

# The Influence of Work Motivation and Work Discipline on the Performance of Senior High School Teachers in OKU Selatan

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## ABSTRACT

This study aims to analyze the effect of work motivation and work discipline on the performance of teachers in SMA Negeri in OKU Selatan. This type of research is descriptive quantitative. The population in this study were all teachers in SMA Negeri in OKU Selatan amounting to 706 teachers, the sample was taken through a random technique of 25% with a total of 160 teachers. The data collection techniques used included questionnaires, observation, interviews, and documentation. Based on the results of the study, it was found that there was a significant influence of work motivation on teacher performance with a large effect of 20.00%, while the influence of work discipline on teacher performance was 42.80%, and together work motivation and work discipline had an effect of 28, 10%.

**Keywords:** Motivation, Discipline, Performance.

## 1. INTRODUCTION

Based on data from the 2012 *Program for International Study Assessment (PISA)*, Indonesia is the country with the lowest ranking in achieving the quality of education and UNESCO presents a report that Indonesia is ranked 64th out of 120 based on the Education Development Index [1]. According to [1] the low quality of education in Indonesia is caused by several things, one of which is the low quality of teachers. The low quality of teachers can be seen from the fact that there are still many teachers who have not fulfilled the requirements of professionalism as teachers, in accordance with the mandate of [2] and [3].

The quality of education can be seen from the ongoing educational process and educational outcomes. A quality education process supported by one of them is the professionalism of teachers in managing learning starting from planning, implementation, and evaluation [4] [5]. While the results of education can be seen from the achievements achieved by students and schools within a certain period of time [6]. Teacher professionalism is closely related to teacher competence, teacher certification, and teacher professional allowances. Teachers who have

competence can be proven by passing the certification process and obtaining an educator certificate and professional allowances. Teachers who have received the professional allowance will experience an increase in welfare so that it will become one of the motivations for teachers [7], and to improve their performance so that an increase in the learning process will be achieved and will directly improve the quality of education in schools [8]. Basically, performance is the responsibility of the individual at the institution where he works. High performance can be seen when individuals work well, excel, are enthusiastic and give their best contribution so that they can achieve the institutional goals that have been set [9]. According to [10] performance is something that is individual, because each employee has a different level of ability in carrying out their duties and performance is a combination of abilities, effort, and opportunities. According to [11] performance is determined by environment, ability and motivation. A similar statement was stated by [12] that performance is an interaction between ability, motivation, and opportunity.

According to [13] one of the reasons for the importance of work motivation is that employees come to work regularly, have a sense of belonging to the organization, causing increased product

quality and high performance levels. A person who has high work motivation will try to do his job with full enthusiasm and responsibility so that he tries to achieve organizational goals, this is done consistently and continuously.

Discipline is the awareness or willingness of a person to obey all applicable social rules and norms [14]. [15] states that work discipline is a person's ability to regularly, diligently, continuously and work in accordance with applicable rules and not violating predetermined rules. Work discipline has several objectives, [16] state that the goals of discipline work are 1) To ensure that teacher behavior is consistent with school rules; 2) To cultivate or maintain mutual respect and trust; 3) Discipline action can also help teachers to be more productive; 4) Effective disciplinary action can spur individual teachers to improve work performance. This is due to the lack of discipline of teachers in carrying out tasks resulting in low work performance.

Based on the author's preliminary observations at SMA Negeri in OKU Selatan, especially SMA Negeri 1 Buay Sandang Aji, SMA Negeri 1 Tiga Dihaji, SMA Negeri 1 Muaradua, SMA Negeri 1 Buay Rawan, and SMA Negeri 1 Buay. The teacher's performance readers are still low. This is because there are still many teachers who carry out their duties unprofessionally. There are still many teachers who do not carry out lesson planning, this can be seen from the small number of teachers who have lesson plans (RPP). In the process of implementing learning in the classroom, the teacher is often late and the target material in the curriculum is not completed. From the results of preliminary observations, it can be seen that the teacher does his job without any motivation and does not apply discipline so that the resulting performance is also not as expected.

Based on the background described, the authors feel the need to conduct research to see directly the effect of work motivation and work discipline on teacher performance in SMA Negeri OKU Selatan.

## 2. METHODS

Research on the effect of work motivation and work discipline on teacher performance will be carried out in public high schools in OKU Selatan, South Sumatra. This research was conducted from September 2020 to December 2020. The research was conducted using a quantitative descriptive approach using observation, questionnaires, interviews, and documentation.

The population of this study were all teachers in SMA Negeri in OKU Selatan Regency. The

number of public high schools in OKU Selatan district is 21 schools with a total of 706 teachers. The sample in the study was taken using a *random sampling technique* based on the level of school accreditation. Because the population of this study is quite large and researchers have limited research time, energy, and distance between schools, the researchers took approximately 25% of the total population as the sample. The number of samples was 160 teachers from 5 State Senior High Schools in South OKU.

The instrument used in this study was a questionnaire that was previously tested on teachers in schools who were not included in the research sample. The test of this instrument was analyzed by means of validity and reliability testing. The validity test used is the correlation technique with the formula *Pearson (Product Moment)* and the reliability test used is to use the correlation technique with the Alpha formula (*Cronbach Alpha*).

Before the analysis is carried out, the analysis requirements are first tested, which is a condition that must be met so that the analysis can be carried out, both for predictive purposes and for hypothesis testing. There are three conditions that must be met before conducting regression analysis, namely normality, linearity, and multicollinearity tests. The normality test was performed using the *Kolmogorov-Mirnov* and the Normal PP Plot graph test. Linearity test was carried out by *One-way Anova*. Multicollinearity test was performed using multiple linear regression.

The research data will be tested through several stages such as Multiple Regression Test, T Test, F Test (simultaneous), and the Coefficient of Determination. The test of each data analysis uses the help of the SPSS version 22 application. The explanation of each data analysis is as follows:

### a. Multiple Linear

Regression Linear regression is a tool for forecasting the value of the effect of independent variable to the dependent variable to prove whether or not there is a functional relationship or a causal relationship. between two or more independent variables [17]. This multiple linear regression statistical test was carried out using the SPSS version 22 program. The magnitude of this influence can be seen through the value *R square* of the analysis results. The existing *R square* value shows the magnitude (%) of the effect of variable X on variable Y, namely the effect of work discipline and work motivation on the performance of teachers in SMA Negeri in OKU Selatan. The multiple linear regression equation is:

$$Y = a + b_1 X_1 + b_2 X_2 + b_n X_n$$

Description:

Y : Subject The dependent variable

X : Independent Variable

a : Constant Value

b : The value of the direction as a determinant of the prediction that shows the value of increasing (+) or decreasing (-) value of the variable Y [18]

b. T test (Partial)

Independent t test is a part of the parametric analysis used to test two samples with different subjects. The t test analysis in this study was carried out using the SPSS program version 22. Decision-making or t-test conclusions using SPSS are based on the probability (significance) results obtained. The probability criteria for drawing conclusions are as follows.

1) Effect of work motivation on teacher performance

- a) If the significance is  $\alpha > 0.05$  or t count  $<$  t table then Ho is accepted. This means that there is no effect of work motivation on teacher performance.
- b) If the probability  $\alpha < 0,05$  t count  $>$  t table then Ha is accepted. That is, there is an effect of work motivation on teacher performance.

2) Effect of work discipline on teacher performance

- a) If the significance is  $\alpha > 0.05$  or t count  $<$  t table then Ho is accepted. That is, there is no effect of work discipline on teacher performance.
- b) If the probability  $\alpha < 0,05$  or t count  $>$  t table then Ha is accepted. That is, there is an effect of work discipline on teacher performance.

c. F test (Simultaneous)

F test is used to determine whether the independent variables simultaneously (together) have a significant effect on the dependent variable. That is, all independent variables will be analyzed simultaneously so that it is known that the two independent variables have an effect on or not on the dependent variable. This test is carried out simultaneously with multiple regression testing using the help of the SPSS version 22 program. Decision making is based on the probability value obtained, which is as follows:

- 1) If probability (significant)  $>$  0.05 ( $\alpha$ ) or F count  $<$  F table means that the hypothesis is not proven, then H0 accepted Ha is rejected if done simultaneously. This means that there is no relationship between the influence of motivation work and work discipline on the performance of SMA Negeri in OKU Selatan.

- 2) If the probability (significant)  $<$ 0.05 ( $\alpha$ ) F count  $>$  F table or it means that the hypothesis is proven then H0 is rejected and Ha is accepted if it is done simultaneously. This means that there is a relationship between the effect of work motivation and work discipline on the performance of teachers in SMA Negeri in South OKU.

**3. RESULTS AND DISCUSSION**

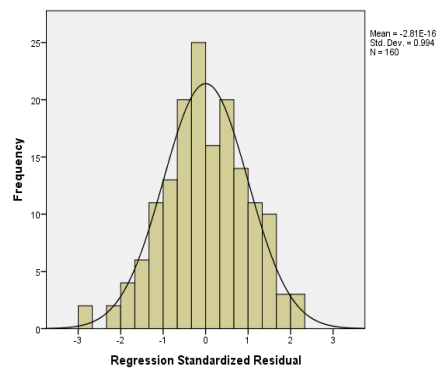
Before testing the research hypothesis is carried out in statistical analysis, it is necessary to test the prerequisite analysis, namely the normality test, linearity test, multicollinearity test. will be described as follows:

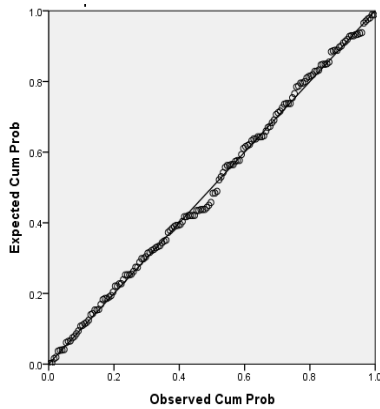
a. Normality test

**Table 1.**

Kolmogorov-Smirnov One-Sample Normality Test		
Unstandardized Residual		
	N	160
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	3,90110191
Most Extreme Differences	Absolute	,045
	Positive	,045
	Negative	-,030
Test Statistic		,045
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

From the data table above, a significant value of 0.200 is obtained. This value is  $0.200 > \alpha$  ( $\alpha = 0.05$ ), thus the data is declared to be normally distributed.





Based on the Figure above, it can be seen in the histogram and graph that the data spreads around the diagonal line and follows the direction of the diagonal line showing that the data has a normal pattern, so the dependent variable Y fulfills the assumption of normality.

b. Linearity Test

**Table 2. Linearity Test of Teacher Performance and Work Motivation**

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Groups	Combined	894.831	20	44.742	2.518	.001
	Linearity	499.716	1	499.716	28.124	.000
	Deviation from Linearity	395.116	19	20.796	<b>1,170</b>	<b>.291</b>
Within Groups		2469.763	139	17.768		
Total		3364,594	159			

Based on the data from the linearity test results in the table above, a significant value of 0.291 is obtained, a significant value  $> \alpha$  ( $\alpha = 0.05$ ) so that it can be stated that there is a linear relationship between teacher performance and work motivation. When viewed from the F value calculated of 1,170 and value table 1,337 the  $F_{\text{count}} < F_{\text{table}}$  then declared motivation and performance of teachers have a linear relationship

**Table 3. Test linearity Teacher Performance and Work Discipline**

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	Combined	1161.126	22	52.778	3.281	.000
	Linearity	831.351	1	831.351	51.689	.000
	Deviation from Linearity	329.775	21	15.704		<b>976,496</b>
Within Groups		2469.763	2203,468	137	16.084	
Total		3364,594	3364,594	159		

Based on the data from the linearity test results in the table above, a significant value of 0.496 is obtained, a significant value  $> \alpha$  ( $\alpha = 0.05$ ) so that it can be stated that there is a linear relationship between teacher performance variables and work discipline. When viewed from the F values calculated of 0.976 and the  $F_{\text{table}}$  1.533 for then  $F_{\text{count}} < F_{\text{table}}$  then declared the discipline of work and performance of teachers have a linear relationship.

c. Multicollinearity test

**Table 4. Test Multicollinearity**

Coefficients								
Model		unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error					Beta
1	Constant	38,625	7,900	4,890	000			
	Work motivation			074,205	2,714	007,803	1,246	
	work discipline			428,080	406	5,374	000,803	1,246

a. Dependent Variable: Teacher Performance

Based on table 21 above seen that each variable has value *tolerance*, it can be  $> 0.10$  and a VIF value  $< 10.00$ , so it can be concluded that there is no multicollinearity between the independent variables in this regression model.

After the prerequisite test is carried out, it is continued with testing hypothesis. Hypothesis testing is done by multiple linear regression test, T test, and F

a. test. Multiple linear regression

**Table 5. Multiple Linear Regression Test**

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	Constant	38,625	7,900		4,890	,000
	Work Motivation	,200	,074	,205	2,714	,007
	Work Discipline	,428	,080	,406	5,374	,000

a. Dependent Variable: Teacher Performance

Based on the table of multiple linear regression test results above, it is found that the constant value of the regression equation  $\alpha$  is 38.625 and the coefficient value of the independent variable  $b_1$  is 0.200 and  $b_2$  is 0.428, the regression equation is obtained as follows.

b. T test (partial)

- 1) Based on the test results in the table (*coefficient*) above, a significant value for the work motivation variable is 0.007. This value is less than 0.05, meaning that there is a significant effect of work motivation on teacher performance. When viewed from the value obtained at 2.714 and  $t_{table}$  value of 1,975, the value  $t_{count} > t_{table}$  then  $H_0$  is accepted. That is, there is an effect of work motivation on teacher performance.
- 2) Based on the test results in the table (*coefficient*) above, the significant value for work discipline is 0.000. This value is less than 0.05, meaning that there is a significant effect of work discipline on teacher performance. When viewed from the value obtained at 5,374 and  $t_{table}$  amounted to 1.975 then the value  $t_{count} > t_{table}$  so  $H_a$  is received. That is, there is an effect of work discipline

c. F test (simultaneous)

**Table 6. F test (Simultaneous)**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	944,837	2	472,418	30,652	,000 <sup>b</sup>
Residual	2419,757	157	15,412		
Total	3364,594	159			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Discipline, Work Motivation

Based on the table ANOVA above, it has obtained a significant value of 0.000 less than 0.05 so it can be interpreted that there is a joint influence on work motivation and work discipline on teacher performance.

**Table 7. F Test (Simultaneous)**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,530 <sup>a</sup>	,281	,272	3,926

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

b. Dependent Variable: Teacher Performance

Then based on the table *summary model* above, the R Square is 0.281, thus the determination coefficient is 28.1%, so it can be concluded that the effect of work motivation and work discipline on teacher performance is 28.1%. and the remaining 71.9% is influenced by other factors not be this variable

Based on the above data, then:

1. Motivation work to performance teachers

Hypothesis testing results indicate that a significant effect of work motivation on teacher performance as indicated by the value of influence is a bear of  $t_{table}$ . The results of the study of 160 teachers studied showed that work motivation had a contribution to teacher performance by 20.00%. This means that the work motivation of a teacher will provide a strong impetus that can support the success of their work in achieving the work standards that have been set.

The results of this study are in line with the research of [19] that the work motivation variable shows a significant effect on teacher performance at SMK Muhammadiyah 2 Bantul. This is indicated by the effect value of 55%, meaning that 55% work motivation affects the performance of teachers of SMK Muhammadiyah 2 Bantul.

2. The Effect of Work Discipline on Teacher Performance

The results of hypothesis testing show that the variable work discipline has a significant effect on teacher performance as indicated by the  $t$  value is greater than  $t_{table}$ , then  $H_a$  is accepted. This means that there is an effect of work discipline on teacher performance. The results of the study of the 160 teachers studied showed that work discipline contributed 42.80% to teacher performance.

In addition, there are several relevant research results that strengthen the results of this study. [15] the results showed that work discipline had a positive and significant effect on teacher performance at SMAN 1 Cadung, Agam Regency.

### 3. The Effect of Work Motivation and Discipline Work Together Against teacher performance,

work motivation and work discipline simultaneously have a significant effect on teacher performance. Based on the table 4.9 ANOVA above, it is obtained a significant value of 0.000 smaller than 0.05 so that it can be interpreted that there is a joint influence on work motivation and work discipline on teacher performance. That is, simultaneously there is a significant influence between work motivation ( $X_1$ ) and work discipline ( $X_2$ ) on the performance ( $Y$ ) of public high school teachers in Ogan Komering Ulu Selatan District. Then based on the table 4.10 (*model summary*) above, the  $R_{\text{Square}}$  is 0.281, thus the coefficient of determination is 28.1%, so it can be concluded that the influence of work motivation and work discipline on teacher performance is 28.1% and the rest 71.9% is influenced by other factors which are not this variable.

Research conducted by [20]. The results showed the multiple linear regression equation  $Y = 83.490 + 0.294 X_1 + 0.469 X_2$ . The multiple correlation coefficient of  $R = 0.671$ , this shows a strong influence between motivation, work discipline, and teacher performance. The coefficient of determination (KD) of 45% means that motivation and work discipline affect teacher performance by 45%. The simultaneous test determines that  $F_{\text{count}}$  is greater than  $F_{\text{table}}$ , meaning that  $H_0$  is rejected and  $H_a$  is accepted or there is a significant influence between motivation and work discipline simultaneously on teacher performance at SMK Nusantara 1 Ciputat.

## 4. CONCLUSION

### 1. Work motivation has a significant effect on teacher performance.

Based on the research results, work motivation has a significant effect on teacher performance. The motivation that a person has is a potential, where a person is not necessarily willing to mobilize all of his potential to achieve optimal results, so there is still a need for a motivation so that a teacher wants to work in accordance with curriculum goals. Teachers who have high motivation will increase their productivity in carrying out their duties as a teacher and will carry out their responsibilities properly in carrying out the learning process and other additional tasks.

Teachers who have high motivation will carry out the task of planning learning, implementing learning, and evaluating / assessing learning according to the curriculum reference so that it will directly affect teacher performance improvement.

### 2. Work Discipline Has a Significant Effect on Teacher Performance

Based on the research results, work discipline has a significant effect on teacher performance. Basically, discipline is the awareness and willingness of a teacher to follow and implement all the existing rules so that all of his responsibilities will be carried out. A disciplined teacher will have a punctual attitude, high responsibility, be careful in using organizational facilities and infrastructure, and obey the regulations set by the agency. If a teacher has high work discipline, it will have a direct effect on improving teacher performance.

### 3. Work motivation and work discipline together have a significant effect on teacher performance.

It has been tested through this research that work motivation has a significant effect on teacher performance so that if you want to improve teacher performance, you first need to foster work motivation in the teacher. It has been tested through this research that work discipline has a significant effect on teacher performance so that if you want to improve teacher performance, the teacher first needs to cultivate a disciplined attitude towards the teacher.

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