The Influence of Work Discipline Motivation and Work Facilities on the performance of teachers in secondary schools Upper/Vocational Major General Sutoyo SM

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Abstract. *This research was conducted at SMU/SMK Mayjend Sutoyo with the aim of analyzing the influence of work motivation, work discipline and work facilities partially and simultaneously on the performance of teachers working at the school. The research population is 40 teachers who work as teachers in schools and the sample used is a saturated sample so the total research sample is 40 respondents. The types of data used are primary and secondary data, data collection techniques using literature studies, surveys and observations. Data analysis techniques are multiple linear regression, classical assumption testing and hypothesis testing. The research results show that work motivation, work discipline and work facilities partially and simultaneously have a positive and significant effect on teacher performance at SMU/SMK Mayjend Sutoyo. There is a strong correlation between work motivation, work discipline and work facilities with employee performance at SMU/SMK Mayend Sutoyo. Teacher performance can be explained by work motivation, work discipline and work facilities amounting to 48.9% and the remaining 51.1% can be explained by other variables not studied such as training, promotion, incentives, career development and so on.*

Keywords: Work Motivation, Work Discipline, Work Facilities, and Performance

1. INTRODUCTION

Education is the most valuable asset any country can have, but it is particularly crucial for developing nations like Indonesia to make sure that all of its citizens get a good education so that the country's future leaders can build on the foundation of a strong educational system.

Schools are the places where students receive their official education. Because of their status as public institutions, schools are obligated to meet the needs of the general public, particularly the educational needs of the students who attend them. According to education experts, the primary goal of schools should be to help each student reach his or her full intellectual, emotional, and physical potential. To fully utilize students as human resources, schools must be capable of providing a formal education environment that allows students to reach their full potential.

Since teachers play a crucial role as educational implementers, their performance is one of the elements that impact education's success. But there are still educators who lack enthusiasm for the full spectrum of activities that make up the teaching process, from preparing lessons to delivering them and finally assessing student progress. The intended educational outcomes are, of course, impacted by this. Reasons for this include, but are not limited to, inadequate professional development opportunities for educators and a general lack of enthusiasm among educators. As the backbone of every effective educational system, teacher effectiveness plays a pivotal role in student achievement. And hence, in order to maximize academic output, educators need to put forth their best effort.

Attendees and faculty of School of Major Sutoyo SM participated in this study. An examination of the school's Human Resources, namely its teachers, is essential if the institution is to fulfill its vision and goal. Since teachers are entrusted with a great deal of responsibility, it is crucial to ensure that they are well-managed, motivated, supported, and positioned to fulfill their roles effectively and contribute to the proper attainment of educational institutions' objectives.

1.1. Problem Formulation

1). Does motivation have a good and significant impact on the performance of the teachers at Maj. Gen. Sutoyo's school? 2). Does work discipline have a somewhat favorable and considerable impact on the performance of Major Sutoyo's school teachers? 3) Do work facilities have a somewhat favorable and considerable impact on the performance of school teachers in Major Sutoyo? 4). Does the combination of motivation, work discipline, and work facilities have a simultaneous and considerable impact on the performance of Major Sutoyo's school teachers?

2. LITERATURE REVIEW

2.1. Performance

As to Afandi (2018), performance refers to the outcome of work accomplished by individuals or groups within a corporation, in line with their designated powers and responsibilities, with the aim of achieving organizational objectives in a lawful manner, without infringing upon the law or ethical standards. Performance refers to the evaluation of the extent to which a corporation has successfully implemented its organizational goals, objectives, missions, and ambitions outlined in its strategic plan. Effective employee performance is a crucial aspect in enhancing organizational productivity.

The employee performance indicators, as stated by Afandi (2018), are as follows:

1. Quantity of work products All kinds of forms of units of measurement related to the amount of work that can be expressed in numerical measures or other numerical equivalents.
2. Quality of work products All kinds of forms of units of measurement related to the quality or quality of work products that can be expressed in numerical measures or other numerical equivalents.
3. Efficiency in carrying out tasks Various resources discreetly and in a cost-effective manner.
4. Work discipline Obey the applicable laws and regulations.
5. Initiative The ability to decide and do the right thing without being told, to be able to find out what should be done on something around you, to keep moving to do things even when things get tougher.
6. Accuracy The level of suitability of the results of work measurement whether the work has achieved what goal has not been achieved.
7. Process Leadership Influences or sets an example by the leader to his followers in an effort to achieve organizational goals.
8. Honesty is one of the human traits that is quite difficult to apply.

9. Creativity A mental process that involves the emergence of ideas or that involves the emergence of ideas.

2.2. Work Motivation

In the contemporary realm of education, the presence of motivation in task execution plays a pivotal role in enhancing teacher performance, hence exerting a significant impact on the outcomes and caliber of education. Hence, an augmentation in teachers' work motivation and performance will inevitably influence the outcomes and caliber of instruction. Hasibuan (as cited in Febrianti, N.R 2020) defines work motivation as the act of providing incentives that generate an individual's eagerness to engage in work, leading to collaborative and efficient work performance, as well as full integration with all endeavors to attain fulfillment.

Hasibuan (as cited in Febrianti, N.R 2019) identifies five motivating indicators: Physical Needs, Needs for Security, Social Needs, Needs for Awards, and Needs for Self-Actualization. The company's endeavors to enhance the quality of the working environment are:

1. Physical needs, for example, by giving employees a decent salary, providing achievement bonuses, meals, transportation money and others.
2. The need for a sense of security and safety For example, by providing security and safety facilities so that workers do not worry while working, such as labor social security, pension funds and other safety equipment.
3. Social needs: For example, by creating small teams in each sub-division, the goal is to establish harmonious working relationships, and solve problems in groups. the need to be accepted in the group and the need to love and be loved.
4. The need for rewards For example, the company provides performance bonuses, organizes education and training, the employee will direct, his abilities, skills and potential. Thus, the employee will feel appreciated for his ability.

2.3. Work Discipline

In order to promote employee steadfastness in accomplishing corporate/organizational goals, work discipline is defined as an attitude of conformity to the rules and standards that apply in a firm (Agustini, 2019).

Symptoms of Lack of Work Discipline As stated by Agustini (2019) A company's disciplinary culture can be influenced by a myriad of factors. The following are examples of signs of discipline:

1. Attendance rate, which is the number of employee attendance to carry out work activities in the company which is characterized by a low level of employee absenteeism.
2. Work procedures, namely rules or provisions that must be obeyed by all members of the organization.
3. Obedience to superiors, which is following what is directed by superiors to get good results.
4. Work awareness, which is the attitude of a person who voluntarily does his job well, not because of coercion.
5. Responsibility, which is the willingness of employees to take responsibility for their work, the facilities and infrastructure used, and their work behavior.

2.4. Work Facilities

Tools or supporting facilities utilized in daily operations within an organization are crucial to accomplishing its goals. These facilities can take many forms, types, and benefits, tailored to the specific requirements and capabilities of the company. Among these factors is the quality of the work environment.

Physically present, utilized in the course of business as usual, with a reasonably long lifespan and the potential to yield future advantages, work facilities are a boon to any business. Companies place a high value on their work facilities because of the positive impact they have on employee performance, including the completion of tasks. When there are facilities on the job, managers can see that their staff are paying attention, which makes them want to do a good job. Along with making it easier to finish their work and increasing productivity, the facilities offered to employees also help them achieve an acceptable quality of life.

Workplace facilities are a vehicle for the advancement of business operations and the well-being of employees (Sabri & Susanti, 2021). The provision of work facilities, including both direct and indirect support, is an essential business function.

In order to increase employee job productivity, work facility indicators should be in line with what employees need. Sabri and Susanti (2021) state that workplace indicators consist of:

1. According to the needs.
2. Able to optimize work results.
3. Easy to use.
4. Accelerate the work process.
5. The placement is laid out correctly. Work facilities are reviewed in terms of usability consisting of three groups, namely:
   a. Work equipment, which is all types of objects that function to process an item into other goods that have other functions and uses.
   b. Work equipment, which is all types of objects that function as indirect aids in production, speed up the process, generate and add comfort in work. Examples of communication equipment, data processing equipment and furniture.

2.5. Framework of Thought
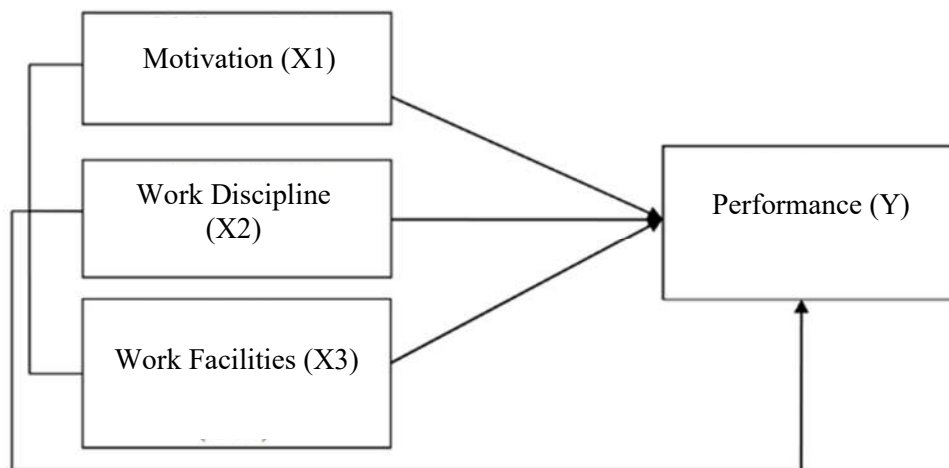
Figure 1. Conceptual Outline Drawing
Source : SPSS Management Results

2. RESEARCH METHODOLOGY

This study employs a quantitative research approach. The quantitative research method is defined as a way of gathering information through the use of specific research tools and then analyzing that information in a quantitative or statistical way in order to test a predetermined hypothesis (Sugiyono, 2016).

The research population is a set of things or people with shared traits that the researcher has chosen to analyze in order to draw conclusions about (Sugiyono, 2019). A total of forty instructors from Sutoyo Medan School's SMK and SMA programs make up the study's population. A saturated sample is defined as the total number of samples taken from a population with a size smaller than 100 (Arikunto, 2016). Forty educators from SMK/SMA Sutoyo SM School make up the study's sample. In order to gather information for this study, a Google Form survey using Likert scales was distributed. Several tests, including those for validity, reality, normalcy, multiple linear regression, hypotheses, and coefficients of determination, were used to analyze the data in this study.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Description of Respondent Characteristics

1. Descriptive Characteristics of Respondents by Gender

The following can be presented about the characteristics of respondents based on gender as follows:

Table 1. **Characteristics of Respondents**

Gender	Number of Respondents	%
Man	23	57,50
Woman	17	42,50
Sum	40	100,00

Males make up 57.50% of the permanent teaching staff of Majend Suyoto SM Medan SMU, while females make up 42.50%, as seen in the table above. Teachers are essential in schools, and men are disproportionately represented among them because of the importance of imparting knowledge to students.

2. Descriptive Characteristics of Respondents Based on Age

The following can be presented about the characteristics of respondents based on age as follows:

Table 2. **Age Characteristics**

Gender	Number of Respondents	%
<20	2	5
21-30	8	20
31-40	12	30
41-50	18	45
Sum	40	100

The table above shows that the majority of teachers working at Majend Sutoyo SM High School/Vocational High School are 41-50 years old as much as 45%, while the age of 31-40 years is 30% and the age between 21-30 years is 20%. From the table above, it is known that teachers who teach and have worked for a long time at the school are still of productive age and able to carry

out their duties well for the progress of the school in the future and also have a good level of stamina in carrying out their duties as teachers.

3. Descriptive Characteristics of Respondents Based on Education

The following can be presented about the characteristics of respondents based on education as follows:

Table 3. **Educational Characteristics**

Gender	Number of Respondents	%
High School/Vocational School	1	2,5
D3	3	7,5
S1	33	82,5
S2	3	7,5
Sum	40	100

The table above shows that the teachers who work and teach in the school are predominantly S1 education as much as 82.5%, while S2 education is 7.5% and diploma is 7.5%. Thus, it can be conveyed that the needs of teachers in the school to prioritize undergraduate education to be able to teach students in this school have realized so that they are expected to be able to do their duties as well as possible for the progress of the school and the interests of students in gaining knowledge.

3.2. Data Quality Test Results

a. Validity Test

Table 4. **Validity Test**

Variable	Items	R-Calculate	R-Table	Conclusion
Work Motivation (X1)	X1.1	.835	.263	VALID
	X1.2	.459	.263	VALID
	X1.3	.431	.263	VALID
	X1.4	.545	.263	VALID
	X1.5	.637	.263	VALID
Work Discipline	X2.1	.645	.263	VALID
	X2.2	.390	.263	VALID
	X2.3	.508	.263	VALID
	X2.4	.658	.263	VALID
	X2.5	.431	.263	VALID
Work Facilities	X3.1	.732	.263	VALID
	X3.2	.358	.263	VALID
	X3.3	.592	.263	VALID
	X3.4	.518	.263	VALID
	X3.5	.516	.263	VALID

Variable	Items	R-Calculate	R-Table	Conclusion
Performance	Y1	.506	.263	VALID
	Y2	.584	.263	VALID
	Y3	.371	.263	VALID
	Y4	.607	.263	VALID
	Y5	.555	.263	VALID

A decision is made if it meets the criteria, namely r-count > r-table, then all variables and indicators of question items are valid because the corrected value of the total correlation item is above 0.263.

3.3. Reliability Test

The Reliability Test was used to see the level of data reliability in each research variable with the requirement that the Cronbach's Alpha value must be above 0.60.

Table 5. **Reality Test**

Variable	CA	Standard Coefficient Value	Conclusion
Motivation kerja_X1	0,794	0,6	Reliable
kerja_X2 discipline	0,757	0,6	Reliable
kerja_X3 Facilities	0,764	0,6	Reliable
Kinerja_Y	0,750	0,6	Reliable

The table above shows that for the variables of work motivation, work discipline, work facilities and employee performance have a Croncbach's Alpha value of > 0.6 so it is concluded that the variables used are reliable. This means that the majority of respondents gave relatively stable and consistent average answers between each of the research variables.

### 3.. Results of the Classic Assumption Test
a. Data Normality Test
The normality test is carried out to see whether the data to be analyzed has been distributed normally or not.

The following can be presented the results of normality testing with graph and histogram methods as follows:

P-Plot chart method

Normal P-P Plot of Regression Standardized Residual
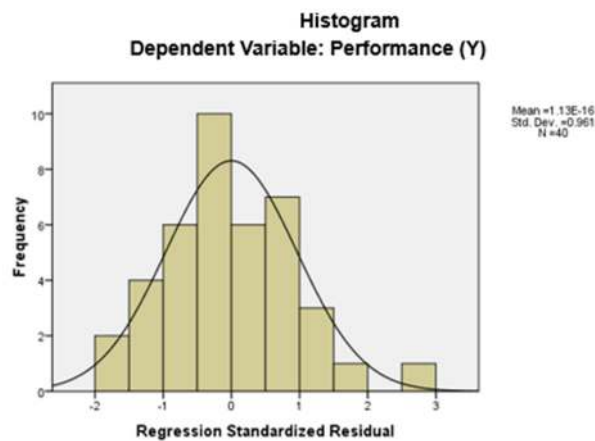Dependent Variable: Performance (Y)
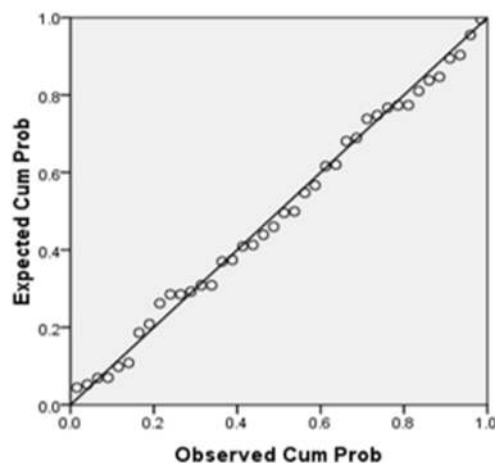
Figure 2. Normal P-P Plot

The figure above shows that the points in the regression model are evenly distributed and along the diagonal line and close together, so it can be concluded that the data is normally distributed and meets the assumption of normality.

Histogram Method

Figure 2. Normal P-P Plot

The figure above shows that the lines in the regression model form a curved bell line along the Y axis, so it can be concluded that the data is normally distributed and meets the assumption of normality.

Kolmogorov Smirnov Test Results

Table 6. **Kolmogorof Smirnov Test Results**

One Sample Kolmogorof Smirnov test		Unstandardized Residual
N		40
Normal Parameters	Mean	0,0000000
	Std Deviation	1,67
Most Extreme	Absolute	0,053
Differences	Positive	0,051
	Negative	-0,053
Kolmogorof Smirnov Z		0,398
Asymp Sig. (2 tailed)		0,782

The table above shows that the results of the Kolmogorov Smirnov test have a significance value (Asymp. Sig.2-tailed) is 0.782 so the significance value is $0.782 > 0.05$, so it is concluded that the residual value is distributed normally and meets the assumption of normality.

b. Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a significant correlation between the independent variables in the regression model, and to examine the tolerance and variable inflation factor (VIF) of the analysis results. If the tolerance is greater than 0.10 or the VIF is less than 10, then there is no multicollinearity.

Table 7. **Multicollinear Test Results**

Variable	Colinearity Statistic	
	Tolerance	VIF
Motivation kerja_X1	0,816	1,226
kerja_X2 discipline	0,884	1,131
kerja_X3 Facilities	0,784	1,275

The table above shows that for the motivation, work discipline and work facility variables have a tolerance value of > 0.1 and a VIF value of < 10, so it can be concluded that the regression model above does not have a multicolliery symptom which means that there is no correlation with each other between the independent variables.

c. Heteroscedasticity Test

Heteroscedasticity tests are performed to find out if there is heterokedasticity, the desired quality of the regression model, or whether there are any inequalities in the observed residual variants.

Table 8. **Hasil Uji Glejser**

Type	Unstandarized Coefficient		Standarized Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	1,638	2,048		0,800	0,429
Motivation kerja_X1	-0,103	0,065	-0,277	-1,578	0,123
kerja_X2 discipline	-0,007	0,070	-0,018	-0,106	0,916
kerja_X3 Facilities	0,100	0,067	0,270	1,503	0,142

a. Dependent variable: Performance (Y)

The table above can be conveyed that for the variables of work motivation (sig. 0.123), work discipline (sig. 0.916), and work facilities (sig. 0.142), so that the independent variable has a significant value > 0.05, it can be concluded that the regression model does not have heteroscedasticity symptoms, meaning that there are no disturbing variables in this study.

The following results of heteroscedasticity testing with the Scatterplot graph method from the processing of the respondents' answer tabulation can be presented in the following table:

Scatterplot
Dependent Variable: Performance
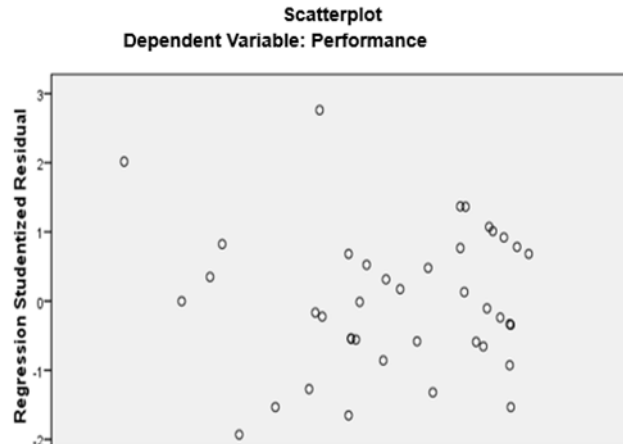
The figure above shows that the points contained in the regression model are unevenly distributed on the Y axis so that they do not form clear and irregular waves, so it can be concluded that the data is normally distributed and meets the assumption of normality.

3.4. Multiple Linear Regression

The following can be presented the results of the multiple linear regression test between work discipline, work motivation and work facilities on teacher performance as can be presented in the following table:

Table 9. **Multiple Linear Regression Results**

Type	Unstandarized Coefficient		Standarized Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	12,256	3,591		3,413	0,000
Motivation kerja_X1	0,571	0,114	0,634	5,002	0,000
kerja_X2 discipline	0,364	0,123	0,221	3,682	0,015
kerja_X3 Facilities	0,275	0,117	0,135	2,731	0,020

a. Dependent Variabe: Kinerja_Y

The table above shows the results of multiple linear regression tests with the results, namely: Y = 12.256 + 0.571 X1 + 0.364 X2 + 0.275 X3. The following is the description, namely:

1. A value (contanta) is 12.256 and a positive value means that the teachers' performance will increase by 12.256 assuming that the variables of work discipline, work motivation and work facilities have a fixed coefficient value (zero).
2. Work motivation with a coefficient value of 0.571 and a positive value, meaning that if there is an increase in one unit, the performance of teachers will increase by 0.571 (57.1%).
3. Work discipline with a coefficient value of 0.364 and a positive value, meaning that if there is an increase in one unit, the performance of teachers will increase by 0.364 (36.4%).
4. Work facilities with a coefficient value of 0.275 and a positive value, meaning that if there is an increase in one unit, the performance of teachers will increase by 0.275 (27.5%).

3.5. Hypothesis Test

a. Partial test (t-test)

The following can be presented the results of partial testing between work motivation, work discipline, and work facilities on employee performance as can be presented in the following table:

Table 10. **Partial Test Results**

Type	Standarized Coefficient Beta	T	Sig
Constant		3,413	0,000
Motivation kerja_X1	0,634	5,002	0,000
kerja_X2 discipline	0,221	3,682	0,015
kerja_X3 Facilities	0,135	2,731	0,020

a. Dependent Variabe: Kinerja_Y

In this study, the number of research samples n = 40 so that ttable = 1.684 was obtained at sig 0.05. From the table above, the results of partial testing can be described as follows:

a. Work motivation partially had a positive and significant effect on employee performance at SMU/SMK Mayend Sutoyo SM (ttable > calculation value, 5.002 > 1.684 on sig. 0.000 < 0.05), so that the H1 research hypothesis was accepted.
b. Work discipline partially had a positive and significant effect on employee performance at SMU/SMK Mayend Sutoyo SM (ttable > calculation value, 3.682 > 1.684 on sig. 0.015 < 0.05), so that the H2 research hypothesis was accepted.
c. Work facilities partially have a positive and significant effect on employee performance at SMU/SMK Mayend Sutoyo SM (ttable > calculation value, 2,731 > 1,684 on sig. 0.020 < 0.05), so that the H3 research hypothesis is accepted.

b. Simultaneous Tests

Table 11. **Simultaneous Test Results**

	Type	Sum of Square	Df	Mean Square	F	Sig
1	Regression	123,367	3	41,122	13,457	0,00
	Residual	110,008	36	3,056		
	Total	233,357	39			

a. Predictor (Contant), Kerja_XI Motivation, Kerja_X2 Discipline, Kerja_X3 Facilities
b. Variable Dependent: Kinerja_Y

In this study, the number of samples n = 40, where the value of df (1) = k – 1 = 4 -1 = 3 and the value of df (2) = n–k = 40 – 4 = 36, then Ftable = 2.87 was obtained at sig.0.05. While the value of Fcal = 13.457 at sig.0.000. From the table above, it can be concluded that work motivation, work discipline and work facilities together have a significant effect on the performance of teacher employees at SMU/SMK Mayjend Sutoyo SM (Fcal > Ftabel value, 13.457 > 2.87 on sig. 0.000<0.05), so that the H4 research hypothesis is accepted.

3.6. Determination coefficient test (R2)

The following can be presented as the results of the determination test between work motivation, work discipline, and work facilities on employee performance as can be presented in the following table:

Table 12. Results of Determination Coefficient (R2)

Model Summary

Type	R	R Square	Adjusted R Square	Std Error of the Estimate
1	0,727	0,529	0,489	1,74808

a. Predictor (Contant), Kerja_XI Motivation, Kerja_X2 Discipline, Kerja_X3 Facilities
b. Variable Dependent: Kinerja_Y

The table above shows a determination coefficient value of R = 0.727, meaning that there is a strong correlation between work motivation, work discipline and work facilities with employee performance at SMU/SMK Mayend Sutoyo SM. The adjusted value of R2 = 0.489 means that the performance of teachers can be explained by work motivation, work discipline, and work facilities by 48.9% and the remaining 51.1% can be explained by other variables that are not studied such as training, job promotion, incentives, career development and so on.

4. DISCUSSION OF RESEARCH RESULTS

1. The Effect of Work Motivation on Teacher Performance at SMU/SMK Majend Sutoyo SM

According to the statistical tests conducted, it can be concluded that work motivation in teachers has a partially positive and significant impact on teacher performance in the school setting (tcal>ttable value, 5.002 > 1.684 on sig. 0.000 < 0.05). This demonstrates the necessity of cultivating and nurturing work motivation in every teacher as an educator in a consistent and ongoing manner. By doing so, teachers who possess a strong internal drive will be dedicated to fulfilling their responsibilities of imparting knowledge to their students in the most effective manner possible, ensuring optimal

acceptance and understanding. This will offer teachers a favorable opportunity to demonstrate optimal performance based on the outcomes achieved by pupils in their instruction..

2. The Effect of Work Discipline on Teacher Performance at SMU/SMK Majend Sutoyo SM

According to the statistical tests conducted, it can be concluded that teacher work discipline has a partially positive and significant impact on teacher performance in the school environment (tcal>table value, $3.682 > 1.684$ on sig. $0.015 < 0.05$). Therefore, the research hypothesis H1 is accepted. This demonstrates the necessity of implementing consistent work discipline in the school setting, without any form of differential treatment amongst teachers. Teachers should be well aware of the crucial importance of enforcing work discipline in a fair and consistent manner. This will effectively promote a healthy educational environment where pupils adhere to the school's standards. Under these circumstances, teachers will have the ability to effectively carry out their responsibilities in imparting their expertise to all of their students, ensuring that knowledge is assimilated to the fullest extent.

3. The Effect of Work Facilities on Teacher Performance at SMU/SMK Mayjend Sutoto SM

According to the statistical tests conducted, it can be concluded that the current work facilities in the school environment have a somewhat favorable and significant impact on the performance of teachers in the school environment (tcal>ttable value, $2.731 > 1.684$ on sig. $0.020 < 0.05$). This demonstrates that all teachers within the school setting have access to the many work amenities offered by the school to fulfill their teaching responsibilities, including whiteboards, laboratories, projectors, and other resources. By providing suitable work facilities and assisting teachers in carrying out their responsibilities, this can enhance the possibility for teachers to perform at their highest level, thereby achieving the desired outcomes set by the principal for the future advancement of the school.

4. Conclusion

From the results of the research that has been carried out, the following conclusions can be drawn:

1. Motivation, Work Discipline and Work Facilities partially have a positive and significant effect on the performance of teachers of Majend Sutoyo SM High School,
2. Motivation, Work Discipline, and Work Facilities simultaneously have a positive and significant effect on the performance of SMA/SMK teachers of Majend Sutoyo SM.

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