



The Effect of Motivation and Work Discipline on the Performance of Private Vocational Teachers in Seberang Ulu II District, Palembang City

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Abstract. *The quality of education is currently the main consideration in this study. The quality of education is generally associated with the highest level of performance indicated by the ability of students to achieve high scores in exams and their ability to learn and do assignments. The importance of the quality of education is due to the fact that this quality also greatly affects the development of the country. Therefore, almost every country in the world is trying to improve the quality of education as a means to improve the standard of living of the general public, good and quality education is created from the performance of a quality teacher as well. Therefore, this study aims to determine the effect of motivation and work discipline on teacher performance. This study uses a quantitative method, through a questionnaire distribution process involving 4 private vocational schools across Ulu II, Palembang City with a total of 93 teachers, the results of the study indicate that motivation and work discipline simultaneously have a significant effect on teacher performance. The conclusion of this study recommends the importance of motivation and work discipline on teacher performance, it is recommended that schools carry out teacher development programs that focus on increasing motivation and discipline.*

Keywords: *Teacher performance, Work motivation, Work discipline.*

1. INTRODUCTION

The quality of education during this period is the main consideration in this study. The quality of education is generally associated with the highest level of performance demonstrated by students' ability to achieve high scores on exams and their ability to study and work on assignments. The importance of this quality of education is due to the fact that this quality also greatly affects the development of the country. Therefore, almost every country in the world seeks to improve the quality of education as a means to improve the standard of living of the general public, good and quality education is created from the performance of a qualified teacher as well.

The performance of teachers must determine the objectives of the educational system and, in accordance with the situation and conditions under which each school carries out its educational activities, must note any deviations that affect the expected results. According to (Almeida, 2017) teacher performance is very important because it relates to all the teachings and actions of teachers that occur in the process of their professional development and is detrimental to the growth of organizations or educational institutions. According to (Rivai, 2004) performance is defined as the result or output of a person's work. The ability to carry out tasks or do work is one of the factors that can increase the motivation factor to work for a long

time. In this study, teacher performance is defined as the quality and quantity of work achieved by a teacher in carrying out his or her duties in accordance with the environment and guidance that has been set. On the other hand, the number of teachers in a school is determined by their quality, which includes attitudes, skills, and understanding of their students during teaching. The quality of teachers' work is also influenced by school discipline.

Motivation is the things that cause, unite, and pay attention to people behaving in certain ways. Work motivation is one of the factors that determine a teacher's work style. Depending on some of these factors, the level of impact of motivation on a teacher's work is influenced by internal and external factors (B. Uno, 2019). Work motivation as something that causes encouragement or work spirit or in other words a driver of work morale. The characteristic of motivation is that it does not come from human nature, that is, that everyone has unique qualities that are different from each other. A teacher's motivation is to improve his or her performance level.

From the results of observations made with several teachers at private vocational schools in Seberang Ulu II sub-district, Palembang City, it was found that several problems that often occur so as to affect the performance of teachers in the private vocational school environment in Seberang Ulu II sub-district, Palembang City, these problems include: (1) there are some teachers who are actively present in class, but there are also some teachers who do not give news if they are not present; (2) in the learning planning range, teachers do not make lesson plans (RPP); (3) there are some teachers who do not use the available teaching facilities, so learning is quite boring and students become bored; 4) There are still teachers who only carry out their duties without showing their professionalism, because they are still not properly trained. and with a high sense of responsibility; (5) the assessment of teacher administration and classroom learning has not been fully arranged; (6) There are still teachers who are less motivated, it is due to the lack of competition between teachers in terms of achievement.

2. LITERATURE REVIEW

Teacher Performance

The success of a school depends on the efforts of teachers, especially principals, to achieve goals efficiently and effectively. A school must treat its teachers humanely, which means providing employment opportunities that can increase their productivity and work output, provide the necessary facilities, reduce stress, provide motivation, provide opportunities for growth and development, and provide health and safety guidelines. This condition is necessary if teachers value their work and have a strong sense of loyalty in exerting

all their abilities to achieve the goals and objectives of the school or organization. This will increase the satisfaction and motivation of teachers to do their jobs well.

According to (Marwansyah, 2019) performance is a measure of the quality or quantity of work results; Performance can also be a measure of individual or group work. Performance is a comprehensive process that aims to improve employee performance within a team environment over a period of time. Performance has several components, such as determining the relevance of individual and group work to organizational goals, increasing the effectiveness of work units, and improving employee work performance. According to (Suryadi, 2020) maximum teacher performance is also expected from all schools, in order to contribute as much as possible, so as to produce results that can be understood by all parties. Related to this, if a teacher can carry out his duties well and in a reasonable time, it can have a positive effect on the length of the learning process.

According to (Kompri, 2014), the ability of a good teacher can be seen from how teachers carry out their duties in the organization and carry out learning activities. According to (Kompri, 2014) teacher performance is a continuous communication process, which is carried out in partnership, between teachers and students. The establishment of a good communication process between teachers and students will accelerate students' understanding of the material delivered by the teacher so that it can improve the quality of students in learning. According to (Basyid, 2024) Teacher performance is the result of work that can be achieved by all teachers in a fair and honest manner in order to achieve organizational goals in a lawful way, not violating the law, and in accordance with moral principles or ethical standards

Work Motivation

The term motivation comes from the Latin word moveree which means to move or transfer. It is also defined as the driving force of resources that stimulates and controls human behavior. Motivation is defined as an action that can motivate a person to do a desired action, that is, to do a desired action, as a stimulus that encourages a person to act. Remembering that individual behavior is usually focused on goals and motivated by the desire to achieve a certain goal. (Yusmiar, 2014). The high work motivation of a teacher will spur the teacher to work as much as possible in carrying out his duties. Teachers who have high work motivation will be able to overcome all kinds of obstacles that arise in the hope of obtaining better results. The higher a person's work motivation, the higher his performance in carrying out his duties, so that it will produce better outcomes at work.

According to (Hersona & Sidharta, 2017) motivation comes from the word motive or things that give rise to the impulse or the circumstances that cause the compulsion. According to (Umar, 2002) the essence of work motivation is the encouragement to do everything better than others in carrying out activities to achieve goals. Human beings as one of the basic components in public organizations must have motivation stored in their hearts or desires that can spur them to achieve what they aspire to. According to (Rahayu et al., 2019) motivation is a concept that describes the forces that exist in the employee who initiates and can direct the person's behavior. An employee needs to increase his motivation first so that he can produce good performance. According to (Saefullah, 2012) work motivation is a motivation that causes enthusiasm or encouragement to work. Work motivation is called a driver of work morale. The strength and weakness of a person's work motivation also determines their work performance.

Work Discipline

According to (Rizky et al., 2024) work discipline is a tool used by managers to communicate with employees, so that they can understand each other's work and as a means to increase everyone's understanding of all company policies and social norms that are adhered to. According to discipline (Arda, 2017) it can be defined as ensuring that employees are always on time and on time, managing all work-related tasks well, and complying with all company policies and social norms. According to (Darmawan, 2013) discipline is a condition that develops and is formed through a series of actions that establish the principles of obedience, obedience, integrity, order, and/or order. Because they have made peace with themselves, the attitude or actions they do are no longer or are not always considered a burden; It can even be considered a burden when doing but not when lazy.

According to (Saleh & Utomo, 2018) discipline is a process that can foster a person's feelings to maintain and improve organizational goals objectively, through their compliance with organizational regulations. Discipline is the main thing that must be upheld by an individual or employee to show the company that he is able to hold the responsibilities given to him well and other things that the company carries out to him. Through work discipline, it will be able to increase work productivity.

3. METHODS

This study uses a quantitative descriptive method, according to (Arikunto, 2013) a quantitative descriptive method, namely data obtained by means of numbers and analyzed based on data. (Sugiyono, 2019) shows that quantitative analysis is the same as statistical analysis. (Sugiyono, 2019) describes a quantitative descriptive method, which uses numbers, ranging from research that collects data, analyzes data, and even displays the results of the

research. According to (Priyono et al., 2016) the quantitative method is a method that produces descriptive data and the relationship between the variables used to obtain results using statistical techniques to collect and analyze data.

Table 1 Research Population Table

It	School	Number of Teachers
1	Assanadiyah Vocational School	15
2	SMK Madyatama	18
3	SMK Muhammadiyah 3	20
4	SMK YP Gajah Mada	40
Total		93

Source: Palembang City Provincial Education Office

4. RESULTS AND DISCUSSION

Research Results

This data was collected after going through a validation test from three experts from the University of PGRI Palembang, after the test was carried out, the next test was a validity and reality test, then it was used as a tool to collect data for this research. Questionnaire testing respondents of 30 teachers were conducted at SMK Bina Sriwijaya Indonesia Palembang,

The following are the results of the validity test carried out and tested at SMK Bina Sriwijaya Indonesia, Palembang City, which is a total of 30 respondents, which means that if the R count is greater than the R of the table, the questionnaire items are declared valid or can be used. The following are the results of the calculations carried out by the researcher using the SPSS application consisting of X1, X1, and Y:

Table 2 Validity Test Result X1

Item	R Count	R table	Conclusion
X1.1	0,656	0,361	Valid
X1.2	0,744	0,361	Valid
X1.3	0,823	0,361	Valid
X1.4	0,778	0,361	Valid
X1.5	0,697	0,361	Valid
X.1.6	0,675	0,361	Valid
X1.7	0,575	0,361	Valid
X1.8	0,725	0,361	Valid
X1.9	0,798	0,361	Valid
X1.10	0,755	0,361	Valid
X1.11	0,722	0,361	Valid
X1.12	0,841	0,361	Valid
X1.13	0,577	0,361	Valid
X1.14	0,809	0,361	Valid
X1.15	0,785	0,361	Valid
X1.16	0,761	0,361	Valid
X1.17	0,759	0,361	Valid
X1.18	0,768	0,361	Valid
X1.19	0,707	0,361	Valid
X1.20	0,543	0,361	Valid
X1.21	0,564	0,361	Valid

Item	R Count	R table	Conclusion
X1.22	0,689	0,361	Valid
X1.23	0,646	0,361	Valid
X1.24	0,687	0,361	Valid
X1.25	0,78	0,361	Valid
X1.26	0,611	0,361	Valid
X1.27	0,674	0,361	Valid
X1.28	0,552	0,361	Valid
X1.29	0,537	0,361	Valid
X1.30	0,676	0,361	Valid

Source: SPSS 26 by researchers

Based on the results of the validity test above, it is known that each item in each variable has a calculated r value greater than the r of the Table (0.361). Therefore, it can be concluded that the research instrument has been declared valid and can be used in research.

Table 3 X2 Validity Test Results

Item	R Count	R table	Conclusion
X2.1	0,799	0,361	Valid
X2.2	0,823	0,361	Valid
X2.3	0,908	0,361	Valid
X2.4	0,941	0,361	Valid
X2.5	0,773	0,361	Valid
X2.6	0,807	0,361	Valid
X2.7	0,751	0,361	Valid
X2.8	0,825	0,361	Valid
X2.9	0,965	0,361	Valid
X2.10	0,791	0,361	Valid
X2.11	0,929	0,361	Valid
X2.12	0,965	0,361	Valid
X2.13	0,837	0,361	Valid
X2.14	0,965	0,361	Valid
X2.15	0,965	0,361	Valid
X2.16	0,965	0,361	Valid
X2.17	0,867	0,361	Valid
X2.18	0,872	0,361	Valid
X2.19	0,965	0,361	Valid
.X2.20	0,878	0,361	Valid
X2.21	0,868	0,361	Valid
X2.22	0,906	0,361	Valid
X2.23	0,906	0,361	Valid
X2.24	0,906	0,361	Valid
X2.25	0,906	0,361	Valid
X2.26	0,951	0,361	Valid
X2.27	0,951	0,361	Valid
X2.28	0,836	0,361	Valid
.X2.29	0,921	0,361	Valid
X2.30	0,921	0,361	Valid

Source: SPSS 26 by researchers

Based on the results of the validation above, it can be shown that each item in each variable has a calculated r value greater than the table r (0.361). Thus, it can be concluded that the research instrument has been validated and can be used in research.

Table 4
Y Validity Test Results

Item	R Count	R table	Conclusion
Y.1	0,852	0,361	Valid
Y.2	0,792	0,361	Valid
Y.3	0,916	0,361	Valid
Y.4	0,841	0,361	Valid
Y.5	0,85	0,361	Valid
Y.6	0,916	0,361	Valid
Y.7	0,723	0,361	Valid
Y.8	0,885	0,361	Valid
Y.9	0,881	0,361	Valid
Y.10	0,75	0,361	Valid
Y.11	0,81	0,361	Valid
Y.12	0,684	0,361	Valid
Y.13	0,916	0,361	Valid
Y.14	0,742	0,361	Valid
Y.15	0,642	0,361	Valid
Y.16	0,858	0,361	Valid
Y.17	0,469	0,361	Valid
Y.18	0,901	0,361	Valid
Y.19	0,78	0,361	Valid
Y.20	0,785	0,361	Valid
Y.21	0,863	0,361	Valid
Y.22	0,711	0,361	Valid
Y.23	0,625	0,361	Valid
Y.24	0,852	0,361	Valid
Y.25	0,726	0,361	Valid
Y.26	0,706	0,361	Valid
Y.27	0,649	0,361	Valid
Y.28	0,82	0,361	Valid
Y.29	0,723	0,361	Valid
Y.30	0,775	0,361	Valid

Source: SPSS 26 by researchers

Based on the results of the validation above, it can be shown that each item in each variable has a calculated r value greater than the table r (0.361). Thus, it can be concluded that the research instrument has been validated and can be used in research.

Discussion

Based on the results of research conducted in the field by researchers, the results of the study show that motivation has a significant positive influence on the performance of teachers of Private Vocational Schools in Seberang Ulu II District, Palembang City, with a coefficient value of 0.465. This means that every increase of one unit in motivation will increase the teacher's performance by 0.465 units. In addition, the significance value for the motivation variable was 0.000, which was smaller than 0.05, confirming that the influence of motivation on teacher performance was statistically significant. Thus, these results support the hypothesis that motivation contributes significantly to teacher performance in the educational environment.

The influence of motivation on teacher performance is very significant, as revealed in the results of this study. Motivation can be understood as an internal drive that encourages individuals to excel and achieve goals. In the context of education, teacher motivation plays an important role in improving the quality of teaching and creating a positive learning environment. When teachers are highly motivated, they tend to be more committed to carrying out their duties, including planning lessons, interacting with students, and participating in professional development activities. The fulfillment of psychological and professional needs contributes to increased motivation. Therefore, a supportive work environment, such as recognition from leadership, opportunities for self-development, and positive feedback, will contribute to increased teacher motivation which in turn can improve performance.

Based on the results of research conducted in the field by researchers, the results of the study also show that work discipline has a positive effect on the performance of teachers of Private Vocational Schools in Seberang Ulu II District, Palembang City, with a coefficient value of 0.292. This means that every increase of one unit in work discipline will increase teacher performance by 0.292 units. In addition, the work discipline variable has a significance value of 0.000, which is smaller than 0.05, confirming that the influence of work discipline on teacher performance is statistically significant. Thus, these results support the hypothesis that work discipline also contributes significantly to the improvement of teacher performance in the educational environment.

Work discipline is proven to have a significant positive influence on teacher performance, which shows that discipline in carrying out tasks plays a crucial role in achieving good results in teaching. Work discipline covers a variety of aspects, including punctuality, adherence to procedures, and consistency in the execution of tasks. When teachers show high discipline, they are better able to manage time and resources efficiently, as well as optimize the learning process. This is in line with management theory which states that good work discipline contributes to higher productivity and performance. In the context of education, disciplined teachers will be more organized in planning and implementing teaching and learning activities, which in turn will improve the quality of their interaction with students and the learning outcomes achieved.

Based on the results of research conducted in the field by researchers, the results of the study show that a constant value of 24.055 shows that when all independent variables, namely motivation and work discipline, are valued at 0, the performance of teachers of Private Vocational Schools in Seberang Ulu II District, Palembang City is predicted to be 24.055. In addition, the F test produced a significance value of 0.000, which was smaller than 0.05,

confirming that there was a significant simultaneous influence between motivation and work discipline on teacher performance. In further analysis, the R^2 value was obtained at 0.467 or 46.7%, indicating that 46.7% of the variation in teacher performance could be explained by motivation and work discipline. Meanwhile, the remaining 54.3% was influenced by other variables outside this research model, indicating that there are other factors that contribute to the performance of teachers in the school.

The results of this study are in line with several previous studies that show that motivation and work discipline simultaneously contribute significantly to teacher performance. (Ningrat et al., 2020) found that work motivation, work discipline, work ethic, and academic supervision together have a significant influence on teacher performance in elementary schools in Cluster VII, Mengwi District, which reinforces the view that the combination of motivational and discipline factors has a substantial impact on teacher performance. A similar study was conducted by (Selvia et al., 2021), which showed that motivation and work discipline together have a significant effect on teacher performance in junior high schools in Tempuling District, Indragiri Hilir.

The findings in this study show that motivation and work discipline explain 46.7% of the variation in teacher performance in line with the results of Selvia's research which also found a strong percentage contribution between these variables to performance. The similarity in the findings of this study with previous studies emphasizes the importance of managing and improving motivation and work discipline to maximize teacher performance, so that it is an important factor in the context of diverse education.

5. CONCLUSION

1. There is a significant influence of motivation on teacher performance The results of the partial test (t-test) show that motivation has a positive effect on teacher performance with a significance value of 0.000 which is less than 0.05, showing a partially significant influence. This means that any increase in motivation will improve teacher performance. Thus, the first hypothesis that states the influence of motivation on teacher performance is acceptable.
2. There is a significant influence of work discipline on teacher performance, work discipline also has a positive influence on teacher performance, with a partial test score (t-test). The results of the t-test showed a significance value of 0.000 which was smaller than 0.05, which means that work discipline significantly affected the teacher's performance partially. This shows that any improvement in work discipline will

improve teacher performance. The second hypothesis that states that work discipline affects teacher performance is acceptable.

3. There was a significant simultaneous influence of motivation and work discipline on teacher performance, Test F showed a significance value of 0.000, which was smaller than 0.05. This indicates that motivation and work discipline simultaneously have a significant influence on teacher performance. Thus, the third hypothesis that states that there is a simultaneous influence between motivation and work discipline on teacher performance is accepted.
4. Coefficient of Determination The results of the determination coefficient test showed an R^2 value of 0.467 or 46.7%. This shows that 46.7% of the variation in teacher performance can be explained by motivation and work discipline, while the rest, i.e. 53.3%, is influenced by other variables outside the model of this study. This shows that although motivation and work discipline play a significant role, there are additional factors that also affect the performance of teachers in Private Vocational Schools in Seberang Ulu II District, Palembang City.

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