



## THE EFFECT OF WORK MOTIVATION AND DISCIPLINE ON THE PERFORMANCE OF STATE VOCATIONAL SCHOOL TEACHERS IN NOEMUTI SUB-DISTRICT, NORTH CENTRAL TIMOR REGENCY

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**ABSTRACT:** The purpose of this study was to determine the effect of work motivation and work discipline on the performance of State Vocational High School teachers in Noemuti District either partially or simultaneously. The subjects in this study were 51 teachers of State Vocational High Schools in Noemuti District, Timor Tengah Utara Regency. The data analysis technique used multiple linear regression analysis and classical assumption test. The method used is descriptive quantitative. Collecting data using primary and secondary data, as well as statistical tests including multiple linear regression equations, correlation coefficient tests, determination tests and hypothesis testing. The results showed that motivation (X1) and work discipline (X2) had a positive effect on teacher performance (Y) with multiple regression equations for the hypothesis that the effect of motivation and work discipline on teacher performance was a positive sign (+) indicating the relationship between the independent variable and the dependent variable was running. one-way, meaning that every increase in one variable level will be followed by an increase in another variable, so that the higher the motivation and work discipline, the higher the teacher's performance. The correlation coefficient value is 0.873. The correlation value is in the range between 0.800-0.999 which is in the Very Strong category. This value indicates that there is an influence of the variable Motivation (X1) and Work Discipline (X2) on Teacher Performance (Y). From the results of the calculation of the coefficient of determination (R Square/r<sup>2</sup>) of 0.762 or the percentage is 76.20%, while 23.80% is influenced by other factors not examined in this study. Testing the hypothesis then obtained the value of Fcount > Ftable with a value of 76.760 > 3.19, and a significance of 0.001 < 0.05, thus H<sub>0</sub> is rejected and H<sub>3</sub> is accepted. Then the motivation variable and the work discipline variable simultaneously or together have an effect on the performance of State Vocational High School teachers in Noemuti District, North Central Timor Regency. The results of this study support the proposed hypothesis, and it is concluded that work motivation has a positive effect on teacher performance, work discipline has a positive effect on work performance and motivation and work discipline together has a positive effect on the performance of State Vocational School teachers in Noemuti District.

**Keywords:** *Work motivation, work discipline, teacher performance.*

### INTRODUCTION

Motivation is the drive, effort and desire that exists in humans that activates, empowers and directs behavior to carry out tasks well (Hakim, 2006:14). Robbins (2006:35) defines motivation as a process that helps determine the intensity, direction, and persistence of individuals in an effort to achieve goals. Motivation as a process that starts from strength in terms of physiological and psychological or needs that result in behavior or encouragement aimed at a goal or incentive (Moekijat in Hakim, 2006:16).

The implementation of teachers' duties in schools is strongly influenced by their motivation. Motivation as a process that describes the intensity, direction, and persistence of an individual to achieve his goals. Herzberg argues that there are two types of factors that influence work motivation, namely intrinsic factors and extrinsic factors (Herzberg in Hasibuan, 2012:157). Several researchers have tested the relationship between motivation and

teacher performance, including Suharto and Cahyono (2005:68), Hakim (2006:18). The effect of motivation on performance shows the same results that the relationship between motivation and educator performance shows a positive and significant relationship.

Apart from motivation, another thing that is no less important is work discipline. Discipline is very important for organizational growth, used primarily to motivate employees to be self-disciplined in carrying out their work. Discipline is an individual and group effort that ensures compliance with orders and takes the initiative to take the necessary action if there is no order according to Heidjrachman and Husnan (2002:15). In addition, various rules or norms set by an institution have a very important role in creating discipline so that employees can comply and implement these regulations. These rules are usually followed by sanctions given in the event of a violation.

Teacher performance can be seen from the work process or work results. A job always has work procedure steps and always leads to an increase in work results in accordance with work demands. Nitisemito (2002:160) formulates that employee performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics. Employee performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2009: 18). The success rate of a performance includes both quantitative and qualitative aspects. According to Siswanto (in Muhammad Sandy, 2015:11) performance is the achievement achieved by a person in carrying out the tasks and work assigned to him. The results of research conducted by Lia Asmalah (2018) on the Effect of Motivation and Work Discipline on the Performance of Elementary School Teachers in the Parung Panjang District, Bogor Regency, showed that there was a significant influence between motivation and work discipline on teacher performance.

SMKN Nibaaf and SMKN Noemuti are two vocational secondary education institutions in Noemuti District, North Central Timor Regency. Both schools have regulations that refer to the national education law. The principal makes rules and teaching duties. In addition, the principal has the responsibility to motivate teachers through two factors that influence motivation, first, namely the intrinsic factor giving responsibility to each teacher and providing several challenges in the task, second, namely the extrinsic factor in the form of wages according to the magnitude of the teacher's responsibility and providing facilities. including providing office space, vocational practice equipment, electricity, laptop or computer, television, several food and beverage supplies, awards in the form of allowances according to school ability, providing promotions for certain positions.

Conditions in the field regarding the performance of State Vocational School teachers in Noemuti District show that there are some teachers who have a declining trend in terms of discipline including teachers who arrive late, their departure and return do not match the scheduled hours, often neglect their duties, and do not make plans. learning. If this is allowed to continue without any

direct or indirect reprimand, it will affect the teacher's performance in assignments. The above problems encourage researchers to examine the effect of teacher motivation and work discipline on teacher performance at State Vocational Schools in Noemuti District.

Given the importance of the problem, and to address the conditions mentioned above, a study was conducted related to the effect of motivation and work discipline on the performance of State Vocational High School teachers in the Noemuti District, North Central Timor Regency.

For this reason, this study will relate how much influence motivation and work discipline have on teacher performance. Based on absentee data from July 2019 to June 2020, there is a decrease in the number of teachers who are late every month due to the increasing motivation given by the principal. Teacher performance can be seen from the increase in the number of new student admissions and the 2016-2020 National Examination results. So from the background that has been described, this research will discuss the influence of Work Motivation, Work Discipline on teacher performance.

## **THEORY**

### **Motivation and Performance**

One of the factors that affect performance is work motivation. Because employees who have high motivation make themselves feel happy and get their own satisfaction at work, an employee will try to get maximum results with high enthusiasm. Motivation is influenced by factors that exist within a person and other factors outside himself. Factors in a person are usually motivated by the desire to obtain certain goals and the person wishes that through the company where he works, his needs and expectations can be fulfilled. The right motivation will increase and foster enthusiasm and job satisfaction so that high performance will be achieved so that a person's motivation can affect his performance.

The theory of motivation related to performance put forward by Armstrong (in Wibowo, 2018: 338), the performance management process can motivate people to improve their performance and develop capabilities. The theory of motivation related to performance is discussed as: 1) Reinforcement theory. Reinforcement theory states that success in achieving goals and rewards act as positive incentives and reinforcers for successful behavior, which is repeated in the future when the same need arises; 2) Expectancy theory. According to expectancy theory, motivation is only possible

when there is a clearly perceived and usable relationship between performance and outcomes, and outcomes are seen as means to satisfy needs; 3) Self-efficacy theory. Self-efficacy indicates that self-motivation will be directly related to self-belief or individual beliefs that allow them to complete certain tasks, achieve certain tasks or learn something. An important goal of performance management is to increase self-efficacy by giving individuals the opportunity to consider and discuss with their managers how they can do more. But the onus is on managers to encourage confidence in the minds of those with whom they discuss performance and development; 4) Social Learning theory. Social learning combines aspects of reinforcement and expectancy theory. This theory recognizes the importance of the basic concept of reinforcement as a determinant of future behavior, but also emphasizes the importance of internal psychological factors, especially expectations about the value of goals and the individual's ability to achieve them; 5) Attribution theory. Attribution theory is concerned with how people explain their performance. The types of explanations that can be used to calculate success or failure are ability, effort, task difficulty, situation and luck. If success or failure is described in terms of size, effort, high motivation will follow. On the other hand, if failure to achieve is described in terms of task difficulty, the result may be a loss of motivation; 6) Role Modeling. People can be motivated by the basis of their behavior on a role model, namely someone whose approach to work and ability to do things inspire. This circumstance creates a desire to follow the example provided by the model. Managers and team leaders can serve as role models, and performance management can improve processes with dialogue and coaching.

### **Work Discipline and Performance**

Siagian (2004:305) argues that discipline is a management action to encourage organizational members to meet the demands of these various provisions. In other words, employee discipline is a form of training that seeks to improve and shape employee knowledge, attitudes and behavior so that these employees voluntarily try to work cooperatively with other employees, and improve work performance.

Discipline is self-control, the implementation of permanent employees and shows the level of sincerity in the work team in an organization. Disciplinary action requires punishment of employees who fail to meet established standards.

An effective disciplinary action is centered on employee behavior (Sinungan et al, 2003).

Employee discipline plays a dominant, important, crucial, and critical role in the overall effort to improve employee performance. Work discipline is something that must be instilled in every employee, because this concerns the employee's moral responsibility in his duties and obligations. As well as a behavior that can be formed through habits. In addition, work discipline can be increased if there are working conditions that can stimulate employees to be disciplined (Sutrisno, 2019: 95).

Yulk (in Siagian, 2002:21), that discipline is the main factor that affects performance. Moenir (2002: 69) says that there is a need for a disciplinary process, namely to create conditions in an orderly, efficient, and effective work environment through an appropriate regulatory system so that it can affect performance improvement.

According to Hasibuan (2002: 121), there are seven factors that can affect the level of work discipline and in the end a high level of work discipline will affect good performance. The seven factors include: 1) Goals and Abilities. Purpose and also the ability to influence the level of discipline of an employee. Aims to be clear what will be achieved and set ideally and quite challenging to the ability of an employee. It is intended that the work given to the employee is in accordance with the abilities of the related employee. So that they are serious in their work and disciplined in doing it; 2) Leadership. A leader is very instrumental in determining employee discipline, because a leader is used as a role model and role model by his subordinates. Leaders must also be able to model good attitudes so that subordinates can imitate them. A leader should not expect the discipline of his subordinates to be good, if he also cannot model good behavior to his employees; 3) Justice. Justice can encourage the realization of an employee's discipline, because the nature and ego of that person always feels that he is important and asks to be treated the same as other humans. With a good justice can give birth to discipline will also certainly be good; 4) Refund. Remuneration can affect the discipline of an employee, because the remuneration can provide an employee's satisfaction and love for the company or its workers. If their love is good for work, then discipline will be even better; 5) Attachment Supervision. Inherent supervision is a real action that is best in realizing the discipline of company employees. Waskat is effective in stimulating the value of discipline and employee morale. Employees feel more cared for,

directed, guided, and supervised by their superiors; 6) Firmness. The firmness of a leader in taking an action will affect the discipline of a company employee. Leaders must be firm and act to punish every employee who does wrong on what has been set. The firmness of a leader must dare to reprimand and punish every employee who is indisciplined will give birth to good discipline in a company; and 7) Sanctions. Sanctions play a very important role in maintaining the discipline of an employee. With the existence of a heavier penalty, it will make employees afraid of committing a violation.

Mangkunegara (2009: 79) suggests that performance is the result of work achieved. Performance in an organization is said to increase if it is shown through the quality of work, timeliness, initiative, skills and good communication. According to Mangkunegara there are several factors that affect the achievement of employee performance. These factors are in the form of ability (ability), motivation (motivation), individual factors, organizational environmental factors and work discipline. One of the factors that affect employee performance is work discipline. Work discipline is one measure of performance.

According to Trahan and Steiner (in Hasibuan, 2012:98), good work discipline from employees will show that a company can maintain and maintain the loyalty and quality of its employees. In addition, by knowing the employee's work discipline, the performance value of the employees will be known. This is because work discipline and employee performance have a relationship, according to the explanation of Trahan and Steiner suggesting that "work discipline is positively associated with employee performance, because with discipline the leader can implement an action so that the work standards set can be obeyed by employees".

According to (Elqadri 2015 and Idrus et al 2015) work discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of obedience or compliance with regulations set by the government or ethics, norms, and rules that apply in society for the purpose of certain. Discipline affects employee performance.

### **Motivation, Work Discipline and Performance**

According to A. Dale (in Mangkunegara, 2017: 16), suggests that the supporting factors for performance consist of internal and external. Internal factors are factors associated with a person's motivation both from within and from outside. External factors are factors that affect a

person's performance originating from the environment such as behavior, attitudes, and actions of colleagues, subordinates or leaders, work facilities, organizational climate, rules and discipline within the organization.

The motivation and work discipline possessed by an employee in a company is proven to affect their performance. According to Mangkunegara (2007:33), the factors influencing performance in dealing with work situations are first, motivation, namely the conditions that move employees to be directed to achieve work goals. Second, mental attitude is a mental condition that encourages a person to try to reach his maximum work potential, including awareness to be disciplined at work.

According to Inuwa (2015: 288) that employee performance is influenced by several factors including motivation and work discipline which have a positive influence on the process of improving employee performance.

Factors that affect performance are the ability factor and the motivation factor. This is in accordance with the opinion of Keth Davis (in Mangkunegara, 2017:13) who formulated that Human Performance = Ability x Motivation, Motivation = Attitude x Situation, Ability = Knowledge x Skill. The explanation is as; 1) Ability factor (Ability). Psychologically, abilities consist of potential abilities (IQ) and reality abilities (knowledge + skills), meaning, leaders and employees who have an IQ above the average (IQ 110-120) let alone a superior IQ, very superior, gifted and a genius with adequate education for his position and skilled in doing daily work, it will be easier to achieve maximum performance; 2) Motivation Factors (Motivation). Motivation is defined as an attitude (attitude) of leaders and employees towards the work situation (situation) in the organizational environment. Those who are positive (pro) towards their work situation will show high work motivation and vice versa if they are negative (con) towards their work situation will show low work motivation. The working situation in question includes, among others, work relations, work facilities, work climate, leadership policies, work leadership patterns and working conditions.

According to McClelland, Edwrd Murray, Miller and Gordon W (in Mangkunegara, 2017: 76), concluded that there is a positive relationship between motivation, work discipline and work environment with performance achievement. That is, leaders, managers and employees who have high motivation and work discipline and are supported by a conducive work environment, all of which will achieve high performance, and conversely low

performance is due to low motivation and work discipline and non-conducive work conditions.

**METHOD**

This type of research is quantitative descriptive. The method used is a survey. The approach used in this study is a quantitative approach, through correlational research or looking for the influence between the independent variable and the dependent variable using statistical calculations and descriptive statistics. This study describes the Effect of Motivation and Work Discipline on the Performance of State Vocational High School Teachers in Noemuti District.

Primary data were obtained from all State Vocational School teachers in Noemuti District as respondents with the main instrument in the form of a questionnaire (questionnaire). As supporting data, obtained through interviews with teachers. The secondary data in this study includes the biodata of the State Vocational High School teachers in Noemuti District which are in the database archive.

The research was conducted at State Vocational Schools in Noemuti District, North Central Timor Regency: 1) Nibaaf State Vocational School, Jalan Raya Kefamenanu-Haekto, Nibaaf Village, Noemuti District, North Central Timor Regency; and 2) Noemuti State Vocational School, KM 25 Jalan Kefa-Kupang, Seo Village, Noemuti District, North Central Timor Regency.

The data collection method used primary and secondary data, as well as statistical tests including multiple linear regression equations, correlation coefficient tests, determination tests and hypothesis testing.

**RESEARCH RESULTS AND DISCUSSION**

**Testing Data Analysis Requirements**

**a) Normality Test**

To determine the normality of the data distribution, a normality test was carried out using the help of SPSS (Statistic Product and Service Solutions) Version 28. In this study, the authors used the One-Sample Kolmogorov Test for normality with Lilifors Significance Correction. The criteria in this test, if the significance value is > 0.050 then the research data is normally distributed.

**1. Normality Test for Motivational Variables (X1)**

The results of the data calculation through the normality test of the One-Sample Kolmogorov-Smirnov Test on the Motivation Variable (X1) obtained a significance value of 0.508 > 0.050. These results indicate that the Motivation Variable (X1) data in this study is normally distributed.

**2. Normality Test of Work Discipline Variables (X2)**

The results of the data calculation through the normality test of the One-Sample Kolmogorov-Smirnov Test on the Work Motivation Variable (X2) obtained a significance value of 0.886 > 0.050. These results indicate that the work discipline variable (X2) in this study is normally distributed.

**3. Test for Normality of Teacher Performance Variables (Y)**

The results of the calculation of the data through the One-Sample Kolmogorof-Smirnov Test on the Teacher Performance Variable (Y) obtained a significance value of 0.485 > 0.050. These results indicate that the Teacher Performance Variable (Y) data in this study is normally distributed.

**Table 1. Recapitulation of the Normality Test Results of the One-Sample Kolmogorov-Smirnov Test**

		Motivation	Work Discipline	Teacher Performance	
N		21	10	10	
Normal Parameters <sup>a</sup>	Mean	214.8571	221.7000	216.7000	
	Std. Deviation	9.33962	4.94526	3.49762	
Most Extreme Differences	Absolute	.127	.134	.179	
	Positive	.127	.134	.179	
	Negative	-.115	-.104	-.120	
Test Statistic		.127	.134	.179	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	.200 <sup>d</sup>	.200 <sup>d</sup>	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.		.495	.878	.472
	99% Confidence Interval	Lower Bound	.482	.869	.459
		Upper Bound	.508	.886	.485

a. Test distribution is Normal.

b. Calculated from data.

**b) Homogeneity Test**

**1. Test of Homogeneity of Motivation Variables (X1)**

The results of data calculations through homogeneity testing on the Work Discipline variable (X1) obtained a significance value of 0.083 > 0.05. These results indicate that the Motivation Variable (X1) data in this study is homogeneously distributed.

**Table 2. Results of Homogeneity Test of Motivation Variables (X1)**

Test of Homogeneity of Variances			
Motivation			
Levene Statistic	df1	df2	Sig.
3.230	1	29	0.083

2. Homogeneity Test of Work Discipline Variables (X2)

The results of data calculations through homogeneity testing on the Work Discipline variable (X2) obtained a significance value of 0.083 > 0.05. These results indicate that the work motivation variable data (X2) in this study is homogeneously distributed.

**Table 3. Homogeneity Test Results of Work Discipline Variables (X2)**

Test of Homogeneity of Variances Work Discipline			
Levene Statistic	df1	df2	Sig.
3.230	1	29	0.083

c) Linearity Test

1. Linearity Test of Motivational Variables on Teacher Performance

The results of the data calculation that has been done through linearity testing on the Motivation Variable (X1) on the Teacher Performance Variable (Y) obtained a significant value of 0.16 > 0.05. These results indicate that the Motivation Variable (X1) on Teacher Performance Variable (Y) is linear.

**Table 4. Linearity Test Results of Motivation Variables on Teacher Performance**

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Teachers Performance * Motivation	Between Groups	(Combined)	923.362	27	34.199	4.289	<.001
		Linearity	414.429	1	414.429	51.978	<.001
		Deviation from Linearity	508.933	26	19.574	2.455	.016
	Within Groups	183.383	23	7.973			
Total			1106.745	50			

2. Linearity Test Results of Work Discipline Variables on Teacher Performance

The results of the data calculation that has been carried out through linearity testing on the Work Discipline Variable (X2) on the Teacher Performance Variable (Y) obtained a significant value of 0.121 > 0.05. These results indicate that the Work Discipline Variable (X2) on Teacher Performance Variable (Y) is linear.

**Table 5. Linearity Test Results of Work Discipline Variables on Teacher Performance**

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Teachers performance * Work Discipline	Between Groups	(Combined)	1016.775	15	67.785	11.864	<.001
		Linearity	886.903	1	886.903	155.231	<.001
		Deviation from Linearity	129.872	14	9.277	1.624	.121
	Within Groups	199.970	35	5.713			
Total			1216.745	50			

2) Research Hypothesis Testing

1. Statistical Hypothesis 1

The following are the results of processing motivational variable data using the t-test, where the results are:

- tcount = 2,570
- Determine t arithmetic with carat  $(\alpha/2: n-k-1) = (0.05/2; 51-2-1) = 0.025; 48$
- Comparing the t-test value against the t-table, the calculated t-value is 2.570 and the t-table value is 2.010.

Based on the data processing, it is obtained tcount > ttable with a value of 2,570 > 2,010, and a significance < 0.05 (0.001 < 0.05) where H0 is rejected and H1 is accepted. With the conclusion that "There is an influence of motivation on teacher performance"

a. Correlation Coefficient of Variable X1 to Variable Y

**Table 6. Correlation of Variable X1 to Variable Y Correlations**

		Motivation	Teachers performance
Motivation	Pearson Correlation	1	.666**
	Sig. (2-tailed)		<.001
	N	51	51
Teachers performance	Pearson Correlation	.666**	1
	Sig. (2-tailed)	<.001	
	N	51	51

The result of the correlation calculation value obtained is 0.666, this means that the correlation value is in the range between 0.600 - 0.800 and is in the Strong Enough category. This indicates that there is a fairly strong influence of the Motivation Variable (X1) on the Teacher Performance Variable (Y).

b. Coefficient of Determination of Variable X1 to Variable Y

**Table 7. Coefficient of Determination of Variable X1 to Variable Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666 <sup>a</sup>	.443	.432	3.719

a. Predictors: (Constant), Motivasi

From the calculation of the coefficient of determination above, it can be seen that the coefficient of determination (RSquare/r2) is 0.432 or if the percentage is 43.20%, it is known that the magnitude of the influence of motivation on teacher performance is 43.20% while 56.80% is influenced

by factors others that were not investigated in this study.

### 2 Statistical Hypothesis 2

The following are the results of data processing for Work Discipline variables using the t-test, where the results are:

- Value tcount=11,478
- Determine t count with carat  $(\alpha/2:n-k-1)=(0.05/2;51-2- 1)=0.025; 48)$
- Comparing the value of the t-test to the t-table, the t-test value is 11.478 and the t-table value is 2.010.

Based on the data processing, it is obtained that tcount > ttable with a value of 11.478>2.010 and a significance of <0.05 (0.001 <0.05) where H0 is rejected and H1 is accepted. With the conclusion that "There is an influence of Work Discipline on Teacher Performance".

#### a. Correlation Coefficient between Variable X2 to Y

**Table 8. Correlation of Variable X2 to Y**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.558	3.411		1.043	.302
	Work Discipline	.895	.078	.854	11.478	<.001

a. Dependent Variable: Teachers Performance

The result of the correlation calculation value obtained is 0.854, this means that the correlation value is in the range between 0.800-0.999 and is in the Very Strong category. This indicates that there is a strong influence of Work Motivation Variable (X2) on Teacher Performance Variable (Y).

#### b. Coefficient of Determination of Variable X2 to Variable Y

**Table 9. Coefficient of Determination of Variable X2 against Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 <sup>a</sup>	.729	.723	2.595

a. Predictors: (Constant), Work Discipline

From the calculation of the coefficient of determination above, it can be seen that the coefficient of determination (R Square/r<sup>2</sup>) is 0.723 or if the percentage is 72.30%, it is known that the magnitude of the influence of Discipline on Teacher Performance is 72.30% while 27.70% is influenced by factors others that were not investigated in this study.

### 3. Statistical Hypothesis 3

Here are the results of processing variable data using the F test, where the results are:

**Table 10. F-Test for Statistical Hypothesis Testing 3**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	926.813	2	463.407	76.720	<.001 <sup>b</sup>
	Residual	289.932	48	6.040		
	Total	1216.745	50			

a. Dependent Variable: Teachers Performance

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

Fcount = 76.720

1) Comparing the Fcount test value to the Ftable value, the Fcount value is

$$76,720 > 3.19$$

Based on the data processing, Fcount > Ftable with a value of 76.760 > 3.19, and a significance <0.05 (0.001 <0.05) where H0 is rejected and H1 is accepted. Then the motivation variable and work discipline variable simultaneously or together have an effect on teacher performance. With the conclusion that "There is an influence of Motivation and Work Discipline on Teacher Performance".

#### a. Multiple Regression

**Table 11. Multiple Regression**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.459	3.775		-.386	.701
	Motivation	.129	.050	.229	2.570	.013
	Work Discipline	.748	.093	.714	8.011	<.001

a. Dependent Variable: Teachers performance

Source: Statistical Data Results (SPSS 28.0)

The multiple regression equation for the hypothesis of the influence of Teacher Work Motivation and Discipline is a Positive sign (+) indicating the relationship between the independent variable and the dependent variable goes one way, which means that every increase or decrease in one variable level, will be followed by an increase or decrease in another variable. , so that the higher the motivation and work discipline, the higher the teacher's performance, and vice versa.

b. Correlation Coefficient between Variable X1, Variable X2 and Variable Y

**Table 12. Correlation Coefficient of Variable X1 and X2 to Variable Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 <sup>a</sup>	.762	.752	2.458

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

Source: Statistical Data Processing Results (SPSS 28.0)

Based on the table above, it can be seen that the correlation coefficient value is 0.873. This value indicates that the influence of the variable Motivation (X1) and Work Discipline (X2) on Teacher Performance (Y) is 0.873. The correlation value is then interpreted using the guidelines in the correlation table.

The result of the correlation calculation value obtained is 0.873, this means that the correlation value is in the range between 0.800-0.999 which is in the Very Strong category. This indicates that there is a strong influence of the variable Motivation (X1) and Work Discipline (X2) on Teacher Performance (Y).

c. Coefficient of Determination

**Table 13. Coefficient of Determination of Variable X1, Variable X2 and Variable Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 <sup>a</sup>	.762	.752	2.458

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

Source: Statistical Data Processing Results (SPSS 20.0)

From the results of the calculation of the coefficient of determination above, it can be seen that the coefficient of determination (RSquare/r2) is 0.762 or if it is presented it is 76.20% while 23.80% is influenced by other factors not examined in this study..

**CLOSING**

**Conclusion**

1. In accordance with the formulation of the problem, motivation can influence the performance of State Vocational High School teachers in Noemuti District, where the t arithmetic value > t table (2.570 > 2.010) and the significance of sig < 0.05 (0.001 < 0.05) and the results of hypothesis testing , the magnitude of the influence of motivation on the performance of State Vocational High School teachers in

Noemuti District is 2,570. From the calculation of the coefficient of determination, it can be seen that the coefficient of determination (RSquare/r2) is 0.432 or if the percentage is 43.20%, it is known that the magnitude of the influence of motivation on teacher performance is 43.20%.

2. In accordance with the formulation of the problem, there is an influence of discipline on the performance of State Vocational High School teachers in Noemuti District, where the t arithmetic value is > t table (11,478>2,010) and the significance of sig <0.05 (0.001 <0.05) and the results of hypothesis testing , the magnitude of the influence of discipline on the performance of State Vocational High School teachers in Noemuti District is 11.478. From the calculation of the coefficient of determination, it can be seen that the coefficient of determination (R Square/r2) is 0.723 or if the percentage is 72.30%, it is known that the magnitude of the influence of Discipline on Teacher Performance is 72.30%.
3. In accordance with the formulation of the problem, there is an influence of motivation and work discipline on the performance of SMK Negeri teachers in Noemuti District. Where seen from the calculated F value > Ftable which is 76.760 > 3.19, and the significance value is sig < 0.05 (0.001 < 0.005) and the results of the ANOVA test or overall, the magnitude of the influence of motivation and discipline on the performance of State Vocational High School teachers in Noemuti District is 76,760. From the calculation of the coefficient of determination, it can be seen that the coefficient of determination (RSquare/r2) is 0.762 or if it is presented it is 76.20%.

**Suggestion**

1. The school further increases motivation on the "Recognition" indicator where there is the lowest score of 3.74 on the statement of being happy to get recognition and praise when doing a good job, where most of the teachers do not agree when getting praise and recognition, therefore the school must be wiser in other ways in giving recognition and praise so that teachers remain intrinsically motivated in carrying out their duties.
2. The school must further improve the work discipline of teachers on the indicator "Obedience to superiors" where the lowest score is 4.21 where teachers must obey and follow what is ordered by the principal and are willing

to correct mistakes if they violate the rules and are reprimanded by the principal school. From the results of observations and research, many teachers are less obedient and do not follow what is ordered by the principal and are less willing to be reprimanded by the principal if they violate the rules. So it is better for the school to pay more attention to the teachers to be more obedient and follow the orders of the principal and always guide the teachers to be more open to receiving reprimands and truly aware of correcting mistakes and actually correcting mistakes.

3. The school must further improve the performance of teachers on the "Quantity" indicator where the lowest score is 4.15 on the statement about the teacher being able to complete the additional work given to the teacher, so the school should pay more attention to the teachers so they can be responsible and complete in completing the additional work given to the teacher.

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