

The Influence of Motivation and Work Discipline on Teacher Performance in SMP Negeri 1 Sembawa

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Abstract

This study aims to determine the significance of the effect of Motivation and Work Discipline on Teacher Performance in Junior High School Number 1 of Sembawa. This type of research is quantitative descriptive. Samples in the study were 63 respondents with data collection techniques in the form of a questionnaire (questionnaire). The results showed that: 1) there was a significant influence of motivation on teacher performance, 2) there was a significant effect of work discipline on teacher performance, 3) there was a significant effect between motivation and work discipline on teacher performance.

Keywords: *Motivation, Discipline, Performance*

INTRODUCTION

The era of globalization today has resulted in intense competition among organizations to achieve the desired goals. In achieving goals, every organization is influenced by organizational behavior which is a reflection of the behavior and attitudes of the people within the organization concerned. Schools are organizations that really need good behavior and attitudes from the people in it. The teacher is one of the keys to success in achieving school goals, in this case the teacher is an important component in the educational process. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 1, paragraph (1) explains that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education [1].

The main task of the teacher is an indicator that will be used as a measurement of teacher performance in carrying out their duties. Teacher awareness of teacher performance and behaving in accordance with professional demands will greatly affect student achievement. Teacher performance is very necessary for the sustainability of the school as an educational organization. Many factors affect teacher performance, namely adequate competence, a safe and healthy work environment, the opportunity to develop knowledge, a sense of belonging, work motivation, work discipline and others [2].

Teacher performance is an important thing because it shows what teachers have done in achieving educational goals in schools. Optimal teacher performance is the hope of all parties, but the reality in the field shows that there are still some teachers whose performance is not optimal yet. Based on preliminary observations on March 13 2020 at SMP Negeri 1 Sembawa, Banyuasin Regency, it shows about teacher performance, one of which can be seen from student learning outcomes through portfolio. Schools data shows that teachers who have high work motivation in teaching, the value of 75% of students reaches minimum mastering criteria (KKM), while teachers who have low work motivation in teaching the students' score is 50% not reaching the minimum mastering criteria (KKM). Therefore, work motivation is a factor that plays an important role in the learning process.

Work motivation can be interpreted as a condition in workers who encourage to carry out activities in order to achieve a goal [5]

Besides being influenced by motivation, teacher performance can also be influenced by high work discipline. Discipline is essential for organizational growth, used primarily to motivate employees to be able to discipline themselves in carrying out work both individually and in groups. Work discipline is the ability of a person regularly, diligently, continuously and work in accordance with the applicable rules and do not violate the rules that have been set. [5]. [6] defines work discipline as the awareness and willingness of a person to obey the existing regulations in the organization and prevailing social norms.

Based on the results of observations at SMP Negeri 1 Sembawa, it shows that there are some teachers who have a low tendency in terms of motivation and work discipline, like a teacher arriving late, entering class or leaving class not on time, not making learning set like daily grading question grid and daily grading analysis. If this is allowed, it will continue to be reprimanded, either directly or indirectly, which will affect teacher performance in the learning process. Based on the problems above, encouraging the writer to conduct a study entitled "The Influence of Motivation and Work Discipline on Teacher Performance at SMP Negeri 1 Sembawa".

METHOD

According to [7] the research method is a scientific way to obtain data with specific purposes and uses. The scientific way means that research activities are based on scientific characteristics, namely: rational, empirical and systematic. Research on the influence of motivation and work discipline on teacher performance at SMP Negeri 1 Sembawa will be conducted is a quantitative correlational (causal) type of research). This type of correlational research aims to determine the existence of a cause-and-effect relationship that affects each other and is related between research variables. The research variables are as follows: (1) Motivation is something that can generate enthusiasm or encouragement to work individually or in groups so that they have the willingness or need to achieve certain goals through the implementation of a task. (2) Work discipline is an attitude or behavior that shows one's loyalty and obedience to the rules set by the organization, both written and unwritten so it is hoped that the work will be carried out effectively and efficiently. That means a teacher must obey and obey the rules set by the school where he works. (3) Teacher performance is the work achieved by the teacher in achieving educational goals not only in the field of teaching in the classroom but also outside the classroom in terms of outside teaching, for example student administration..

FINDINGS AND DISCUSSION

Table 1. Normality Test

Variabel	Nilai Signifikan	Penguji	Keterangan
Motivasi (X_1)	0,140	0,05	Normal
Disiplin Kerja (X_2)	0,079	0,05	Normal
Kinerja Guru (Y)	0,257	0,05	Normal

Sumber: hasil Olahan Program SPSS versi 25.0 Tahun 2020

Table 1 explains that the significance value for the work motivation variable is 0.140, the work discipline variable is 0.079, and the teacher performance variable is 0.257. As it is known that if the significance value > 0.05 , the data is normally distributed and if the value < 0.05 , the data is not normally distributed. . Thus, the data on the variables of work motivation, work discipline, and teacher performance are normally distributed. This is because the significance value for the variables of work motivation, work discipline, and teacher performance is above 0.05.

Table 2. Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Motivasi	1,467	12	47	.171
Disiplin Kerja	1,428	12	47	.187

Sumber: hasil Olahan Program SPSS versi 25.0 Tahun 2020

The test criterion is a significance value <0.05 , so the group variants are not the same. Otherwise, if the significance value > 0.05 , the variance of the data group is the same. Dari *output*, It can be seen that the significance value of the work motivation variable is $0.171 > 0.05$ and the significance value of work discipline is $0.187 > 0.05$. So, it can be concluded that the two variables come from the same or homogeneous data.

Table 3. Multiple Correlation Linear Regression Test Results

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,41	7,603		1,764	,083
	Motivasi	,411	,135	,405	3,049	,003
	Disiplin	,440	,137	,426	3,204	,002

Based on the results of multiple linear regressions examined on the variable work motivation (X1) and work discipline (X2) on teacher performance (Y) it can be described as follows:

$$Y = 13.411 + 0.411X_1 + 0.440X_2$$

The multiple correlation linear regression equation above can be explained as follows. First, the constant coefficient of 13.441 means that if the work motivation (X1) and work discipline (X2) are 0 or constant, the teacher's performance (Y) is 13.441.

Second, the coefficient value of the work motivation variable (X1) is 0.411, meaning that if work motivation (X1) increases by 1 unit score, the teacher's performance (Y) will increase by 0.411 assuming the coefficient of work discipline is 0 or constant..

Third, the coefficient value of the work discipline variable (X3) is 0.440, meaning that if work discipline (X2) increases by 1 unit score, the teacher's performance (Y) will increase by 0.440, assuming the work motivation coefficient is 0 or constant. The results of the F test (simultaneous hypothesis) of this study can be seen in Table 8 below.

Table 4. F Test Results (Simultaneous Hypothesis)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	500,054	2	250,027	49,64	,000
	Residual	302,168	60	5,036		
	Total	802,222	62			

Simultaneous testing shows that the value of F_{count} is 49.647 and F_{sig} is 0.000, while the F_{table} value for $dk = n - 2 - 1 = 63 - 2 - 1 = 21$ was 3.15. That is, the value of F_{count} ($49.647 > F_{table}$ (3.15)) and the value of F_{sig} ($0.000 < \alpha$ (0.05)), thus H_0 was rejected and H_a

accepted. It can be explained that there is an effect of work motivation and work discipline on teacher performance at SMP Negeri 1 Sembawa.

Table 5. T Test Results (Partial Hypothesis)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,41	7,603		1,764	,083
	Motivasi	,411	,135	,405	3,049	,003
	Disiplin	,440	,137	,426	3,204	,002

Based on the coefficient table above, the tcount of work motivation variable is 3.049 with a tsig value. It is 0.003 and the t table value $dk = n - 2 = 63 - 2 = 61$ is 1.670. That is, the value of tcount (3.049) > ttable (1.670) and the value of tsig (0.003) < α (0.05), thus H_0 is rejected and H_a is accepted. It can be explained that there is an influence of work motivation on teacher performance at SMP Negeri 1 Sembawa. Based on the table above, the tcount of work discipline variable is 3.204 with a tsig value. equal to 0.002 and the value of t table $dk = n - 2 = 63 - 2 = 61$ is 1.670. That is, the value of t count (3.204) > t table (1.670) and the value of tsig (0.002) < α (0.05), thus H_0 is rejected and H_a is accepted.. It can be explained that there is an influence of work discipline on teacher performance at SMP Negeri 1 Sembawa.

Table 6. Results of the Determinant Coefficient of Work Motivation Variables (X1) and Work Discipline (X2) towards Teacher Performance (Y)

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	,790 a	,623	,611	2,244

Table 6 explains the value of the correlation / relationship (R) which is equal to 0.790. The percentage of the influence of the independent variables (work motivation and work discipline) on the dependent variable (teacher performance) is called the coefficient of determination which is the result of R squaring. From this output, the coefficient of determination (Adjust R Square) is 0.611, which implies that the influence of the independent variables (work motivation and work discipline) on the dependent variable (teacher performance) is 61.1%.%, While the remaining 38, 9% is influenced by other variables not examined in this study.

Based on the results of the research calculations described earlier using the SPSS version 25.0 program, the results of the research are as follows. First, it is known that there is an effect of work motivation (X1) on teacher performance (Y). This is proved by the value of work motivation t count > t table and the t value of work motivation < α (0.05). These results support the hypothesis proposed that there is an effect of work motivation on teacher performance. According to the results of calculations based on the regression equation based on Table 6 (coefficient), It can be explained that if the coefficient value of the work motivation variable (X1) increases by 1 unit score, then Teacher Performance (Y) will increase by 0.411.

Second, it is known that there is an influence of work discipline (X2) on teacher performance (Y). This is proved by the t count value of work discipline > t table and the t value of work motivation < α (0.05). These results support the hypothesis proposed that there is an influence of work discipline on teacher performance. According to the results of calculations based on the regression equation which is guided by Table 7 (coefficient), it can

be explained that if the coefficient value of the work discipline variable (X1) increases by 1 unit score, then Teacher Performance (Y) will increase by 0.440.

Third, it is known that there is an influence of work motivation (X1) and work discipline (X2) on teacher performance (Y). This is evidenced by the value of $F_{count} > F_{table}$ and the value of $F_{sig} < \alpha$ (0.05). These results support the hypothesis proposed that there is an effect of work motivation and work discipline on teacher performance. The value of the coefficient of determination (Adjust R Square) is 13.441, which means that the influence of the independent variables (work motivation and work discipline) on the dependent variable (teacher performance) is 61.1%, while the remaining 38.9% is influenced by the variables others who were not examined in this study. Based on the research results, it shows that work motivation and work discipline have a significant effect on teacher performance. These results support the hypothesis that work motivation and work discipline have an effect on teacher performance.

CONCLUSIONS

Based on the results of data analysis, it can be concluded as follows. First, work motivation has an influence on teacher performance based on the results of the t test analysis. This shows that there is there was a significant influence of motivation on teacher performance at SMP Negeri 1 Sembawa. Second, work discipline has an influence on teacher performance based on the results of the t test analysis. This shows that there was a significant influence of work discipline on teacher performance at SMP Negeri 1 Sembawa. Third, motivation and work discipline have a influence on teacher performance based on the results of the t test analysis. This shows that there was a significant effect between motivation and work discipline on teacher performance at SMP Negeri 1 Sembawa which has answered the third hypothesis.

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