

The Influence of Work Discipline and Work Motivation on Teacher Performance at Sentosa Bhakti Baturaja Vocational School, Ogan Komering Ulu Regency

Hema Malini¹, Safaruddin², Herlina Supriati³

¹ Dwisakti College of Economics, ² Mahakarya Asia University, ³ Dwisakti College of Economics

Corresponding Author: Hema Malini, e-mail: hemamalinistie@gmail.com

Article Info

Article history:

Received 18/11/2025

Revised 26/11/2025

Accepted 16/12/2025

Keywords :

Work Discipline, Work
Motivation, Teacher
Performance

ABSTRACT

This study aims to determine the effect of work discipline and work motivation on teacher performance at SMK Sentosa Bhakti Baturaja, Ogan Komering Ulu Regency. Work discipline includes punctuality, compliance with regulations, responsibility, and task implementation, while work motivation consists of internal and external factors. The research method used is descriptive quantitative with multiple linear regression analysis, correlation coefficient, determination coefficient, and t-test and F-test using SPSS. The results of the study show a regression equation $Y = 3.882 + 0.034X_1 + 0.791X_2$ with a correlation coefficient of 0.801 and an R^2 value of 0.642. The results of the t-test indicate that work discipline does not have a significant effect on teacher performance, while work motivation has a significant effect. The F-test indicates that work discipline and work motivation simultaneously have a significant effect on teacher performance.



INTRODUCTION

The world of education is an institution that plays a crucial role in improving the quality of human resources. This role is related to efforts to develop the nation's next generation with reliable human resources. To improve the quality of human resources in the education sector, teachers play a significant role in the educational process. Therefore, management must be able to create an environment that can encourage a sense of belonging, loyalty, solidarity, security, acceptance and appreciation, and a sense of accomplishment in teachers, which in turn can foster a sense of commitment and develop optimal work morale.

Teachers are a key element in the education system, particularly in schools. All other components, from curriculum to infrastructure, funding, and so on, will be meaningless if the essence of learning, namely teacher-student interaction, is lacking in quality. All other components, especially the curriculum, will come to life if implemented by teachers (Depdiknas, 2008:1).

Teacher performance in schools plays a crucial role in achieving school goals. Teacher performance is felt by students and parents. Therefore, teachers must be truly competent in their fields and capable of optimal service. To achieve this, supporting components are needed, one of which is professional teacher performance. A professional teacher is someone who possesses special abilities and expertise in the field of teaching, enabling them to perform their duties and functions to the maximum. According to Luthans (2005:165), performance is the quantity or quality of something produced or services provided by someone who does the work, while according to Dessler (2000:41), performance is work achievement, namely the comparison between work results and established standards.

The factors that influence teacher performance are work discipline and work motivation. According to Davis in Mangkunegara (2011:129), "Discipline is a management action to enforce organizational standards." Based on Davis's opinion, work discipline can be defined as the implementation of management to strengthen organizational guidelines. According to Hasibuan (2009:193), discipline is a person's awareness and willingness to comply with all company regulations and applicable social norms. Awareness is a person's attitude of voluntarily complying with all

regulations and being aware of their duties and responsibilities, while willingness is an attitude of behavior and actions that are in accordance with company regulations, both written and unwritten.

Teacher work discipline is a component of personal maturity and is key to achieving company and organizational goals. Teacher work discipline is evident in the appropriate use of working hours, the example of leaders, supervision by superiors or principals, use of facilities and infrastructure, adherence to work rules, and following established procedures by the school. Work discipline will be implemented if superiors or principals supervise teachers while they carry out their activities. This supervision is carried out to see whether teachers and other educational staff work according to existing procedures or not. Obedience in carrying out their work will also affect the teacher's work discipline. If a teacher follows school rules, it means he or she has a high sense of responsibility for the tasks assigned by the principal.

In addition to work discipline, motivation is also important for improving teacher performance. Motivation is an activity that involves, channels, and maintains human behavior. According to Sardiman (2007:73), motivation can be viewed as a change in energy within a person, characterized by the emergence of feelings and preceded by a response to a goal. Motivation is the basic drive that drives a person, or the desire to exert all one's energy because of a goal. According to Mangkunegara (2010:93), motivation is one of the factors that can support the achievement of maximum performance, because motivation is an internal state of a person that activates and directs their behavior towards certain goals. There is a very close relationship between high work motivation and communication. If employees feel comfortable in their work, then they generally have good communication with their superiors. Conversely, if their work morale or work spirit is low, then they can adapt to bad habits. They may even be disrespectful to their superiors. In general, they simply agree to orders, but with feelings of displeasure.

Sentosa Bhakti Baturaja Vocational School is one of the private vocational schools in Ogan Komering Ulu Regency with an A (Very Good) accreditation status. In the current high job competition conditions, the Sentosa Bhakti Baturaja Vocational School provides students with skills education such as computer practice, Industrial Work Practice in Institutions that have collaborated with Sentosa Bhakti Baturaja Vocational School. For outstanding students, scholarships and other awards are given and for underprivileged students, scholarship assistance is also given. Students are also given extracurricular activities to hone and develop themselves, such as Scouts, PMR, Paskibraka, Volleyball, Karate, Futsal and others, which are held on Saturdays and Sundays.

However, based on observations at SMK Sentosa Bhakti Baturaja, there are several problems related to work discipline and work motivation towards teacher performance, namely low work discipline and work motivation, this can be seen from the lack of desire of teachers to develop, teachers do not like their work, do not enjoy their work, insufficient salaries, and so on. Further analysis that must be carried out at SMK Sentosa Bhakti Baturaja is work discipline including punctuality, compliance with regulations, work responsibility, carrying out duties and obligations. Meanwhile, further analysis in terms of work motivation includes external factors (leadership, pleasant work environment, status and responsibility), internal factors (level of education, needs met, and job satisfaction).

LITERATURE REVIEW

Work Discipline

According to Sastrohadwiryo (2003:291), work discipline can be defined as an attitude of respecting, appreciating, obeying and complying with the applicable regulations, both written and unwritten, and being able to carry them out and not avoiding accepting sanctions if he violates the duties and authority given to him. Discipline is a person's awareness and willingness to comply with all company regulations and applicable social norms. This awareness refers to a person's voluntary adherence to all regulations and awareness of their duties and responsibilities. Therefore, they will comply with or carry out all their duties well, without being forced to do so.

Motivation Work

According to Yusuf (2008:1), work motivation is a strong will that causes someone to perform an action to achieve a certain goal. Motivation comes from the word " *motif*," which means "drive" or

stimulus or "driving force" within a person. According to Mangkunegara (2009:93): *Motivation is a condition that drives employees to be able to achieve the goals of their motives. Motivation is a driving need within employees that needs to be fulfilled so that employees can adapt to their environment, while motivation is a condition that drives employees to be able to achieve the goals of their motives.*

Performance

Performance comes from the words "job performance" or "actual performance," which refer to the actual work accomplishments or achievements achieved by an individual. The definition of performance (work achievement) is the quality and quantity of work results achieved by an employee in carrying out their functions according to their assigned responsibilities. *Performance is the result or output of a process (Nurlaila, 2010:71).*

Based on the previous theoretical description, the research model is presented as follows:

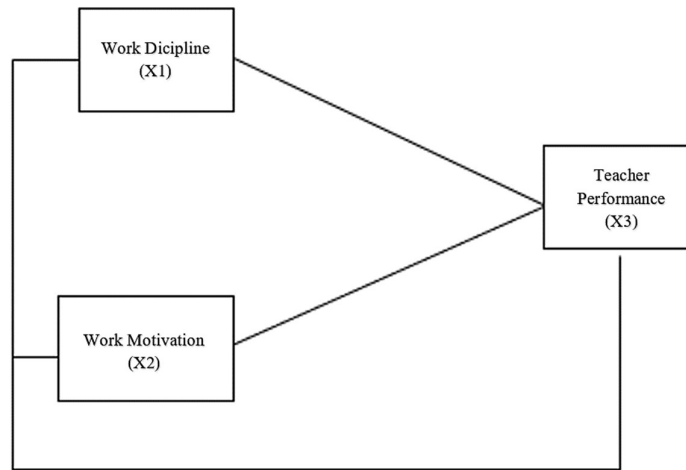


Figure 1. Conceptual Framework

The hypotheses proposed in this study include:

- H1** : The Influence of Work Discipline and Work Motivation on Teacher Performance
- H2** : The Influence of Work Discipline on Teacher Performance
- H3** : The Influence of Work Motivation on Teacher Performance

RESEARCH METHODS

This research method is descriptive. According to Sugiono (2009: 29), the descriptive method is a method that functions to describe or provide an overview of the object being studied through data or samples that have been collected as they are without conducting analysis or drawing conclusions that apply to the general public.

RESULTS AND DISCUSSION

Validity Test

The validity test used was assisted by the SPSS program, taking a significance level of 5% or 0.05. with a 95% confidence interval with criteria if $r_{count} > r_{table}$ then there is a real correlation between the two variables so that the questionnaire as a measuring tool is said to be valid and can be used as tool measuring in research. The results calculation of validity test in This research is as follows:

**Table 1
Discipline Work Validity Test Results (X₁)**

| No. | Item per statement | r-count | r-table | Information |
|-----|---|---------|---------|-------------|
| 1 | The distance from where you live affects your punctuality in arriving at work | 0, 720 | 0.433 | Valid |
| 2 | Employees always carry out all the rules set by the workplace | 0, 551 | 0.433 | Valid |

| No. | Item per statement | r-count | r-table | Information |
|-----|--|---------|---------|-------------|
| 3 | Disciplined employees in Work will give not quite enough high responsibility at work | 0, 603 | 0.433 | Valid |
| 4 | The work assigned to employees must be in accordance with the abilities of the employees concerned | 0, 511 | 0.433 | Valid |

Source : Processed Primary Data 2025

Table 2
Motivation Work Validity Test Results (X₂)

| No | Question items | r-count | r-table | Information |
|----|--|---------|---------|-------------|
| 1 | Salary can increase employee motivation in working | 0, 679 | 0.433 | Valid |
| 2 | Good working relationships increase work motivation | 0, 505 | 0.433 | Valid |
| 3 | A good working environment will increase work enthusiasm | 0, 540 | 0.433 | Valid |
| 4 | Party school really provides encouragement for employees to always achieve | 0.598 | 0.433 | Valid |
| 5 | Good working relationships with other employees can support smooth work flow | 0.695 | 0.433 | Valid |

Source : Processed Primary Data 2025

Table 3
Employee Performance Validity Test Results (Y)

| No. | Question items | r-count | r-table | Information |
|-----|--|---------|---------|-------------|
| 1 | The quality of work is quite good compared to colleagues and always tries to improve. quality of work | 0, 750 | 0.433 | Valid |
| 2 | Have the ability to direct and guide others to achieve efficiency and effectiveness in work | 0, 573 | 0.433 | Valid |
| 3 | Able to make work-related decisions, develop alternative solutions and recommendations and choose appropriate actions to support the process of carrying out tasks and responsibilities. | 0.615 | 0.433 | Valid |
| 4 | Employee Complete tasks according to the specified time or on time | 0, 531 | 0.433 | Valid |
| 5 | Employee often complete work in different ways to achieve the best results | 0.657 | 0.433 | Valid |

Source : Processed Primary Data 2025

Based on the table above, it can be seen that all items per statement each variable $r_{count} >$ from r_{table} (0, 444). So can it is said that all items of the statement are valid.

Reliability Test

A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data (Sugiyono, 2013:121). Reliability testing is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if the measurement is repeated. The reliability test method often used is *Cronbach's Alpha*. To determine whether an instrument is reliable or not, certain limits can be used such as 0.6. According to Sekaran (1992) in Priyatno (2011:69), reliability less than 0.6 is not good, while 0.7 is acceptable and above 0.8 is good. In calculating this reliability test, it was done using the SPSS 23 program. The results of the reliability test for each variable can be seen in the following table.

Table 4
Reliability Test Results

| Variables | Cronbach's Alpha | r _{table} | Information |
|-----------------------------------|------------------|--------------------|-------------|
| Work Discipline (X ₁) | .782 | 0.60 | Reliable |
| Work Motivation (X ₂) | .800 | 0.60 | Reliable |
| Teacher Performance (Y) | .816 | 0.60 | Reliable |

Source: Processed Primary Data 2025

The conclusion from the results of the reliability test conducted on the instruments used in the research shows that all research instrument items are reliable, because they have met the reliability testing criteria for the instrument items used.

Multiple Linear Regression Analysis

Multiple Linear Regression is used to determine the extent of the influence of independent variables on the dependent variable. In this study, the multiple linear regression analysis calculations were performed using the SPSS 23 program. The summary of the multiple linear regression calculation results can be seen below:

Table 5
Analysis Test Results Multiple Linear Regression
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 3,882 | 3,312 | | 1,172 | ,256 |
| Work Discipline_X1 | ,034 | ,113 | ,045 | ,299 | ,769 |
| Motivation_X2 | ,791 | ,150 | ,786 | 5,263 | ,000 |

a. Dependent Variable: Teacher Performance Y

According to Priyatno (2011:249), the general equation for multiple linear regression is as follows:

$$Y = 3.882 + 0.034X_1 + 0.791 X_2$$

Based on equality on can described as following:

a = Constant value amounting to 3,822.

This matter means that If discipline work and motivation Work No There is or worth zero, then teacher performance improves as big as mark constant That Alone namely 3,822.

b₁ = Coefficient value regression discipline work (X₁) of 0.034.

It means every happen increase as big as One units on variables discipline work (X₁), then teacher performance (Y) will increase by 0.034 with assumptions variables motivation work (X₂) remains constant.

b₂ = Coefficient value regression motivation Work of 0.791.

This means that every increase by one unit of the variable motivation Work (X₂), then teacher performance (Y) will increase by 0.791 assuming discipline work (X₁) has a fixed value.

Coefficient of Determination (r²)

The coefficient of determination or R square is used to see how much influence the independent variable to the variable dependent. The results of the determination analysis can be seen in the output of the summary model from the results of the simple linear regression analysis. The larger the R square, the better, because the more predictable a dependent variable is by its independent variables, namely the independent variable discipline. Work (X₁) and motivation work (X₂) together with the dependent variable that is teacher performance (Y), as follow:

Table 6
Analysis Test Results Determination (r^2)

| Model | R | R Square | Adjusted R Square | Standard Error of the Estimate |
|-------|-------------------|----------|-------------------|--------------------------------|
| 1 | ,801 ^a | ,642 | ,602 | 1,523 |

Based on the table above, the coefficient of determination (*R square*) value in this study is 0.642, which shows that teacher performance at SMK Sentosa Bhakti Baturaja, Ogan Komering Ulu Regency is influenced by the variables discipline Work (X_1) and motivation work (X_2) is 64.2 % while the remaining 35.8 % is influenced by other factors that were not studied in this research.

Hypothesis Testing

Partial Testing (t-Test)

Testing hypothesis used with help SPSS program, the size levels significance (α) used in study This is 5% or $\alpha = 0.05$. While size mark degrees freedom (df) is sought with $nk-1$ formula (0.05 df: $21-2-1=18 = 2.10092$).

Table 7
Analysis Test Results Partial (t-test)

| Model | Coefficients ^a | | | | |
|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 3,882 | 3,312 | | 1,172 | ,256 |
| Work Discipline X1 | ,034 | ,113 | ,045 | ,299 | ,769 |
| Motivation X2 | ,791 | ,150 | ,786 | 5,263 | ,000 |

a. Dependent Variable: Teacher Performance Y

Based on the results of data processing contained in table 18 above, the following results were obtained:

t count Discipline Work (X_1) is 0.299 with a t table of 2.100 because the calculated t is $(0.299) < (2.10092)$ t table then H_0 is accepted and H_a is rejected, meaning there is no there is a significant influence of discipline Work on teacher performance in Sentosa Bhakti Vocational School, Baturaja, Ogan Komering Ulu Regency.

Simultaneous Testing (F Test)

For can know whether all over variables that is variables discipline work (X_1) and motivation work (X_2) in together to variables teacher performance (Y) at Sentosa Bhakti Baturaja Vocational School Ogan Komering Ulu Regency and its results as following:

Table 8 Testing In a way Simultaneous (F Test)

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 74,908 | 2 | 37,454 | 16,145 | ,000 ^b |
| | Residual | 41,758 | 18 | 2,320 | | |
| | Total | 116,667 | 20 | | | |

a. Dependent Variable: Teacher Performance_Y

b. Predictors: (Constant), Motivation_X2, Work_Discipline_X1

Based on table 1 7 in above, the results of data processing are compared by the calculated F value coefficient of 16.145. These results are then compared with the F table at a 95% confidence level or $\alpha = 5\%$ to obtain the F table. 3.55. So F count $>$ F table where $16.145 > 3.55$ then H_0 is rejected and H_a is accepted, meaning that simultaneously there is a significant influence between work discipline (X_1) and work motivation (X_2) together on the teacher performance variable (Y).

Discussion

The Influence of Work Discipline and Work Motivation on Teacher Performance

The results of this study indicate that there is a simultaneous influence on the variables (work discipline and work motivation) on employee performance, with a significant value below 0.05 and the calculated F value (83.742) > F table (3.12). Research results This in line with the results of previous research conducted by Hartiningsih (2017) with title influence discipline and motivation Work to performance employees (study cases in financial institutions and assets area Sleman Regency).

The Influence of Work Discipline on Teacher Performance

Calculated t value of Work Discipline (X1) is 0.299 with a t table of 2.100 because the calculated t is (0.299) < (2.10092) t table then H0 is accepted and Ha is rejected, meaning there is no significant influence of work discipline on teacher performance at Sentosa Bhakti Vocational School, Baturaja, Ogan Komering Ulu Regency. In a previous study by Susanti (2016), entitled "The Influence of Work Discipline on Employee Performance at the Basic Social Services Bureau of the Regional Secretariat of West Java Province", the simple linear regression is as follows $Y = 0.646 + 0.849 X$, meaning that there is a positive relationship between work discipline and employee performance, the higher the work discipline, the more it improves employee performance.

The Influence of Work Motivation on Teacher Performance

The results of this study indicate that there is a simultaneous influence on the variables (work discipline and work motivation) on employee performance, with a significant value below 0.05 and the calculated F value (83.742) > F table (3.12).

Conclusion

Based on the results of research on the influence of work discipline and work motivation on teacher performance at SMK Sentosa Bhakti Baturaja, Ogan Komering Ulu Regency, it can be concluded that the multiple linear regression model shows a positive relationship between work discipline (X₁) and work motivation (X₂) on teacher performance (Y), with the equation $Y = 3.882 + 0.034X_1 + 0.791X_2$. This indicates that an increase in work discipline and work motivation tends to be followed by an increase in teacher performance.

The correlation coefficient analysis yielded an r value of 0.801, indicating a very strong positive relationship between work discipline and work motivation and teacher performance. Meanwhile, the coefficient of determination (R²) of 0.642 indicates that teacher performance is influenced by work discipline and work motivation by 64.2%, while the remaining 35.8% is influenced by other factors outside this study.

Partial hypothesis testing showed that work discipline had no significant effect on teacher performance, while work motivation had a significant effect. However, a simultaneous test (F-test) showed that both work discipline and work motivation significantly influenced teacher performance. Thus, the research hypothesis stating that work discipline and work motivation significantly influence teacher performance was simultaneously proven.

REFERENCE

- Davis. (2011). *Organizational Behavior: Human Behavior at Work*. New York: McGraw-Hill.
- Luthans, F. (2005). *Organizational Behavior. 10th Edition*. Andi, Yogyakarta.
- Mangkunegara, A. A. Anwar Prabu. (2009). *Corporate Human Resource Management*. Bandung: PT Remaja Rosdakarya.
- Mangkunegara, A. A. Anwar Prabu. (2010). *Corporate Human Resource Management*. Bandung: PT Remaja Rosdakarya.
- Nurlaila. (2010). *Human Resource Management*. Jakarta: PT Raja Grafindo Persada.
- Priyatno, D. (2011). *SPSS Pocket Book: Faster, Efficient, and Accurate Statistical Data Analysis*. Yogyakarta: Gava Media.

- Sugiyono. (2009). *Educational Research Methods (Quantitative, Qualitative, and R&D Approaches)*. Bandung: Alfabeta.
- Sugiyono (2013). *Educational Research Methods*. Bandung: Alfabeta.
- Yusuf, A. Muri. (2008). *Quantitative, Qualitative, and Combined Research Methodology*. Jakarta: Kencana Prenada Media Group.