Analysis of Motivation and Work Discipline in Improving Kindergarten Teacher Performance: A Case Study in Kutablang District

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Abstract

Teacher performance in the science teaching and learning process is an important indicator of achieving educational goals. This is the background to the research related to the low performance of teachers in kindergarten / early childhood education in Kutablang District . This study aims to analyze the effect of work discipline (X1) on teacher performance (Y); work motivation (X2) on teacher performance (Y), and the influence of both together on the performance of kindergarten / early childhood education teachers in Kutablang District . This study is a quantitative correlational study with a sample of 120 teachers. Sampling used a random technique with all correlation tests using the SPSS program. The results of the study illustrate that there is a significant correlation between work discipline (X1) and teacher performance (Y) of 56.6% with the weakest dimension being adherence to time rules, the correlation between work motivation (X2) and teacher performance (Y) of 8.9% with weaknesses in the intrinsic motivation dimension, and a significant correlation between the two variables X1 and X2 simultaneously on teacher performance (Y) in Kindergarten / Early Childhood Education in Kutablang District of 56.2% with the regression equation $\hat{Y} = 18.787 + 2.083 X1 + 0.154 X2$. Based on the results of the study, the researcher provides recommendations that teachers should improve discipline, motivation, achievement in carrying out work with a full sense of responsibility and school leaders should always monitor teacher performance in science learning and provide encouragement so that teachers are motivated to improve work discipline.

Keywords: *Teacher Work Discipline; Teacher Work Motivation and Teacher Performance Kindergarten /Preschool in Kutablang District*

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INTRODUCTION

Education is the primary foundation for human resource development and an indicator of a nation's progress. In line with the times, education is no longer merely an individual need but also a social obligation inherent in every citizen (Fauziyyah and Rohyani, 2022). This is reinforced by Law Number 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. One important element in the educational process is the teacher, who plays a central role in guiding and developing students' potential. The quality of education is highly dependent on the quality of teacher

performance (Ayu et al., 2021). Therefore, improving teacher performance is a strategic aspect in achieving national education goals (Rahayu and Dahlia, 2023).

According to data from the Bireuen Regency Education Office (2023), the attendance rate for kindergarten and early childhood education (PAUD) teachers in Kutablang District was only 76%, with 26% of teachers reported as frequently late or absent without clear explanation. Furthermore, principal supervision results indicated that only 64% of kindergarten teachers met the criteria for excellent performance, while the remainder fell into the moderate to low categories (Putra et al. 2024).

Attendance is one of the benchmarks to determine the level of employee discipline, in addition there is an indicator of attendance which is something that becomes the basis for measuring discipline and usually employees who have low work discipline are used to being late to work. Good discipline, motivation and efficacy will greatly influence a person's good performance which will improve the quality of education (Raudatusyifa, et al. 2024; Saskia, et al. 2024). As has been announced in the administration of President Joko Widodo, the main target of the National Long-Term Development Plan (RPJPN) 2025-2045 is an important focus for improving the quality of human resources evenly through quality education, training and development, attitudes and work ethics, mastery of innovation and creativity technology, in order to realize social transformation. In line with this, President Prabowo Subianto issued Presidential Regulation Number 12 of 2025 concerning the National Medium-Term Development Plan (RPJMN) 2025-2029. The 2025-2029 RPJMN is the first stage of implementation of the 2025-2045 RPJPN and the initial foundation for realizing the vision of Golden Indonesia 2045, with national priorities for medium-term development that are a direct implementation of the President's eight missions or Asta Cita President.

Good performance is a step towards achieving organizational goals, so efforts need to be made to improve performance and be able to fulfill their work with the proper quality and quantity, do the work in a timely and disciplined manner and comply with all the rules that exist, then it can have a positive impact on the institution in achieving the desired goals and vice versa (Marimbun, et al. 2023; Bariah, et al. 2023). Teacher performance is a determinant of the success and continuity of the school to achieve its vision, mission and goals, if the performance of the teachers is not good, then the school will not achieve its vision, mission and goals (Majid and Bariah., 2021; Musa, M., 2022 and Agustina and, Mahdi2, 2025) .

Based on initial observations, there are indications of low internal motivation, self *-efficacy* , and weak work discipline, especially in terms of attendance and punctuality. These three factors are important dimensions that have been theoretically proven to influence individual performance in various work fields (Bagaskara and Fauzan, 2024; Fadhilah and Adiwati, 2022; Marimbun, et al., 2023) . The theoretical approach used in this study refers to Herzberg's motivation theory and Bandura's *self-efficacy theory* , which states that a person's belief in their abilities plays a significant role in determining their success in carrying out tasks. Work discipline as an element of modern organizations is also an important indicator of the level of professionalism, which indirectly influences *the brand awareness* of educational institutions (Tabara and Phradiansah, 2024; Sari and Candra, 2020).

Conceptually, teacher performance reflects the professionalism inherent in the institution's identity, and in this context, it can shape public perception of the quality of early childhood education services. Thus, the influence of motivation, self-efficacy, and work discipline impacts not only individual performance but also the institution's reputation, or *brand awareness*, of the school's professionalism.

Based on this background, the problem formulation in this research is:
1. Does motivation have a significant influence on the performance of kindergarten/early childhood education teachers in Kutablang District?
2. Does work discipline have a significant influence on the performance of kindergarten/early childhood education teachers in Kutablang District?

Based on these issues, to create quality teachers, it is necessary to conduct teacher performance testing that can support their improvement. In this case, a problem-solving

strategy can be implemented by examining aspects of motivation and work discipline using a questionnaire that can provide an overview of the influence of these aspects on teacher performance.

METHODOLOGY

The study was conducted on kindergarten teachers in Kutablang District. The population in this study were all teachers in kindergarten and early childhood education (PAUD) in Kutablang District. The sampling technique was saturated sampling, where the sampling technique is when all members of the population are used as samples. Where the sample selection was based on suggestions and input from the head of the PKG (Teacher Activity Center). The planned sample was all kindergarten and early childhood education (PAUD) teachers, namely 120 kindergarten and early childhood education (PAUD) teachers in Kutablang District. The sample was divided into 4 research location points, this was done to make it easier for researchers to collect more accurate data and make it easier for researchers to conduct research. The scale used in this study was a Likert scale.

Data collection technique
The data collection technique in this study used a questionnaire for three aspects: self-efficacy, work motivation, and work discipline on teacher performance, which can be used to develop indicators for each aspect. The scale used in the measurement was a Likert scale, which functions to measure how strong or high teachers' perceptions of work motivation and work discipline are on teacher performance.

Analysis Techniques
Data Analysis Data analysis is currently evaluating data from all respondents who have provided information. After the research is conducted, the data analysis uses Multiple Linear Regression analysis with the help of SPSS *software* . *Measurements in* this study use Correlation Coefficients and t-tests to determine the effect of motivation and work discipline on teacher performance. The variables in this study consist of independent variables, namely Motivation (X2), and work discipline (X1) and the dependent variable, namely teacher performance (Y).
Hypothesis
  a) H1: There is an influence of the work discipline variable (X1) on teacher performance (Y)
     H0: There is no influence of the work discipline variable (X1) on teacher performance (Y)
  b) H1: There is an influence of the motivation variable (X2) on teacher performance (Y)
     H0: There is no influence of the motivation variable (X2) on teacher performance (Y)

RESULTS AND DISCUSSION

Data description is the initial part of the research results and discussion which is part of the measurement of the perceptions of 120 respondents regarding their perceptions of the variables of work discipline (X1), work motivation (X2) and performance (Y) in Kindergarten and Early Childhood Education Teachers in Kutablang District which are processed using the SPSS program. The results of data processing to determine respondents' perceptions of each research variable are obtained based on the total number of respondents' answers and the results are grouped into interval classes according to the Likert scale used.
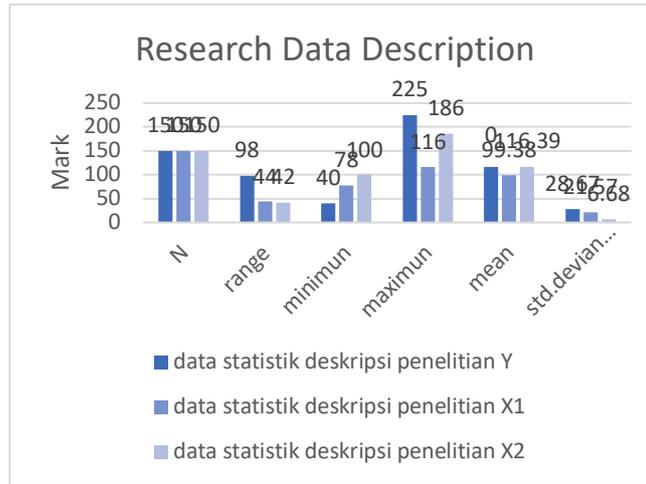
Figure 1. Descriptive Statistics of Research Data for Each Research Variable

Based on Figure 1 above, it shows that the total score of the questionnaire results for the teacher performance variable obtained a minimum score of 140 and a maximum score of 235 with a score range of 95. Respondents' opinions on the work discipline variable obtained a minimum score of 78 and a maximum score of 116 with a score range of 38. Respondents' opinions on the work motivation indicator (X2) obtained a minimum value of 100 and a maximum of 186 with a range of 36. Based on the data as in Figure 1 above, it can be explained for descriptive analysis of the three research variables in Figures 2, 3, and 4.
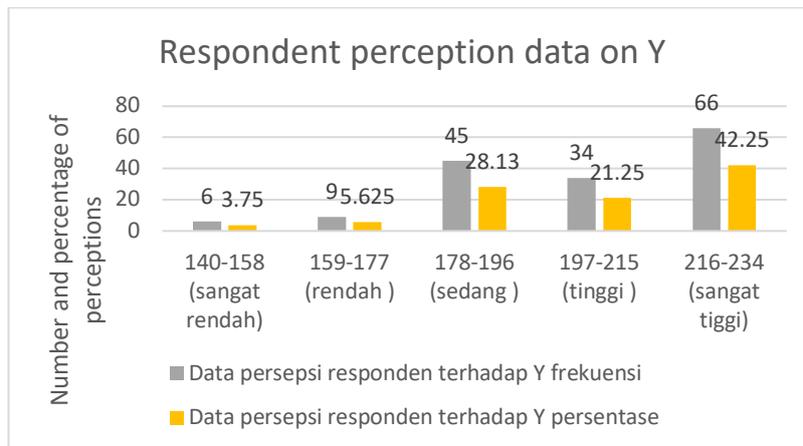

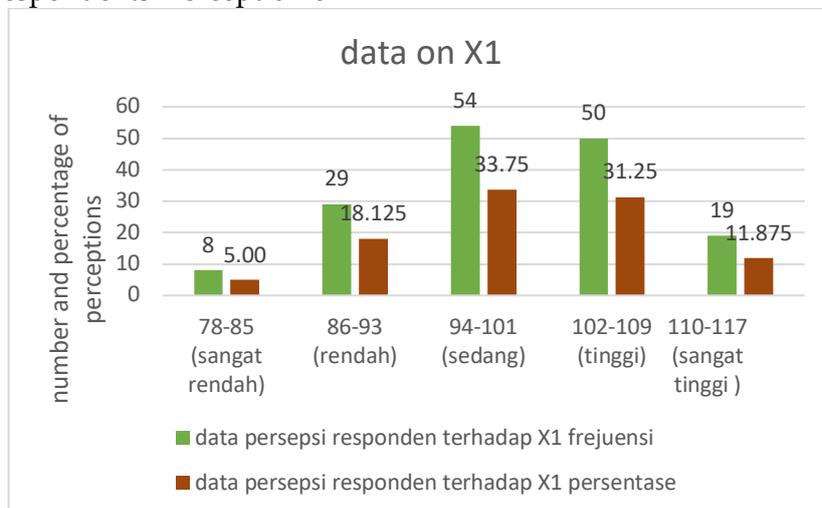Figure 2. Respondents' Perception of Y

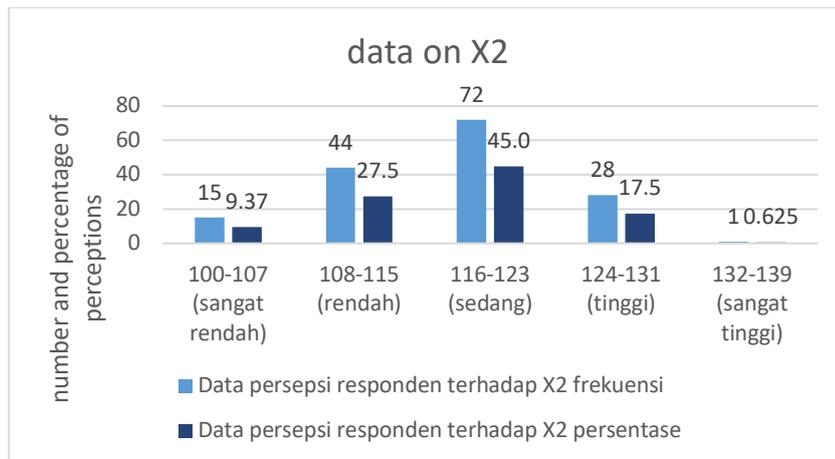Figure 3. Respondents' Perception of X1

Figure 4. Respondents' Perception of X2 Research Results

The results of the influence of work discipline (X1) on teacher performance (Y) or R *Square* / regression value with a value of 0.566 which means that 56.6% of teacher performance is influenced by the teacher's work discipline factor (X1), the remaining figure of 43.4% is teacher performance can be influenced by other factors outside the model studied (other factors). The results of the influence of work discipline (X1) on teacher performance (Y) can be seen in Figure 5.
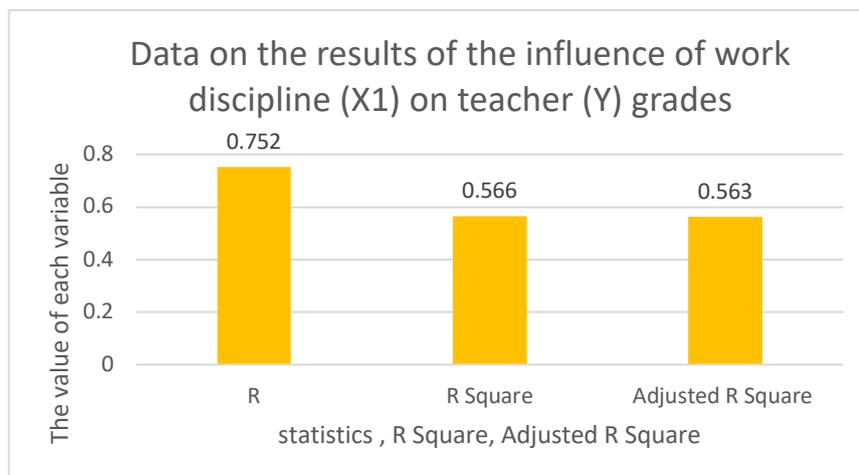

Figure 5. Results of the influence of work discipline (X1) on teacher performance (Y)

The regression test of a teacher's work discipline (X1) on performance (Y) obtained a constant or fixed value of 5.134 and a regression coefficient of 2.127 with a significance of 0.000 so that the regression equation $\hat{Y}$ = 5.134 + 2.127 X1 was obtained. This equation can be explained that the value of 5.134 means that if the teacher's work discipline (X1) is considered a fixed value, the teacher's performance (Y) gets a score of 5.134 and a score of 2.127 means that the regression coefficient has a positive number, meaning that if work discipline (X1) increases, the teacher's performance (Y) also increases and vice versa.

Testing the influence of a teacher's work motivation (X2) on his performance (Y) shows that there is a relationship between teacher work motivation (X2) on his performance (Y) which is at 0.298, which means that there is a relationship or influence with a low category whose significance is smaller than the significance value of 5/100 (0.000 <0.298). The next step is to prove hypothesis 2 whether it is true (hypothesis can be accepted) or false (hypothesis is

rejected). The results of the influence of teacher work motivation (X2) on teacher performance (Y) can be seen in Figure 6.
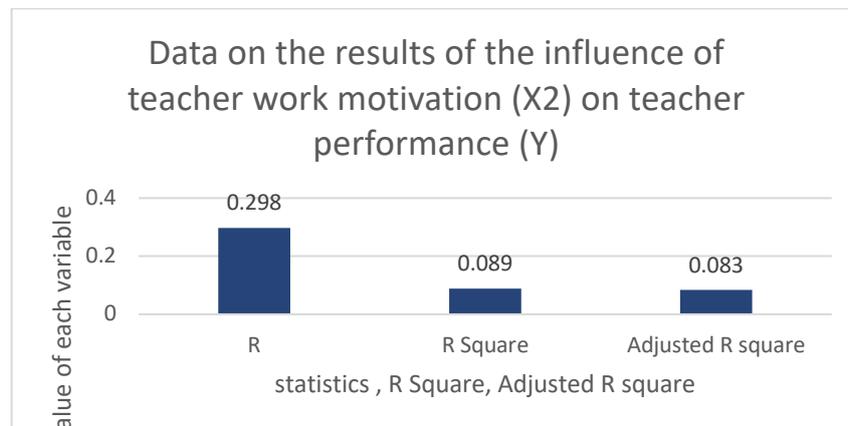

Figure 6. Results of the influence of teacher work motivation (X2) on science learning performance (Y)

Based on Figure 6, it can be explained that the correlation of teacher work motivation to teacher performance (Y) or the R *square value* is 0.089. The figure of 8.9% of teacher performance is influenced by teacher work motivation factors and the remaining 91.1% of science learning performance is influenced by other factors outside the teacher work motivation factor. Figure 10 has a meaning related to the results of the influence of work motivation (X2) on teacher performance (Y) or R *Square* of 0.089 which means that 8.9% of teacher performance is correlated with teacher work motivation factors (X2), the remaining figure of 91.1% means that its performance is correlated with other factors and variables.

The results of the regression test provide a significant regression coefficient of t = 2.940 and significant at a = 0.004 which means that the regression constant is very significant, and t = 3.928 is significant at a = 0% then the regression coefficient of 1.008 has a very significant meaning. The regression test to determine the magnitude of the correlation of a teacher's work motivation (X2) to his performance (Y) obtained a constant score of 88.37 and a regression coefficient number of 1.008 with a significance of 0.000 so that the regression equation is obtained $\hat{Y} = 88.377 + 1.008 X2$. The equation can be explained that the value of 88.377 means that if work motivation (X2) is considered a fixed value then teacher performance (Y) has a value of 88.377 and a value of 1.008 means that the regression coefficient has a positive number, meaning that if work motivation (X2) increases then science learning performance (Y) also increases and vice versa. The conclusion regarding the results above is that teacher performance (Y) is significantly influenced by the good and bad variables of work motivation (X2). Increasing a teacher's work discipline will provide benefits in the form of increasing the teacher's performance, and also the opposite meaning. Testing the Effect of Work Discipline (X1) and Work Motivation (X2) Simultaneously on Teacher Performance (Y) can be seen in Figure 7 below:
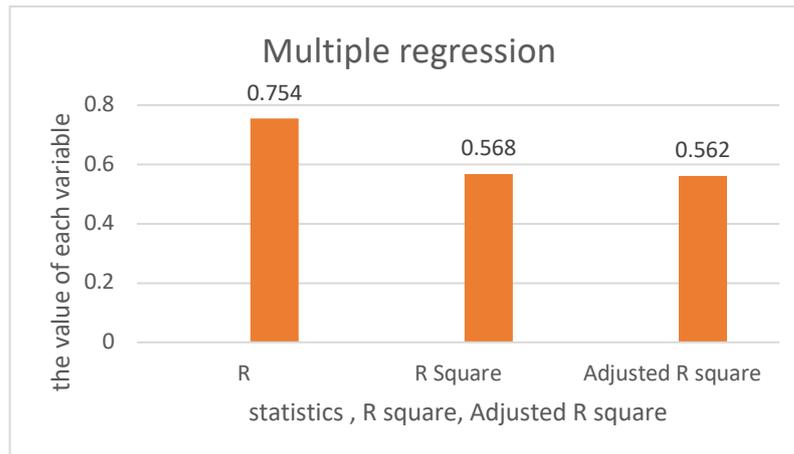
Figure 7. Multiple Regression Results

Figure 7 related to the testing of the influence of a teacher's work discipline (X1) and a teacher's work motivation (X2) simultaneously on their performance (Y) can provide the meaning that the influence of work discipline and work motivation together on teacher performance (Y) obtained an *Adjusted* R *square score* of 0.562, this means that the influence of the variables of work discipline (X1) and work motivation (X2) on teacher performance (Y) has an influence of 56.2%, and the other 43.8% value of the performance of kindergarten and early childhood education teachers in Kutablang sub-district is influenced by other than these two indicators.

The results of the regression coefficient test have a significant multiple regression coefficient t = 0.843 significant at α = 0.401 which means that the regression constant is significant, and t = 13.193 significant at α = 0.000. This means that the regression coefficient of 2.083 is very significant and t = 0.818 significant at α = 0.045, meaning the regression coefficient of 0.154 is very significant. Table 7 provides a fixed value of 18.787 with coefficient values X1 = 2.083 and X2 = 0.154 whose significance values are 0.000 and 0.045, so the correlation equation is Ŷ = 18.787 + 2.083 X1 + 0.154 X2. The regression equation above means that if the constant is 18.787, then the teacher's work motivation is 18.787 even without work discipline and work motivation. The coefficient value of 2.083 is positive for variable X1, and 0.154 is also positive for model or indicator X2, which means that changes in the values of both indicators (X1 and X2), are in line with changes in the science learning performance indicator (Y). Based on the results of this study, the conclusion that researchers can draw is that teacher performance (Y) the performance of kindergarten and early childhood education teachers in Kutablang district is significantly influenced by the variables of work discipline (X1) and work motivation (X2). The increase and decrease of these two variables (X1 and X2) have a significant effect on the variable of teacher performance of kindergarten and early childhood education teachers in Kutablang district.

Discussion of Research Results

Based on the test results and analysis above, it can be stated that the work discipline of a kindergarten and early childhood education teacher in Kutablang sub-district towards science learning performance (Y) is included in the moderate category. Measurement of the dimensions of work discipline found the highest (strongest) value in the compliance dimension at work and the lowest value in the compliance dimension of time rules. Based on the analysis results that the researcher has presented, the work discipline of kindergarten and early childhood education teacher performance in Kutablang sub-district is included in the fairly good (moderate) category, especially in the commitment dimension where teachers have followed agency regulations and carried out tasks according to their respective job descriptions. Weaknesses in work discipline are mainly seen in the presence of teachers in the school environment and during classroom learning.

The results of the regression test in the analysis above indicate that there is a relationship between work discipline (X1) and teacher performance (Y) with a correlation value that falls into the strong category. In addition, the magnitude of the influence of a teacher's work discipline (X1) on teacher performance (Y) obtained an R *Square value* of 0.566, which means that 56.6% of teacher performance is influenced by work discipline. These findings indicate that a teacher's work discipline (X1) has a significant correlation with teacher performance (Y) in kindergarten and early childhood education in Kutablang district.

This aligns with Mailiana and Hayati's (2022) statement that there is a strong correlation between an employee's or teacher's work discipline and their performance. A person's performance is significantly influenced by factors such as work discipline. Furthermore, Sitepu (2019) states that work discipline plays a fundamental role in shaping a person's behavior. A disciplined attitude at work reflects a person's sense of responsibility for the work they do (Priyono et al., 2015).

Teachers or individuals who have a good work discipline attitude can ultimately complete tasks in an efficient manner and achieve maximum results. Discipline means that work is not a burden but rather a way to improve performance. Thus, a disciplined attitude at work has a significant correlation and influence on a person's performance variables (Mailiana & Hayati, 2022). With the regression equation $\hat{Y} = 5.134 + 2.127 X_1$, it can be said that work discipline has a positive and significant correlation with teacher performance (Y) in kindergartens and early childhood education in Kutablang district.

This can be seen at a significance value of 0.00 <5%. This correlation means that the better a teacher's work discipline, the better their science learning performance, and vice versa. The second discussion shows that teacher work motivation in kindergarten and early childhood education (TK) in Kutablang sub-district on teacher performance (Y) is included in the moderate category. Measurement of the dimensions of work motivation found the highest (strongest) value in the extrinsic motivation dimension and the lowest value in the intrinsic motivation dimension. Based on the description above, it can be explained that teacher work motivation in kindergarten and early childhood education (TK) in Kutablang sub-district is included in the fairly good (moderate) category. Therefore, it can be concluded that good performance is definitely the result of good work discipline. From the results above, it can be said that work discipline has a positive and significant correlation with teacher performance (Y) in kindergarten and early childhood education (TK) in Kutablang sub-district. This can be seen at a significance value of 0.00 <5%. This correlation means that the better a teacher's work discipline, the better their performance, and vice versa.

Furthermore, it can be seen that the work motivation of teachers in kindergarten and early childhood education in Kutablang sub-district. towards teacher performance (Y) is included in the moderate category. Measurement of the dimensions of work motivation found the largest (strongest) value in the extrinsic motivation dimension and the lowest value in the intrinsic motivation dimension. Based on the description above, it can be explained that the work motivation of teachers in kindergarten and early childhood education in Kutablang sub-district is included in the fairly good (moderate) category, especially in the self-actualization dimension where teachers should and are given the opportunity to develop themselves.

Based on the results of the regression test, it can be seen that the correlation between work motivation (X2) and teacher performance (Y) obtained a correlation value that is included in the strong category. While the magnitude of the influence of work discipline (X1) on teacher performance (Y) obtained an R *Square value* of 0.089, meaning that teacher performance is only 8.9% influenced by work motivation, the remaining value of 91.1% of teacher performance is caused by factors other than discipline. These results illustrate that a teacher's work motivation has an influence but does not have a significant enough correlation with teacher performance (Y) in kindergarten and early childhood education in Kutablang district. This is in accordance with what Ardiana (2017) stated that a person's work motivation has an impact or has a significant enough correlation with the performance of an accounting teacher (Y) at SMK Kota Mandiri. Based on the results of the regression equation $\hat{Y} = 88.377 +$

1.008 X2, it can be concluded that the teacher's work motivation indicator (X2) has a positive and significant enough correlation with teacher performance (Y) in kindergarten and early childhood education in Kutablang district.

This can be shown by a significance value of 0.000 < 0.05. Because the regression coefficient has a positive score and a significance score (p) < 0.05, the better the teacher's work motivation, the better the science learning performance, and vice versa. The discussion of the last hypothesis shows that the findings of the research results based on the results of data analysis on 160 samples of teachers in kindergarten and early childhood education in Kutablang district stated that teacher work discipline was seen as moderate, work motivation was also seen as moderate by respondents and science learning performance was seen as high. The correlation of work discipline (X1) to teacher performance (Y) was included in the high category, the correlation of teacher work motivation (X2) to teacher performance (Y) was high. The magnitude of the correlation of teacher work discipline and teacher work motivation simultaneously to a teacher's performance (Y) obtained an *Adjusted R square* of 0.562, meaning that the magnitude of the correlation of teacher work discipline and teacher work motivation indicators (X2) to teacher performance (Y) was 56.2% and the other 43.8% was correlated with other factors and indicators not examined in this study.

Based on the above data, it can be concluded that the good or bad performance of teachers in kindergarten and early childhood education in Kutablang district is influenced by teacher work discipline and work motivation. The better these two elements or factors, the better the performance of teachers in kindergarten and early childhood education in Kutablang district will also be, this also has the opposite meaning. If both variables decrease, then the performance variable can also be confirmed to decrease. This is in line with the opinion of Ahmadiansyah (2016) who stated that "motivation in work is one of the things that can provide enthusiasm and encouragement in work. Therefore, motivation in a teacher's work can provide encouragement and motivation to be enthusiastic in work. The strength or weakness of a person's motivation in work also gives big or small results in that person's achievements in work." Based on this theory, a teacher's work motivation can be interpreted as one of the elements that gives a teacher enthusiasm in his work to achieve better performance. Teacher work motivation is a reflection of a teacher's work ability.

CONCLUSION

Based on data processing, it can be concluded that

1) The relationship between work discipline (X1) and teacher performance (Y) obtained an R *Square score* of 0.566, meaning that 56.6% of teacher performance is influenced by a teacher's work discipline, the remaining 43.4% of teacher work motivation is influenced by other variables, with the regression equation Ŷ = 5.134 + 2.127 X1.

2) The relationship between teacher work motivation factors (X2) and teacher performance (Y) is shown by obtaining an R Square value of 0.089, which means that 8.9% of teacher performance is caused by teacher work motivation (X2) and 91.9% of other science learning performance is correlated with other factors outside this study with the regression equation Ŷ = 88.377 + 1.008 X2.

3) The work discipline indicators (X1) and work motivation (X2) together have a positive and significant correlation with teacher work motivation (Y) as seen in the *Adjuster R Square value* of 0.562. This means that both variables, both work discipline and work motivation variables have a correlation of 56.2% and the other 43.8% is influenced by variables other than work discipline and work motivation with the regression equation Ŷ = 18.787 + 2.083 X1 + 0.154 X2.

THANK -YOU NOTE

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