# THE EFFECT OF WORK DISCIPLINE ON TEACHER PERFORMANCE AT SMK NEGERI 9 MAKASSAR

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## Abstract

*Work discipline encompasses teachers' ability to adhere to professional standards, fulfill their responsibilities, and exhibit a strong work ethic. This research aims to investigate the impact of work discipline on teacher performance at SMK Negeri 9 Makassar. Quantitative data was collected through questionnaires distributed to a sample of 35 individuals. Data collection involved observation, interviews, and questionnaires, with data processing aided by SPSS 23. Descriptive analysis, validity testing, reliability testing, normality testing, linearity testing, simple linear regression analysis, and partial testing (t-test) were employed for data analysis. The findings reveal that the work discipline variable yielded a t-statistic value of 8.930, surpassing the t-table value of 0.3338, with a significant level of 0.000 less than 0.05. This indicates that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. Consequently, it can be concluded that work discipline exerts a positive and significant influence on teacher performance at SMK Negeri 9 Makassar.*

*Keywords: Teacher Performance, Vocational High School, Work Discipline, Work Ethic*

## 1. INTRODUCTION

The Indonesian government is actively engaged in various initiatives and provision of supportive resources to enhance education for its citizens. The national education system aims to safeguard the nation and its people, promote public welfare, nurture the nation's development, and contribute to a global order based on independence, enduring peace, and social justice, as stated in the 1945 Constitution of the Republic of Indonesia (Rohmalia, 2014). Education plays a crucial role in realizing these national aspirations, serving as a vital factor in achieving the desired outcomes. Schools are among the key institutions that provide educational services.

One significant factor influencing teacher performance is work discipline. A school that emphasizes discipline in its educational and learning processes contributes to the development of individual qualities, standards, wisdom, mentality, and responsibility among educators. The lack of discipline among teachers, such as frequent tardiness and failure to appreciate students, can negatively impact the quality of education and impede the teaching and learning process. Therefore, it is the responsibility of the organization or institution to ensure that teachers adhere to all school regulations and standards, facilitating their work in a disciplined and efficient manner.

Vocational High School (SMK) Negeri 9 Makassar envisions itself as a maritime-based vocational education institution that prioritizes environmental sustainability and produces competent graduates with noble character, independence, professionalism, and global competitiveness. To achieve this vision, it is essential to have professional teachers who exhibit good performance in their tasks and contribute to the improvement of work quality in line with the changing times. High work discipline is crucial in enhancing

teacher performance. Initial observations reveal instances of teachers arriving late and teaching for durations below the designated hours. Such behavior has a detrimental impact on students, as teachers serve as role models in the school environment. Although teachers at SMK Negeri 9 Makassar excel in planning and executing teaching and learning programs, as well as possessing a solid grasp of lesson materials, it is important for them to evaluate the progress made in the teaching and learning process. Therefore, every teacher must be capable of objectively and structurally assessing the progress achieved by students.

## 2. LITERATURE REVIEWS

### 2.1. Work Discipline

Work discipline refers to a person's ability and willingness to maintain focus, adhere to professional standards, and fulfill their responsibilities at work. It involves a strong work ethic, self-control and self-motivation to consistently meet work-related expectations and requirements.

Mangkunegara (2013) argues that work discipline is defined as the implementation of management guidelines to strengthen the organization. The quality of organizational performance is significantly affected by behavior that disrupts workers. Therefore, to control the actions of workers, discipline is needed.

According to Rivai (2013) explains that work discipline is a communication tool used by managers to get employees to agree to change their behavior and to increase awareness and willingness of employees to follow all company rules and social norms. The company's performance will increase in proportion to the level of performance displayed by its employees. Developing work discipline requires self-awareness, goal setting and consistent practice of effective work habits. It can be enhanced through time management techniques, prioritization strategies, continuous learning, and maintaining work-life balance.

### 2.2. Teacher Performance

Teacher performance is defined as the effectiveness and quality of teachers' instructional practices and their ability to positively impact student learning and development. Teacher performance includes a variety of factors that contribute to successful instructional outcomes.

Supardi (2014: 54) suggests that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and illustrates the existence of an action displayed by the teacher in or during learning activities. School administrators, colleagues and student learning outcomes are often used to assess and evaluate teacher performance. This way teachers can improve their performance and positively impact student learning and achievement.

## 2.3. Previous Research

Indria Mega Kencana (2021) The results of the study show that the work discipline variable has a positive and significant effect on teacher performance at Public Elementary Schools in Kec. Seberida Kab. Indragiri Hulu. Because the category level of the two variables is in a very good category, therefore the work discipline variable influences teacher performance positively.

Wasiatur Rif'ah (2016) The results of the study show that teacher discipline has a significant effect on teacher performance, this means that the higher the teacher discipline, the higher teacher performance. On the other hand, the lower teacher discipline, the lower teacher performance.

## 3. RESEARCH METHODS

This research is associative with a quantitative approach. According to Sugiyono (2012: 11), states that associative research is research that aims to determine the influence or also the relationship between two or more variables. This approach can build a theory that can function to explain, predict, and control a phenomenon. This type of research aims to determine the relationship between the independent variables and the dependent variable in this study.

The population in this study were all teachers (ASN) at SMK Negeri 9 Makassar, totaling 35 teachers. Because the population in this study was relatively small, the sample used in this study was the entire population of teachers at SMK Negeri 9 Makassar. This study uses a simple linear regression analysis method with the help of SPSS 23 to prove the hypothesis.

This study uses descriptive data analysis techniques and simple linear regression analysis. Descriptive analysis is an analysis by comparing actual facts with theories related to the problem in order to draw conclusions and tabulate them in the form of frequency distribution tables. Simple linear regression analysis is a regression analysis involving two variables (one independent variable and one dependent variable) and the diagram shows a straight line pattern.

## 4. RESULTS AND DISCUSSION

## 4.1. Research result

## 4.1.1. Descriptive Statistical Test Results

1) Work Discipline (X)

Work discipline (X) has a minimum score of 35, a maximum score of 48, and a mean of 44.0857 with 12 item statements (44.0857 : 12 = 3.6738) so that 3.6738 is on the value scale which indicates the answer choices strongly agree. The standard deviation value indicates a deviation of 4.03930 from the average number of respondents' answers.

2) Teacher Performance

Teacher performance (Y) has a minimum score of 30, a maximum score of 40, and a mean of 37.5429 with 10 statement items (37.5429: 10 = 3.7543) so that 3.7543 is on the scale of values indicating the answer choices strongly agree. The standard deviation value indicates a deviation of 2.70449 from the average value of the number of respondents' answers.

## 4.1.2. Instrument Test
1) Validity Test Results

**Table 1. Validity Test Results**

| Question Items | | r-statistic | r-table | Information |
|---|---|---|---|---|
| X | X.1 | 0.601 | 0.3338 | VALID |
| | X.2 | 0.791 | 0.3338 | VALID |
| | X.3 | 0.757 | 0.3338 | VALID |
| | X.4 | 0.832 | 0.3338 | VALID |
| | X.5 | 0.899 | 0.3338 | VALID |
| | X.6 | 0.782 | 0.3338 | VALID |
| | X.7 | 0.523 | 0.3338 | VALID |
| | X.8 | 0.768 | 0.3338 | VALID |
| | X.9 | 0.719 | 0.3338 | VALID |
| | X. 10 | 0.806 | 0.3338 | VALID |
| | X.11 | 0.695 | 0.3338 | VALID |
| | X.12 | 0.503 | 0.3338 | VALID |
| Y | Y. 1 | 0.600 | 0.3338 | VALID |
| | Y.2 | 0.638 | 0.3338 | VALID |
| | Y.3 | 0.841 | 0.3338 | VALID |
| | Y.4 | 0.804 | 0.3338 | VALID |
| | Y.5 | 0.718 | 0.3338 | VALID |
| | Y.6 | 0.690 | 0.3338 | VALID |
| | Y.7 | 0.495 | 0.3338 | VALID |
| | Y. 8 | 0.781 | 0.3338 | VALID |
| | Y.9 | 0.519 | 0.3338 | VALID |
| | Y.10 | 0.477 | 0.3338 | VALID |

Source: Processed primary data, 2023

Based on table 1 it is known that the variables of work discipline and teacher performance have a value of r statistic greater than r table (r statistic> 0.3338) so it can be concluded that all the question items in the study are valid.

2) Reliability Test Results

**Table 2. Reliability Test Results**

| Variable | Cronbach's Alpha | Information |
|---|---|---|
| Work Discipline (X) | 0.908 | Reliable |
| Teacher Performance (Y) | 0.844 | Reliable |

Source: Processed primary data, 2023

Table 2 shows that the variables of work discipline and teacher performance have Cronbach's alpha values greater than 0.6. This shows that the question items in this study are reliable.

### 4.1.3. Classic Assumption Test
1) Normality Test Results

**Table 3. Normality Test Result**
**One-Sample Kolmogorov-Smirnov Test**

|  |  | Unstandardized Residuals |
|---|---|---|
| N |  | 35 |
| Normal Parameters, [b] | Means | .0000000 |
|  | Std. Deviation | 1.46319322 |
| Most Extreme Differences | Absolute | .146 |
|  | Positive | .146 |
|  | Negative | -.112 |
| Test Statistics |  | .146 |
| asymp. Sig. (2-tailed) |  | .058[c] |

Source: Processed primary data, 2023

Based on table 3 Kolmogorov-Smirnov above, it is known that the significance value of Asiymp. Sig (2-tailed) of 0.058 is greater than 0.05, it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality in the regression model have been fulfilled.

2) Linearity Test Results

**Table 4. Linearity Test Result**
**ANOVA Table**

|  |  |  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Teacher Performance * Work Discipline | Between Groups | (Combined) | 191,519 | 11 | 17,411 | 7,005 | .000 |
|  |  | Linearity | 175,894 | 1 | 175,894 | 70,768 | .000 |
|  |  | Deviation from Linearity | 15,625 | 10 | 1,563 | .629 | .774 |
|  | Within Groups |  | 57,167 | 23 | 2,486 |  |  |
|  | Total |  | 248,686 | 34 |  |  |  |

Source: Processed data, 2023

Based on table 4, the value of Deviation from Linearity Sig is obtained. of 0.774 > 0.05. So, it can be concluded that there is a significant linear relationship between variables of work discipline(X) with teacher performance variable (Y). this shows that there is a good correlation between variableswork disciplinewith teacher performance variables.

### 4.1.4. Hypothesis Test Results
1) Simple Regression Analysis

**Table 5. Regression Equation Model**
**Coefficients**[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | **B** | **Std. Error** | **Beta** | | |
| 1 | (Constant) | 12,719 | 2,791 | | 4,557 | .000 |
| | Work Discipline | .563 | 063 | .841 | 8,930 | .000 |

a. Dependent Variable: Teacher Performance

Source: Processed data, 2023

Based on the table above, the regression equation formed in this regression test is:

$$Y = 12.719 + 0.563\ X + e$$

The model can be interpreted as follows:
1) The constant value is 12.719 this shows that, if the independent variable (work discipline) is zero (0), then the value of the dependent variable (teacher performance) is 12.719 units.
2) Regression coefficient work discipline(b) is0.563and marked positive. This means, the value of variable Y will decrease by0.563if the value of variable X has increased by one unit and the other independent variables have a fixed value. The coefficient is positive indicating that there is a unidirectional relationship between the variables work discipline(X) with teacher performance variable (Y). The higher it iswork discipline the teacher's performance is increasing.

2) $R^2$ Test (Coefficient of Determination)

The coefficient of determination test aims to determine how much the ability of the dependent variable can be explained by the independent variable.

**Table 6. $R^2$ Test Results**
**Summary models**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .841[a] | .707 | .698 | 1.48520 |

a. Predictors: (Constant), Work Discipline

Source: Processed primary data, 2023

From table 6 above there is an R number of 0.841 which indicates that the relationship between teacher performance and the independent variable is very strong, because it is in a very strong definition with a number between 0.8 – 1. While, the R square value is 0.707 or 70.7% this indicates that the teacher's performance variable can be explained by the variable work discipline of 70.7% while the remaining 29.3% can be explained by other variables not present in this study.

3) Partial Test Results (t test)

Partial test is used to see the effect of each independent variable on the dependent variable. The test is carried out with the t test, namely by looking at the significance value of t statistic. If the significance value of t statistic is <0.05, it can be said that the independent variable has an influence on the dependent variable. The test results are as follows:

**Table 7. Partial Test Results (t test)**
**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | Q | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 12,719 | 2,791 | | 4,557 | .000 |
| | Work Discipline | .563 | 063 | .841 | 8,930 | .000 |

a. Dependent Variable: Teacher Performance

Source: processed data, 2023

Through the t-test statistics consisting of Work Discipline (X) it can be partially known that the effect on Teacher Performance (Y). Table 7 shows that the work discipline variable obtained t-statistic 8.930 > t-table 0.3338 with a significant level of 0.000 which is less than 0.05. coefficient value of 0.563 indicates a positive influence on the dependent variable. This means that Ha is accepted and Ho is rejected so that it can be said that work discipline has a positive and significant effect on teacher performance.

## 4.2. Discussion

The results of the statistical analysis indicate that the work discipline variable obtained a t-statistic of 8.930, which is greater than the critical t-value of 0.3338, and a significant level of 0.000, which is lower than the significance level of 0.05. These findings lead to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho), suggesting that work discipline has a positive and significant effect on teacher performance.

According to Rivai (2013), work discipline serves as a communication tool used by managers to encourage employees to change their behavior and increase their awareness and willingness to comply with company rules and social norms. The performance of a company is closely linked to the performance exhibited by its employees. The results of the hypothesis test in this study support the notion that work discipline has a positive and significant impact on teacher performance. As teachers display higher levels of work discipline, their performance also improves. This is attributed to the fact that teachers with high discipline tend to deliver optimal performance for their school. Moreover, teachers with strong discipline positively influence and energize both their students and colleagues. On the other hand, teachers with lower levels of discipline can have a negative impact on their students and fellow teachers. Individuals with high discipline possess a strong awareness of their duties and responsibilities and fulfill them appropriately. This aligns with the viewpoint of Supardi (2014: 54), who asserts that teacher performance refers to the ability of teachers to fulfill their instructional tasks at school and take responsibility for the academic achievements of their students.

The findings of this research align with the study conducted by Indria Mega Kencana (2021), which concluded that work discipline significantly affects teacher performance in public elementary schools in the Seberida area of Indragiri Hulu district. This research is further supported by the study conducted by A. Wasiatur Rif'ah (2016), which also found a significant relationship between teacher discipline and teacher performance. Therefore, the results indicate that higher levels of teacher discipline correspond to higher levels of teacher performance, while lower levels of teacher discipline result in lower levels of teacher performance.

## 5. CONCLUSION

Based on the collected data and the hypothesis testing conducted using simple regression analysis, this study concludes that work discipline has a significant and positive effect on teacher performance. The findings indicate that as teachers exhibit higher levels of work discipline, their performance improves accordingly. Work discipline can be influenced by various factors, including organizational demands, personal needs, and even hereditary beliefs. Violating work discipline may lead to sanctions or feelings of guilt, regardless of whether formal consequences are imposed. It is important to note that work discipline is driven by specific goals and objectives.

Teachers who possess high levels of discipline not only positively influence and energize their students but also have a beneficial impact on their colleagues. On the other hand, teachers with low levels of discipline can adversely affect both their students and other teachers. Individuals who prioritize discipline in their work tend to have a strong sense of duty and responsibility. They possess a clear understanding of their obligations and diligently fulfill them.

Overall, this study highlights the importance of work discipline in enhancing teacher performance and emphasizes the positive outcomes associated with maintaining high levels of discipline in the educational context.

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