

Contribution of Work Discipline, Motivation, Work, and Work Environment to Teacher Performance

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ABSTRACT

The aim of this research is to analyze the contribution of: (1) work discipline to teacher performance; (2) work motivation to teacher performance; (3) work environment to performance; and (4) discipline, work motivation, and work environment simultaneously to teacher performance. The research was carried out at state elementary schools in Rantau Utara District, Labuhanbatu Regency. The research population was 396 teachers, and the research sample was 162 teachers. The sampling technique employed in the study involved the use of Isaac and Michael tables along with probability sampling methods. The results of research on simultaneous performance are 80.51%, 3.74%, and 15.76%, meaning that work discipline is the most dominant factor in influencing teacher performance. Teachers who are disciplined in carrying out their duties, show high commitment, are able to manage their time well, and comply with established rules and procedures. Even though the percentage is small, work motivation is an important factor in improving teacher performance. Teachers who have high work motivation will be encouraged to work more enthusiastically, creatively, and innovatively in teaching. A conducive and supportive work environment can help improve teacher performance by providing adequate facilities and infrastructure, creating a positive work atmosphere, and providing opportunities for teachers to develop themselves professionally. Teachers who demonstrate a high level of work discipline tend to contribute to increased performance in carrying out tasks; teachers who have work motivation tend to contribute positively to increased teacher performance; and a conducive work environment tends to contribute to increased overall teacher performance.

KEYWORDS

Work discipline; work motivation; work environment; performance teacher

INTRODUCTION

The main goal of every educational institution is to improve the quality of schools. One important determining factor in achieving this goal is effective teacher performance (Munawir et al., 2023). Highly qualified and dedicated teachers can have a significant positive impact on the quality of learning and student development (Annisa et al., 2023). Teacher performance shows how well a teacher can do their job at school. This includes planning lessons, teaching students, keeping the classroom a good place to learn, making sure students can learn well, and checking how much students have learned (Soebartika & Rindaningsih, 2023). Apart from that, teacher performance also shows the teacher's

willingness to carry out teaching responsibilities and guide students in accordance with school expectations so as to achieve optimal learning outcomes (Rahmawati et al., 2023).

According to the State Administration Institute of the Republic of Indonesia (LAN-RI) in Pasolong (2021), Performance indicators are measurements that show how well someone is doing in reaching a goal. They can be numbers (like sales figures) or descriptions (like customer satisfaction). These indicators look at what is put in (inputs), what is produced (outputs), the changes that happen (outcomes), the advantages gained (benefits), and the overall effects (impacts). According to Pasolong (2021), there are various things that need to be considered To set performance indicators, we need to make sure they are: (1) Clear and specific; (2) Measurable in a clear way, both in quality and quantity; (3) Able to show the results and benefits achieved; (4) Flexible and able to adapt to changes; and (5) Effective, meaning we can gather, process, and analyze the data easily and well.

Pasolong (2021) It says that we can measure performance using these signs: (1) The amount of work done, which means all the tasks completed by employees. This can be seen in how well they perform their jobs over a certain period while meeting their duties and responsibilities on time. Here's the text rewritten in simpler words: (2) Efficiency means using resources wisely and saving money while doing tasks. (3) Work discipline means following the rules and laws. (4) Initiative means being able to make good decisions and take action on your own, finding things that need to be done, and continuing to work even when things get tough. (5) Accuracy means how well the results of work match what was intended, and whether the work meets its goals. (6) Leadership is the way a leader influences or sets a good example for their team to help reach the organization's goals. (7) Honesty is a quality that's often hard to practice.

Regarding the quality of their work, they not only convey lesson material clearly and accurately but are also able to create interesting, interactive, and meaningful learning for students. Teachers use various creative and innovative teaching methods and utilize technology to improve the quality of learning. In terms of punctuality, high-performing teachers not only complete assignments on time but are also able to manage time well in the classroom to ensure that all students get optimal learning opportunities. Teachers are part of the national education system that has a role in shaping human beings now and in the future (Hanim et al., 2022). A high-performing teacher's presence is not only physically in the classroom but also mentally and emotionally present for his or her students. Teachers show high commitment and dedication to their profession and always try to provide the best for their students. In terms of collaboration skills, high-performing teachers not only work together with other fellow teachers but also build positive relationships with parents, students, and other related parties. Teachers are able to work together effectively to achieve common goals and create a conducive learning environment for all (Veronica et al., 2023).

The advantages of a school if it has high performing teachers; (1) the teacher is able to improve the quality of learning by conveying material clearly and effectively, thereby enabling students to understand the lesson better; (2) they can help students reach their maximum learning potential, resulting in improved performance on exams and other assessments; (3) high teacher performance can also motivate students to learn with passion and enthusiasm, which in turn increases participation in learning activities; (4) schools with high-performing teachers usually have a good reputation in the eyes of the community, attract new students, and increase the number of enrollments; (5) high teacher performance also has an impact on their welfare by getting better compensation, which can increase their motivation to work even better; and (6) high overall teacher performance can

improve school performance by increasing student achievement, school reputation, and teacher welfare (Pramesti & Miyono, 2024).

Weaknesses of a school if it has low-performing teachers: First, these teachers may not be able to convey lesson material clearly and effectively, which can result in difficulties for students in understanding the lesson. Second, this can result in students not reaching their full learning potential, potentially reducing performance in exams and other assessments. Third, low teacher performance can also reduce students' motivation to learn, thereby reducing their participation in the teaching and learning process. Fourth, schools with low-performing teachers may have a poor reputation in the public, have difficulty attracting new students, and experience declining enrollment. Fifth, low teacher performance also impacts their welfare by receiving lower compensation, which can reduce their motivation to work well. Finally, low overall teacher performance can reduce school performance by negatively affecting student achievement, school reputation, and teacher welfare (Siata & Sasono, 2024).

Situmorang et al. (2023) identified several phenomena that cause a decline in teacher performance. One of the factors mentioned is low compensation. Low teacher salaries compared to other professions can reduce teachers' motivation and morale, so they may not try hard to improve their performance. In addition, a lack of allowances and facilities for teachers can increase their financial burden and make it difficult for them to focus on their work at school.

Khatimah et al. (2023) identified several phenomena that cause a decline in teacher performance, one of which is that students with low emotional intelligence may have difficulty managing their own emotions and the emotions of their students. This can cause stress, frustration, and conflict in the classroom, which ultimately results in a decline in the quality of learning and teacher performance. In addition, they may also have difficulty building positive relationships with students and their parents, which can hinder the teaching and learning process. Teachers with low spiritual intelligence may lack self-awareness and clear life goals. As a result, they can feel lost in their work and direction. These limitations can also make it difficult for them to understand and help their students deal with personal and spiritual problems, which leads to a decrease in students' learning motivation. Teachers with a low intellectual quotient may have limited knowledge and skills in the subject areas they teach.

According to Minawati et al. (2023), there are three things that can cause teacher performance to decline. First, the principal's less effective academic supervision can make teachers feel that they are not properly supported and supervised. This has the potential to reduce teachers' motivation to improve their performance as well as make them doubt their own abilities, which can ultimately reduce their performance further. Second, low work motivation is also a significant factor. Teachers who are less motivated may not have the enthusiasm and will to work well, so they do not complete assignments on time and do not pay enough attention to students. This lack of motivation can also make them reluctant to continue learning and developing, so they lag behind developments in science and technology. Third, poor work discipline also contributes to a decline in teacher performance. Teachers with poor work discipline often come to school late, do not complete assignments on time, and do not comply with school rules. This not only disrupts the teaching and learning process and reduces the credibility of teachers in the eyes of their students, but also creates a work environment that is not conducive for teachers and other students (Sawitri et al., 2023).

According to Pratama et al. (2024), one of the causes of teacher performance is a physical work environment that is not conducive, such as classrooms that are cramped,

dirty, and lacking ventilation, which can make teachers feel uncomfortable and less focused on teaching. This has the potential to reduce the quality of learning delivered by teachers and ultimately reduce their overall performance. A physical work environment that is not conducive can also cause teachers to easily experience stress and fatigue, which can further affect their performance.

The problem in this research is focused on finding the contribution of work discipline, work motivation, and work environment to the performance of state elementary school teachers in Rantau Utara District, Labuhanbatu Regency. In connection with this, the formulation of the problem in this research is as follows: (1) How big is the contribution of work discipline to the performance of state elementary school teachers in Rantau Utara District, Labuhanbatu Regency?; (2) How big is the contribution of work motivation to the performance of state elementary school teachers in Rantau Utara District, Labuhanbatu Regency?; (3) How big is the contribution of the work environment to the performance of state elementary school teachers in Rantau Utara District, Labuhanbatu Regency?; (4) How big is the contribution of work discipline, work motivation, and work environment, together to the performance of state elementary school teachers in Rantau Utara District, Labuhanbatu Regency?

RESEARCH METHODS

The type of research used is quantitative research with an ex post facto research approach, namely analyzing contribution data regarding work discipline, work motivation, and work environment to improve teacher performance. This research activity helps understand how independent variables contributed to improving teacher performance in the past (Wahdah & Malasari, 2022).

The research was conducted at 25 public elementary schools in Rantau Utara District and was carried out in the 2023–2024 academic year, namely January–March 2024.

Research Population. According to Roflin and Liberty (2021), population is the total number of analytical units to be studied that have certain quantities (numbers) and characteristics that are applied by researchers to study and then draw conclusions (Noor & Tajik, 2022). The population is all teachers from state elementary schools in Rantau Utara District, totaling 396 people. The sampling technique used in this research was the Isaac and Michael formula (Amin et al., 2023). The sample was taken based on the known population, namely 396 teachers. The level of precision determined in determining the sample was 10%. So the sample used was 162 people.

Data collection techniques are ways that researchers use to gather numbers and information from people based on what they are studying. In this study, the method for gathering information used was a questionnaire, which had to be filled out by respondents.

Table 1. Teacher Performance Variable Grid

No	Dimension	Indicator
1.	Pedagogical Competency	1. Develop a learning plan 2. Master learning theory and educational learning principles 3. Curriculum development 4. Educational learning activities 5. Understand and develop potential 6. Communication with students 7. Assessment and evaluation
2.	Personal Competencies	1. Act in accordance with religious, legal, social and cultural norms 2. Demonstrate a mature and exemplary personality 3. Work ethic, high level of responsibility, feeling of pride in being a

No	Dimension	Indicator
		teacher
3.	Competencies Social	1. Be inclusive, act objectively and be discriminatory 2. Communication with fellow teachers, teaching staff, parents of students and the community
4.	Competencies Professional	1. Mastery of structural material, concepts and scientific thinking patterns that support the subjects being taught 2. Support professionalism through reflective action

The variable instrument grid for assessing teacher work discipline is an elaboration of the indicators that have been determined in the operational definition. The variable grid is arranged as follows:

Table 2. Teacher Work Discipline Variable Grid

No	Dimension	Indicator
1	Time	1. Frequency of Attendance 2. Task Time
2	Regulations	1. Execution of Duties 2. Obey the rules
3	Behaviors	1. Attitudes and Behavior 2. Relationship between other parties

The variable instrument grid for assessing teacher work motivation is an elaboration of the indicators that have been determined in the operational definition. The variable grid is arranged as follows:

Table 3. Work Motivation Variable Grid

No	Dimension	Indicator
1.	Power driving force	1. The desire to achieve a goal 2. The desire to develop oneself
2.	Will	Desire for appreciation
3.	Willingness	Diligence to make efforts within the scope of work
4.	Responsibilities	Responsibility Responsibility for work

The variable instrument grid for assessing the teacher's work environment is an elaboration of the indicators that have been determined in the operational definition. The variable grid is arranged as follows:

Table 4. Teacher Work Environment Variable Grid

No	Dimension	Indicator
1.	Work Atmosphere	1. Arrangement in the workplace 2. Safety at work
2.	Relationships between colleagues work	1. The relationship between teachers is good 2. Likes to collaborate at work
3.	Relationship between innate and leadership	1. Leaders and teachers are often together in the field 2. Teachers and leaders have the same vision and mission 3. Leadership provides fair salaries
4.	Availability of Facilities	Work Lighting/Light Temperature/air temperature and air circulation

This research's main focus is primary data obtained by distributing questionnaires containing questions regarding discipline, motivation, and the work environment. Questionnaires will be distributed to teachers. Each score is calculated Using a Likert scale, based on Sugiyono (2017). The Likert scale is a tool used to check how people feel or think about certain topics or situations.

A validity test checks if a questionnaire is accurate and reliable. A questionnaire is valid if its questions can show what it is supposed to measure. This validity test uses Pearson correlation, which means it checks how the answers to the questions are related to each other. If the Pearson correlation value is less than 0.05, it means the data is valid. To check if an item in a question is good or not, it is considered good if the calculated r value > r table for that question. Validity tests are done on: tests for how well someone performs, tests for work behavior, tests for motivation, tests for the work environment, tests to check reliability, tests to see if certain basic assumptions are met, tests for normal distribution of data, tests for multiple related factors, tests for uneven spread of data, tests for straight-line relationships, and tests for multiple factors at the same time.

Table 5. Reliability Test Results

Variable	Cronbach Alpha	Information
Performance	0,766	Reliable
Discipline	0,889	Reliable
Motivation	0,801	Reliable
Work Environment	0,922	Reliable

Table 5 shows the Cronbach's alpha values as follows: performance (0.766), discipline (0.889), motivation (0.801), and work environment (0.922). Thus, it can be concluded that the statements in this questionnaire are reliable because the Cronbach's alpha value exceeds 0.70. This shows that each statement item used is able to produce consistent data, so that if these statements are asked again, they will produce answers that are relatively similar to the previous ones.

Multiple Regression Test

Regression analysis is a method used to study and understand the connections between different factors. Multiple regression is often used to solve problems in regression analysis that come from looking at the relationship between two or more factors. The equation for multiple linear regression looks like this:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Y = predicted influence value

a = constant or price number X = 0; b = regression coefficient

X = dependent variable value

In this study, the factors that are being changed or controlled are discipline, motivation, and work environment, and the factor that is being measured is performance. This analysis method uses the SPSS program, which stands for Statistical Product and Service Solution. The equation looks like this:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Y = corporate image coefficient; a = constant

b1 = discipline coefficient

b2 = motivation coefficient

b3 = work environment coefficient

X1= discipline variable

X2 = motivation variable
 X3 = work environment variables
 Mix e = Standard Error

Hypothesis test

Simple Linear Regression (Simple Linear Regression)

Simple regression analysis is used to see how one independent variable (X) affects one dependent variable (Y). In this case, we are looking at how work discipline, work motivation, and work environment each affect teacher performance, either alone or together. Next, we use basic regression analysis to check the ideas H1, H2, and H3 by looking at the standardized coefficient beta values in the output coefficient table.

Multiple Linear Regression (Multiple Linear Regression)

Multiple regression analysis is used to determine the contribution of work discipline, work motivation, and work environment to teacher performance simultaneously between two or more independent variables (X1, X2, X3) and one dependent variable (Y). Next, multiple regression analysis is used to test the hypothesis H4 by comparing the standardized coefficient beta values in the output coefficient table for each independent variable.

RESULTS AND DISCUSSION

The research results show that the average (mean) work discipline value is 79.02, with a median of 79.00 and a mode of 83, indicating that the majority of respondents have a work discipline value close to 79. The standard deviation of 6,451 shows relatively low variation from the average. with values spread between 60 and 92. The average work motivation score is 80.83, with a median of 81.00 and a mode of 83, indicating that most respondents have work motivation close to 81. A standard deviation of 6.457 indicates that work motivation scores are spread between 59 and 95, with slightly higher variations compared to work discipline. The average value of the work environment is 79.40, with a median of 79.00 and a mode of 83, indicating that most respondents have a perception of the work environment that is close to 79. The standard deviation of 6.740 indicates a greater variation in values compared to work discipline and work motivation, with values spreading out. between 61 and 93. The average teacher performance score is 79.54, with a median of 79.00 and a mode of 79, indicating that most respondents have a performance close to 79. A standard deviation of 6.019 indicates that teacher performance scores are spread between 61 and 92, with the lowest variation among other variables.

Table 6. Distribution and Characteristics of Research Data

		Statistics			
		Work Discipline	Work Motivation	Work Environment	Teacher Performance
N	Valid	162	162	162	162
	Missing	0	0	0	0
Mean		79.02	80.83	79.40	79.54
Std. Error of Mean		.507	.507	.530	.473
Median		79.00	81.00	79.00	79.00
Mode		83	83	83	79
Std. Deviation		6.451	6.457	6.740	6.019

Variance		41.614	41.693	45.422	36.225
Range		32	36	32	31
Minimum		60	59	61	61
Maximum		92	95	93	92
Sum		12802	13095	12863	12886
	25	75.00	77.00	74.00	75.00
Percentiles	50	79.00	81.00	79.00	79.00
	75	83.00	85.00	83.00	83.00

Table 7. Output of Normality Test for Work

One-Sample Kolmogorov-Smirnov Test

Work discipline		Work Motivation	Work Environment	Teacher Performance	
N		162	162	162	
Normal Parameters a,b	Mean	79.02	80.83	79.40	79.54
	Std. Deviation	6.451	6.457	6.740	6.019
Most Extreme	Absolute	.053	.066	.063	.064
		.053	.066	.063	.064
Negative Test Statistic		-.052	-.066	-.061	-.063
Asymp. Sig. (2-tailed)		.200c,d	.077c	.200c,d	.200c,d

The sig value. (2-tailed) of each variable, respectively, work discipline, work motivation, work environment, and teacher performance, is 0.200, 0.77, 0.200, and 0.200 > 0.05, which means that the research data used in this study is normally distributed. Overall, data normality tests in regression analysis are very important to ensure that the analysis results are valid, parameter estimates are accurate, and statistical inferences made based on these results are reliable. Ensuring the normality of the data helps avoid interpretation errors and make more informed decisions based on the results of regression analysis.

Table 8. Multicollinearity Test Output

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	1 (Constant)	6.86	1.260				5.444
Work discipline	.745	.044	.798	16.750	.000	.118	8.490
Work motivation	.034	.038	.037	.912	.363	.163	6.129
Work environment	.139	.045	.156	3.064	.003	.103	9.697

a. Dependent Variable: Teacher Performance

The Tolerance value of each work discipline, work motivation, and work environment variable is 0.118, 0.163, and 0.103 > 0.10, likewise the VIF value of work discipline, work motivation, and work environment is 9.490, 6.129, and 9.697 < 10.0, this is This means that there is no multicollinearity, so it can be concluded that the research data for the regression model is good.

Table 9. Heteriscedasticity Test Output

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.728	1.327		3.563	.000
Work discipline	.084	.159	.514	.527	.599
Work motivation	-.046	.156	-.272	-.298	.766
Work environment	-.075	.216	-.431	-.345	.731

a. Dependent Variable: Abs_Res

Sig value. Work Discipline, Work Motivation, and Work Environment respectively obtained 0.599, 0.766, and 0.731 > 0.05, so it can be concluded that there is no heteroscedasticity problem in the regression model, meaning that the test requirements are met and can be continued in the regression analysis.

Table 10. Output of Work Discipline Linearity Test on Teacher Performance

ANOVA Table							
Sum of Squares			df	Mean Square	F	Sig.	
Work discipline	Between (Combined)		5622.066	27	208.225	132.784	.000
	Deviation from		5560.784	1	5560.784	3546.091	.000
	Linearity within Groups		61.282	26	2.357	1.503	.071
Total			210.131	134	1.568		
Total			5832.198	161			

Deviation value from linearity sig. work discipline 0.71 > 0.05, then there is a linear relationship between the independent variable (Work Discipline) and the dependent (Teacher Performance), while the calculated F value (1.503) < F Table (1.628 is obtained from the F distribution table with degrees of freedom (df) according to (df1 = 26, df2 = 134) and significance level ($\alpha = 0.05$), this means the relationship between the dependent and independent variables is linear, meaning the data between the independent and dependent variables is linear.

Table 11. Output of Linearity Test of Work Motivation on Teacher Performance

ANOVA Table							
Sum of Squares			df	Mean Square	F	Sig.	
Work discipline	Between (Combined)		4833.477	27	179.018	24.019	.000
	Deviation from		4614.770	1	4616.770	619.171	.000
	Linearity within Groups		218.707	26	8.412	1.129	.319
Total			998.721	134	7.453		
Total			5832.198	161			

Deviation value from linearity sig. work discipline 0.319 > 0.05, then there is a linear relationship between the independent variable (Work Motivation) and the dependent (Teacher Performance), while the calculated F value (1.129) < Table F value (1.628) is

obtained from the F distribution table with degrees of freedom (df) appropriate (df1 = 26, df2 = 134) and significance level ($\alpha = 0.05$), this means the relationship between the dependent and independent variables is linear. meaning that the data between the independent and dependent variables is linear.

Table 12. Output of Linearity Test of Work Environment on Teacher Performance

ANOVA Table						
Sum of Squares		df	Mean Square	F	Sig.	
Work discipline	Between (Com-bined)	5239.531	27	194.057	43.876	.000
		5086.072	1	5086.072	1149.945	.000
	Deviation from	153.459	26	5.902	1.334	.148
Linearity within Groups		592.666	134	4.423		
Total		5832.198	161			

Deviation value from linearity sig. work discipline $0.148 > 0.05$, then there is a linear relationship between the independent variable (Work Environment) and the dependent (Teacher Performance), while the Calculated F Value (1.334) < Table F Value (1.628) is obtained from the F distribution table with degrees of freedom (df) appropriate (df1 = 26, df2 = 134) and significance level ($\alpha = 0.05$), this means the relationship between the dependent and independent variables is linear. meaning that the data between the independent and dependent variables is linear.

Contribution of Work Discipline to Teacher Performance

Table 13. Partial Test Output for Work Discipline with Teacher Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.549	1.262		5.984	.000
	Work discipline	.911	.016	.976	57.255	.000

a. Dependent Variable: Teacher Performance

The table shows that the regression coefficient for the Work Discipline variable is 0.911 this means that when work discipline improves, teacher performance also goes up. The beta value for Work_Discipline is 0.976, which shows a strong connection between how disciplined teachers are and how well they perform. Also, the significance value (Sig.) for Work_Discipline is 0.000, which is very low. This means that there is a strong connection between work discipline and teacher performance that is important at the 0.05

In summary, based on the analysis results, we can say that work discipline contributes 97.6% to increasing teacher performance, and another 2.4% is another variable that was not examined in this research.

Contribution of Work Motivation to Teacher Performance

Table 14. Partial Test Output of Work Motivation and Teacher Performance

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.520	2.730		4.586	.000
Work discipline	.829	.034	.890	24.627	.000

a. Dependent Variable: Teacher Performance

The table shows that the regression coefficient for work motivation is 0.829. This means that when work motivation goes up, teacher performance also goes up. The beta value for Work Motivation is 0.890, showing a strong connection between how disciplined teachers are and how well they perform. Also, the significance value (Sig.) for Work Motivation is 0.000, which is very low. This shows that there is a meaningful relationship between work motivation and teacher performance at a 0.05 level of significance. In summary, the analysis shows that work motivation plays a big role, contributing 89.0% to increasing teacher performance, while another 10.1% is a variable that was not examined in the research.

Contribution of the Work Environment to Teacher Performance

Table 15. Partial Test Output of Work Environment with Teacher Performance

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.326	2.012		6.622	.000
Work discipline	.834	.025	.934	33.025	.000

a. Dependent Variable: Teacher Performance

Based on the table above, information is obtained that the regression coefficient value for the Work Environment variable is 0.834, which indicates that increasing work motivation is associated with increasing teacher performance. The beta value for Work Environment is 0.934, indicating a strong linear relationship between work environment and teacher performance. Additionally, the significance value (Sig.) for Work Environment is 0.000, which is very small and indicates that the relationship between work environment and teacher performance is statistically significant at an alpha significance level of 0.05.

In conclusion, from the results of the analysis above, it can be concluded that the work environment contributes 93.4% to increasing teacher performance, while another 6.6% is another variable that was not examined in this research.

Contribution of Work Discipline, Work Motivation, and Work Environment to Teacher Performance

Table 16. Simultaneous Test Output
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	6.861	1.260		
Work discipline	.745	.044	.798	16.75	.000
Work motivation	.034	.038	.037	.912	.363
Work environment	.139	.045	.156	3.064	.003

a. Dependent Variable: Teacher Performance

Based on the table above, information is obtained that the beta value of each work discipline, work motivation and work environment variable is 0.797, 0.037, respectively. and 0.156. Based on the Total Beta of each independent variable, each contribution in improving teacher performance can be calculated as follows = $0.797 + 0.037 + 0.156 = 0.990$

1. Percentage of Work Discipline = $(0.797 / 0.990) \times 100\% = 80.51\%$
2. Percentage of Work Motivation = $(0.037 / 0.990) \times 100\% = 3.74\%$
3. Work Environment Percentage = $(0.156 / 0.990) \times 100\% = 15.76\%$

Based on the picture above, it can be concluded that work discipline has the largest contribution to teacher performance, with a contribution percentage of 80.51%. This shows that work discipline is the most important factor in influencing teacher performance. On the other hand, work motivation has the least impact, with only 3.74% This means that work motivation affects teacher performance less than work discipline and the work environment. Meanwhile, the work environment has a moderate contribution of 15.76%, indicating that although its influence is quite important, its contribution to teacher performance is not as big as work discipline.

Discussion

Work discipline contributes to increasing teacher performance by 97.6%, where teachers have demonstrated high work discipline attitudes in the following aspects: Punctuality at work shows a teacher's commitment and responsibility for the tasks they carry out. Research shows that teachers who are consistently punctual are more likely to deliver lessons in an effective and structured manner. Teachers who arrive on time can start lessons according to schedule, ensuring that every minute in class is used optimally. This allows for timely completion of the curriculum and gives students enough time to understand the material. The teacher's punctual presence also provides a good example to students about the importance of discipline and respecting time, which can improve students' own discipline. Additionally, punctual teachers help create an organized and efficient school environment. This allows better coordination between teachers, students, and administrative staff, reducing wasted time and increasing overall productivity (Nurhayati et al., 2022).

Complying with school rules also helps maintain security and order in the school environment. This includes following safety procedures, maintaining calm in the classroom, and enforcing discipline rules. In addition, teachers who comply with the rules

demonstrate the professional attitude expected in the field of education. This improves teachers' self-image in the eyes of students, parents, and colleagues and encourages high ethical standards (Hidayah & Santoso, 2020).

Good behaviors such as patience, tolerance, and empathy also improve the relationship between teachers and students. In addition, good behavior at work, including the ability to communicate and collaborate with colleagues, increases cooperation among school staff. This is important for better coordination of teaching and the collective achievement of school goals. Professional behavior such as punctuality, honesty, and integrity in work also increases students' and parents' trust in teachers. This creates a positive and supportive learning environment, which ultimately improves the quality of teaching and student learning outcomes (Dewi & Khotimah, 2020).

Work discipline also supports the teacher's ability to take initiative. Disciplined teachers tend to be proactive in identifying student needs and taking appropriate action without having to be told. They strive to always move forward and make improvements, even in difficult situations. With initiative, teachers can find creative solutions to problems faced in the classroom (Priono, S., & Ramdhan, 2023).

Good leadership involves setting a positive example and influencing others to achieve common goals. Work discipline allows teachers to become effective leaders inside and outside the classroom by showing high commitment and responsibility in every teacher's actions (Mutiarra, 2024).

Work discipline supports teacher integrity and honesty. Disciplined teachers tend to be honest in carrying out their assignments and provide fair assessments to students. Honesty is a trait that is highly valued in educational settings and has a positive impact on the overall school culture. With honesty, teachers build trust and respect from students and colleagues. Overall, good work discipline will improve teacher performance in all these aspects, which in turn will have a positive impact on the learning process and student learning outcomes (Nurhayati et al., 2022).

The results of this research are in line with the opinion of Hidayat et al. (2023). This research found that good work discipline is very important to improve teacher performance. Disciplined teachers are better able to manage their time, complete assignments on time, and comply with school regulations, all of which contribute to teaching effectiveness. Work discipline reflects a teacher's commitment and responsibility to their profession. Disciplined teachers demonstrate high dedication to their duties, which in turn improves the quality of education provided to students. This research also emphasizes the importance of punctuality in work discipline.

The results of research by Alanny and Fuad (2024) state that teachers who have high work discipline are more able to carry out teacher duties well and consistently. Disciplined teachers demonstrate a high level of compliance with school regulations and policies. They are consistent in following established procedures and schedules, which ultimately creates a more orderly and effective learning environment. Work discipline allows teachers to manage their time effectively.

Teachers who are very motivated tend to do a better job. who are not motivated. High work motivation encourages teachers to work with enthusiasm, dedication, and a high sense of responsibility. Motivated teachers try to provide the best for students and achieve learning goals optimally. Apart from that, high work motivation also encourages teachers should find new and exciting ways to teach and help students learn.. Motivated teachers tend to look for new and interesting ways to make learning more effective and enjoyable for students.

Increasing teacher performance can be achieved by increasing their motivation so they can work more enthusiastically and effectively. This can be done by providing rewards and appreciation for achievement and dedication in teaching, facilitating self-development through training, seminars, or workshops that increase competence and motivation, and creating a positive and conducive work environment where teachers feel valued, supported, and have the opportunity to develop. In addition, schools need to build a positive motivational culture where all parties, including teachers, students, and parents, support and encourage each other to achieve common goals. (Prabumulih & Palembang, 2020)

The work environment greatly affects how well teachers do their jobs, according to this study's results. Teachers do better when they work in a friendly and supportive place than when they are in a negative environment. A conducive work environment helps teachers focus and concentrate on carrying out their duties. In addition, a positive and supportive work environment increases teacher enthusiasm and motivation, encouraging them to work better. Teachers who feel appreciated, supported, and have good relationships with colleagues and superiors are more motivated to achieve learning goals. Furthermore, a conducive work environment also encourages creativity and innovation because teachers who feel comfortable and free to express themselves are more willing to try new ideas and develop more effective teaching methods (Sanga, 2023).

Involving teachers in decision-making regarding the work environment will make them feel valued and involved, thereby increasing teachers' sense of ownership and commitment to their work. Apart from that, providing opportunities for teachers to take part in training, seminars, or workshops will help increase teacher competence and motivation (Situmorang et al., 2023).

Good work discipline not only improves teacher performance but also builds credibility and role models for students. Students will be more easily motivated and inspired to study well if they see their teachers are disciplined and responsible in carrying out their duties. Apart from that, good work discipline from teachers will help create a conducive learning environment in the classroom. A disciplined teacher will be able to manage the class well, maintain student focus, and ensure the teaching and learning process runs smoothly and effectively (Sanyoto et al., 2024).

A conducive work environment also facilitates creativity and innovation and allows teachers to feel comfortable and free to express themselves. With space to experiment and develop teaching methods, teachers will be more willing to try new ideas, which makes the teaching and learning process more interesting and dynamic, improving the quality of student learning experiences (Ginting et al., 2023).

The contribution of work discipline has been beneficial for teachers to prepare teaching materials systematically, follow schedules strictly, and carry out learning according to plans and schedules, thus having a direct impact on the quality of teaching and students' academic achievement. The contribution of work motivation has had an impact on teachers in using creative and innovative teaching methods, which can increase student interest and involvement, while the contribution of the work environment has provided facilities for teachers to carry out learning at school both in terms of facilities and infrastructure, as well as support from colleagues, employees, parents of students, and the surrounding community (Syahrani et al., 2023).

A good work environment, even though the contribution value is 15.76%, can support teacher professional development, for example, when teachers are respected, supported and listened to by superiors and colleagues, they will be more motivated to work with high enthusiasm and dedication, when teachers are given the opportunity to take part in training, workshops, and seminars that can improve teachers' competence and knowledge will

increase their motivation to continue learning and developing, when teachers are given awards and appreciation for their achievements, it will increase teachers' sense of pride and motivation to continue working and improve the quality of learning, when teachers feel comfortable with adequate facilities and infrastructure, such as a comfortable work space, complete equipment, and smooth internet access, it will help teachers to work more focused and efficiently, when the teacher's workload is not too heavy and is evenly distributed will help teachers to avoid stress and fatigue, so they can work more productively, when teachers feel that a culture of collaboration and open communication between teachers, principals and colleagues will help solve problems effectively and improve overall team performance (Syahriani et al., 2023).

Motivated teachers tend to be more enthusiastic about interacting with students and colleagues, creating a harmonious learning environment. Meanwhile, a conducive work environment facilitates good social interactions. A comfortable work space, support between colleagues, and management that supports positive social relationships at school (Jumarpati & Dewi, 2023).

A conducive work environment helps develop aspects of the teacher's personality. Support from colleagues and school management, as well as a positive work atmosphere, helps teachers feel more appreciated and motivated to develop personally and professionally, thereby having an impact on improving teacher performance in schools (Koloay et al., 2023).

CONCLUSION

From the research and discussions we've had, we can conclude that:

1. Work discipline partially contributes (97.6%) to increasing teacher performance. This figure shows that work discipline is the most dominant and important factor in influencing teacher performance. Disciplined teachers tend to have good time management, comply with rules and procedures, and show high commitment to school tasks. Discipline in work allows teachers to provide structured and effective teaching, which ultimately improves the quality of learning and student learning outcomes.
2. Work motivation partially contributes (89.0%) to increasing teacher performance. Even though its contribution is slightly lower compared to work discipline, work motivation remains an important factor that influences teacher performance. Motivated teachers tend to have high work morale, enthusiasm for teaching, and a desire to achieve educational goals. Work motivation can encourage teachers to continue learning and developing, looking for new ways to teach, and trying to provide the best for students.
3. The work environment partially contributes (93.4%) to increasing teacher performance. A conducive and supportive work environment, such as good relationships with colleagues, adequate facilities, and a positive school climate, plays a very important role in improving teacher performance.
4. A good environment can help teachers feel comfortable and motivated at work, increase collaboration and communication between teachers, and provide the resources needed to teach effectively.
5. Sure Please provide the text you'd like me to simplify. Work discipline, motivation, and environment together help teachers perform better, with work discipline having the biggest impact at 80.51%. This means that having good work habits is the main thing that affects how well teachers do their jobs. Teachers who are disciplined in carrying out their tasks tend to show high commitment, are able to manage time well, and comply with established rules and procedures, thereby creating a structured and effective learning environment.

Work motivation helps improve teacher performance by 3.74%. This means that work motivation has the least impact on how well teachers perform when compared to work discipline and the work environment together. While being motivated to work is important, this research shows that having good work habits is also necessary for doing your best. Just being motivated isn't enough on its own.

The work environment helps improve teacher performance by 15.76%. This means that the work environment has a good effect on how well teachers do their jobs. A helpful and encouraging workplace can help improve teacher performance, but it is not as effective as work discipline in encouraging teachers to achieve high performance.

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