

The relationship between discipline, work motivation, and teacher performance in public elementary schools, Girian District, Bitung City

by Jeane Mangangantung

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The relationship between discipline, work motivation, and teacher performance in public elementary schools, Girian District, Bitung City

Melisa Lusia Ingkiriwang¹, Zoya F Sunipow², Jeanne Mangangantung²

¹ Students of the Master of Elementary School Teacher Education Study Program, Postgraduate Program, Manado State University, Indonesia

² Master of Elementary School Teacher Education Study Program, Postgraduate Program, Universitas Negeri Manado, Indonesia

Abstract

Research on the relationship between discipline and work motivation and teacher performance at State Elementary Schools in Girian District, Bitung City has been carried out. This study uses correlational quantitative research methods with the number of respondents 63 SDN teachers in Girian District, Bitung City. Data collection was carried out using a questionnaire technique. The validity test uses the product moment correlation formula. The reliability test uses the Alpha Cronbach formula. The results showed that there was a positive relationship between work discipline and teacher performance at SDN, Girian District, Bitung City. There is a positive relationship between work motivation and teacher performance at SDN Girian District, Bitung City. There is a positive relationship between discipline and work motivation together with teacher performance at SDN Girian District, Bitung City.

Keywords: work discipline, work motivation, teacher performance

Introduction

Education plays an important role in realizing the quality of human resources, where it is explained that the policy to improve the quality of education is essentially to improve the quality of life and human resources. This description is in line with the explanation in article 3 of Law Number 20 of 2003 which explicitly states that the function of national education is to develop capabilities and improve the quality of life and dignity of Indonesian people in the context of realizing the goals of national education. Schools are institutions that carry out educational activities, where the success of the school cannot be separated from the role of the teacher.

In line with the statement previously described, the Ministry of Education and Culture explained that "one of the human resources in schools is a teacher". Thus, teachers take part in efforts to advance human resources, especially students. A teacher must realize quality learning. Therefore, teachers are required to have good performance so that the process of teaching and learning activities can be achieved according to the expected goals. One of the efforts or efforts that can be made to improve teacher performance, among others, is discipline and work motivation. Teacher discipline is very important, because teachers are examples or role models for their students. This description is in line with the opinion of Hasibuan (2016)^[3] which states that "discipline is the most important function of human resource management and the key to realizing goals because without discipline, it is difficult to achieve maximum goals".

Hasibuan also (2016)^[3] argues that "motivation is an incentive to desire and a driving force for a person's will to work". Meanwhile, according to Mc. Donald (2001: 71)^[7] "motivation is a change in energy in a person which is marked by the emergence of feelings and is preceded by a response to a goal". The energy referred to in the opinion of Mc. Donald is someone's desire to do activities in order to achieve his goals. This statement is in line with the previous description, that motivation can also improve teacher performance. Without work motivation, teachers will quickly feel bored or have no passion in carrying out their duties and responsibilities.

Based on observations made at the State Elementary School of Girian District, Bitung City, there were problems that were encountered, namely the teacher's lack of responsibility in compiling learning programs, managing learning and time discipline, and teachers were still less motivated and motivated to empower themselves in maximizing their creative potential. If this is allowed to continue without any direct or indirect reprimands, the problem will have an effect on the decline and lack of optimal teacher performance.

The observation results are in line with the results of an interview with one of the school principals (the school under study), where he said that there are problems affecting teacher performance, namely the lack of discipline in the work of teachers in the accuracy of lesson hours. Each teacher is on average 2 to 3 times late to school in a week, causing a situation that is not supportive of the learning process. Also, the awareness of teachers about the importance of work discipline in carrying out their duties is still lacking or low.

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Based on the background of the problems that have been described, it is known that performance is influenced by several factors, including discipline and work motivation. Therefore, a study was conducted on the relationship between discipline, work motivation and teacher performance at the State Elementary Schools of Girian District, Bitung City. This study aims to determine the relationship between work discipline and teacher performance, the relationship between work motivation and teacher performance and to know the relationship between discipline and work motivation together with teacher performance at Public Elementary Schools, Girian District, Bitung City.

Research Methods

This study uses correlational quantitative research methods, namely the strength of the relationship between the independent variables (work discipline (X1) and work motivation (X2)) and the dependent variable (teacher performance (Y)). This study used a simple regression model with three variables depicted in the form of research constellations (Figure 1).

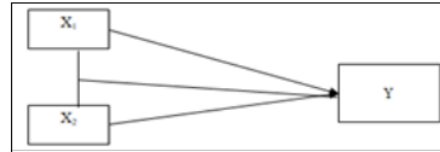


Fig 1: Research constellation

The population was all teachers, amounting to 75 teachers and a sample of 63 teachers in SD Negeri Girian District, Bitung City. The number of samples is based on calculations using the Slovin technique as follows:

$$n = \frac{N}{Nd^2 + 1} \tag{1}$$

Where n = number of samples, N = number of population, and d² = margin of error (0.05)². The data collection techniques used were observation, interviews, and questionnaires. The research instrument used was a questionnaire. The instrument calibration was carried out by using the validity test (using the product moment correlation formula) and the reliability test (using the consistency interval carried out with the Alpha Cronbach formula).

It is known that there are 35 questions on each variable and based on the validity test for the teacher performance variable there are 4 invalid questions while for the reliability test, the Cronbach alpha value is 0.924. The work discipline variable contained 5 invalid questions, while for the reliability test, the Cronbach alpha value was 0.948 and the work motivation variable was 5 invalid questions, while for the reliability test, the Cronbach alpha value was 0.944.

Therefore, the research instrument for these variables is declared reliable. The analysis was carried out on the variables, namely work discipline, work motivation, and teacher performance using SPSS 23 software. the criteria: significance value > of alpha = 0.05) and for the linearity test was carried out using the Anova table test (the criterion: significance value at linearity < of alpha = 0.05).

Result and Discussions

Data collection in this research was carried out by distributing questionnaires to 63 teachers (respondents). This instrument (questionnaire) is a description of the three research variables. Then the average value or score of respondents' answers obtained is recapitulated. The data is processed using SPSS 23 software. The results of statistical processing can be seen in Table 1 for teacher performance variables, Table 2 for work discipline variables, and Table 3 for work motivation variables.

Table 1: Teacher Performance Variable Statistics

N	Valid		63
	Missing		
	Mean		114.63
	Median		123.00
	Mode		139
	Std. Deviation		23.028
	Variance		530.268
	Range		78
	Minimum		69
	Maximum		147

Table 2: Work Discipline Variable Statistics

N	Valid	63
	Missing	0
	Mean	120.56
	Median	127.00
	Mode	150
	Std. Deviation	22.007
	Variance	484.315
	Range	61
	Minimum	89
	Maximum	150

Table 3: Work Motivation Variable Statistics

N	Valid	63
	Missing	0
	Mean	116.51
	Median	120.00
	Mode	101
	Std. Deviation	22.659
	Variance	513.448
	Range	70
	Minimum	79
	Maximum	149

Furthermore, testing the analysis requirements is carried out, namely the normality test and linearity test. Based on the results of the calculation of the normality test and linearity test through the SPSS 23 program, that the data is normally distributed and is stated to have a linear relationship.

Table 4: Calculation of the correlation coefficient between work discipline and teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.868 ^a	.753	.749	11.547

a. Predictors: (Constant), work discipline

Research⁷ shows that there is a positive relationship between work discipline and⁸ teacher performance. This is relevant to the results of the calculation of the correlation coefficient (Table 4). The results of the calculation of the correlation coefficient between work discipline and teacher performance are 0.868. The coefficient of determination between work discipline and teacher performance is 0.753. This shows that teacher performance can be predicted by the work discipline variable by 75.3%, the remaining 24.7% can be predicted by other variables, and the regression¹⁵ equation is $\hat{Y} = 5,200 + 0,908 (X1)$.

The³ results of this study are in accordance with the research conducted³ by Arianto (2013) which states that there is a positive effect of discipline on the performance of teaching staff. Work discipline is the ability of employees to work regularly, persistently and work in accordance with applicable regulations without violating predetermined rules.

Hani (2008)^[2] explains that "discipline is a very absolute thing in human life, because a human being without strong discipline will destroy the joints of his life which will endanger himself and other humans". Meanwhile, according to Sutrisno (2016)^[10] discipline is a person's behavior in accordance with the regulations, existing work procedures or discipline is behavior, attitudes and actions that are in accordance with the regulations of an¹⁵ institution or organization, both written and unwritten.

The results of this study imply that the higher the level of work discipline of the teachers of SD Negeri Girian District, Bitung City, the higher the level of performance. This is also supported by previous studies and developing theories.

Table 5: Calculation of the correlation coefficient between work motivation and teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.707	.702	12.571

a. Predictors: (Constant), work motivation

Based on the analysis of the SPSS 23 program, the calculation of the correlation coefficient between work motivation and teacher performance is 0.841. The coefficient of determination between work motivation and teacher performance is 0.707 (Table 5). This shows that teacher performance can be predicted by the work

motivation variable by 70.7%, the remaining 29.3% can be predicted by other variables and for the regression equation is $\hat{Y} = 15.094 + 0.854 (X_2)$.

The results of this study are in accordance with research conducted by Murti (2016) which states that there is a positive relationship between work motivation and teacher performance. This shows that the higher the motivation of the teacher, the better his performance as a teacher. In line with this, Kadarisman (2012) states that work motivation is a driving force or impetus in a person to want to behave and work actively and in accordance with the duties and obligations given to him. Based on this opinion, it is known that work motivation is useful as a motivation for someone to strive to achieve performance in accordance with the given task.

From the results of research supported by previous studies and developing theories, it can be found that work motivation is positively related to teacher performance. This means that the higher the work motivation of the Girian District Elementary School teachers, the higher the level of performance.

Table 6: Calculation of the correlation coefficient between the variables of work discipline and work motivation together with teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885 ^a	.783	.775	10.912

a. Predictors: (Constant), work motivation, work discipline

Based on the results of the analysis of the SPSS 23 program, the calculation of the correlation coefficient between the variables of work discipline and work motivation together with teacher performance obtained a correlation coefficient value of 0.885. The coefficient of determination between work motivation and teacher performance is 0.783 (Table 6). This means that the variable teacher performance can be predicted by the variables of work discipline and work motivation together by 78.3%, the remaining 21.7% can be predicted by other variables outside work discipline and work motivation and for the regression equation is $\hat{Y} = 14.179 + 0.586X_1 + 0.359X_2$. The results of this study are in line with research conducted by Hutabarat (2016) that there is a positive and significant relationship between training, motivation, and work discipline on teacher performance.

Conclusion

There is a very strong correlation between work discipline and teacher performance, work motivation and teacher performance, and between work discipline and work motivation together with teacher performance. This description, is also based on the guidelines in providing interpretation of the correlation coefficient. Thus, if discipline and work motivation are improved, teacher performance will also increase.

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