

The Relationship Between Work Motivation and Work Discipline With Teacher Performance In State Junior High Schools in Baguala District, Ambon City

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Abstract

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This study aims to determine the relationship between work motivation and work discipline with teacher performance. This research was conducted at SMP Negeri Baguala District, Ambon City, involving 123 teachers. The research results explained that for the data description obtained work motivation in this study 107 teachers (86.99%) had high work motivation and 16 teachers (13.01%) had moderate work motivation. Work discipline was obtained by 43 teachers (34.95%) having very high work discipline, 78 teachers (63.42%) had moderate work discipline and 2 teachers (1.63%) had low work discipline. Furthermore, for teacher performance, it was found that 41 teachers (33.33%) had very high teacher performance, 77 teachers (62.60%) had moderate teacher performance and 5 teachers (4.07%) had low teacher performance. Based on the results of the analysis of the three hypotheses, the following conclusions can be obtained (1) There is a positive and significant relationship between work motivation and teacher performance, this is evidenced by the r count of 0.414 with the price $t_{count} 5.002 >$ from $t_{table} 1,979$. (2) There is a positive and significant relationship between work discipline and teacher performance. this is proved $r_{count} 0.531$ at the price $t_{count} 6,891 >$ from $t_{table} 1,979$, this means. (3) there is a positive and significant relationship between work motivation and work discipline together with teacher performance, this is evidenced from $R 0.557$ with a price $F_{count} 27.019 >$ from $F_{table} 3,07$.

Keywords: Work Motivation, Work Discipline and Teacher Performance

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INTRODUCTION

The development of an increasingly advanced era, especially in the era of the industrial revolution 4.0, demands quality human resources. Human resources play an important role in the advancement of science, development and technology. Therefore, in the current era where technology and civilization are very advanced, it demands competent Human Resources who have high enthusiasm and discipline in carrying out their roles and functions both for individual and organizational purposes, (Prihantoro, 2012: 78,79). One of the means to improve the quality and competence of Human Resources is Education. Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 Paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills



needed by himself, society, nation and state. According to Pandipa (2019: 1,2) Teachers as educators are the most decisive component, because it is in the hands of the teacher that the curriculum, learning resources, facilities and infrastructure, and learning climate become something meaningful for the lives of students. The role of the teacher is more meaningful if the teacher can prepare students to face the global era. With a pile of tasks and responsibilities they carry, the teacher must be able to show that he is capable of producing good performance for the creation of quality education.

Efforts to improve performance in order to achieve educational goals is not an impossible thing to do. One effort that can be done is to provide motivation and apply discipline to teachers. According to Mulyasa in Ardiana (2017:15) "Employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest, have concern, and want to participate in a task or activity. In accordance with this opinion, teachers are still less successful in teaching because they are less motivated to teach so that it has an impact on decreasing teacher productivity or performance. Motivation questions how to encourage subordinates' work enthusiasm, so they want to work hard by providing all abilities and skills to realize company goals, (Farida in Qomariah, 2020: 90). On the other hand, the work discipline of teachers is important to note. According to Siswanto's opinion in Hadiati (2018: 52) work discipline is "as an attitude of respect, respect, obedience and obedience to applicable regulations both written and unwritten and able to carry out and not avoid accepting sanctions if someone violates their duties and the authority given to him".

Based on the description that has been explained, it can be understood that there are several factors that can affect improving teacher performance, namely work motivation and work discipline. Maintenance and improvement of teacher motivation and discipline are expected to increase the effectiveness of teaching and learning activities and can further improve teacher performance.

Based on pre-observations conducted at the State Middle School, Baguala District, Ambon City. who were in interviews with LN, CW, YP, AW, LB and R as the Principal. SR, WT, LL and JT as Teachers. It was found that there were teachers who did not evaluate or assess students, there were teachers who in the teaching and learning process did not form discussion groups for students, teachers in preparing lesson plans were still not in accordance with applicable procedures, there were teachers who used information technology, especially in using laptops still lack knowledge about IT, and it was found that there were teachers who were still preparing lesson plans *copy paste* from the internet then there are teachers who often change learning hours with other teachers. Another problem that arises is related to work discipline, where teachers often procrastinate and are late in submitting lesson plans, syllabus and teaching modules. There are some teachers who come late to school and go home before school hours, this creates an unsupportive situation in the learning process. This is because some of these teachers live very far from school.

Based on the description above, the writer can conclude that work motivation and work discipline have a relationship with teacher performance. So the authors are interested in conducting research with the title "Relationship of Work Motivation and Work Discipline with Teacher Performance".

RESEARCH METHODS

This type of research is correlational quantitative research. Respondents in this study were 123 teachers of State Middle School, Baguala District, Ambon City, who were selected on the basis of *Random Sampling*. Determination of the sample of 123 teachers using the slovin formula. The data collection technique in this study used a questionnaire technique for the independent variables of teacher work motivation (X1), work discipline (X2) and teacher performance (Y). The three variables are then tested for validity and reliability. The results of the validity and reliability tests, namely the questionnaire from the three variables, are as follows:

1. Content validation

Content validation was carried out by 3 lecturers and 2 supervisors of Ambon City Middle School, then according to the results of the validation in the form of notes or comments, the developed instrument items are sufficiently appropriate and can be used with minor revisions.

2. Readability Validation

- a. The work motivation instruments in items 2, 3, 4, 5, 6, 24, 33, 38 must be re-read and examined and then the construct is corrected. In item 3, I added the word "complete the task" so that it becomes "my task" in item 3. 6 words "delay" changed to "delay"
- b. The work discipline instrument in point no. 7 must be added to the word "school rules", in points no. 17, 35, and 42 the construct must be re-read and scrutinized then the construct is corrected, in point no. 3 the word obey but directions are given to change the writing to "obey" .
- c. The teacher's performance instrument in item no 6 in the word "evaluation he made" must be added the word I so that it becomes "evaluation I made", in points 8, 14, 32, 49, 52 the construct must be re-read and examined and then the construct corrected.

3. Instrument Testing

Instrument trials were conducted on 35 teachers at SMP Negeri 1 Ambon and 15 teachers at SMP Negeri 10 Ambon. With the following results:

Table 1. Summary of Experimental Results of research variables

No	Variable	Number of Items	Valid	Not valid
1	Work motivation	50	45	5
2	Work Discipline	42	37	5
3	Teacher Performance	52	44	8

4. Reliability

The decision criterion is if the reliability coefficient is greater than 0.6 so that the research instrument is declared reliable (Duli, 2019: 108). Reliability results as follows:

Table 2. Research Variable Reliability Test Results

Research variable	The coffee house alfa	Cronbach alpha	Information
Work Motivation (X1)	0.859	0,06	Reliable
Work Discipline (X2)	0.934	0,06	Reliable
Teacher Performance (Y)	0.915	0,06	Reliable

Data analysis techniques in this study used descriptive analysis, normality test, hypothesis testing with simple correlation then to find out the significance was done by t-test and multiple correlation, then the f test was carried out.

RESULTS AND DISCUSSION

1. Results

The research data consisted of two independent variables, namely work motivation (X1) and work discipline (X2) and the dependent variable, namely teacher performance (Y). in this section will be described or described data from each variable. Then it is described using the benchmark reference assessment criteria (Ratumanan & Laurens 2015: 171). The following are the results of data processing that has been carried out with assistance *SPSS version 25*.

a. Variable description of Work Motivation

The work motivation variable instrument has 45 items with the highest possible score of 180 and the lowest score of 0. From the calculation results, the value obtained *mean* of 144.41, value *standard deviation* of 7,705, value *variance* is 59,374, the value range is 29, the minimum value is 130 and the maximum value is 159. The results of filling out the work motivation questionnaire are made in the value conversion table in the following table:

Table 3. Conversion of Work Motivation Value

Interval	f	Presentase	Letter	Category
162-180	0	0%	A	Very high
135-161	107	86,99%	B	Height
108-134	16	13,01%	C	Currently
72-107	0	0	D	Low
x < 72	0	0	AND	Very low
Amount	123	100%		

Based on the results of the analysis in tables 4.2 and 4.3 above, it can be concluded that the results of respondents' perceptions of the work motivation variable show a high score distribution of 86.99% or 107 people and a moderate score of 13.01% or 16 people. Thus it can be concluded that work motivation in general gets the proportion of 86.99% which states high. This means that respondents consider that the teacher's work motivation is classified in the good category having work motivation.

b. Work Discipline variable description

The work discipline variable instrument has 37 items with the highest possible score of 148 and the lowest score of 0. From the calculation results, the value obtained *mean* of 129.02, value *standard deviation* of 8,621, value *variance* of

74,319, the value range is 40, the minimum value is 107 and the maximum value is 147.

Table 4. Work Discipline Value Conversion

Interval	f	Presentase	Letter	Category
133-148	43	34,95%	A	Very high
111-132	78	63,42%	B	Height
89-110	2	1,63%	C	Currently
59-88	0	0%	D	Low
$x < 59$	0	0%	AND	Very low
Amount	123	100%		

Based on the results of the analysis above, it can be concluded that the results of respondents' perceptions of the work discipline variable showed a very high score distribution of 34.95% or 43 people and a high score of 63.42% or 78 people. While the average score is 1.63% or 2 people. Thus it can be concluded that work discipline in general gets the proportion of 63.42% which is high. This means that respondents consider that the work discipline of teachers is classified in the good category of having work discipline.

c. Description of the Teacher Performance variable

The work discipline variable instrument has 44 items with the highest possible score of 175 and the lowest score of 0. From the calculation results, the value obtained *mean* of 151.85, value *standard deviation* of 9,633, value *varianse* of 92,804, the value range is 40, the minimum value is 129 and the maximum value is 169.

Table 5. Teacher Performance Score Conversion

Interval	f	Presentase	Letter	Category
158-176	41	33,33%	A	Very high
132-157	77	62,60%	B	Height
106-131	5	4,07%	C	Currently
70-105	0	0%	D	Low
$x < 70$	0	0%	AND	Very low
Amount	123	100%		

Based on the results of the analysis above, it can be concluded that the results of respondents' perceptions of the teacher performance variable showed a very high score distribution of 33.33% or 41 people and a high score of 62.60% or 77 people. While the average score is 4.07% or 5 people. Thus it can be concluded that teacher performance in general gets a proportion of 62.60% which states high. This means that respondents consider that the teacher's performance is classified in the category that has good performance.

d. Normality test

The analysis technique for the normality test of research data uses *Kolmogorov Smirnov Test* by using *SPSS* version 25 is presented in table 3.4 below.

Table 6. Normality test results

No	Variabel	Kolmogorov Smimov (Sig)	Taraf Signifikan (α)	Ket	Keputusan
1	Motivasi Kerja (X1)	0.200	0.05	0.200>0.05	Normal
2	Disiplin Kerja (X2)	0.200	0.05	0.200>0.05	Normal
3	Kinerja Guru (Y)	0.186	0.05	0.186>0.05	Normal

The results of the normality test for the work motivation variable (X1) were obtained $K-S-Z = 0.200$ and > 0.05 , it can be concluded that the data is normally distributed. The results of the normality test for the work discipline variable (X2) were obtained $K-S-Z = 0.200$ and > 0.05 , it can be concluded that the data is normally distributed

The normality test results for the teacher performance variable (Y) were obtained $K-S-Z = 0.186$ and > 0.05 , so it can be concluded that the data is normally distributed.

Hypothesis testing

This hypothesis testing uses simple correlation analysis and multiple correlation. Hypothesis testing using *spss* 25. The results of data analysis are as follows:

First, there is a positive and significant relationship between work motivation and the performance of state junior high school teachers in Baguala District, Ambon City. This is evidenced by the correlation coefficient value of 0.414 in the medium category. obtained t table = 1.979. It turns out that the value of t count 5.002 is greater than t table. So that H_0 is rejected and H_a is accepted

Second, there is a positive and significant relationship between work discipline and the performance of state junior high school teachers in Baguala District, Ambon City. This is evidenced by the correlation coefficient value of 0.513 in the medium category. obtained t table = 1.979. It turns out that the value of t arithmetic is 6,891 greater than t table. So that H_0 is rejected and H_a is accepted.

Third, there is a positive and significant relationship between work motivation and work discipline together with the performance of State Middle School teachers in Baguala District, Ambon City. This is evidenced by the R value of 0.557 in the medium category. Obtained F table = 3.07. It turns out that the calculated F value is 27,019 greater than the F table. So that H_0 is rejected and H_a is accepted. work motivation

and work discipline together contribute or contribute to teacher performance by 31.0%. While the rest (100% - 31.0% = 69%) is influenced by other factors outside of this study.

DISCUSSION

a. Work Motivation at State Middle School, Baguala District, Ambon City.

Work motivation at SMP Negeri Baguala District, Ambon City found in respondents' perceptions of work motivation in the high category as many as 86.99% or 107 teachers and moderate scores as many as 13.01% or 16 teachers. So it can be concluded that in general the work motivation of teachers at SMP Negeri Baguala District, Ambon City is still in the high category with a percentage of 86.99%.

This means that most teachers are able to carry out their duties and responsibilities to the fullest, teachers are interested in participating in self-development activities to become professionals according to their respective knowledge, teachers carry out their duties and responsibilities properly and seriously and have preparation in the learning process in the classroom. On the other hand, 13.01% of teachers who are in the moderate category are less able to maximize their potential in the learning process and are less well prepared.

From the results of this study, it can be concluded that if a teacher has good work motivation, quality teacher performance will arise. It is important for teachers as educators and the spearhead of the progress of the nation to always increase work motivation

Efforts to always maintain teacher work motivation are by instilling and directing teachers to clear and measurable targets, goals and work achievements. This can be done through coaching, training and teacher working group activities or MGMP (Subject Teacher Deliberations), (Fauzyah, 2020:49).

b. Work Discipline at State Middle School, Baguala District, Ambon City.

Work Discipline at SMP Negeri Baguala District, Ambon City found in respondents' perceptions of work discipline in the very high category as many as 34.95% or 43 teachers and high scores as many as 63.42% or 78 teachers while in the medium category as much as 1.63% or 2 teachers. So it can be concluded that in general the work discipline of teachers at SMP Negeri Baguala District, Ambon City is still in the high category with a percentage of 63.42%. This means that there are some teachers who still have awareness of the rules that apply in school. Voluntary obedience and awareness of their obligations so that the teacher obeys school rules properly such as wearing official clothes according to the provisions of the day, coming to school on time and going home from school according to school hours, following other regulations imposed by the school, then carrying out and completing work in a planned and timely manner.

This is in line with Hasibuan's view in Hafidulloh (2021:41), discipline is the awareness and willingness of a person to comply with all applicable company regulations and social norms. Awareness is the attitude of someone who voluntarily obeys the rules and is aware of the duties and responsibilities.

c. Performance of State Middle School Teachers in Baguala District, Ambon City.

Teacher performance at SMP Negeri Baguala District, Ambon City found in respondents' perceptions of teacher performance in the very high category of 33.33% or 41 teachers and a high score of 62.60% or 77 teachers and in the medium category of 4.07% or 5 teachers. So it can be concluded that in general the performance of teachers at SMP Negeri Baguala District, Ambon City is still in the high category with a percentage of 62.60%. This means that there are some teachers who have good performance in the learning process where teachers have the ability and skills related to knowledge according to the field being taught. Able to manage class well and provide knowledge according to the needs of students and have passion and passion when teaching in class.

Teachers as professional educators are not only required to understand philosophical and conceptual matters about learning. Regarding teacher performance, as revealed by Supardi, teacher performance includes the ability to understand subject matter, learning methodology skills, the ability to interact with students, and the existence of a professional attitude of the teacher (Supardi, 2013: 72)

Thus efforts to maintain and improve teacher performance can be done through education and training. Teachers must always strive to improve their abilities by increasing education and insight into becoming professional teachers. And training activities, coaching and increasing teacher competency can be carried out through existing professional organization forums.

d. Work motivation is related to teacher performance

The results of the study with the aim of knowing the relationship between work motivation (X1) and teacher performance (Y) were carried out at Public Middle Schools in Baguala District, Ambon City. Based on these objectives, the first hypothesis to be tested uses a correlation test *Pearson Product Moment*, so that based on table 4.10 it can be seen that the correlation coefficient found was 0.414 included in the medium category, while from the results of the significance test using the t-test it was known that the sig value was $0.000 < 0.005$ and $t_{table} = 1.979$ was obtained. It turns out that the value of $t_{count} = 5.002$ is greater than t_{table} . The results show that the second hypothesis is accepted, namely that there is a positive and significant relationship between work motivation and teacher performance. The effective contribution of teacher work discipline to teacher performance is 17.1%

The results of this study support the hypothesis put forward in chapter II that there is a positive and significant relationship between work motivation and teacher performance. So in general it can be concluded that the work motivation of state junior high school teachers in Baguala District, Ambon City has a very important relationship to encourage teachers to be able to develop teacher performance, through increasing teacher competency through training, conducting PTK, attending seminars or workshops related to science. knowledge and technology so that they can design and carry out creative learning effectively and efficiently. The work motivation of each teacher is different and differences in motivation will certainly lead to the performance produced by a teacher. That is why Gibson in Uno (2021: 70) states that motivation is the willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to fulfill an individual need.

The work motivation of teachers at SMP Negeri Baguala subdistrict, Ambon City, has contributed sufficiently to teacher performance at school. Because it is appropriate that giving motivation must always be carried out in schools and also for teachers so that the goals of each teacher can also affect the goals of the organization, namely the school. Work motivation that contributes sufficiently to teacher performance is inseparable from the ability and willingness of the teacher himself to excel. The willingness of the teacher is closely related to intrinsic motivation and extrinsic motivation.

Therefore, in the opinion of Malone in Uno (2021: 66), motivation includes intrinsic motivation and extrinsic motivation. Intrinsic motivation arises does not require stimulation from outside because it already exists within the individual himself, that is according to or in line with needs. While extrinsic motivation arises because of stimulation from outside the individual, for example in the field of tasks carried out by the teacher related to his interest in carrying out tasks as a teacher. This interest arises from a teacher to carry out assignments because it relates to the benefits he gets from the assignments he carries out.

The results of this study are in line with previous research conducted by Mukminim (2014), this research shows that the correlation coefficient of the relationship between work motivation and teacher performance is 0.594 in the medium category with sig 0.000, this means that H_0 is rejected and H_a is accepted. Thus it is concluded that there is a positive and significant relationship between work motivation (X1) and teacher performance (Y). the contribution of work motivation variables to teacher performance is 35.2%.

Thus every teacher must be able to be able to increase good work motivation so that he can move, encourage and stimulate himself to carry out an activity that achieves his goals. Teachers must always be able to push themselves so that they can develop themselves according to the development of science and the development of information technology. This is so that teachers can become creative, professional, potential in their duties and responsibilities so as to produce good performance.

e. Work Discipline relates to teacher performance

The results of the study with the aim of knowing the relationship between work discipline (X2) and teacher performance (Y) were carried out at Public Middle Schools in Baguala District, Ambon City. Based on these objectives, the second hypothesis will be tested using a correlation test *Pearson Product Moment*, so that based on table 4.13 it can be seen that the correlation coefficient found was 0.531 included in the medium category, then from the results of the significance test using the t-test it is known that the sig value is $0.000 < 0.005$ and $t_{table} = 1.979$ is obtained. It turns out that the value of t arithmetic is 6,891 greater than t table. The results show that the second hypothesis is accepted, namely that there is a positive and significant relationship between work discipline (X2) and teacher performance (Y). The effective contribution of teacher work discipline to teacher performance is 28.2%. These results reinforce the theory and findings from previous studies regarding the relationship between work discipline and teacher performance.

The results of this study are in line with previous research conducted by Kusumaningtyas (2017) obtained an rcount of 0.553 and a significance value of

0.000. The $r_{count} > r_{table}$ score ($0.553 > 0.213$) and the significance value is less than 0.05 ($0.000 < 0.05$), so H_0 is rejected and H_1 is accepted. It can be concluded that there is a relationship between work discipline and the performance of junior high school teachers in Beji District.

In theory, this research is related to the theory put forward by Qomairah (2020: 65), which states that work discipline is an important element related to teacher performance. Discipline is the willingness of a person who arises with self-awareness. Work discipline is seen as something that has great benefits, both for the benefit of the organization and for employees. For organizations, the existence of work discipline will guarantee the maintenance of order and the smooth implementation of tasks, so that optimal results are obtained.

Thus good work discipline is closely related to teacher performance, so that a teacher must have an attitude of obedience and obedience to the rules that apply at school and around it, so that the growth of discipline will function as forming the values and norms of a teacher, self-control, attitudes and responsibilities for teachers. So that the learning process in schools can be carried out properly and in accordance with its objectives.

f. Work Motivation and Work Discipline are significantly related to teacher performance.

The results of the study with the aim of knowing the joint relationship between work motivation (X1) and work discipline (X2) and teacher performance (Y) were carried out at Public Middle Schools in Baguala District, Ambon City. Based on these objectives, the third hypothesis to be tested obtained a significant value of $0.000 < 0.05$, so it is said that there is a correlation between the Variables of Work Motivation (X1) and Work Discipline (X2) and Teacher Performance (Y), the value of $R = 0.557$. Then from the results of the significance test using the F-test obtained $F_{table} = 3.07$. It turns out that the calculated F price is $27.019 >$ from $F_{table} = 3.07$. These results indicate that the third hypothesis is accepted, namely that there is a positive and significant relationship between work motivation (X1) and work discipline (X2) together with teacher performance (Y). The effective contribution of the two independent variables is 31.0%

The results of this study are in line with previous research conducted by Ferdianto (2016). This research shows that there is a positive and significant relationship between work motivation and work discipline of teachers together with the performance of teachers in elementary schools in the Batik Nau sub-district. The general conclusion is that work motivation and discipline have a significant relationship with teacher performance so that teacher performance is greatly influenced by work motivation and discipline.

Benchmarks of performance are job demands that describe the work results to be achieved. A teacher who is professional and has high performance should have a positive attitude towards the work at hand, this attitude is for example discipline, likes to work seriously, maintains the quality of his work, is responsible, highly dedicated, highly motivated and so on (Wibowo, in Oktaviani and Putra , 2021:295).

Thus work motivation is a condition that influences the behavior or desire of teachers to do work in schools. Work motivation is influenced by two factors,

namely internal and external factors. A teacher must meet these driving factors to meet all his needs so he will have high work motivation.

Teachers must also have good work discipline, namely discipline in time, work procedures, and discipline in everything related to the use of facilities and infrastructure for teaching activities. By complying with all the rules at work, the teacher's performance will be better.

CLOSING

In accordance with the description of the previous chapters, the researcher can draw conclusions regarding the relationship between work motivation and work discipline with teacher performance at Public Middle Schools in Baguala District, Ambon City.

1. Work Motivation of State Middle School teachers in Baguala sub-district, Ambon City, of the 123 teachers who were sampled in this study, 107 teachers (86.99%) had high work motivation and 16 teachers (13.01%) had moderate work motivation.
2. Work Discipline in State Middle School teachers in Baguala sub-district, Ambon City, of the 123 teachers sampled in this study, 43 teachers (34.95%) had very high work discipline, 78 teachers (63.42%) had moderate work discipline and 2 teachers (1.63%) have low work discipline.
3. Teacher performance at State Middle School Baguala sub-district, Ambon City, of the 123 teachers who were sampled in this study, 41 teachers (33.33%) had very high teacher performance, 77 teachers (62.60%) had medium teacher performance and 5 teachers (4 .07%) has low teacher performance.
4. From a simple correlation analysis between work motivation (X1) and teacher performance (Y) obtained r count 0.414 with sig = 0.000 then the value of t count = 5.002 > from t table = 1.979, this means that Ho is rejected and Ha is accepted. Thus it is concluded that there is a positive and significant relationship between work motivation (X1) and teacher performance (Y).
5. From a simple correlation analysis between work discipline (X2) and teacher performance (Y) obtained r count 0.531 with sig = 0.000 then the value of t count = 6.891 > from t table = 1.979, this means that Ho is rejected and Ha is accepted. Thus it is concluded that there is a positive and significant relationship between work discipline (X2) and teacher performance (Y).
6. From the multiple correlation analysis between work motivation (X1) and work discipline (X2) and teacher performance (Y) the R value is 0.557 with sig = 0.000, this means that H0 is rejected and Ha is accepted. Thus it is concluded that there is a positive and significant relationship between work motivation (X1) and work discipline (X2) together with teacher performance (Y). The effective contribution of the two independent variables is 31.0% while the rest is influenced by other factors outside the study.

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