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

Amini1, Marliani2, Elfrianto3, Isthifa Kemal4

1 Universitas Muhammadiyah Sumatera Utara; Indonesia; rossyanggelia@gmail.com
2 Universitas Muhammadiyah Sumatera Utara; Indonesia; marliani@yahoo.com
3 Universitas Muhammadiyah Sumatera Utara; Indonesia; elfrianto@yahoo.com
4 Universitas Muhammadiyah Sumatera Utara; Indonesia; kemal@yahoo.com

ARTICLE INFO

Keywords:
Work Motivation; Work Discipline; Performance

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 Tapanuli(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%.

This is an open access article under the CC BY-NC-SA license.

Corresponding Author:
Amini Amni
Universitas Muhammadiyah Sumatera Utara; Indonesia; rossyanggelia@gmail.com

http://journal.staihubbulwathan.id/index.php/alishlah
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:

| No | School Name            | Address                                      |
|----|------------------------|----------------------------------------------|
| 1  | SMK Negeri 1 Badiri    | Jl. Padangsidimpuan Kecamatan Badiri         |
| 2  | SMK Negeri 1 Lumut     | Jl. Padangsidimpuan 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:

| No | School Name   | Number of certified teachers |
|----|---------------|------------------------------|
| 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:
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:

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| 0-20      | 0       | 0             | 0                  |
| 21-40     | 5       | 5.05          | 5.05               |
| 41-60     | 76      | 76.76         | 76.76              |
| 61-80     | 18      | 18.18         | 18.18              |
| 81-100    | 0       | 0             | 0                  |
| Total     | 99      | 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:

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| 0-20      | 0       | 0             | 0                  |
| 21-40     | 16      | 16.1          | 16.1               |
| 41-60     | 81      | 81.8          | 81.8               |
| 61-80     | 2       | 2.02          | 2.02               |
| 81-100    | 0       | 0             | 0                  |
| Total     | 99      | 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 Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| 0-24      | 0       | 0             | 0                  |
| 25-49     | 3       | 3.03          | 3.03               |
| 50-74     | 55      | 55.5          | 55.5               |
| 75-99     | 39      | 39.3          | 39.3               |
| 100-120   | 2       | 0             | 0                  |
| Total     | 99      | 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:

Ho: β2 = 0 means that do not found influence between the variables of labour discipline (X2) to the Teacher Performance (Y) on SMK Se-Central Tapanuli

Ha: β2 ≠ 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

| Model     | Sum of Squares | df | Mean Square | F       | Sig. |
|-----------|----------------|----|-------------|---------|------|
| 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 H0 is rejected and Ha 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 analyzed statistically test hypothesis ito i reseaclh have i good i received individually and itogether. Where ifound isignificant influence i between work motivation i with the performance of teachers, there is influence that is significantly between disciplines Working i with the performance of teachers and ifound influence between work motivation, work discipline icoachers at SMK The State of Central Tapanuli Regency.

There is influence isignificant between work motivation with teachers performance, ito i value <0.05. Results itable explained ithat itheir influence ibetween iwork motivation variable i(X1) ion teacher performancel in SMK S Tapanulii(Y) with a ivalue of isignificant i0.00<0.05. If see iof indicator work motivation the ipersonality iknowledge ito ipower ieducation, decision-making Giving imotivation or isupport ito iteacher iget itrouble, idivision iduty ithat icomprises ifrom i18 iteem
questionnaire statement that the most idominant is knowledge and decision idecision while ifactor iother is supported ixternal factor.

Where consists of iitem questionnaire statements where the most dominant is the quantity of work. For that item can be known ifound the coefficient of determination, iwork motivation variable influence to variable teacher performance in SMK Se-Central Tapanuli(Y) R square is equal to 95.5%. This means that work motivation variable (X1) has influence with teacher performance variable in State Vocational High Schools throughout Central Tapanuli Regency(Y) iof 95.5%. The results of iprocessing istatistics that ishow that the motivation to work have influence the performance of teachers at SMKSe-Central Tapanuli can be explained that influence internal ion work motivation variable with the indicators work, ipromotions, isupervision, isalary, ipeer iwork icomprises of iitem questionnaire statement that the most idominant is overall indicator inamely quality iwork, quantity iwork, iand itime iwork.

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 idiscussion iresults research influence Discipline Working with teacher performance can see iof icalculate iresults explain that the influence between the variable Work Discipline(X2) ion theoef Performance Teachers (Y) iwith ivalue isignificantly i0, 0< 0.05. While was can i known the value of the coefficient iof determination i(contrbution) effect of variable Work Discipline(X2) terhadap Teacher performance(Y) iR iSquare is of 89.1%. imeans that the variable Work Discipline(X2) terhadap Teacher Performance(Y) ifor i89.1%. iIf at iquesti onnaire ithat ispread with ithe number 16 iquesti onnaire iindicator isstructure WorkDiscipline, imean iteacher in make decisions, iresponsibility i teacher in iwork, istandard iwork ithe most ibecomes idominant iis overall iindicator iand ithat ibecameinfluence imore iis ifactors. iexternal

It ithis isupported iby istudy ithat ido 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 itest ias ijoint iat ibetween iinfluence work motivation, work discipline into variable performance teacher in SMK Central Tapanuli iisican know ithat ivalue of i is the coefficient determination ivariable Work Motivation(X1), work discipline ii(X2) ias simultaneously (together) variable iteacher performance(Y) isee iat icolumn iRsquare ithat ifor i96.1% imeans Motivation Work(X1), work discipline ii(X2) itogether with ihave the effect of iwith ivariable teacher performance in State Vocational Schools throughout Central Tapanuli Regency of i96.1%. i
But it was observed that effectiveness in work of teachers in SMK Central Tapanuli indicates that quality work, quantity work, and time work that comprises the questionnaire statement is where the most dominant importance of quantity of work. For this reason, it becomes an influence of other factors, whether internal or external.

While this was the result of the analysis of regression linear equation constant for 2013; work motivation coefficient (X1) is 1.065; work discipline (X2) is equal to 0.340. Thus, the equation in the regression is 
\[ Y = 1.013 + 1.065X_1 + 0.340X_2 \]
The equation in the regression indicates that if the work motivation (X1), work discipline (X2) increase the effectiveness of teachers in SMK Tapanuli will increase also.

Barnawi and Mohammad Arifin (2012) argue 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 & Skalvik, 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 improve 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.

REFERENCES

Amini., & Kemal, Isthifa. (2021). The Effect of Trust and Job Satisfaction on Citizenship Organizational Behaviour in High School. https://doi.org/10.35445/alishlah.v13i2.655
Amini., Yurnita, Syamsu., Hasnidar. (2017). The Development of Character Education Model Through an Integrated Curriculum at Elementary Education Level in Medan City. International Journal on Language, Research and Education Studies, 1 (2), 298-311. http://jurnal.uinsu.ac.id/index.php/ijlres/article/view/1167
Austin, Ann E. (2002). Preparing the Next Generation of Faculty. The Journal of Higher Education, 73 (1), 94-122. 10.1080/00221546.2002.11777132
Barnawi dan Mohammad., Arifin, Muhammad. (2012). Kinerja Guru Profesional. Yogyakarta : Ar-Ruzz Media.
Csikszentmihalyi M. (2014) Intrinsic Motivation and Effective Teaching. In: Applications of Flow in Human Development and Education, 9 (8), 173-187. https://doi.org/10.1007/978-94-017-9094-9_8
Elfrianto. (2020). The Effect of Organizational Culture on Achievement Motivation of Teacher in SMP (Junior High School) Muhammadiyah in Medan. Budapest International Research and Critics Institute (BIRCI-Journal): Humanities, 3 (1), https://doi.org/10.33258/birci.v3i1.786
Eriyanto, Moh. Ghoizi., Roesminingsih, Maria Veronika., Soedjarwo. (2021). Analysis of Learning
Motivation on Students Activities of Package C Equality Program in Nganjuk District. International Journal for Educational and Vocation Studies, 3 (3), https://doi.org/10.29103/ijevs.v3i3.4046

Kadarisman, M. (2012). Manajemen Pengembangan Sumber Daya Manusia. Jakarta : PT. RajaGrafindo Persada.

Kemal, Isthifa. (2022). Implications of Academic Service on Student Performance. Edunesia: Jurnal Ilmiah Pendidikan, 3 (1), 21-35. https://doi.org/10.51276/edu.v3i1.200

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sisdiknas.

Looney, Janet. Developing High-Quality Teachers: Teacher Evaluation for Improvement. European Journal of Education, 46 (4), 440-455. https://doi.org/10.1111/j.1465-3435.2011.01492.x

Manca, Stefania., Ranieri, Maria. (2017). Implications of Social Network Sites for Teaching and Learning. Where we are and where we want to go. Education and Information Technologies, 22, 605-622. https://doi.org/10.1007/s10639-015-9429-x

Naor, Michael., Linderman, Kevin., Schroeder, Roger. (2010). The Globalization of Operation in Eastern and Western Countries: Unpacking The Relationship Between National and Organizational Culture and Its Impact on Manufacturing Performance. Journal of Operations Management, 28 (3), 194-205. https://doi.org/10.1016/j.jom.2009.11.001

Sahudra, Tengku Muhammad., Taher, Alamsyah., Kemal, Isthifa. (2021). E-Learning Development Management With The Schoology Improving Geographic Learning Literation. Journal of Education Technology, 5 (1), 70-75. http://dx.doi.org/10.23887/jet.v5i1.33631

Setyaningsih, Theresia Titik.(2020). Influence of school leadership, discipline, and work motivation toward high school teacher performance. Harmoni Sosial: Jurnal Pendidikan IPS, 7 (1). 10.21831/hsjpi.v7i1.13423

Skaalvik, Einar M., & Skaalvik, Sidsel. Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. Teaching and Teacher Education, 27 (6), https://doi.org/10.1016/j.tate.2011.04.001

Sujono. 1981. Teknik Memimpin Pegawai Negeri Sipil. Jakarta : Aksara Baru. Sutrisno Hadi. 2004. Analisis Regresi. Yogyakarta: Andi Offset.

Tirtayasa, Satria., Khair, Hazmanan., Yusri, Mohammad. (2021). Influence of Education of Entrepreneurship, Self Efficacy, Locus of Control and Entrepreneurs Characters of Enterprises (The Study Case Is All the Students of Private University in Medan). Indonesian Journal of Education, Social Sciences and Research (IJESSR), 2 (2), 53-64. http://dx.doi.org/10.30596%2Fijessr.v2i2.7362
Amini, Marliani, Elfrianto, Istihfa Kemal / Work Motivation and Work Discipline on Teachers’ Performance in State Vocational Schools