



The Relationship between Self-Actualization Needs and Work Discipline with the Performance in Barito Kuala, South Kalimantan, Indonesia

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The purpose of this study was to determine the relationship between the need for self-actualization and work discipline in the context of Madrasah Aliyah (MA) teacher performance in Barito Kuala Regency. This research is a descriptive correlational research with a quantitative approach. Data analysis techniques using Structural Equation Modeling (SEM), employed Software Analysis of Moment Structures (AMOS). The results showed: (1) there is a direct relationship between the need for self-actualization and teacher work discipline, (2) there is a direct relationship between self-actualization needs and teacher performance, (3) there is a direct relationship between work discipline and teacher performance.

Keywords: *self-actualization needs, work discipline and teacher performance*



INTRODUCTION

Madrasah Aliyah (MA) is a secondary education level in formal education in Indonesia, equivalent to Senior High School (SMA), which is managed by the Ministry of Religion. MA education is completed over 3 years, starting from class X to class XII. The MA curriculum is the same as the high school curriculum except that there are additional subjects such as Fiqh, Aqeedah Morals, Al-Quran Hadith, Arabic and Islamic Cultural History.

On the actualization side, education is a teaching and learning process between teachers and students intended to achieve better educational goals. Everything forms a unity, and if one element disappears, then education cannot be achieved as effectively. Educating is work that must be done in earnest, therefore teachers must work with professionals (Nata, 2010).

One important factor that determines the quality of education in the MA is the teacher. The professionalism of the teacher in carrying out the task is essential because regardless of whether the curriculum is good, with current changes made, good and professional teachers are still required (Wiyono & Supriyanto, 2014). SURIANSYAH, ASLAMIAH & SULISTIYANA (2015) state that teachers are crucial for the improvement of education quality and play a key role in education today and into the future. This means that the future of the nation is very dependent on the extent to which the role of the teacher effectively facilitates the learning process.

Maslow explained the theory of the hierarchy of human needs which considers that the need for self-actualization is the highest level of psychological development that can be achieved if all basic needs have been met and actualization of all potential activated. The basis of Maslow's theory of needs is the first hierarchy, humans are social beings who have desires and continuously want more, only stopping when the end comes. Secondly, the needs that have been achieved are not a motivator tool for the perpetrators, but unmet needs that are the motivator tools (Hasibuan, 2010).

The need for self-actualization can affect performance when it entails use of one's own abilities and skills. In addition, there is a need for self-actualization and work discipline as a way to motivate employees to improve performance by providing a decent salary or salary (Robert and Jackson, 2007, (Byrd-Blake & McNeal, 2014; King, 2018; Raabe, 2011)).

In addition to self-actualization, the teacher's work discipline is also very important, where the teacher's work discipline is something that does not appear by itself, but needs to be shaped properly (Hamm & Cundiff, 1969; Levesque, 2018; Parker, 2017). NITISEMITO (2008) said that one of the factors that influenced the emergence of work discipline was external encouragement and love of the organization or work. Work discipline is an attitude of respect and obedience to the regulations that apply in the workplace, both written and unwritten and the ability to carry these out without being averse to accepting sanctions where duties and responsibilities allocated are violated (Bugdol, 2018; Caesar, 2006; Wilczynski, 1983).



This research was conducted in Indonesia, South Kalimantan Province, Barito Kuala Regency with the following considerations: First, based on a preliminary study in January 2018, this regency still faced unfinished problems, both related to the quality of education, the availability of educational facilities and infrastructure, the availability of educators inadequate, low performance of teachers and various other problems. Second, the results of initial observations made by researchers at the randomized MA, were the teacher is the person responsible for all activities in the learning and learning process at school and often only provides notes or assignments to students and that teachers still experience problems in terms of learning tools. This can be seen in the example of teacher implementation of the existing syllabus without any changes or modifications in consideration of the diverse cohort of students taught from one year to another which requirement making adjustments in the learning plan in light of student conditions and the applicable curriculum. Third, another element that was highlighted during initial observation was that some teachers, even after the bell has sounded, which indicates the process of learning and learning activities has begun, are still seated, singing and relaxed instead of engaging with activities to improve the process of teaching and learning. This indicates that teachers lack work discipline, motivation and innovation to improve their work performance.

To investigate more deeply these problems, it was necessary to conduct further research on teacher performance specific to several variables expected to be the cause. The teacher's performance whether low or high could be effected by the need for self-actualization and relevant teacher work discipline. A good teacher's performance will determine the improvement of the quality of education that will be achieved if the teacher has high morale. A teacher's work ethic has implications for the success of the learning process. If the teacher has good morale, then the learning outcomes will be better and a professional teacher will demonstrate good performance. Therefore teacher performance results are reflected in their achievements. Supriyadi (2010) explains that a professional teacher must have a good commitment to education, mastering learning materials and evaluating learning well, both through observation of student behavior and through test results, discipline in carrying out their work, and an ability to learn from experience and become part of the learning community in the professional environment of the classroom and school.

Based on the description above, there is a relationship between the need for self-actualization and work discipline with teacher performance. Thus this research was conducted research on the relationship between self-actualization needs and work discipline in the context of the performance of MA teachers in Barito Kuala Regency and investigates whether there is a significant direct relationship for MA teachers in Barito Kuala Regency between:

- (1) the need for self-actualization and work discipline
- (2) the need for self-actualization and performance
- (3) work discipline and performance.



METHODS

Relationship Between Variables

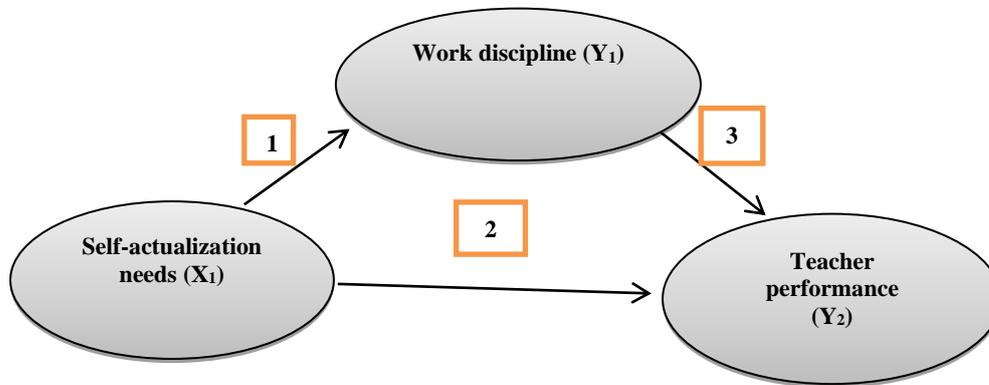
Based on theoretical studies of the three research variables, the need for self-actualization and work discipline with regard to teacher performance, can be described as follows:

1. There is a relationship between the need for self-actualization and work discipline. Based on the results of research by Maulana & Heriyanto (2013), there is a positive linear relationship between self-actualization and employee work discipline, and leadership model with work discipline. Imron research (2012) shows that the need for self-actualization has a significant influence on work discipline, with the need for good self-actualization, teacher work discipline increases. Sriningsih's research (2013) states that teachers who are disciplined in carrying out their assignments will set an example for their students and this actualization of good teaching of course inspires student learning.
2. There is a relationship between self-activation needs and teacher performance. Ariyanti's research (2017) found that the need for self-actualization has a significant influence on employee performance. Junianto's research (2013) found that the need for self-actualization has a positive and significant influence on teacher performance. While Sudiyono's research (2012) showed that the actualization of the character of education in the form of critical attitude, honesty, responsibility, discipline, compassion and sincerity in junior and senior high schools is very deep and categorized as high. Further that the basic value of character education needs to be habituated by the teacher because these values are very important and necessary in human life for personal, social and religious development.
3. There is a relationship between work discipline and teacher performance. Research conducted by Sulastris (2007) showed that work discipline and teacher performance were correlated. Prihantoro's research results (2014) were that work discipline and performance have a positive and significant relationship. While the results of other studies indicated that discipline and performance have no positive effect (Arianto, 2013: 191), in contrast Sundari & Ghozi's research (2013) showed that work discipline and performance have a significant relationship.

Conceptual Model of Relationships among Research Variables

The conceptual framework used in this study is a study of the relationship between the need for self-actualization and work discipline which is associated with teacher performance in MAs in Barito Kuala Regency, see Figure 1 below.

Figure 1: Theoretical Conceptual Framework for Research



In this study, as depicted in Figure 1 above, there are three variables, one independent variable, the need for self-actualization (X1), which is an independent variable (exogenous) affecting the dependent variables (endogenous) of work discipline (Y1) and teacher performance (Y2) and is expressed in this research as:

1. Direct relationship between self-actualization needs (X1) and work discipline (Y1).
2. The direct relationship between the needs of self-actualization (X1) and teacher performance (Y2).
3. The direct relationship between work discipline (Y1) and teacher performance (Y2).

The pattern of relationships between the needs of self-actualization and work discipline on teacher performance (the study variables) is identified as closely.

This research design uses a quantitative approach to analyze and describe the relationship between the needs of self-actualization (X1) and work discipline (Y1) with teacher performance (Y2) for MA teachers in Barito Kuala Regency by using SEM (Structural Equation Modeling) analysis. The study population were teachers of 14 Mas and there was a total of 262 teachers. The study sample comprised 158 teachers with the sample determined through the Proportional Random Sampling technique used for each sub-population member based on the number of schools studied (Sugiyono: 2012). The research instrument grids are described in Table 1 below.

Table 1: The Research Instrument Grids

No.	Variable	Indicator	Item
1.	Self Actualization Needs (X1), Maslow's Theory (Hasibuan, 2010)	1. Ability to develop themselves	1, 2, 3, 4, 5, 6, 7
		2. The ability to push yourself forward	8, 9, 10, 11, 12, 13, 14, 15, 16
		3. The ability to develop creativity	17, 18, 19, 20, 21, 22, 23
		4. Ability to complete tasks	24,25,26,27, 28, 29, 30
2.	Work Discipline (X1) McMilland's Theory (Hasibuan, 2010)	1. Promoting discipline from within	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
		2. Discipline drivers from outside	19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
3.	Teacher Performance (X2) Individual performance theory (Gibson, 1987) & Teacher Performance Assessment (Kemdikbud, 2012)	1. Learning planning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
		2. Learning Implementation	15, 16, 17, 18, 19, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
		3. Learning Assessment	40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51

Testing of the research instrument was carried out before conducting the research, with MA teachers throughout Barito Kuala Regency who were not included in the subsequent research sample. A total of 30 respondents, and three instruments were tested. The instrument test results are as follows:

1. Test Validity

Sugiyono (2010) explains that a valid instrument is an instrument that can be used as a measurement tool in research. Based on the results of research on the instrument of self-actualization needs the correlation coefficient of all items in r count ranged from 0.476 to 0.886 and all items were said to be valid. The work discipline instrument showed a correlation coefficient for all items in r count ranging from 0.467 to 0.729 and all items are said to be valid. The teacher performance instrument showed the correlation coefficient of all items in r count ranging from 0.415 to 0.856 and all items are said to be valid.



2. Reliability Test

Arikunto (2010) states that reliability is an instrument that can be trusted in data collection. Based on the results of this study, the reliability test showed that the variable needs for self-actualization were 0.954; the work discipline variable 0.943; and teacher performance 0.751. All results range from 0.600 to 1.00. So the reliability of all research instruments is considered very high.

The data collection technique in this study was a questionnaire (questionnaire) with a Likert scale that was distributed to respondents and completed by each teacher and then collected for analysis. Arikunto (2010) explains using this technique is time efficient as answers can be provided by respondents according to their respective pace and available free time and can be made without revealing identity and ensure consistency and comparability of questions asked of respondents.

This research uses data analysis techniques of descriptive statistics by describing the data that has been collected. For the descriptive analysis, data analysis was performed using SPSS Software version 24.00 and the analysis of data in hypothesis testing was carried out through Structural Equation Modeling (SEM) using AMOS 21.0.

1. Data Analysis with Descriptive Statistics

Descriptive statistical data analysis is used to answer the problem formulation about the status or existence of the variable or construct being studied and is carried out using software and analyzed to obtain range, minimum, maximum and mean prices, through the analysis of descriptive statistics and frequency menus. Furthermore, the distribution of data can be seen through the form of a histogram.

2. Assumption Test

In analyzing data using SEM, assumptions that must be met include the number of samples, normality of data and outliers. These assumptions are tested first so that the use of SEM can be continued and the assumptions tested using SPSS 24.00.

3. Analysis with SEM

The data analysis technique used in this study is the SEM model with data calculations performed using AMOS 21.0 software. This structural equation model is a multivariate analysis that illustrates the application of several models in a compact manner (Ferdinand, 2006), with the steps outlined in Table 2 below.

Table 2: Structural Step Analysis of Equation Analysis (SEM)

Step / Phase	Activities
1	Development of theoretical models
2	Arrange the path diagram (path diagram)
3	Turn a path diagram into a structural equation
4	Select the input matrix for data analysis
5	Assess model identification
6	Evaluate the estimated model (evaluation of goodness of fit)
7	Model interpretation and modification

RESULTS

The correlation hypothesis is an estimate that there is a relationship between variables in the population being tested by looking at the relationship between variables taken from the sample population. Correlation between variables is a value that indicates direction and whether there is a strong relationship between two or more variables. Direction can be positive or negative, as per the strength of the relationship indicated by the magnitude of the correlation coefficient. In this study, a causality test was carried out as a weight test for each indicator analyzed based on the analysis of structural equation models of the need for self-actualization (X_1), work discipline (X_2) and teacher performance (Y). Hypothesis testing which can be seen in the Table 3 below.

Table 3: The Results of the Regression Coefficient of the Relationship between Variables

Path Direction	Regression Coefficient	S.E.	C.R.	P	Label
Self Actualization Needs (X_1) --- > Work Discipline (X_1)	0,624	0,125	4,148	0,000	Sig.
Self Actualization Needs (X_1) --- > Teacher Performance (X_2)	0,510	0,135	3,095	0,000	Sig.
Work Discipline (X_2) --- > Teacher Performance (X_2)	0,680	0,390	3,147	0,000	Sig.

Significant levels of correlation coefficients of the two constructs were tested at $\alpha = 0.05$. Statistical test results show a significant test decision of $p\text{-value} \leq 0.05$. Significant test (t-test) of the lambda coefficient, which in this case is the value of the critical ratio (c.r) is identical to the t-test conducted to reject H_0 which states that the lambda coefficient is equal to zero.

1. First Hypothesis

Based on the table above, the regression coefficient for constructing the need for self-actualization and work discipline has a value of 0.624, with a C.R of 4.148 (greater than 2.0) and a p-value of 0,000 (less than 0.05). This means that the regression coefficient obtained shows the null hypothesis is rejected, because the value $\gamma_1 \neq 0$. Thus, the H1 research hypothesis: $\gamma_1 \neq 0$ determines that there is a significant relationship between the need for self-actualization and work discipline.

2. Second Hypothesis

Based on Table 3 above, the regression coefficient for constructing self-actualization needs and teacher performance has a value of 0.510, with a C.R of 3.095 (greater than 2.0) and a p-value of 0,000 (less than 0.05). This means that the regression coefficient obtained has shown that the null hypothesis is rejected, because the value $\gamma_3 \neq 0$. Thus, the H1 research hypothesis: $\gamma_3 \neq 0$ determines that there is a significant relationship between the need for self-actualization and teacher performance.

3. Third Hypothesis

Based on Table 3 above, the regression coefficient for constructing work discipline and teacher performance has a value of 0.680, with a C.R of 3.147 (greater than 2.0) and a p-value of 0,000 (less than 0.05). This means that the regression coefficient obtained has shown the null hypothesis is rejected, because the value $\gamma_6 \neq 0$. Thus, the H1 research hypothesis: $\gamma_6 \neq 0$ determines that there is a significant relationship between work discipline and teacher performance.

CONCLUSION

Based on the results of the analysis of the variables in this study the following conclusions are made: (1) there is a direct relationship between the need for self-actualization and the work discipline of MA teachers. This means that the more the teacher's self-actualization needs are met, the higher the work discipline; (2) there is a direct relationship between the need for self-actualization and the performance of MA teachers. This means that the higher the teacher's self-actualization needs the higher the teacher's performance; and (3) there is a direct relationship between work discipline and the performance of MA teachers. This means that the better the work discipline of the teacher the better the performance that will be generated by that teacher.

RECOMMENDATION

These recommendations are made for the Ministry of Religion's Office of Barito Kuala Regency in South Kalimantan Province. This study found a relationship between the needs of self-actualization, work discipline and teacher performance. The results of this study provide information that can be used as input for decision making and madrasa policies related to teacher performance, specifically



the needs of self-actualization and work discipline, within the framework of education performance management such that the confidence and enthusiasm of the teacher in making scientific works and innovative works and discoveries in the field of education. For madrasa principals, especially MAs, it is recommended to increase the coaching of teachers in improving their performance. Teachers still need to be professionally managed, because the results of this study have proven that the need for self-actualization, work discipline, achievement motivation and the climate of the school organization contribute significantly to teacher performance.

The incentive for MA teachers in Barito Kuala Regency, South Kalimantan Province to further improve their performance in the implementation of learning, especially with regard to learning assessment, is very important because the results of the study found some performance that is still classified as moderate. Further, based on the results of this study it is suggested that teachers engage in self-reflection in an effort to increase the need for self-actualization and work discipline as well as performance. Self-reflection is very important and strategic because, as proven through this research, teacher need for self-actualization and work discipline have an influence on performance.



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