0,05$ ; 3) Secara simultan motivasi dan disiplin kerja berpengaruh terhadap kinerja guru MA Hikmatul Amanah sebesar 19,8% dengan  $F$  penelitian  $4,449 > F$  tabel sebesar 3,25. Pengaruh motivasi dan disiplin kerja terhadap kinerja guru di MA hikmatul Amanah Pacet perlu diperhatikan dan dicari pemecahan masalahnya agar lebih membantu dalam meningkatkan kinerja guru untuk kedepannya.

**Kata Kunci:** *Kinerja Guru, Motivasi Kerja, Disiplin Kerja*

## INTRODUCTION

Improving the quality of education can be determined by the involvement of human resources in the educational process. Teachers and education are something that cannot be separated (Ma'arif et al., 2022; Syukkur & Fauzan, 2021). Teachers are one the reasons that play an essential and influential role in education in shaping the character and quality of students (Annisa et al., 2020). A teacher is also one of the causes of education's high and low quality. Every teacher's effort to improve the quality of education certainly needs to be given significant attention in terms of quantity and quality to the teacher (Prayitno, 2018; Ulfiah et al., 2022).

According to Armstrong (2022), performance is a result of measured work and refers to the period of provisions that have been agreed upon and set in advance. Meanwhile, according to (Simmons & Grinnell, 1988), performance is the result of work achieved by a group of people or individuals at a school/madrasah by following the rules and norms that apply and are determined and responsible for gaining vision of the madrasa. Performance in determining the quality of a person's work is essential, including teachers. External and internal factors can influence the good or bad of a teacher's work, so the madrasa management must consider both (Rofifah et al., 2021). Factors from outside (external) include the actions of colleagues, leadership, and the madrasa and internal environment related to the nature or personality of the teacher (Dian et al., 2022).

Many things can affect the work of a teacher to work optimally and those stated above, including healthy and safe working conditions, opportunities to develop competence, reasonable and adequate abilities, a sense of belonging, work discipline, work motivation, and so on (Hasibuan, 2022). So, it is crucial to pay attention to the madrasa management, including the provision and enforcement of several factors influencing teacher performance that has been stated above, especially in the condition and enforcement of motivation and work discipline for teachers (Anderson et al., 2022; Bahri & Arafah, 2020).

The effect of motivation on performance shows that the correlation of cause with employee performance is a positive relationship. In addition to having the high motivation to do things that are their obligations, teachers are required to have discipline, which must be made a priority. With a domain, a teacher can directly affect the process of developing education (Nurwasiyah, 2019).

Discipline is an ideal condition as a supporting factor in carrying out a task by following the rules to optimize work. Discipline is also a starting point for success in achieving organizational goals (Muali et al., 2022). The purpose of implementing discipline in the organization is so that all employees in the agency are willing to obey and voluntarily comply with any applicable rules willingly and without coercion through a behavioral chain process (Aalto et al., 2019). Discipline will make a person know or distinguish what is allowed, obligatory, and must be done and what should not be done because these things are prohibited (Banzon-Librojo et al., 2017).

Without discipline, it will be difficult for an educational institution to achieve its goals with optimal results. Teachers with positive discipline will perform their duties well even though there is no direct supervision from superiors (Khosyi'in, 2021; Maisyaroh & Rokhman, 2021). A teacher with a good level of discipline will not cheat (steal) the appropriate working time and do a job that has no relationship with his work. A teacher with a high level of discipline will obey the regulations that apply to the work environment with full awareness without any coercion (Ferine et al., 2021; Lumintang, 2016). Thus, discipline is a form of behavior in observing and complying with all the rules of the madrasa to do work to achieve an expected goal. So, a disciplined teacher can be interpreted as a teacher who obeys all the rules set and social norms that apply at school.

Teachers who have good discipline will be reflected in a high sense of responsibility of a teacher for the tasks assigned to them. The characteristics of a teacher are carrying out functions following the authority given by the madrasa, obeying and complying with the provisions of working hours, working honestly and orderly, obeying work regulations, and behaving politely towards the madrasa community, which has high discipline (Gjefsen, 2020).

Meanwhile, Alhusaini et al. (2020) previous research on motivation and work discipline strongly influenced teacher performance. Meanwhile, in her study, Astuti (2017) indicates that there is no influence between the two variables on teacher performance and motivation. This research is the same as the research results from Hariman (Syaleh, 2018) that motivation and work discipline affect teacher performance. This research is more complete, showing a quantitative description after the t and f tests.

Based on the explanation of the background of the problem, researchers are motivated to examine the effect of work motivation and work discipline on teacher performance at Madrasah Aliyah (MA) Unggulan Hikmatul Amanah, Pacet, Mojokerto. Based on the description of the problem formulation, the researcher's objectives are as follows; 1) To determine the effect of motivation and work discipline on the performance of the Master Teacher Hikmatul Amanah Pacet Mojokerto; 2) To determine which variable is more dominant between motivation and work discipline on the performance of the Master Teacher Hikmatul Amanah Pacet Mojokerto.

## RESEARCH METHODS

This study uses quantitative methods in its implementation, which aims to test hypotheses between variables and describe the effect of causal relationships between variables through hypothesis testing. Hypothesis testing aims to determine the possibility that facts or empirical data support the hypothesis (Arikunto, 1983; Moleong, 1989). The scope of this research is included explicitly in human resources, which is focused on indicators of performance variables, especially those concerning the influence of work motivation and work discipline variables on teacher performance at MA Unggulan Hikmatul Amanah Pacet Mojokerto.

The sample used for this research is all educators who are members of the organizational structure of the madrasah at MA Unggulan Hikmatul Amanah Pacet Mojokerto, totaling 39 people. The measurement method using a Likert scale consists of 5 answer ranges. The categorization of answers is explained as follows: 1) Strongly agree. 2) Agree, 3) Neutral, 4) Disagree. 5) Strongly disagree.

**Table 1: Indicator of Variables**

<b>Variable Y Performance</b>	<b>Variable X1 Motivation</b>	<b>Variable X2 Discipline</b>
Pedagogic competence	Physiological needs	Obey the rules Honest and orderly performance
Professional competence	Security needs	
Social competence	Social Needs	Be Polite in the School Environment
Personal competence	Appreciation Needs	
	Self-actualization Needs	

Data analysis went through two stages; test the quality of the data by testing the validity and reliability. The validity test uses the Pearson product-moment correlation SPSS version 26. Departing from a significance of 0.05 to test the truth of the hypothesis is (Sugiyono, 2019);

Ha:  $r \neq 0$  There is a significant relationship between variables X and Y.

Ho:  $r = 0$  There is no significant relationship between variables X and Y.

## RESULTS AND DISCUSSION

The test of this instrument has been carried out by testing the validity and reliability of the questionnaire. Questionnaires have been distributed to 39 respondents. Test the validity and reliability based on the output generated from data processing through SPSS 16. For the validity test, if it is less than the standard 0.3, it is said to be invalid. As for the reliability test, if the values obtained are: 1) Cronbach Alpha  $< 0.60$  is considered bad. 2) Cronbach Alpha 0.60-0.70 is acceptable. 3) Cronbach Alpha  $> 0.80$  is good. The following table shows the results based on the validity and reliability tests.

**Table 2: X1 Variable Validity Test (Work Motivation)**

<b>Statement</b>	<b>r Count</b>	<b>r Table</b>	<b>Description</b>
X1.1	0,347	0,316	Valid
X1.2	0,532	0,316	Valid
X1.3	0,412	0,316	Valid
X1.4	0,598	0,316	Valid
X1.5	0,601	0,316	Valid
X1.6	0,643	0,316	Valid
X1.7	0,554	0,316	Valid
X1.8	0,474	0,316	Valid
X1.9	0,373	0,316	Valid

Based on the data in table 2, test the validity of the X1 variable (Work Motivation) above, with  $r_{\text{count}} > r_{\text{table}}$  (it is known that the value in the  $r_{\text{table}}$  is 0.316 in the number 39 ( $n = 39$ )  $df = (n-2)$  ( $39-2$ ) = 37), based on the data in table 4.4 above with nine statements on the variable X1 (work motivation) declared valid because  $r_{\text{count}} > r_{\text{table}}$ .

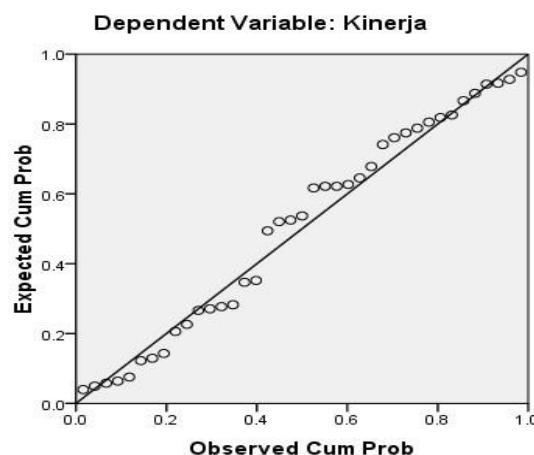
**Table 3: X1 Variable Reliability Test (Work Motivation)**

		N	%
Cases	Valid	39	100.0
	Excluded	0	.0
	Total	39	100.0

a. Listwise deletion based on all variables in the procedure.

Based on the data in table 3 of the reliability test on the X1 variable (Work Motivation) above, it can be seen that the Cronbach's Alpha value in the table above is 0.612 out of 9 statements on the X1 variable, so it can be stated that the level of reliability is reliable, because Cronbach's Alpha value  $> 0.6$  ( $0.612 > 0.6$ ) Thus, the statement on the variable X1 (Work Motivation) has a good consistent level and can be trusted.

**Normal P-P Plot of Regression Standardized Residual**



**Figure 1: Probability Plot Normality Test**

The regression model is normally distributed if the plotting data (dots) that describe the actual data follow a diagonal line. So, the conclusion that researchers can draw from looking at the Probability Plot is a normally distributed regression model. Moreover, it can also be done using the Kolmogorov Smirnov method. The rule used to determine whether a distribution is normal or not is  $p > 0.05$ ; the distribution is declared normal, and if  $p < 0.05$ , the distribution is said to be abnormal. Can be seen in the following table:

**Table 4: Kolmogorov Smirnov Method. Normality Test**

		Unstandardized Residual
N		39
Normal	Mean	.0000000
Parameters	Std. Deviation	3.34528084
Most Extreme Absolute		.107
Differences	Positive	.082
	Negative	-.107
Kolmogorov-Smirnov Z		.669
Asymp. Sig. (2-tailed)		.762

From the normality results using the Kolmogorov Smirnov method, the significant result of the normality test is 0.762, where the result is greater than the significance level of 0.05 ( $0.762 > 0.05$ ), so it can be concluded that the normality test in this research test is normally distributed.

**Table 5: Partial Test Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	42.429	9.638		4.402	.000
Motivasi	.316	.199	.239	1.589	.121
Disiplin	.423	.156	.409	2.717	.010

a. Dependent Variable: Y1

### The Effect of Work Motivation on Teacher Performance

As seen in Table 5 from the results of the SPSS calculation, the research t figure is 1.589. For the significance level using 0.05 and the Degree of Freedom (DK) with the provisions of  $DK = n - 2$  or  $39 - 2 = 27$ . From these provisions, the number t table is 1.687. Based on the calculation results, the research t figure is  $1.589 < t$  table is 1.687. At the significant level, a significant value of  $0.121 > 0.05$  obtained a significant effect of work motivation on teacher performance. The magnitude of the influence of work motivation on teacher performance is 0.239 or 23.9%.

### The Effect of Work Discipline on Teacher Performance

It can be seen from Table 5 that the SPSS calculation results obtained the research t figure of 2.717. The significance level using 0.05 and the Degree of Freedom (DK) with the provisions (DK) =  $n - 2$  or  $39 - 2 = 27$ . From these provisions, the t table number is 1.687. Based on the calculation results, the research t figure is  $2.717 > t$  table is 1.687. At the significant level obtained a value of  $0.010 < 0.05$ . This means that work discipline has a significant influence on teacher performance. The magnitude of the effect of work discipline on teacher performance is 0.409 or 40.9%.



### Coefficient of Determination Test (R<sup>2</sup>)

To see the combined effect of motivation and work discipline on teacher performance, the researcher will look at the results of calculations in the summary model using SPSS, especially the R Square (R<sup>2</sup>) number below:

**Table 6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.445 <sup>a</sup>	.198	.154	3.43695

a. Predictors: (Constant), Discipline, Motivation

The number of R Square (R<sup>2</sup>) is 0.198, and it can be seen in table 4.14 Model Summary. This figure can be used to see the magnitude of the influence of motivation and work discipline by calculating the coefficient of determination (KD) using the following formula:  $KD = R^2 \times 100\%$

$$KD = 0.198 \times 100\%$$

$$KD = 19.8\%$$

This figure means that motivation and work discipline's combined effect on teacher performance is 19.8%, while other factors influence the remaining 80.2% (100% - 19.8). In other words, the 19.8% effect was caused by other variables outside this model/variable.

### Hypothesis Test (F-Test)

To find out whether the model summary above is correct or incorrect, a hypothesis test (F-Test) is needed. Test the hypothesis using the number F as shown in the table of results from SPSS below:

**Table 7: Hypothesis Testing (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1Regression	105.105	2	52.552	4.449	.019 <sup>a</sup>
Residual	425.254	36	11.813		
Total	530.359	38			

a. Predictors: (Constant), Discipline, and Motivation

b. Dependent Variable: Performance

In this test, the researcher will do it in two ways. First, by comparing the magnitude of the research F number with the F table. Second, by comparing the calculated significance level (sig) with a significance level of 0.05 (5%).

### Comparing the magnitude of the research F number with the F table

It can see that the F research from SPSS is 4,449. At the same time, the F table must first calculate the provisions of the Degrees of Freedom (KD) with the numerator provisions: the number of variables -1 or 3-1 = 2; and number: the number of respondents - the number of variables or 39-2 = 37, with these provisions, the F table number is 3.25.

The calculation results found that the research  $F$  was  $4.449 > F$  table was 3.25, Consequently, it can be inferred that both motivation and work discipline have a significant impact on teacher performance simultaneously and in the same way. So the coefficient of determination test described above is feasible and accurate. The magnitude of the effect is 19.8 percent, according to the data. Moreover, the formula calculates the magnitude of the influence of other variables outside the model:  $1 - R^2$  or  $1 - 0.198 = 0.802$ . or by 80.2%.

#### **The level of research significance with a significance level of 0.05.**

Based on the calculations from the table above, which shows a significant number of  $0.019 < 0.05$ , it can be concluded that there is a significant influence of motivation and work discipline on the teacher's performance at MA Hikmatul Amanah Pacet.

#### **The Effect of Work Motivation on Teacher Performance**

Based on the analysis results, it shows an influence of motivation on the performance of MA Unggulan Hikmatul Amanah Pacet Mojokerto teachers, which is 23.9%. Moreover, the calculations using the SPSS application show the research  $t$  value of  $1.589 < t$  table of 1.687.

An educational institution is the most crucial element in a nation and cannot exist without it. Education is the capital of progress and development and is the nation's long-term investment. The 1945 Constitution and the Pancasila Mandate state that the Indonesian people desire to become a nation with an important role and are respected and become a developing and advanced nation. This can be realized if the Indonesian nation can improve the quality of education for its human resources (Eros, 2014).

Teachers are the essential resource for educational institutions and a determining factor for realizing educational goals. A teacher is also one of the causes of education's high and low quality. A teacher with high work motivation will usually be easy to carry out his duties and work (Gentry & Paul, 2014; Jiarakorn et al., 2015).

Motivation is a desire that exists in a person and encourages him to take action. Motivation is divided into two parts, namely internal and external motivation. Internal aspects are influences caused within a person, and external aspects come from outside of a person (Setiyati, 2014).

There is a significant effect of  $0.121 > 0.05$  of work motivation on teacher performance. So, following Abraham Maslow's opinion, if the five human needs are met, it will positively impact the work done. So that the work done will have a good effect on achieving the desired goals. The five needs include 1) physiological needs. 2) the need for security. 3) the need for appreciation. 4) self-actualization needs. 5) social needs (Ajjawi et al., 2020; Azis et al., 2022).

#### **The Effect of Work Discipline on Teacher Performance**

The analysis results indicate a significant effect of 40.9% of work discipline on the teacher's performance at MA Hikmatul Amanah Pacet Mojokerto. Moreover, based on the results of calculations using SPSS version 16, it was found that the research  $t$  value was  $2.717 > t$  table was 1.687.



There is a significant influence of work discipline on teacher performance following Singodimendjo's (Rohmalia, 2014) opinion regarding factors that can affect teacher work discipline, including; 1) moral principles; 2) whether there are clear rules; 3) superiors' courage in acting; 4) the presence or absence of supervision from the leader; 5) the presence or absence of attention to employees; 6) the presence or absence of enforcement and habituation of discipline; 7) the development of a great organizational structure; 8) the size of the compensation. Work discipline in educational institutions where researchers are the research object is 40.9%, and other factors outside this study influence the rest.

### **The Effect of Motivation and Work Discipline on Teacher Performance**

The study results indicated that the motivation variable (X1) and work discipline (X2) participated by 19.8% in the teacher's performance at Ma Unggulan Hikmatul Amanah Pacet Mojokerto. Moreover, 80.2% comes from other variables.

The effect of motivation on performance shows the same results that the correlation between motivation and teacher performance shows positive results. In addition to having the high motivation to do things that are their obligations, teachers are required to have discipline, which must be made a priority. With discipline, a teacher can directly have a good effect on the process of developing education. Under the opinion of Hasibuan Malayu that the factors that can affect teacher performance include mental attitudes, including; 1) work ethic; 2) work discipline; and 3) work motivation.

The analysis results indicate a significant concurrent effect between motivation and work discipline on teacher performance at Madrasah Aliyah Unggulan Hikmatul Amanah Pacet Mojokerto, 19.8%. Moreover, the calculations using SPSS indicate the research F value of  $4.449 > F$  table of 32.5.

### **CONCLUSION**

Work motivation variables influence teacher performance at Madrasah Aliyah Hikmatul Amanah Pacet Mojokerto. Work motivation tends to boost performance; hence the higher the work motivation score, the better the teacher's performance. Work-related variables have a considerable impact on teacher performance at Madrasah Aliyah Hikmatul Amanah Pacet Mojokerto. Work discipline tends to promote performance; hence the higher the work discipline score, the better the teacher's performance. Motivation and work discipline substantially impact Madrasah Aliyah Hikmatul Amanah Pacet Mojokerto teachers' performance at 19.8%. The magnitude of non-model variables is also 80.2 percent. Work discipline is the most critical research variable (X) determining teacher effectiveness, with an R Square of 40.9 percent. The work motivation variable R Square value of 23.9 percent is next.

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