

## **Determination Teacher Performance in Teluk Mengkudu District**

**Syafril Gunawan, Kiki Farida Ferine**

### **Abstract**

In the world of education, teacher performance is one of the main factors that determine the success of the learning process in schools. Teachers who have good performance are not only able to create a conducive learning environment, but can also design innovative learning strategies, adjust teaching methods to the needs of students, and utilize technology in the learning process. The results of this study are as follows: Work discipline has a positive and significant effect on teacher performance with an original sample value of 0.232 and p value 0.013. Work discipline has a positive and significant effect on work enthusiasm with an original sample value of 0.234 and p value 0.029. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.140 and p value 0.093. Motivation has a positive and significant effect on work enthusiasm with an original sample value of 0.698 and p value 0.000. Work enthusiasm has a positive and significant effect on teacher performance with an original sample value of 0.620 and p value 0.000. Work discipline has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.145 and p values of 0.029 Motivation has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.433 and p values of 0.000.

**Keywords:** Work Discipline, Motivation, Work Spirit, Teacher Performance

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## **Introduction**

Work discipline reflects the level of teacher compliance with the rules, policies, and norms that apply in the school environment. Teachers who have high discipline tend to be more punctual, more consistent in carrying out their duties, and have high responsibility for their work. However, the reality in Teluk Mengkudu District shows that there are still some teachers who are less disciplined in carrying out their duties, such as arriving late, not preparing learning materials well, and not optimal in providing guidance to students.

In the world of education, teacher performance is one of the main factors that determine the success of the learning process in schools. Teachers who have good performance are not only able to create a conducive learning environment, but can also design innovative learning strategies, adjust teaching methods to the needs of students, and utilize technology in the learning process. In addition, high-performing teachers will be more active in providing moral and academic guidance to students, as well as building harmonious relationships with parents and the community.

In addition to work discipline, motivation is also a key factor that influences teacher performance. Motivation can come from intrinsic factors, such as personal satisfaction in teaching, as well as extrinsic factors, such as incentives, awards, and a supportive work environment. Teachers who are highly motivated will be more enthusiastic in teaching and tend to try to give their best to students. However, in several schools in Teluk Mengkudu District, there are still teachers who are less motivated in carrying out their duties, which can have an impact on the low quality of learning. In this context, teacher work enthusiasm acts as an intervening variable that can strengthen or weaken the relationship between work discipline and motivation on teacher performance. High work enthusiasm will encourage teachers to work harder, be more creative in teaching, and be more responsible in carrying out their duties. Conversely, if work enthusiasm is low, the positive impact of work discipline and motivation on teacher performance can be reduced.

As a result, even though a teacher has good discipline and high motivation, their performance is still not optimal if work enthusiasm is not strengthened. Based on this phenomenon, this study aims to analyze the effect of work discipline and motivation on teacher performance with work enthusiasm as an intervening variable in Teluk Mengkudu District. By understanding the relationship between these variables, it is hoped that effective solutions can be found to improve teacher performance, so that the quality of education in the region can continue to develop.

## **Teacher Performance**

### **Understanding Teacher Performance**

According to Ardiana (2017) Teacher performance is the ability of teachers to carry out their duties and responsibilities to achieve educational goals. According to Anisa and Yuliyanto (2017) added that good teacher performance will have a positive impact on student learning achievement.

### **Teacher Performance Indicators**

Teacher performance indicators according to Anisa and Yuliyanto (2017) are as follows;

1. Pedagogical competence: Teachers' ability to manage the learning process.
2. Professional competence: Mastery of the subject matter taught by the teacher.
3. Social competence: Teachers' ability to interact with students, parents, and colleagues.

## **Work Discipline**

### **Understanding Work Discipline**

Work discipline is the attitude and behavior of employees that demonstrates compliance with the rules and procedures set by the organization. According to Aninditya (2017), work discipline includes compliance with working hours, dress codes, and other rules that apply in

the work environment. According to Utar and Rasto (2017), good work discipline will create a conducive work environment and increase the operational efficiency of the organization.

### **Work Discipline Indicators**

Indicators according to Utar and Rasto (2017) include the following:

1. Compliance with company regulations: Employees comply with all regulations set by the company.
2. Compliance with superior instructions: Employees carry out tasks in accordance with the instructions given by superiors.
3. Compliance with work standards: Employees work according to the standards set by the company.

### **Motivation**

#### **Understanding Motivation**

Work motivation is an internal and external drive that influences employee enthusiasm and commitment in carrying out their duties. According to Ardiana (2017) work motivation can be divided into intrinsic and extrinsic motivation. According to Anisa and Yuliyanto (2017) high work motivation will improve employee performance and achieve organizational goals.

#### **Motivation Indicators**

Motivation indicators according to Anisa and Yuliyanto (2017) are as follows:

1. Job satisfaction: The level of employee satisfaction with their work.
2. Organizational commitment: The level of employee involvement and loyalty to the organization.
3. Desire to achieve: Employee motivation to achieve optimal work results.

### **Spirit at work**

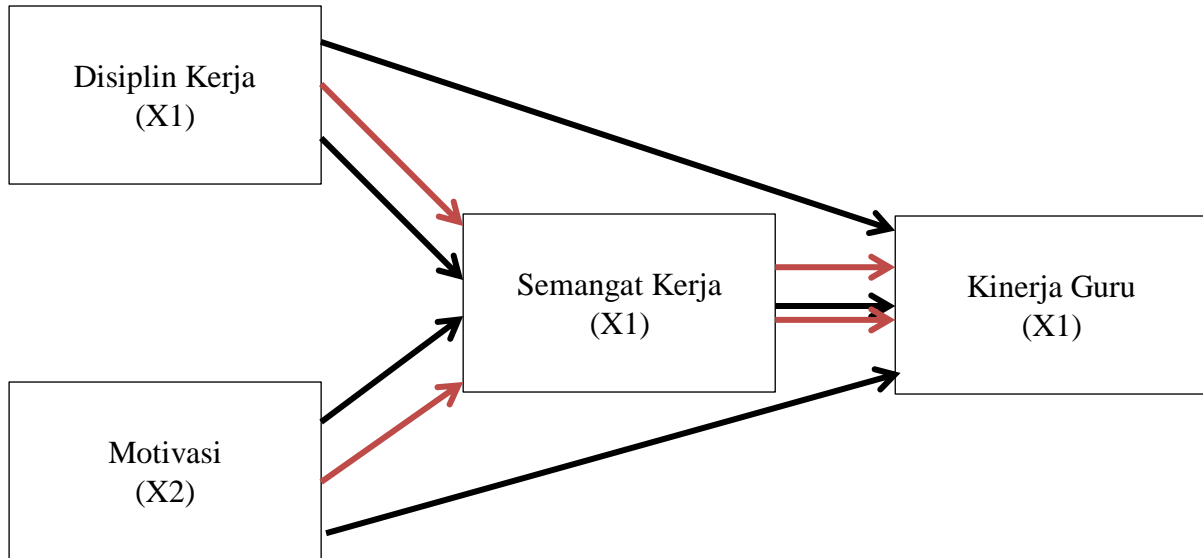
Work spirit is a mental condition that drives someone to work with high enthusiasm and dedication. Ardiana (2017) stated that work spirit can be increased through proper motivation and a conducive work environment. Anisa and Yuliyanto (2017) added that high work spirit will increase employee productivity and performance.

#### **Work Morale Indicator**

The indicators according to Ardiana (2017) are as follows:

1. Enthusiasm in work: Employees show joy and enthusiasm in carrying out their duties.
2. Dedication to work: Employees have a high commitment to their work.
3. Initiative in work: Employees are proactive in completing tasks and seeking solutions to problems faced.

## Conceptual Framework



## Research methods

### Types of research

This study uses a quantitative associative research type. According to Sugiyono (2019) quantitative research is defined as a research method based on the philosophy of positivism, used to research a particular population or sample, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing the established hypothesis. According to Sugiyono (2019) associative research is a formulation of a research problem that is intended to ask about the relationship between two or more variables.

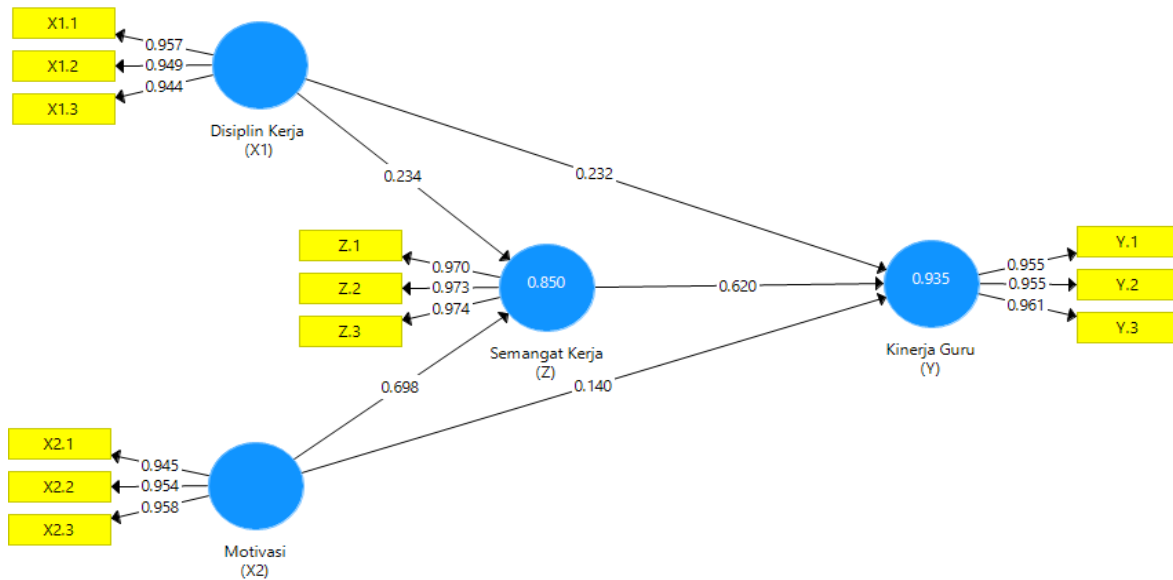
## Results and Discussion

### Outer model testing

In testing the outer model aims to see the validity and reliability of a model. This test analysis will be seen from the influence of the Loading factor, Average Variance Extracted (AVE), and Discriminant Validity, as well as composite reliability.

#### a) Loading factor

Factor loading is the initial stage in testing the validity of a model, the requirement for factor loading is that it must be  $> 0.6$ , so that the indicator is said to be valid. If it is not valid, it must be removed from the model (Husein. 2015). To find out the analysis of the outer model of this study, it can be seen in Figure 2 below:



**Figure 1.** Outer Model

Source: Smart PLS 3.3.3

Smart PLS output for loading factor gives the results in the following table: Outer Loadings In this study there is an equation and the equation consists of two substructures for substructure 1

$$Z = b_1X_1 + b_2X_2 + e_1$$

$$Z = 0.234 + 0.698 + 0.850$$

For substructure 2

$$Y = b_3X_1 + b_4X_2 + b_5Z + e_2$$

$$Y = 0.232 + 0.140 + 0.620 + 0.935$$

**Table 1.** Outer Loadings

	Work Discipline _(X1)	Teacher Performance_(Y)	Motivation_(X2)	Work Spirit_(Z)
X1.1	0.957			
X1.2	0.949			
X1.3	0.944			
X2.1			0.945	
X2.2			0.954	
X2.3			0.958	
Y.1		0.955		
Y.2		0.955		
Y.3		0.961		
Z.1				0.970
Z.2				0.973
Z.3				0.974

Source: Smart PLS 3.3.3

In table 1 above, the value of each variable is stated that the indicator in each variable is higher than 0.7, which means that each indicator item has a value higher than 0.7 so that the data is declared valid and can continue to further research.

### Average Variance Extracted (AVE)

Average Variance Extracted (AVE) is the value used in convergent validity testing because the value is obtained from the convergent validity output. In this study, the expected AVE value is  $> 0.5$ , and so when viewed from the latent variable construct, all constructs have values above 0.5 (or greater than 0.5), for more details the AVE results can be seen in Figure 1 and Table 2 below:

**Table 2.** AVE Value Results

	Average Variance Extracted (AVE)
Work Discipline (X1)	0.903
Teacher Performance (Y)	0.916
Motivation (X2)	0.907
Work Spirit (Z)	0.946

Source: Smart PLS 3.3.3

Since there are no problems with convergent validity, the next thing to be tested is the problems related to discriminant validity.

### Discriminant Validity

Discriminant Validity can be tested by looking at the cross loading table, this output is used to test discriminant validity at the indicator level with the provision that the correlation between the indicator and its latent variable is  $>$  compared to the correlation between the indicator and other latent variables (outside its block). For more details, see the table below:

**Table 3.** Discriminant Validity

	Work Discipline (X1)	Teacher Performance (Y)	Motivation (X2)	Work Spirit (Z)
X1.1	0.957	0.870	0.909	0.850
X1.2	0.949	0.870	0.896	0.838
X1.3	0.944	0.873	0.879	0.854
X2.1	0.875	0.896	0.945	0.879
X2.2	0.904	0.888	0.954	0.874
X2.3	0.910	0.866	0.958	0.871
Y.1	0.867	0.955	0.885	0.899
Y.2	0.882	0.955	0.889	0.906
Y.3	0.883	0.961	0.890	0.937
Z.1	0.858	0.930	0.877	0.970
Z.2	0.872	0.933	0.901	0.973
Z.3	0.870	0.924	0.902	0.974

Source: Smart PLS 3.3.3

In table 3 above, the loading factor value of the Work Discipline variable is greater than other variables, the loading factor value of the Teacher Performance variable is greater than the loading factor value of other variables, the loading factor value of the Motivation variable is greater than the loading factor value of other variables. The loading factor value of the Work Spirit variable is greater than the loading factor value of other variables. This means that the values in the table above show that the values are discriminately valid.

### Composite reliability

To ensure that there are no measurement-related problems, the final step in the outer model evaluation is to test the unidimensionality of the model. This unidimensionality test is carried out using composite reliability and Cronbach's alpha. For both indicators, the cut-off value is 0.7.

**Table 4.** Composite Reliability

	Composite Reliability
Work Discipline (X1)	0.965
Teacher Performance (Y)	0.970
Motivation (X2)	0.967
Work Spirit (Z)	0.981

Source: Smart PLS 3.3.3

Table 4 above shows that all constructs have a composite reliability value above 0.7. Therefore, no unidimensionality problems were found in the variables of Work Discipline, Teacher Performance, Motivation, and Work Spirit.

### Inner model testing

#### Coefficient of Determinization R<sup>2</sup> (R-Square)

Goodness of fit in PLS can be known by the Q<sup>2</sup> value. The Q<sup>2</sup> value has the same meaning as the coefficient of determination (R-Square) in regression analysis.

**Table 5.** R Square Model

	R Square
Teacher Performance (Y)	0.935
Work Spirit (Z)	0.850

Source: Smart PLS 3.3.3

Based on table 5 above, there is an R square value of the Teacher Performance variable of 0.935 and if expressed as a percentage of 93.5%. This means that the influence of Work Discipline and Motivation is 93.5%, the rest is on other variables. The R square value of the Work Spirit variable is 0.850 and if expressed as a percentage of 85.0%. This means that the influence of Work Discipline, Motivation, Work Spirit on Teacher Performance is 85.0%, the rest is on other variables.

### Hypothesis Testing

#### a) t-Statistic Coefficient

To conduct hypothesis testing in PLS SEM, it can be done by using the calculated t value (to) compared to the t table value (t<sub>α</sub>). The t-table value with a significance of 5 percent and degree of freedom (DF) = number of data (n) - 2, namely 100 - 2 = 98 is 1,984 (t table) below will display the following path hypothesis results image:

**Table 6.** Path Coefficients (Influence Direct)

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Results
Work Discipline (X1) -> Teacher Performance (Y)	0.232	2,242	<b>0.013</b>	<b>Accepted</b>
Work Discipline (X1) -> Work Morale (Z)	0.234	1,893	<b>0.029</b>	<b>Accepted</b>
Motivation (X2) -> Teacher Performance (Y)	0.140	1,327	<b>0.093</b>	<b>Rejected</b>
Motivation (X2) -> Work Spirit (Z)	0.698	5,726	<b>0,000</b>	<b>Accepted</b>
Work Spirit (Z) -> Teacher Performance (Y)	0.620	8,056	<b>0,000</b>	<b>Accepted</b>

Source: Smart PLS 3.3.3

In table 6 above there are direct influences which will be explained as follows:

1. Work discipline has a positive and significant effect on teacher performance. This means that the higher the level of work discipline possessed by teachers, the more their performance will increase. The coefficient value of 0.232 indicates that every one unit increase in work discipline will increase teacher performance by 0.232 units. Because the P value <0.05 and T-statistic > 1.96, the hypothesis is accepted. This means that the application of discipline in terms of attendance, punctuality, compliance with rules, and responsibility has a real impact on improving teacher performance.
2. Work discipline has a positive and significant effect on work enthusiasm. The coefficient of 0.234 indicates that every increase in work discipline by one unit will increase work enthusiasm by 0.234 units. This indicates that teachers who have a high level of discipline tend to have better work enthusiasm, such as being more enthusiastic, energetic, and motivated in carrying out their duties. Although the T-statistic value is slightly below the ideal limit of 1.96, the P-Value shows significance (<0.05), so the hypothesis is still accepted.
3. Motivation does not have a direct and significant effect on teacher performance. The path coefficient of 0.140 indicates a positive but insignificant relationship. This means that increasing motivation is not directly able to improve teacher performance. This indicates that even though teachers have high work motivation, without other factors (such as work enthusiasm or a conducive work environment), this motivation has not been able to drive optimal performance improvement.
4. Motivation has a very strong, positive, and significant effect on work enthusiasm. The path coefficient of 0.698 indicates that every one unit increase in motivation will increase work enthusiasm by 0.698 units. This is a very large influence. This means that teachers who have high motivation - both intrinsic motivation such as the need for achievement, and extrinsic motivation such as appreciation - will tend to have high work enthusiasm, such as being more diligent, more active, and more enthusiastic in carrying out tasks.
5. Work spirit has a positive and very significant effect on teacher performance. The coefficient of 0.620 indicates that every one unit increase in work spirit will increase teacher performance by 0.620 units. This is a very strong influence. Thus, teachers who have high work spirit will tend to show better performance, such as improving the quality of learning, punctuality, responsibility, and overall work productivity.



**Table 7.** Path Coefficients (Influence) No Direct)

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Results
<b>Work Discipline (X1) -&gt; Work Spirit (Z) -&gt; Teacher Performance (Y)</b>	0.145	1,894	<b>0.029</b>	<b>Accepted</b>
<b>Motivation (X2) -&gt; Work Spirit (Z) -&gt; Teacher Performance (Y)</b>	0.433	4,377	<b>0,000</b>	<b>Accepted</b>

1. Work discipline has an indirect effect on teacher performance through increased work enthusiasm. The coefficient value of 0.145 indicates that every one unit increase in work discipline will increase teacher performance by 0.145 units through work enthusiasm. Although the magnitude of the effect is not too large, it is significant. This means that good work discipline not only has a direct impact on performance, but can also increase teacher work enthusiasm, which then has an impact on teacher performance to be better.
2. Motivation has a large, positive, and very significant indirect effect on teacher performance through work enthusiasm. The coefficient value of 0.433 indicates that every one unit increase in motivation will increase teacher performance by 0.433 units through work enthusiasm. This indirect effect is much greater than the direct effect of motivation on performance, which was previously insignificant (0.140 with P = 0.093). This confirms that work enthusiasm is a full mediator in the relationship between motivation and teacher performance.

## Conclusion

1. Work discipline has a positive and significant effect on teacher performance with a sample value of 0.232 and p values of 0.013.
2. Work discipline has a positive and significant effect on work enthusiasm with an original sample value of 0.234 and p values of 0.029.
3. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.140 and p values of 0.093.
4. Motivation has a positive and significant effect on work enthusiasm with an original sample value of 0.698 and p values of 0.000.
5. Work enthusiasm has a positive and significant effect on teacher performance with an original sample value of 0.620 and p values of 0.000.
6. Work discipline has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.145 and p values of 0.029.
7. Motivation has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.433 and p values of 0.000.

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