Developing the influence of discipline and work motivation on the performance of educators in the student guidance section

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Article Info

ABSTRACT

The purpose of this study was to determine how much influence discipline and work motivation have on teacher performance. The population in this study were 78 teachers at Setukpa Lemdikpol Sukabumi who worked in the student guidance section. The sample size of this study is the same as the population size using the Saturated Sampling Technique. Survey method was used for this research, and questionnaire was the research tool. Simple regression analysis, multiple regression analysis, and simple and multiple correlation analysis were the ways to look at the data. Before testing the proposed hypothesis, an analysis requirement test was conducted. The results of descriptive analysis show that the performance, work discipline, and work motivation of teaching staff are in the high category. While the results of hypothesis testing show: There is a significant positive effect of work discipline on the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi; Work motivation affects the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi. This effect is significant and positive; and There is a significant positive effect of educators' work discipline and work motivation on the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi.

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Introduction

The National Police has made various efforts, in order to keep up with and meet the demands of the times. A very important demand that must be realized by the National Police is to build the quality of Human Resources (HR) that has high performance. Along with the pace of change and development and demands of public services in the reform era, which has a high performance. To build the quality of human resources is inseparable from the process of education and training as well as professional coaching (Iatagan, Dinu, & Stoica, 2010; Man, 2020). Setukpa Lemdikpol has a vision, namely "An educational institution that is able to realize Police personnel who understand their identity as Police Inspectors, have high moral integrity, Master science, police and professional technology, and apply it and are supported by physical readiness" To achieve the vision of Setukpa Lemdikpol requires the participation of all components in Setukpa Lemdikpol and the development of excellent discipline and work motivation. The Police Educational Institution Officer Formation School (Setukpa

Lemdikpol) is an educational institution that prepares Police officers to have first-level managerial qualifications for the general duties of the police (Tarjono & Asep, 2018).

The educational program determined by the National Police Headquarters (Mabes) is divided into two functions, namely the teaching and nurturing functions. In the implementation of education and training, Setukpa Lemdikpol adjusts to the development of the industrial revolution 4.0 towards society 5.0. Mental life development of personality, leadership, disposition of diversity, sports skills and physical fitness, motivation to learn and think that aims to shape students to be able to live and practice the values of national insight that reflect pancasila people, is a way to change and develop mental attitudes and personality, intellect and physique carried out with a parenting pattern that is carried out simultaneously and integrated (Woodworth & Marquis, 2014). The teaching function aims to improve abilities in the academic field (knowledge and skills). every educator who engages in the teaching and learning process requires discipline and work motivation (Mirdad, 2020). Tribrata, Catur prasetya, and the police code of ethics, which will be put into place by a police inspector with the skills to do basic jobs, show a change in the way people think and act in order to give the public excellent service. Discipline can mean many different things, so it means many different things. Experts have come up with different ways to explain what discipline is. One expert is not as good as other experts in other ways.

According to Avin H. Fadila (2006), p. h.16, two distinct forms of work discipline exist: self-discipline and group discipline (Hammarfelt, 2019). Society and family impart self-control via a mechanism known as "socialization." Promoting the inculcation of values that foster discipline is an effective approach to fostering personal development and cultivating self-control, whether the instruction originates from parents, employees, or the broader community. When the environment is favorable, discipline can be taught. treated identically by executives, employees, and parents. Highly disciplined parents, employees, and leaders have the capacity to instruct others on how to develop discipline in their own lives. The word "motivation" comes from the Latin word "movere," which means "to move" (Lens & Vansteenkiste, 2020). Motivation means to give a reason, to give rise to a reason, or to give someone a reason to be excited or encouraged. It can also mean a factor that makes someone want to act in a certain way (Alvarez, 2016; Rønnow-Rasmussen, 2013). The following motivation theories are put forward so that we can learn more about the review of motivation:

The Theory of The Hierarchy of Needs
Abraham H. Maslow, in Trivedi & Mehta (2019), which connects the theory of motivation with the theory of needs, says that workers are only motivated to meet biological needs and feel satisfied because that is what is needed to stay alive. Maslow also said that people's needs can be put into five different groups.

Gambar 1. Model Hirarki Kebutuhan Maslow
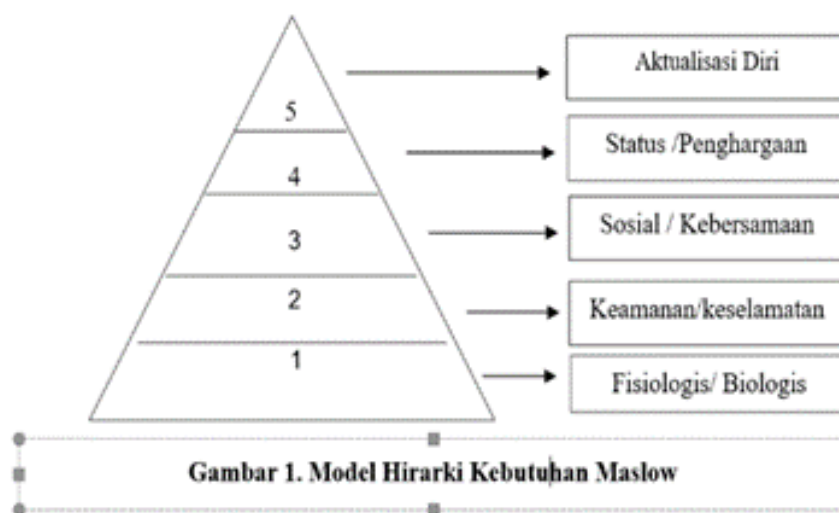
Sumber : Maslow, Abraham. H. Dalam Siswanto H.B. (2005: h.129). *Motivasi dan Kepribadian, Teori Motivasi Dengan Pendekatan Hierarki Kebutuhan Manusia*, Seri Manajemen No. 104 A (terjemahan Nurul Imam), Jakarta, PT. Pustaka Binaman Pressindo.

Figure 1. Model Hirarki Kebutuhan Maslow

Herzberg (2015) came up with the "motivational hygiene" theory to add to the above theory. This theory is based on the idea that motivator factors lead to high levels of job satisfaction and motivation. But hygiene factors can lead to job dissatisfaction. You can see these factors in Table1:

Table 1. Motivator Factors and Hygiene Factors

Motivator	The Hygiene Factors
Achievements	Interpersonal relationships
Recognition	Institutional administration/policy
The work itself	Supervision
Responsibility	Salary
Progress	Working conditions

Source: Wahjosumidjo. 2000.

Every organization needs discipline and work motivation, especially in the area of improving human resources, especially for teachers in the student guidance section of schools that are training police officers. Human resources (HR) are a very important part of an organization or company that can't be taken away. HR is seen as the most important part of a company's growth. HR is made up of people who are hired by an organization to do things like move, think, and plan to help the organization reach its goals. Employee development isn't just a resource; it's also a form of capital or an organization's or culture's asset. HR has two parts: micro understanding and macro understanding. People who work and are part of a company are considered microhuman resources. These people can be called employees, laborers, employees, workers, and so on. HR is a citizen of a country who has reached the age of working, whether or not they have worked. With discipline and hard work, motivation can lead to more skill and will make sure that order is kept and tasks are done smoothly so that the best results are achieved.

George Klemp writes in Emron, Anwar, & Komariah (2016) that "competence" is one of the things that makes someone do good work and do well. As Hasibuan & Silvya (2019) says, there are many things that can make a person less disciplined at work. Plans and skills, People follow rules better or worse depending on their goals and skills. It's important to have clear goals that are easy to see. A good example of leadership, People who are good leaders aren't afraid to tell their workers what the rules are. Other benefits like pay, refunds, and other benefits can also change how well employees act. When workers are paid enough, they are happy, and when workers are happy, the company takes care of itself. Laws about how to reward or punish employees are based on justice. This will make workers more likely to behave well. There is built-in oversight, With this type of management, bosses have to be present and see what their employees do. As punishment, One very important way to keep workers in line is to give them punishments. People who work there probably won't break the rules since there are consequences for making them. Being firm, How well workers act will depend on how serious the bosses are about getting things done.

Leaders need to be brave and strong, and they need to punish every slave worker according to the rules that have already been set. Dealings with other people, People who get along with each other well at work are more likely to be disciplined. People can work well together both up and down the company and side to side. Managers and leaders need to make that happen. The caretakers in the student guidance section of the officer formation school didn't want to use their special skills as teachers in teaching and learning activities for students at the Sukabumi officer formation school. But from what the author has seen, not all teachers (girls) and instructors do a good job in their main jobs. In the table below, the results of the performance evaluation of 50 teaching staff members in the internal environment of Setukpa Lemdikpol Sukabumi show that their performance is less than ideal. Of the 11 performance factors studied, 3 of them had the highest number where they were below the performance standard and needed to be improved.

The following are some of these: (1) Eleven teaching staff (22% of staff) do not have good leadership skills, and 10 teaching staff (20%) need to be improved, while the other 24 teaching staff (48%) have met the performance standards and 5 teaching staff (10%) exceed the performance standards; (2) the administrative management factor 12 teaching staff (24%); and 10 teaching staff (20%) have met the performance standards. While the other 24 teaching staff (48%) met the performance standard and 4 teaching staff (8%) were above the performance standard; (3) the discipline factor 12 teaching staff (24%) were below the performance standard and 11 teaching staff (22%) needed to be improved; and (4) the discipline factor 12 teaching staff (24%) were above the performance standard. Another 23 caregivers (46%) met the performance standard, and 4 caregivers (8%) were above the performance standard.

From what was said about the problem's background, we can see that there are several problems that affect the performance of educators in the Student Guidance Section of Setukpa Lemdikpol Sukabumi. One of these problems is that school police inspectors don't learn or teach as well as they could, both in field classes and in classrooms. The level of discipline exhibited by a teacher directly correlates with their sense of responsibility towards the specified tasks. This fosters a sense of motivation and dedication towards work, while also supporting the achievement of academic objectives. Hence, discipline plays a crucial role in endeavours to

enhance teacher effectiveness within educational institutions. Teachers that possess discipline will maintain consistency in their job, so ensuring optimal performance. Indiscipline on the part of an individual can negatively impact the performance of teachers in the classroom. Teacher work discipline refers to an individual's adherence to established rules and regulations.

Consistently and accurately doing this action will establish a habitual pattern in the teacher's behaviour, ultimately aiding in the attainment of the predetermined work objectives.   Teachers who adhere to regulations, such as being punctual in both starting and ending sessions, will effectively manage class time. This would undoubtedly enhance teacher performance significantly. According to Enni, Djasmi, & Sowiyah (2013), there is a significant correlation between work discipline and teacher performance, as well as the impact of work discipline on teacher performance. This finding aligns with the research conducted by Sinulingga & Fachrian (2023), which asserts that work discipline significantly impacts teacher performance. Rahmayanti, Haryati, & Miyono (2021) elucidates that work discipline has a substantial impact on teacher performance.

In addition, teacher motivation is cited as one of the factors that influence teacher performance. The purpose of motivation is to instill a sense of enthusiasm for one's work so as to improve work results. Meanwhile, when everyone involved is enthusiastic about their work, everyone will benefit. Inspiration in the workplace is essential for productivity (in every sense). Teachers who are highly motivated in their work should be able to instill the same enthusiasm in the classroom. The facts on the ground show that some teachers show a lack of motivation at work. The lack of optimal motivation can be seen from some teachers who leave their teaching duties, resulting in a vacancy in teaching hours without a replacement assignment. McClelland, in Rybnicek, Bergner, & Gutschelhofer (2019), defines motivation as a set of forces, both internal and external to a person, which encourages that person to start behaving in the context of work according to a certain format, direction, intensity, and duration.

Alhusaini, Kristiawan, & Eddy (2020) cite similar findings in their explanation of the relationship between work motivation and teacher performance. The influence of motivation on performance has been shown by Septiana & Ivada (2013) in their research.Based on how the problems were described above, there are many reasons why educators don't do as well as they could. But in this case, the author will not include all of these things. He or she will think about time, effort, and cost, among other things. So, with these things in mind, the author will limit the issues to: (1) the work discipline of the teaching staff; (2) the work motivation of the teaching staff; and (3) the performance of the teaching staff themselves in the Student Guidance Section of the Setukpa Lemdikpol Sukabumi.

Method

This study uses a qualitative method. This research was conducted at the Setukpa Lemdikpol Student Guidance Section (Bag. Bimsis), Jalan Bhayangkara No.166 Kota Sukabumi. This type of research is called a descriptive analysis survey. The instrument or data collection tool used in this study was a questionnaire. To meet the requirements as a research instrument, the questionnaire for each variable must be tested.

Work Discipline Variables of Educators (X_1)
Definition of the idea
The work discipline of teaching staff is the attitude of an educator that is formed through a series of behaviors that show the values of obedience and regularity based on an individual's moral values to get changes in behavior that include changes in thinking, attitudes, and actions that are in line with social standards.

Operational definition
The work discipline of teaching staff is a way to find out how teachers feel about their jobs. This is done through a questionnaire. In the table below, you can see the values or scores that were given using a Likert scale with five: always, often, sometimes, rarely, dan never

Instrument Grille
Based on the above conceptual definition, the following dimensions and indicators make up the work discipline variable for teaching staff: (1) Discipline toward official duties, which includes obeying work rules, preparing work equipment, and doing main tasks; (2) Time discipline, which includes being on time for assignments, making good use of time, and finishing assignments on time; (3) Discipline toward the work environment, which includes using the work environment, making good relationships, and keeping a balance between rights and obligations; and (4) Discipline in service. There are 15 instruments made from these 15 indicators. The way the instruments are divided up is as follows: Variable (X2): How Teachers Feel About Their Work. Definition of the idea. Work motivation for teachers comes from both inside (intrinsic) and outside (extrinsic) the teacher. Operational definition. The work motivation of the teaching staff is the score that the teaching staff got when

they filled out a questionnaire about how they feel about their work. The value or score is based on a Likert scale with five options: totally agree, agree, hesitate, disagree, disagree strongly. The Educator Work Motivation Score is obtained from the total score of 18 statement items with a score range between 18 and 90.

Instrument Grille
Based on the above conceptual definition, the dimensions of the work motivation variable of educators are: (1) The internal motivation of teaching staff, which includes the responsibilities of teaching staff in carrying out tasks, carrying out tasks with clear targets, having clear goals, getting feedback on the results of his work, feeling happy at work, always trying to outperform others, and putting good achievements or results from what he does first; (2) The external motivation of teaching staff, which includes the responsibilities of teaching staff in carrying out tasks, carrying out tasks with clear

For the work motivation variable of educators, the following indicators were made into parts of a research tool: Before testing the hypotheses, the data were looked at with simple regression, multiple regression, and simple and multiple correlation analysis. The normality test, the variance homogeneity test, the multicollinearity test, the heteroscedasticity test, and the autocorrelation test on the performance of educators in the student guidance section of the Sukabumi Police Officer Formation School meet the analysis requirements. Two types of data analysis are used in this study: descriptive statistical analysis and inferential statistical analysis. With the help of frequency distribution tables, histograms, and statistical measures like the mean, median, mode, and standard deviation, descriptive statistical analysis was used to show the data and explain what it means. The proposed research hypothesis is tested using inferential statistical analysis. Regression analysis is used in this method of analysis.

Before the analysis is done, the analysis requirements test is done. If all the requirements are met, the hypothesis test is done on the hypothesis that was proposed before the analysis. In the next few paragraphs, I'll explain the analysis requirements test and the steps for testing the hypothesis: Test Requirements Analysis. As an empirical model, a regression model is good if it passes a series of classical assumption tests. Normality test, variance homogeneity test, multicollinearity test, heteroscedasticity test, and autocorrelation test for all research variables, including direct caregiver leadership style (X1), interpersonal communication (X2), and student discipline (Y). SPSS 17.0 software helps with the processing and analysis of this data.

Results and Discussions

Test for Normality
Purbayu, B. S., and Ashari (2005, p. 231) said that normality testing is a way to check if the way data is spread out is normal. The most commontest for parametric statistical analysis is this one. The normality test is used because the assumption that must be made in parametric statistical analysis is that the data is normally distributed. What it means for data to be normally distributed is that it will have the shape of a normal distribution. The data have a normal distribution if they are centered around the mean and median values. Several normality tests, such as the Kolmogorov-Smirnov Test, the Liliefors Test, the Shapiro-Wilk Plot, the Q-Q Plot, and a comparison of Skewness and Kurtosis, can be used to find out if the shape of the data distribution for each variable is normal or not. The one-sample Kolmogorov-Smirnov and Q-Q plot are the only normality tests used in this study. (1) The steps of these tests are: Write down the null hypothesis (H0) and the first or alternative hypothesis: Ho: Data about the normal population, H1: Population data are not spread out in a normal way. (2) Determine the Kolmogorov-Smirnov Sig value. (3) Figuring out how decisions are made, with the following rules: If either prob or sig is greater than, Ho is accepted, If prob or sig, Ho is thrown out. (4) Decide if the data distribution of the tested variables is normal or not by coming to a conclusion.

Test of Variance and Homogeneity
Purbayu B. S. and Ashari (2005: h.79) Testing for homogeneity was done to see if the way the data for each variable was spread didn't go against what homogeneous data looks like. The Levene test statistic in the SPSS program was used to test for homogeneity of the dependent regression variance on the independent variables. People say that the results of this test are homogeneous if the SIG

Test for Multicollinearity
Abdul Ghofar S.A.S. (2004) in Bahren, Ramadhani, & Suroso (2017), p. h.12, says that multicollinearity is a situation in which there are multiple correlations between one independent variable and another, or in other words, a relationship can be made between one variable and another using these independent variables. The multicollinearity test checks to see if there is a relationship between variables that are "independent" in the regression model. There shouldn't be any link between the independent variables in a good regression model. One way to find out if the model has multicollinearity is to look at the correlation matrix of the independent

variables or the Variance Inflation Factor (VIF) and its opposite. In general, if VIF is greater than 10, it means that there is multicollinearity.

Test for Heteroscedasticity
Abdul Ghofar S.A.S. (2004), p. h.12, says that heteroscedasticity is the variation in the residuals that is different for each observation. Ghozali (2016), p. 105, says that the heteroscedasticity test tries to see if there is a difference in the variance of residual observations in the regression model. When the variance stays the same, it's called homoscedasticity. When it changes, it's called heteroscedasticity. Homoscedasticity is an important part of a good regression model. It can be tested with the White test (Ghozali, 2016). This is how the test is done: The first step is to make the following statements about the null hypothesis (Ho) and the alternative hypothesis (H1):

Ho: Heteroscedasticity doesn't exist.

H1: There is a difference between groups.

The second step is to compare the Sig value from the R2 observation with an of 0.05. This is easy to do with the Eviews program. If the observation R2's sig value is greater than 0.05, the null hypothesis is accepted, which means there is no heteroscedasticity. If the sig value is less than 0.05, the null hypothesis is rejected, which means there is heteroscedasticity.

Test for Autocorrelation
Algifari says in Abdul Ghofar S.A.S. (2004: h.12) that autocorrelation shows a relationship between members of a sample who are ordered by time. To find out if a regression model has autocorrelation, you can test the Durbin-Watson value (DW test) under the following conditions:

Table 5. Criteria for the Durbin-Watson (DW) test

Value	Decision
< 1,08	Autocorrelation exists
1,08 – 1,66	No decision
1,66 – 2,34	No Autocorrelation
2,34 – 2,92	No decision
> 2,92	Autocorrelation exists

Source: Ghofar, Abdul S. A. S. 2004.

Testing a Statistical Hypothesis
Simple regression analysis tools were used to test the first and second hypotheses. At the same time, multiple regression analysis was used to test the third hypothesis. Here are the steps you need to take to test the research hypothesis for the first and second hypotheses: (1) Find the formula for the hypothesis: Ho: I = 0 if I = 1 or 2, H1: I = 0 if I = 1 or 2. (2) Choose the test criteria: Ho is accepted if the value of Sig is greater than H0; H0 is not accepted if the value of Sig is less than Ho. (3) Putting the signature next to. (4) Come to a conclusion.

Here are the steps you need to take to test the third hypothesis: (1) Figure out the formula for the hypothesis: Ho: 1,2 = 0 H1: 1,2 0 (2) Choose the test criteria: Ho is accepted if the value of Sig is greater than H0; H0 is not accepted if the value of Sig is less than Ho. (3) Look at the signature and. (4) Come to a conclusion. The results of testing the hypothesis show that there is a significant positive effect of work discipline on the performance of educators in the student guidance section of the Sukabumi officer formation school, with an effect size of R^2 = 0.404, or 40.4%. From a statistical point of view, this shows that work discipline affects 40,4% of educators' performance and other variables or factors affect 59,6%. (2) Work motivation has an effect of R^2 = 0,955, or 95,5%, on the performance of teachers in the student guidance section of Setukpa Lemdikpol Sukabumi. This effect is significant and positive. This means that 95,5% of educator performance is affected by educator work motivation, while 4,5% is affected by other variables or factors; and (3) There is a significant positive effect of educator work discipline and work motivation on educator performance in the student guidance section of Setukpa Lemdikpol Sukabumi, with an influence of R^2 = 0,955, or 95,5%. From a statistical point of view, this means that teachers' discipline and work motivation affect 95,5% of their performance, while 4,5% is affected by other variables or factors.

How teachers' work discipline and motivation affect how well they do their jobs The third test says, "Work discipline and work motivation have a significant positive effect on the performance of educators in the student guidance section of Setukpa Lemdikpol Sukabumi." The results of the multiple regression analysis between work discipline (X1) and educator work motivation (X2) and educator performance (Y) can be seen in the Coefficients table in appendix 6.3. The regression coefficients are b1 = 0,017, b2 = 0,781, and a (constant) = 7.685. So, the regression equation = 7,685 + 0,017 X1 + 0.781 X2 shows how these two variables are related to each other. According to the theory, a change of one unit in a teacher's work discipline and work motivation leads to a

change of between 0,017 and 0,781 in the teacher's performance score, which stays the same at 7.685. Based on the results of testing the hypothesis, the size of the regression coefficients (b1 = 0,017 and b2 = 0,781) is significant and positive. So, the educator performance variable can be affected by important factors like work discipline and motivation.

Use the analysis of variance (F test) or the Sig test to find out if the regression equation model can be used to draw conclusions or if the regression equation that was found is significant. As shown in Appendix 6.3, the value of Sig. = 0.000 is less than the value of = 0.05, so the value of Sig. So, we can say that the regression equation = 7.685 + 0.017 X1 + 0.781 X2 can be used to explain and draw more conclusions about how work discipline, work motivation, and educator performance are related. Use the regression linearity test with the evaluation criteria F count F table or sig to find out if the equation you got from the regression is linear or not. The results of the calculations can be seen in Appendix 6.3, which shows that when Sig. = 0.000 and = 0.05 are compared, Sig. = 0.05. So, we can say that the regression equation is linear. For more information, see the table below for a summary of the results of the analysis of variance in question. Based on the multiple regression equation of the data pair between work discipline and work motivation of educators and educator performance, the shape of the relationship can be described as shown in the figure.

A simple correlation analysis between work discipline (X1), educator work motivation (X2), and educator performance (Y) gave a correlation coefficient (R) of 0.977. This can be seen in the Summary table in Appendix 6.3. This number shows that there is a very strong link between work discipline (X1), the work motivation of educators (X2), and the performance of educators (Y). How much the work discipline variable (X1) and the work motivation of educators affect or contribute to the results (X2) The value of R2 or R Square in the Summary table shows how well educators did as a group (Y). This value is 0.955 and can be seen in Appendix 6.3. From a statistical point of view, this means that teachers' work habits and motivation affect 95.5% of their performance, while other variables or factors affect 4.5%.

Conclusions

The results of descriptive analysis show that the performance, work discipline, and work motivation of teaching staff are in the high category. While the results of hypothesis testing show: There is a significant positive effect of work discipline on the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi; Work motivation affects the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi. This effect is significant and positive; and there is a significant positive effect of educators' work discipline and work motivation on the performance of educators in the student development section of Setukpa Lemdikpol Sukabumi.

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