The Effect of Work Motivation on Teachers' Discipline at State Middle School 1 Barru

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Abstract

Penelitian ini bertujuan untuk menganalisis pengaruh Motivasi Kerja terhadap disiplin guru SMP Negeri Barru. Penelitian ini merupakan penelitian kuantitatif dengan populasi penelitian adalah Guru PNS di SMP Negeri 1 Barru dengan responden sebanyak 43 orang, Pengumpulan data menggunakan angket dan dokumentasi. Analisis data menggunakan analisis deskriptif yang menunjukkan bahwa motivasi kerja guru pada kategori sedang dengan jumlah responden 43 dengan persentase sebesar 60,5%. dan disiplin guru pada kategori sedang dengan jumlah responden 43 dengan persentase sebesar 71%. Hasil analisis statistika inferensial menunjukkan nilai t-hitung = 4,110 > t-tabel = 0,3008, maka hipotesis Alternatif diterima dan hipotesis nihil ditolak, Jadi, dapat disimpulkan bahwa terdapat pengaruh motivasi kerja terhadap disiplin guru di SMP Negeri 1 Barru.

Kata kunci: pendidikan, motivasi kerja, disiplin guru

Abstract

This study aims to analyze the influence of Work Motivation on teacher discipline at Barru State Junior High School. This study is a quantitative study with the research population being Civil Servant Teachers at Barru State Junior High School 1 with 43 respondents. Data collection used questionnaires and documentation. Data analysis used descriptive analysis which showed that teacher work motivation was in the moderate category with 43 respondents with a percentage of 60.5%. and teacher discipline was in the moderate category with 43 respondents with a percentage of 71%. The results of the inferential statistical analysis showed a value of α t-count = 4.110 > t-table = 0.3008, so the Alternative hypothesis was accepted and the null hypothesis was rejected, this means there is an influence of work motivation on teacher discipline at Barru State Junior High School 1.

Keywords: education, work motivation, teacher discipline

INTRODUCTION

Education is a community and national effort to prepare its younger generation for a better future. This continuity is marked by the inheritance of culture and character inherent in the community and nation. Therefore, the efforts and endeavors made by adults to educate students' reason and shape their morals are crucial. Achieving this goal is inseparable from the performance of educators within an educational unit (Khairuddin, 2014).

Addressing education challenges in Indonesia and enhancing the nation's intellectual development requires a national commitment to improving the nation's quality and competitiveness through the establishment of eight national education standards: graduation competency standards, content standards, process standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards (Setyawan & Santosa, 2021).

Teachers are the most crucial component in creating reliable human resources. Therefore, professionalism is essential in the learning process. As educators, teachers interact most with students compared to other school personnel. Teachers are responsible for planning and implementing learning, assessing learning outcomes, providing guidance and training,

conducting studies and research, and establishing communication with the community (Gaol and Sinaga, 2020). The word "motivation" is derived from the root word "motif," which means a stimulus, desire, and driving force that drives a person's will to work. According to Siagian, motivation is a driving force that causes someone to be willing and willing to expend their abilities, energy, and time to achieve a predetermined goal. Therefore, motivation is an internal process that activates, directs, and maintains behavior over a specific period of time (2018). Work motivation is one factor that contributes to a person's performance. Teachers are sometimes found to lack passion in carrying out their duties, both in terms of planning, implementing, and evaluating learning. This condition will impact the success of the desired goals. According to Suban (2023), the function of work motivation is to encourage people to act. Motivation, in this case, is the driving force behind every activity, determining the direction of the desired goal, determining what actions must be carried out harmoniously to achieve a specific goal, and serving as a driver for effort and achievement.

The aim of work motivation is to encourage teachers' passion and enthusiasm for work, improve teachers' morale and job satisfaction, increase teachers' work productivity, improve discipline and reduce teacher absenteeism, increase teachers' creativity and participation and increase teachers' sense of responsibility for their duties (Kurniasari, 2018). Yulia (2017) suggests that indicators of work motivation include appropriate rewards, opportunities for promotion, recognition, and security. Meanwhile, according to Uno (2018), indicators of work motivation include self-confidence related to ideals/hopes and success/achievement, courage to take risks in one's work, feedback and follow-up, new/innovative methods related to productivity and efficiency, and teacher responsibility in carrying out their work.

Teacher discipline is a state of order and regularity experienced by teachers in their work at school, without violations that directly or indirectly harm themselves, their students, their colleagues, the school, and the community as a whole (Wijayanti, 2022). Teacher discipline serves to strengthen teachers and facilitate the achievement of satisfactory work results. It also provides teachers with readiness to carry out work processes (Habibah, 2020). Teacher work discipline also serves to strengthen teachers and facilitate the achievement of satisfactory work results. It also provides teachers with readiness to carry out work processes that will support positive aspects in carrying out various functions, activities, and work processes (Bariroh, 2015). Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating student learning outcomes. Therefore, teachers play a crucial role in the teaching and learning process (Sola, 2021). Teachers are role models for their students, and an attractive teacher appearance is a key starting point for attracting students' interest and enthusiasm for learning. With strong work discipline, educational goals can be achieved as expected by the school. Hardianti (2020) states that indicators of teacher discipline include: (1) teacher compliance with school regulations, (2) teacher punctuality while on school premises, (3) teacher awareness in carrying out their duties, (4) teacher responsibility in carrying out their duties, and (5) teacher responsibility in carrying out learning activities.
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METHODS

This study uses a quantitative approach, an ex post facto type of research. Ex post facto research is conducted to examine events that have already occurred, through data collection to determine the causal factors that made the event possible (Siregar, 2016). The population of this study was 43 respondents, using a saturated sampling technique. The sampling technique was through distributing questionnaires to respondents. Data were analyzed using descriptive and inferential analysis techniques.

RESULTS AND DISCUSSION
Description of Teacher Work Motivation

A teacher's work motivation is a process carried out to motivate teachers so that their behavior can be directed towards real efforts to achieve predetermined goals. (Amalda, 2018). Teacher work motivation is very important, especially in the dedication to carrying out educational duties, carrying out work responsibilities, this school provides support for professional development and recognition of teacher achievements so as to increase teacher motivation and performance, improve the quality of education, work environment. If teachers have high work motivation, they will tend to be encouraged and try their best, improve their abilities in planning, implementing, and evaluating the curriculum that applies in schools so as to obtain maximum work results. (Dewi, 2018).

Based on the data obtained at SMP Negeri 1 Barru based on the results of filling out a questionnaire from 43 respondents regarding teacher work motivation, it can be analyzed descriptively through descriptive statistics with the output in Table 1.

Tabel 1. Descriptive Statistics of Teacher Work Motivation

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Work Motivation	43	30	58	44.18	6.763
Valid N (listwise)	43				

The results of the descriptive analysis of teacher work motivation using 15 questionnaire items, showed a minimum value of 30, a maximum value of 58, a mean value of 44.18 and a standard deviation of 6.762. The results of the data were obtained from 43 respondents who provided responses to the research instrument using the SPSS statistical test. The value of the work motivation variable of teachers at SMP Negeri 1 Barru based on the results of descriptive statistics was then categorized into the obtained score data as shown in Table 2.

Tabel 2. Categorization of Work Motivation Scores of Teachers at SMP Negeri 1 Barru

No	Description	Interval	Frequency	Percentage	Categorization
1	$x < (\mu - 1.0\,\sigma)$	$x < 37$	7	16.20	Low
2	$(\mu - 1.0\,\sigma) \leq x < (\mu + 1.0\,\sigma)$	$37 \leq x < 51$	26	60.50	Middle
3	$(\mu + 1.0\,\sigma) \leq x$	$51 \leq x$	10	23.30	High
	Total		**43**	**100.00**	

Based on the categorization results presented in Table 2, it can be seen that competency is divided into several categories.

1. 7 samples of all respondents, regarding teacher work motivation, fall within the low category, representing 16.2%.
2. 26 samples of all respondents, regarding teacher work motivation, fall within the moderate category, representing 60.5%.
3. 10 samples of all respondents, regarding teacher work motivation, fall within the high category, representing 23.3%.

These results indicate that, in general, the highest frequency of responses falls within the moderate category, representing 26 out of 43 respondents, representing 60.5%. Therefore, it can be concluded that teacher work motivation at SMP Negeri 1 Barru remains within the moderate category. This is based on the indicators used by the researchers in conducting the study.

Based on the descriptive analysis of work motivation of teachers at SMPN 1 Barru, with 43 respondents, data showed that 16.2% of respondents were in the low category. This low level stems from the indicator of teacher responsibility in carrying out their work. Respondents responded that some teachers sometimes do not attend class during teaching

hours and sometimes delegate their work to others. Meanwhile, another indicator that triggered the low teacher motivation category was teacher self-confidence related to goals and success. In this indicator, respondents responded to statements about doubts about teachers' abilities to achieve their professional goals as teachers.

The moderate level of 23.3% came from three indicators, namely the indicator of teacher responsibility in carrying out their work, which teachers have carried out by directly giving assignments to students after explaining the learning material. Regarding the indicator of selfconfidence, respondents responded that teachers strive to achieve the best results in carrying out their duties, and most teachers expressed optimism about their future careers in education. Teachers also responded that the reward they received was sufficient to meet primary and secondary needs, and they considered their salary commensurate with their work.

Meanwhile, 23.3% of respondents were also found to be in the high category. This high level was evident from teachers' statements that prioritized their primary duties over personal matters, as well as the creation of good relationships among fellow teachers to achieve their goals and professional development. These results indicate that teachers are eager to improve their work motivation. This motivation, in turn, contributes to the enthusiasm of their colleagues and the overall motivation of teachers at SMP Negeri 1 Barru.

Therefore, it can be concluded that the work motivation of SMP Negeri 1 Barru teachers is in the moderate category. Therefore, further efforts are needed to improve teacher motivation at SMP Negeri 1 Barru, particularly by increasing teachers' awareness of their responsibilities in carrying out their work and their self-confidence, particularly related to their goals and success as teachers. By addressing these factors, teacher motivation can be further optimized.

Description of Teacher Discipline at SMP Negeri 1 Barru

According to Sastrohadiwiryo, work discipline is an attitude of respect, appreciation, obedience, and adherence to applicable regulations, both written and unwritten, as well as the ability to implement them and not evade sanctions if one violates the duties and authority assigned to him. (Rosmawati, 2020). The data obtained at SMP Negeri 1 Barru based on the results of filling out a questionnaire from 43 respondents regarding teacher discipline at SMP Negeri 1 Barru can be analyzed descriptively through descriptive statistics with the output in Table 3.

Tabel 3. Descriptive Statistics of Teacher Discipline

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Discipline	43	16	53	42.37	7.014
Valid N (listwise)	43				

The results of the descriptive analysis regarding teacher discipline at SMP Negeri 1 Barru, using a 15-item questionnaire, showed a minimum score of 16, a maximum score of 53, a mean score of 43.37, and a standard deviation of 7.014. The data were obtained from 43 respondents who responded to the research instrument using SPSS statistical tests. The scores for the teacher discipline variable at SMP Negeri 1 Barru were then categorized based on the descriptive statistics, as shown in Table 4.

Tabel 4. Categorization of Teacher Discipline Scores of Teachers at SMP Negeri 1 Barru

No	Description	Interval	Frequency	Percentage	Categorization
1	x < (μ-1,0 σ)	x < 35	4	9.30	Low
2	(μ-1,0 σ) ≤ x < (μ + 1,0 σ)	35 ≤ x < 49	33	76.70	Middle
3	(μ + 1,0 σ) ≤ x	49 ≤ x	6	14.00	High
	Total		**43**	**100.00**	

Based on the categorization results in Table 4, it can be seen that teacher discipline at SMP Negeri 1 Barru is divided into several categories:

1. 4 samples of all teachers, regarding teacher discipline, fall into the low category, representing 9.3%.
2. 33 samples of all teachers, regarding teacher discipline, fall into the moderate category, representing 76.7%.
3. 6 samples of all teachers, regarding teacher discipline, fall into the moderate category, representing 14%.

These results indicate that the highest frequency falls within the moderate category, thus teacher discipline at SMP Negeri 1 Barru remains in the moderate category. This is based on the indicators used by the researchers in conducting the study.

Based on the descriptive analysis of the variable of teacher discipline at SMP Negeri 1 Barru, with 43 teachers as respondents, data showed that 9% of respondents considered teacher discipline to be in the low category. This low level was obtained from respondents' responses regarding the frequent tardiness of some teachers to school and their failure to attend flag ceremonies. Meanwhile, the moderate level of 76% was obtained from respondents' responses regarding punctuality in attendance, namely teachers arriving in class before the start of learning hours, as well as the completion of learning administration which was carried out well and also teachers' obedience in complying with existing rules and carrying out tasks according to applicable rules.

Furthermore, the data analysis also showed that 14% of respondents rated teacher discipline at SMP Negeri 1 Barru as high. This high level was obtained from respondents' responses regarding indicators of punctuality in attendance and teacher adherence to rules. This high level reflects that a small proportion of teachers have demonstrated a strong commitment to punctuality in attendance and adherence to applicable rules. Although this percentage is relatively small, the presence of these disciplined teachers can serve as positive examples for their colleagues and contribute to an improved culture of discipline within the school environment. Therefore, it is important to reward and support teachers who demonstrate high levels of discipline, as well as encourage all teachers to improve their performance to achieve higher standards of discipline.

Thus, it can be concluded that teacher discipline at SMP Negeri 1 Barru is quite good, as most teachers demonstrate punctuality in attendance, complete administrative tasks, and adhere to regulations. Teacher discipline is a key factor in improving the quality of education and the learning process. By adhering to existing rules and regulations, teachers not only improve their performance and professionalism but also serve as role models for students. Therefore, implementing and maintaining teacher discipline is crucial to achieving the goal of quality education. This is certainly an important aspect that must be considered by the academic community at SMP Negeri 1 Barru.

The Influence of Work Motivation on Teacher Discipline at SMP Negeri 1 Barru

To test the research hypothesis, namely work motivation towards teacher discipline at SMP Negeri 1 Barru, there are several stages that the researcher carried out, including testing the hypothesis by comparing the ttable value with the tcount of the research data, it is known

that the t-table owned is = 0.3008 with a significance of 0.05. So, to answer the t-count, a data analysis test was carried out using the SPSS 25 application using simple linear regression analysis with the results as shown in Table 5.

Table 5. Simple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig**
1	(Constant)	17.616	6.092		2.892	0.006
	Work Motivation	0.560	0.136	0.540	4.110	0.000

Note:
Dependent Variable: Teacher Discipline

Based on the SPSS analysis data, the simple linear regression analysis results show a constant value of 17.616 and a reference coefficient of 0.560. Therefore, the regression equation can be written as Y'=a+bX, Y'=17.616+0.560. Furthermore, the t-coefficient value is 4.110, with a significance level of 0.000. This proves that the SPSS analysis results yield a calculated t (4.110) > t (0.3008). Therefore, it can be concluded that the independent variable, work motivation, has an influence on the dependent variable, teacher discipline. The simple regression test results in Table 5 show that the SPSS analysis results yield a calculated t (4.110) > t (0.3008). Thus, the second Alternative Hypothesis (Ha) is accepted, namely that there is an influence of Work Motivation on Teacher Discipline at SMP Negeri 1 Barru. The coefficient of determination, which describes the percentage influence of work motivation on teacher discipline at SMP Negeri 1 Barru, is presented in Table 6.

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.540	0.292	0.275	5.974

Note:
Predictors: Work Motivation

Teacher work motivation influences teacher discipline at SMP Negeri 1 Barru by 0.292%, or 29.2%. The work discipline variable is influenced by work motivation. The remaining 71% is influenced by other factors not examined.

Several other factors impact work discipline. As Asmira et al. (2019) explained that work discipline is influenced by internal and external factors. Internal factors include work motivation, teacher well-being, teacher competence and commitment, and teacher health, and external factors include principal leadership, school culture, and the work environment (Asmira, 2024). This research is supported by research findings that found that highly motivated teachers tend to be more disciplined in carrying out their duties, which contributes to improving the quality of education (Supriyadi, 2022). Furthermore, research by Rahmawati also shows that work motivation significantly influences teacher discipline in schools, where teachers who feel appreciated and supported are more likely to comply with regulations and commit to their work (Rahmawati, 2021). High work motivation can encourage teachers to be more disciplined in carrying out their duties and responsibilities. When teachers feel motivated, whether by intrinsic factors such as personal satisfaction in teaching or extrinsic factors such as rewards and recognition, they tend to be more compliant with school rules and regulations.

CONCLUSION

This study shows that the work motivation of teachers at SMPN 1 Barru is still in the moderate category. Therefore, strategies are needed to stimulate this motivation, such as providing appropriate rewards, a supportive work environment, recognition, and teacher professional development, which are expected to improve teacher motivation and performance. Similarly, the variable "Discipline" of teachers at SMPN 1 Barru is still in the moderate category. This indicates that further efforts are needed to improve teacher discipline at SMP Negeri 1 Barru, including greater attention, particularly self-awareness, monitoring, and regular evaluation of teacher discipline, and the principal's assertiveness in enforcing rules. This is expected to improve discipline and positively impact the school environment.

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