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## **The Effect of Discipline and Work Motivation on Teacher Performance at Al-Ihsaniyah Foundation Kramat Jati East Jakarta**

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Sri Wulandari<sup>1</sup>, Muji Rahayu<sup>2</sup>

***Abstract:***

*This research aims to determine the influence of discipline and work motivation on teacher performance at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta. This research uses a quantitative approach. This research was conducted on March 1 2024 at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta. The respondents in this research were teachers at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta, totaling 45 respondents. The sampling technique in this research is saturated sampling. The data collection technique uses a questionnaire. The research results show that there is a positive and significant influence of discipline and work motivation on teacher performance at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta, both partially and simultaneously. High motivation can encourage teachers to face challenges with enthusiasm and determination, increase involvement in the learning process, and motivate them to continue to improve the quality of their teaching. On the other hand, consistent work discipline ensures that teachers allocate their time and energy effectively to lesson preparation, interaction with students, and professional development, which directly impacts the quality of learning delivered and student outcomes. Therefore, managing motivation and work discipline is important in building a productive learning environment and increasing student achievement.*

***Keywords:*** Discipline, Performance, Work Motivation

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### **1. Introduction**

Education serves as a crucial pathway for individuals to develop their personalities in alignment with societal and cultural values. Asvio et al. (2019) argue that education should be organized systematically, integrating various evolving theories and practices to foster the progression of nations. Central to this progression is the role of education in cultivating high-quality human resources, where teacher performance serves as a pivotal indicator of educational success.

According to Article 39, paragraph 2 of Law Number 20 of 2003 concerning the National Education System, educators are entrusted with essential duties including planning, executing the learning process, evaluating outcomes, and providing

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<sup>1</sup>Program Studi Manajemen, Sekolah Tinggi Ilmu Ekonomi Stan Im, Indonesia. [wulandarisri0583@gmail.com](mailto:wulandarisri0583@gmail.com)

<sup>2</sup>Program Studi Manajemen, Sekolah Tinggi Ilmu Ekonomi Stan Im, Indonesia. [mrahayu@stan-im.ac.id](mailto:mrahayu@stan-im.ac.id)

guidance and training. This statutory framework emphasizes the critical need for teachers, especially in higher education institutions, to engage in research and community service, thereby underscoring the imperative of high-performance standards to meet educational and societal expectations (Mahmudah, 2018).

Teachers play a central role in the education system, profoundly influencing students' academic achievements and personal development (Hidayat et al., 2023). The quality of education hinges significantly on teacher performance, which encompasses the effective preparation of lesson plans, proficient delivery of instruction, meticulous assessment of learning outcomes, and responsive interventions (Lusiana, 2019).

Teacher performance directly impacts educational outcomes as they are primary agents interacting with students within educational settings. Effective teacher performance, as highlighted by Muspawi (2021), underscores their competence and success in fulfilling educational roles and responsibilities.

Discipline is a critical factor influencing teacher performance. Defined by Keith Davis as management's enforcement of guidelines closely linked to performance, discipline profoundly shapes employee behavior and performance outcomes (Malthis & Jackson). In the context of education, maintaining discipline among teachers is crucial for enhancing attendance, adherence to rules, productivity, and overall engagement (Mahfud, 2020).

Research conducted by Sita et al. (2021) on "The Influence of Work Discipline and Motivation on Teacher Performance in Depok City" highlights a significant correlation between work discipline and teacher performance. The study underscores that higher levels of work discipline positively impact teacher performance, whereas lower discipline levels may hinder it.

Motivation also plays a pivotal role in shaping teacher performance. Ardiana (2017) argues that highly motivated teachers exhibit professionalism and passion in their duties, driven by underlying goals that fuel their actions. Hidayat et al. (2023) further explore how motivation, particularly intrinsic motivation, influences teacher performance outcomes.

Effective teacher performance must align with educational objectives and adapt to the unique contexts of individual schools (Selvia, Azhar, & Gimin, 2021). Planning for educational outcomes should be meticulously crafted to optimize efficacy and educational success.

Initial surveys reveal suboptimal teacher discipline levels at MI and MTS Al-Ihsaniyah, Kramat Jati, East Jakarta, with average absentee rates of 5.21% in recent semesters. This points to challenges in maintaining consistent teacher presence and engagement within educational settings.

Lack of teacher motivation and discipline can profoundly impact performance and, consequently, student learning outcomes. Issues such as reduced teaching quality,

disengagement in learning processes, emotional instability, lower student achievement, and limited innovation and professional development are foreseeable consequences (Mahfud, 2020).

Addressing these challenges through targeted research is crucial. Investigating effective strategies to enhance teacher motivation and discipline will not only elevate teacher performance but also enhance overall educational quality and outcomes. This study aims to bridge existing gaps in understanding by exploring how improving motivation and discipline among teachers can enhance their performance, thereby enriching the educational experience and contributing positively to educational success.

## **2. Theoretical Background**

### **Discipline**

Discipline is a person's ability to self-regulate, obey rules, and maintain consistency in their behavior and actions. It involves a willingness to follow established norms, be they official rules or internal principles that guide one's behavior (Supiningsih, 2020). In the context of a teacher, discipline includes various things such as personal discipline, discipline in teaching, discipline in classroom management, professional discipline and administrative discipline. Discipline in the context of teachers is very important because it creates a stable, productive, and safe learning environment for students. It also helps teachers maintain their authority in the classroom and sets a good example for students in terms of responsibility and consistency (Lasmani, 2020).

### **Work Motivation**

Work motivation is an internal or external drive that drives a person to achieve certain goals in the context of work. For a teacher, work motivation are factors that influence their desire to provide quality teaching, contribute to student development, and achieve satisfaction in their work (Wattimena et al., 2023).

Servant leadership and motivation contribute positively to performance levels, with motivation acting as an intermediary in the influence of servant leadership on performance (Rahayu et al., 2023).

Factors that can be a motivation for a teacher are personal satisfaction, recognition and appreciation, sense of responsibility, professional development, good interpersonal relationships, work-life balance, challenges and achievements as well as the vision and mission of the School (Purnama et al., 2022).

### **Performance**

Performance refers to the results or achievements of individuals in carrying out their duties and responsibilities at work. It includes how well a person completes his tasks, the extent to which they achieve set targets, and the impact they have on their organization or work environment. In the context of teachers, performance can be measured by student academic outcomes, professional development, interaction with

students and peers, as well as participation in extracurricular activities or school projects (Dina et al., 2022).

Based on the theory and results of previous research opens space for the author to conduct research related to discipline, motivation and performance variables. Referring to existing theories and empirical data the hypothesis of this study are:

H1: Discipline has a positive and significant influence on performance

H2: Work motivation has a positive and significant influence on performance.

H3: Work discipline and motivation have a significant influence on performance simultaneously

### 3. Methodology

This research uses a quantitative approach and the type of research used is verifiative descriptive research. This research was conducted on March 1, 2024 at the Al-Ihsaniyah Foundation, Kramat Jati, East Jakarta. The respondents in this study were teachers who taught Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs) at Yayasan Al-Ihsaniyah Kramat Jati, East Jakarta, totaling 45 respondents. With saturated samples, it means that the whole sample uses the entire sample from the number of population present. Data collection techniques using questionnaires. Data analysis using multiple linear regression.

### 4. Empirical Findings/Result and Discussion

#### Validity Test

**Table 1. Validity Test**

Variable	Score	Criterion	Decision
Work Discipline	0,864-0,995	>0.304	Valid
Work Motivation	0,726-0,963	>0.304	Valid
Performance	0,372-0,667	>0.304	Valid

Source: Data Processing (2024)

The results of the validity test can be seen in table 1, which shows that the scores of the three variables obtained a value of > 0.304, which means that all variables meet the criteria and are valid, so that all indicators can be used as a test tool in this study.

#### Reliability Test

**Table 2. Reliability Test**

Variable	Result	Criterion	Decision
Work Discipline	0,990	>0,600	Reliable
Work Motivation	0,971	>0,600	Reliable
Performance	0,847	>0,600	Reliable

Source: Data Processing (2024)

Based on table 2, it can be seen that all variables, namely work discipline, work motivation, and performance, have met the requirements of the reliability test with values above 0.600. Therefore, all these research instruments are valid and can be used as measuring instruments in this study.

## Coefficient of Determination

**Table 3. Table of Coefficients of Determination**

Model Summary					
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.772a	.595	.576	2.626	

a. Predictors: (Constant), MOTIVATION, DISCIPLINE

Source: Primary data processed (2024)

Based on table 3, column R2 shows that performance variables can be explained by discipline and work motivation variables by 59.5%, while the remaining 40.5% is explained by other factors not studied in this study.

## Simultaneous Test

**Table 4. Simultaneous Test**

Type	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	426.020	2	213.010	30.890	.000b
	Residuals	289.624	42	6.896		
	Total	715.644	44			

Source: Primary data processed (2024)

Based on table 4 above for the F test, it can be seen that the p value  $< 0.005$ , which is 0.0000, which means that work discipline and motivation significantly affect performance.

**Table 5. Partial Test**

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	40.538	3.661		11.072	.000
DISCIPLINE	.244	.303	1.672	4.109	.000
MOTIVATIO N	.811	.342	.964	2.371	.022

Source: Primary Data, processed (2024)

Based on table 5 above, using a linear regression test, the value of the discipline coefficient for performance is 0.244 and p-value = 0.000 which means  $p < \alpha = 0.05$ . So it can be concluded that discipline has a positive and significant influence on teacher performance at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta. This is in line with research Hidayat, et al (2023) showed that discipline had a significant influence on teacher performance by 56.6%, with the weakest dimension being adherence to time rules. In addition, there is a significant influence of work discipline and work motivation simultaneously on the performance of State Vocational School teachers in Pekalongan Regency by 56.2%.

Other research according to Selvia, et al (2021) There is a positive and significant influence of work discipline on teacher performance with a contribution of 38.7%. The results showed that labor discipline affects teacher performance, which is indicated by the value of the coefficient of determination (R2) by 0.387 (38.7%). This means that 38.7% of the variation in teacher performance improvement is determined by work discipline.

Meanwhile, for the work motivation variable based on table 5 above using a linear regression test, a coefficient value of 0.811 and p-value = 0.022 was obtained, which means  $p < \alpha = 0.05$ . So it can be concluded that motivation has a positive and

significant influence on teacher performance at the Al-Ihsaniyah Kramat Jati Foundation, East Jakarta. This is in line with research Alpian, et al (2022) which states that there is a positive relationship between Work Discipline (X2) and performance. Other research in line Krishakimi & Darni (2023) which states that work motivation has a significant influence on the performance of Economics Teachers. Likewise, according to (Rahayu et al., 2023) states that motivation contributes positively to performance levels, with motivation acting as an intermediary in influence Servant Leadership against performance.

## 5. Conclusions

From the results of this study, it can be concluded that there is a positive and significant influence of discipline and motivation on teacher performance. These results mean that high levels of discipline and motivation tend to contribute positively to an individual's performance in the workplace. Consistent discipline in carrying out job duties can build a strong sense of responsibility and increase efficiency in achieving company goals. In addition, high discipline also has a significant impact on improving performance, where individuals who feel successful in their tasks tend to be more motivated to achieve higher achievements. This emphasizes the importance of organizational or company efforts in creating a work environment that supports the improvement of employee discipline and performance in order to increase overall motivation and productivity.

Furthermore, this study highlights the need for more attention in human resource management related to factors that affect work motivation. The development of policies and programs that encourage discipline and improve employee performance can be an effective strategy in increasing motivation and quality of work. Companies can implement incentive systems that reinforce the influence of discipline, motivation on performance. In addition, it is important for management to provide support and recognition of employee achievements that contribute to an overall increase in motivation. By understanding and managing the relationship between discipline, performance, and motivation, companies can create a productive work environment and motivate high-performing employees to achieve organizational goals.

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