Effect of Work Motivation on Teacher Work Discipline

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This study aims to analyse the contribution of work motivation to teacher work discipline. This research design is ex post facto correlation. The number of research samples was 318 teachers. The instrument used was the Work Motivation and Discipline questionnaire. Then the data was analysed using correlation analysis techniques and regression analysis. The results of the data analysis showed that there was a significant motivational contribution to the teacher's work discipline. This research implies that to improve teacher work discipline, an increase in teacher work motivation must be done.

Key words: *Work motivation, Work discipline*.

Introduction

As one of the formal education institutions, the Junior High School (SLTP) functions to prepare students to be able to continue their education to a higher level. The teacher, as the implementer of education, has the responsibility and main task as a teacher (Cantrell & Callaway, 2008; Wu, 2015). For these activities to run as they should, teachers are expected to try as optimally as possible to develop their abilities so that the learning process can run smoothly, and the teacher can carry out their duties properly so that the established educational goals are achieved to the maximum.

Discipline in working is essential because discipline illustrates compliance, obedience and awareness of the rules for the implementation of the tasks set by the leadership (Lyons, 2017; Supriadi & Yusof, 2015). Likewise, teacher work discipline will significantly affect work performance and work to increase work productivity, to achieve the goals of the institution (Hagenauer, Hascher & Volet, 2015). Therefore, the work discipline of the teacher needs to get the attention of the principal, because work discipline allows for perseverance, craft, initiative and work creativity of a teacher (Hanson, Prusha & Iverson, 2015; Renata, Wardiah & Kristiawan, 2018).

Teacher discipline is very influential in the learning process (Amemiya, Fine & Wang, 2019; Lindsay & Hart, 2017; Watkins, 2012). For example, teachers who are often late will result in

students being abandoned. Besides, students do not get the subject matter that is demanded by the curriculum. If the teacher is not in class during class time, students in the class can take actions that interfere with other students who are studying in another class. Besides, teachers who arrive late will create a bad impression in the eyes of students and also from the viewpoint of the community, because as a teacher, they must set an example. It greatly affects the quality of graduates and the quality of education. Therefore, efforts to improve the work discipline of teachers towards existing rules or norms are significant.

The low discipline of teachers in schools is partly due to the lack of motivation at work. Motivation is a condition in a person that drives the desire of individuals to carry out certain activities to achieve goals (Baumeister, 2016). Another opinion says motivation is the urge or desire to do something by giving the best of themselves. Therefore motivation is a person's effort to be able to complete the task with enthusiasm to achieve the goals set (Hasbullah & Moeins, 2017; Wlodkowski & Ginsberg, 2017). It can be concluded that motivation is an impetus arising from within a person to carry out an activity of achieving goals.

Work motivation is the desire of someone who encourages themselves to take actions that can be seen from the sincerity and enjoyment of work and carried out with full responsibility (Pinder, 2014; Thieme, Brusch & Büsch, 2015). Hoy and Miskel said that work motivation was considered a sub-classification of general motivation. To improve one's work performance, stimuli are needed that encourage someone to do something (Monyatsi, 2006). The process that encourages work performance improvement is called work motivation. Another opinion says work motivation is something that raises enthusiasm or encouragement from within an individual to work (Wallhead & Ntoumanis, 2004). Work motivation is an encouragement arising from within a teacher to do work to achieve goals (Latham, 2012; Pinder, 2014). So it can be concluded that work motivation is the strength or encouragement arising from within a teacher to do a job which is sincere, enthusiastic and enjoyable, as well as persevering in their work with a full sense of responsibility.

Work motivation possessed by a teacher in carrying out tasks and responsibilities helps the smooth implementation of their duties in achieving organisational goals. That is because teachers always work with enthusiasm and passion in completing work and do not feel compelled to carry it out so that the task becomes interesting, and not boring, and impacts on the work discipline of the teacher (Herzberg, 2017; Sudarjat, Abdullah & Sunaryo, 2015).

The success institutions or organisations have in achieving their goals is determined by the commitment of the people put to the time, work and the rules that apply. People with commitment are disciplined. Discipline is always obeying the prevailing norms (Emilson & Johansson, 2009; Kheruniah, 2013). Discipline is obedience, a teacher's obedience to work rules, legal norms, discipline in carrying out their obligations so that all tasks can be carried

out and are possible (Raby, 2012). Discipline is regarding one's self-control of the rules, whether written or not.

There are two types of discipline, preventive discipline and corrective discipline (Andriani, Kesumawati & Kristiawan, 2018; Jorgensen, 2015). Preventive discipline is an action taken to encourage teachers to comply with standards and compliance so that no violations occur. Preventive discipline aims to encourage teachers to have self-discipline. In this way, teachers will try to enforce self-discipline rather than coercion from superiors (Amstutz, 2015).

Based on the discussion above, it can be concluded that work motivation is the strength or encouragement arising from within a teacher to do a job that is sincere, enthusiastic and joyful. They persevere and carry out their work with full responsibility. In contrast, work discipline is a conscious attitude that reflects obedience, awareness and the sense of responsibility of the teacher for their job.

The motivation given to teachers by principals in carrying out tasks will lead to a high sense of responsibility within the teacher. This will impact on an increased work discipline, therefore work motivation contributes to teacher work discipline.

Various factors are thought to affect the work discipline of teachers, including work motivation. Motivation is a driving force in a teacher to achieve a goal. Motivation is also a dynamic force that drives a teacher to excel. Teacher's work motivation can be seen from their behaviour when carrying out tasks such as high willingness to carry out tasks, trying to use time as efficiently as possible, and having a high sense of responsibility for the work given to them. If the teacher when carrying out the task is based on high work motivation, then the teacher will do the task seriously and responsibly. The phenomenon in the field regarding teacher work motivation is still low for example, teachers are less eager to enter the classroom and teachers are not serious in their teaching preparation. Like piling up work such as student assignments that should have been checked but are not yet checked. This shows teachers are less enthusiastic about teaching and the class is not excited. Therefore, a leader or principal needs to raise and foster teacher work motivation to discipline teachers in carrying out their duties.

Guided by the above discussion, the authors argue that the work motivation of teachers is thought to influence the discipline of teacher work. Therefore, it is necessary to examine the contribution of work motivation to work discipline.

Methods

This research uses quantitative methods and ex post facto correlation (Warmbrod & Miller, 1974), which reveals contribution of work motivation to teacher work discipline. This

research was conducted at SLTPN (Junior High School) Koto Tangah District, Padang. The research sample was 72 teachers chosen by a stratified proportional random sampling technique. The instrument used was the Work Motivation and Discipline questionnaire. For data analysis correlation and regression analysis techniques were used. Before this technique is applied, the data normality test is performed using the Chi Square technique, the population homogeneity test using the Chi Square Bartlet technique, and the linearity regression test using a simple regression technique.

Result and Discussion

Table 1: Dissemination of teacher motivation and discipline data to teachers.

Variable	Mean	SD	Classification of Results	
			Category	Percentage of the ideal score (%)
Teacher work motivation	128.139	10.414	Good	86.58
Teacher work discipline	117.542	9.165	Good	86.42

Table 1 describes an overview of the work motivation data decryption and teacher work discipline. Based on this data it is found that teacher work motivation is included in both categories, with an achievement level of 86.58% of the ideal score. The teacher's work discipline is also included in both categories with an achievement level of 86.42% of the ideal score; however distribute research data as in Table 1 shows that work motivation and teacher work discipline still needs to be improved.

Hypothesis test

The hypothesis in this study is that motivation contributes significantly to the discipline of the teacher's work. To find out the contribution of work motivation to teacher work discipline simple regression and correlation analysis are done. A summary of the results of the analysis is shown in Table 2.

Table 2: Summary of correlation analysis results between work motivation variables and teacher work discipline

Correlation	Correlation coefficient	Coefficient of determination	p
rxy	*0.747*	*0.557*	*0.005*

The calculation results in Table 2 show that the correlation coefficient (rxy) = 0.747 and $p < 0.01$. This means that there is a significant relationship between work motivation and teacher work discipline. The magnitude of the correlation coefficient is 0.747 and the coefficient of

determination ($r2$) is 0.557. To determine the predictive relationship or not between the two variables simple regression analysis techniques were used from the calculation results obtained from the regression equation. The equation is tested for significance and continuity by using the F-test. A summary of the results of the calculations is shown in Table 3.

Table 3: Summary of Regression Analysis Results of Work Motivation Variables (X) with Teacher's Work Discipline (Y).

Source	Gender	dk	RJK	F-count	p
Linear Regression	3324.352	1	3324.352	88.161**	0.001
Res. Linear	2639.544	70	37.708	--	--
Tuna Match	2.247	1	2.247	0.059	0.796
Mistake	2637.297	69	38.322	--	--
Total	5963.896	71	--	--	

** Significant

The calculation results in Table 3 show that the F count value was 88.61 and $p < 0.01$. This means that the regression equation is very significant at a 99% confidence level. The linearity test results from the data show that the calculated F value is 0.059 and $p > 0.05$. Thus the regression equation is linear and work motivation can predict teacher work discipline.

Based on the results of the analysis that show significance it can be concluded that the research hypothesis "motivation contributes significantly to the discipline of teacher work" can be accepted and tested empirically at a 99% confidence level and the magnitude of the contribution of work motivation to teacher work discipline is 55.7%. If the teacher in carrying out the task is based on high work motivation, then the teacher will do the task seriously and responsibly (Dörnyei & Ushioda, 2013; Hellison, 2010). A serious and responsible attitude towards assignments can be a sign that a teacher has a high work discipline.

Based on descriptive analysis, it was found that the level of achievement of work motivation (86.58%) and work discipline of teachers (86.42%) was included in both categories. This means that most of the SLTPN teachers in Koto Tangah Padang District have high motivation and work discipline under the demands and rules that apply in the school environment. The results of the data analysis also show that teachers who have strong work motivation at the same time will show high discipline in carrying out their duties. Therefore, efforts to improve teacher work discipline can be made by continuing to strive to increase motivation, in matters relating to their work as a teacher.

However, the research results obtained differ from the initial observation that the motivation and work discipline of teachers is still low. It turns out to be the opposite. This happens because the results based on preliminary observations or through a pre-survey are not strong

enough to be the basis for generalisation and therefore it is necessary to do research to get empirical evidence and truth.

Another possibility is that this has happened because the research was carried out using methods and procedures to get good and objective results. However, the measuring instrument used was a questionnaire so it was possible that: 1) some respondents have not given actual or real answers according to the real conditions in the field; 2) respondents are not careful in filling out the questionnaire; and 3) there is a research weakness by using questionnaires as a data-collection tool. Another limitation was that the collection of research data could not be carried out at the same time and place, therefore bias is possible from the data collected.

Conclusion

This research concluded that the level of work motivation determines the effort to enforce teacher work discipline. Thus, if a good teacher's work discipline is desired, it should be accompanied by efforts to increase teacher work motivation at every level of work. Overall, efforts to increase teacher work motivation can be made by: a real effort from the leadership in fostering a sense of success in work; cultivating a sense of sincerity at work; encouraging them and fostering perseverance at work; and fostering healthy competition between fellow teachers develops a sense of responsibility in completing a job by giving greater confidence to the teacher. In connection with that, the researchers propose some suggestions: 1) The level of motivation and work discipline of teachers who have reached good categories is maintained, to promote high self-confidence and strong motivation for each teacher in carrying out their tasks; 2) Every teacher should try to improve and provide the best service to their students and use time efficiently when carrying out their duties. Improving the quality of results should be the main goal of teachers as well as having a high willingness to improve abilities and skills, through training courses.

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