

## The Influence of Motivation and Discipline on Teacher Performance at SDN Kemayoran 11 Pagi

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### ABSTRACT

In the era of globalization, organizational success is highly influenced by the quality of human resources, including in education. Teachers play a strategic role in ensuring effective learning. However, SDN Kemayoran 11 Pagi still faces issues with teacher discipline, especially in terms of inconsistent attendance and suboptimal performance in preparing and utilizing teaching modules based on the Merdeka Curriculum. Unlike many previous studies that measured teacher performance with general indicators, this research specifically evaluates teacher performance through the achievement of teaching modules in the Merdeka Curriculum, which reflects a more contextual and current standard of teacher competence. This study aimed to examine the effect of motivation and discipline on teacher performance. A quantitative approach was applied using saturated sampling, involving all 33 teachers at SDN Kemayoran 11 Pagi. Data were analyzed through multiple linear regression using SPSS. The results showed that motivation and discipline each had a positive and significant effect on teacher performance, both partially and simultaneously. The coefficient of determination indicated that 31.9% of the variation in teacher performance could be explained by motivation and discipline, while the remaining 68.1% was attributed to other factors. These findings imply that schools need to prioritize strategies that strengthen teacher discipline alongside motivation, as these aspects have been empirically proven to enhance teacher performance in implementing the Merdeka Curriculum.

**Keywords:** Motivation, Discipline, Teacher performance

### 1. INTRODUCTION

In the current era of globalization, the demand for high-quality human resources (HR) is increasingly critical as HR plays a key role in determining the success of any organization. Raharjo (2022) emphasized that human resources are fundamental to organizational success due to the prevalence of human-related issues across technical, economic, and social dimensions. Human development, therefore, must be strategically managed to create valuable assets capable of adapting to rapid technological change (Iwan et al., 2022). Effective HR management ensures that organizations can realize their vision, mission, and objectives efficiently. In the education sector, HR plays an equally vital role. The success of educational institutions heavily depends on the quality of teachers. Improving HR and educational standards is essential to elevating education in Indonesia

(Nurfadilah & Fariyah, 2021). Schools not only transmit knowledge but also shape character and competencies, aligning with national education goals that emphasize intellectual and moral development.

According to the Indonesian Law No. 20 of 2003 on the National Education System, educators are responsible for organizing learning processes, evaluating learning outcomes, mentoring, conducting research, and providing community service. High-performing schools require competent educators and efficient HR systems (Murtafiah, 2021). Consequently, professional teachers are critical for delivering quality education (Fahrurrozi & Aziz, 2024). Teacher performance, as defined by Rohman (2020), refers to the outcomes and achievements related to planning, executing, and evaluating learning activities, mentoring students, and demonstrating commitment. High-performing teachers foster a conducive learning environment and improve student academic performance. Teachers with strong work ethics and professionalism significantly enhance school productivity (Pambreni et al., 2023).

Two major factors influencing teacher performance are motivation and discipline (Nurfadilah & Fariyah, 2021). Motivation drives an individual to engage in goal-oriented activities (Andika, 2019), influencing teachers' willingness to invest effort in teaching (Mulang, 2021). On the other hand, discipline reflects consistency and accountability in executing tasks and sets a role model for students (Sriwidiyanti & Lukitoaji, 2023; Kusuma et al., 2022). Teachers with high discipline contribute positively to student performance and educational quality (Zubairi & Abnisa, 2023).

At SDN Kemayoran 11 Pagi, issues related to teacher discipline have been observed over a three-year period. Based on attendance records from 2022 to 2024, a pattern of teacher absenteeism has been documented, including absences due to leave, personal permission, and unexplained reasons. These figures illustrate the pressing need to address discipline-related challenges that hinder teaching effectiveness.

**Table 1. Recapitulation of Teacher Absences at SDN Kemayoran 11 Pagi in the Years 2022–2024**

Year	Total Teachers	Leave (Case)	Permission (Case)	Unexcused Absences (Cases)
2022	34	98	115	150
2023	32	90	108	140
2024	33	92	125	155

Source : SDN Kemayoran 11 Pagi, 2025.

The data underscores the need for consistent teacher presence, especially in implementing curriculum requirements. One such requirement is the development and application of teaching modules, as mandated by the Ministry of Education's Regulation No. 12 of 2024 concerning the Merdeka Curriculum. Teaching modules have replaced lesson plans (RPP) and are crucial for educational effectiveness. However, performance data for 2024 shows moderate achievement levels across indicators such as alignment with learning objectives, timeliness, completeness, and module usage.

**Table 2. Average Teacher Performance Achievement in 2024  
Based on Instructional Modules**

No.	Performance Evaluation Indicator	Target Performance	Average Performance	Description of Issues
1	Alignment of instructional modules with learning outcomes (CP) and objectives	Modules aligned with CP for all subjects	73%	Some teachers' modules are not yet aligned with the learning outcomes in the Merdeka Curriculum
2	Timeliness of module preparation	Completed before the semester begins	70%	Some teachers still prepare modules after the semester has started
3	Completeness of module components	At least 8 components as per standard	68%	Some modules are missing assessment elements or learning reflection
4	Use of instructional modules in teaching	Used in all teaching processes	71%	Modules are not fully used as the main reference in each lesson; some still rely on worksheets (LKS)
5	Evaluation and revision of instructional modules	Evaluated each semester	74%	Not all teachers regularly evaluate and revise modules after use

Source : SDN Kemayoran 11 Pagi, 2025.

These shortcomings suggest ongoing challenges in adopting the Merdeka Curriculum, including limited evaluation and dependency on worksheets instead of teacher-created modules. Observations and interviews with school staff revealed a lack of consistency in module design, limited reflective practices, and timing issues. This indicates the importance of strengthening teacher support through training, motivation reinforcement, and academic supervision. Professional growth among teachers is linked to motivational factors such as internal responsibility, teaching passion, and external rewards like institutional support and recognition (Sitorus, 2020). Empirical studies have validated the impact of motivation (Wardana & Damayanti, 2024; Ayu & Wibowo, 2022) and discipline (Fatmaningrum & Supriyoko, 2024; Riswan, Razak, & Waluyo, 2022) on teacher performance.

However, previous research on this topic reveals mixed results. While some studies report no significant influence of motivation or discipline (Hidayani, Widiyanti, & Santi, 2024; Mulyanto & Perkasa, 2023), others indicate significant positive effects (Wardana & Damayanti, 2024; Fatmaningrum & Supriyoko, 2024). These discrepancies highlight the need for further investigation. Therefore, this study aims to analyze the influence of motivation and discipline on the performance of teachers at SDN Kemayoran 11 Pagi. It seeks to provide deeper insights into performance drivers within the context of curriculum implementation and teacher responsibilities.

## 2. LITERATURE REVIEW

Human Resource Management (HRM) is a critical organizational function that involves recruiting, developing, and retaining employees to ensure operational effectiveness and strategic alignment. HRM encompasses key processes such as workforce planning, recruitment, training and development, performance evaluation, compensation, and labor relations (Sutrisno, 2020). Effective HRM not only supports operational needs but also creates long-term value by aligning human capital with organizational goals (Ramadhani et al., 2023). Structured HRM practices such as recruitment, assessment, and continuous training have been shown to significantly improve employee performance and

organizational outcomes. Importantly, strong leadership is essential in fostering employee motivation and optimizing performance (Pambreni et al., 2022).

Motivation is defined by Hasibuan (2020) as a driving force that generates enthusiasm for work, encouraging individuals to collaborate, perform optimally, and exert their full capabilities in pursuit of job satisfaction. Similarly, Asrianto and Sukmawati (2022) describe motivation as a set of attitudes and values that influence a person in achieving desired goals. In line with this, Widodo and Yandi (2022) emphasize motivation as a condition that directs individuals toward specific objectives, serving as an energy that stimulates internal drive, sustains behavior, and enhances the willingness of employees to work optimally within their work environment. According to Hasibuan (2020), several factors can trigger job satisfaction and serve as indicators of work motivation, namely achievement, recognition, the work itself, responsibility, and advancement.

According to Hasibuan (2020), discipline reflects the awareness and willingness of individuals to comply with all company regulations and applicable social norms. Sinambela and Sarton (2019) define discipline as a person's willingness, stemming from self-awareness, to adhere to organizational rules. Lestari (2023) highlights that discipline enables staff to achieve maximum work effectiveness, including adherence to time, institutional regulations, and established policies. Furthermore, Pahmi et al. (2022) state that discipline is essential for companies to ensure employees work in accordance with regulations, thereby minimizing potential risks within the organization. Pranasari and Khotimah (2021) emphasize four key indicators of discipline within an organization: Obeying time rules, obeying company regulations, obeying rules of behavior at work, and obeying other regulations in the company.

Performance can be interpreted as the achievement of one's work results which are assessed in terms of quality and quantity in carrying out the duties and responsibilities that have been assigned (Mangkunegara, 2020). Similarly, Udriyah et al. (2022) highlight that performance is a crucial aspect in achieving organizational goals and must be supported by effective work environments to ensure consistent improvement. In the educational setting, teacher performance plays a vital role in shaping the quality of education. According to Pambreni et al. (2022), it is one of the primary determinants of school quality, making its improvement a critical focus within the education sector. Furthermore, Sulaimah et al. (2021) explain that teacher performance reflects the ability to prepare and carry out learning in accordance with applicable standards. Silaen (2021) identifies the key indicators of performance as work quality, work quantity, timeliness, effectiveness, and commitment.

Based on the explanation of the theory and indicators of each variable above, the research model can be arranged as follows:

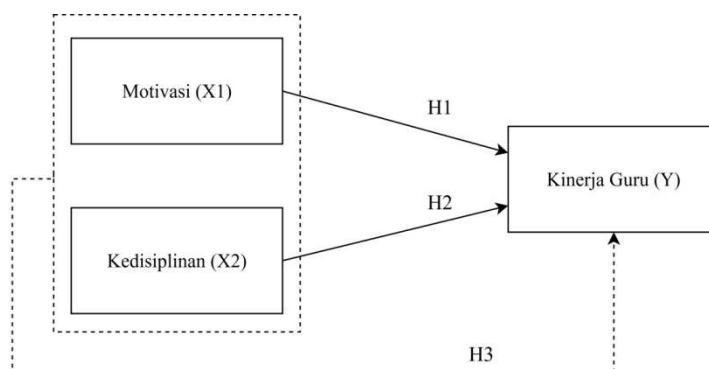


Figure 1. Structural model

The model is used to test the relationship between motivation and discipline on teacher performance. This study has the following hypotheses:

H1 : Motivation has a positive and significant partial effect on the performance of teachers at SDN Kemayoran 11 Pagi.

H2 : Discipline has a positive and significant partial effect on the performance of teachers at SDN Kemayoran 11 Pagi.

H3: Motivation and discipline have a positive and significant simultaneous effect on the performance of teachers at SDN Kemayoran 11 Pagi.

### 3. RESEARCH METHOD

This study aims to analyze the effect of motivation and discipline on teacher performance. The approach used is a quantitative approach, as the research involves numerical data that are statistically analyzed to draw conclusions. According to Sugiyono (2022), quantitative research is based on a positivistic philosophy, where concrete data in the form of numbers are processed using statistical tools to answer research problems and generate conclusions.

#### Techniques of Data Collection

The data used in this study are primary data obtained through distributing questionnaires to respondents. The population in this study were all teachers at SDN Kemayoran 11 Pagi in the 2024/2025 school year, totaling 33 people. The sampling technique used was saturated sampling, because the entire population was sampled. The questionnaire instrument was prepared based on relevant theories, with measurements using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). To design the questionnaire, each research variable was operationalized into indicators and measurement items, as shown in Table below.

**Table 3. Research Variables, Indicators, and Measurement Items**

Variable	Indicators	Number of Item	Source
Motivation (X1)	1. Achievement 2. Recognition 3. The work itself 4. Responsibility 5. Advancement	15	Hasibuan (2020)
Discipline (X2)	1. Punctuality 2. Compliance with organizational rules 3. Workplace behavior 4. Other institutional rules	15	Pranitasari & Khotimah (2021)
Teacher Performance (Y)	1. Work quality 2. Work quantity 3. Timeliness 4. Effectiveness 5. Commitment	15	Silaen (2021)

Source : Developed by the authors, 2025

#### Techniques of Data Analysis

The data obtained were analyzed using multiple linear regression analysis to determine the effect of motivation and discipline on teacher performance, both partially (t test) and simultaneously (F test). This study uses a significance level of 0.05 to determine whether an effect is statistically significant. In the t test, if the significance value (p-value) is less than 0.05, it indicates that the independent variable has a significant effect on the

dependent variable. Conversely, if the significance value is greater than 0.05, it means that the independent variable has no significant effect. Similarly, in the F test, a significance value below 0.05 indicates that the independent variables, when considered together, have a simultaneous and significant effect on the dependent variable. If the value is above 0.05, it shows that there is no simultaneous influence of the independent variables on the dependent variable. In addition, the coefficient of determination ( $R^2$ ) was used to measure how much contribution the motivation and discipline variables make in explaining variations in teacher performance. Data analysis was conducted with the help of SPSS software.

## 4. RESULTS AND DISCUSSION

### Validity and Reliability Testing

#### a. Validity Test

Validity testing was conducted using the item-total correlation (Pearson Product Moment) with a significance level of 5%. An item is declared valid if the correlation coefficient (r-value) is greater than the critical r-table value (0.3440 for  $N = 33$ ).

**Table 4. Validity Test**

Item Statement	R-Calculated	R-Table	Result
X1.1	0,544	0,3440	Valid
X1.2	0,545	0,3440	Valid
X1.3	0,576	0,3440	Valid
X1.4	0,568	0,3440	Valid
X1.5	0,510	0,3440	Valid
X1.6	0,598	0,3440	Valid
X1.7	0,441	0,3440	Valid
X1.8	0,467	0,3440	Valid
X1.9	0,426	0,3440	Valid
X1.10	0,506	0,3440	Valid
X1.11	0,578	0,3440	Valid
X1.12	0668	0,3440	Valid
X1.13	0,592	0,3440	Valid
X1.14	0,544	0,3440	Valid
X1.15	0,547	0,3440	Valid
X2.1	0,420	0,3440	Valid
X2.2	0,454	0,3440	Valid
X2.3	0,484	0,3440	Valid
X2.4	0,500	0,3440	Valid
X2.5	0,483	0,3440	Valid
X2.6	0449	0,3440	Valid
X2.7	0,693	0,3440	Valid
X2.8	0,547	0,3440	Valid
X2.9	0,417	0,3440	Valid
X2.10	0,435	0,3440	Valid
X2.11	0,524	0,3440	Valid
X2.12	0,497	0,3440	Valid
Y.1	0,447	0,3440	Valid
Y.2	0,568	0,3440	Valid
Y.3	0,468	0,3440	Valid
Y.4	0,431	0,3440	Valid
Y.5	0,512	0,3440	Valid
Y.6	0,571	0,3440	Valid
Y.7	0,601	0,3440	Valid

Y.8	0,696	0,3440	Valid
Y.9	0,712	0,3440	Valid
Y.10	0,586	0,3440	Valid
Y.11	0,503	0,3440	Valid
Y.12	0,512	0,3440	Valid
Y.13	0,566	0,3440	Valid
Y.14	0,429	0,3440	Valid
Y.15	0,448	0,3440	Valid

Source : Managed by SPSS, 2025

The results indicate that all questionnaire items for the variables of motivation (X1), discipline (X2), and teacher performance (Y) meet the validity criteria, confirming that the items are appropriate for measuring the intended constructs.

### b. Reliability Test

Reliability testing was carried out using Cronbach's Alpha to assess the internal consistency of the questionnaire items. A variable is considered reliable if the Cronbach's Alpha value exceeds 0.60.

**Table 5. Reliability Test**

Variable	Cronbach's Alpha	Sig.	Result
Motivation (X1)	0,827	0,6	Reliable
Discipline (X2)	0,709	0,6	Reliable
Teacher Performance (Y)	0,822	0,6	Reliable

Source : Managed by SPSS, 2025

The results show that the variables of motivation (X1), discipline (X2), and teacher performance (Y) all have Cronbach's Alpha values above the threshold, indicating that the questionnaire items are reliable and produce consistent measurements.

## Classical Assumption Test

### a. Normality Test

The normality test was conducted to examine whether the data distribution of the independent and dependent variables follows a normal distribution. The Kolmogorov-Smirnov test was employed, with the criterion that a significance value greater than 0.05 indicates normally distributed data.

**Table 6. Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.17063988
Most Extreme Differences	Absolute	0.113
	Positive	0.113
	Negative	-0.063
Test Statistic		0.113
Asymp. Sig. (2-tailed)		0.200
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source : Managed by SPSS, 2025

Based on the results, the significance values obtained were greater than 0.05, indicating that the variables of motivation (X1), discipline (X2), and teacher performance (Y) are normally distributed.

**b. Multicollinearity Test**

The multicollinearity test was conducted to detect potential high correlations among independent variables. The assessment was based on the tolerance and variance inflation factor (VIF) values, with the criteria that tolerance > 0.10 and VIF < 10 indicate no multicollinearity.

**Table 7. Multicollinearity Test**

Model		Coefficients <sup>a</sup>	
		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivation	.973	1.028
	Discipline	.973	1.028

a. Dependent Variable: Teacher Performance

Source : Managed by SPSS, 2025

The test results show that the tolerance values are greater than 0.10 and the VIF values are below 10. Thus, it can be concluded that the regression model is free from multicollinearity among the independent variables of motivation and discipline.

**c. Heteroscedasticity Test**

The heteroscedasticity test was conducted to examine whether variance differences exist in the residuals across observations. The Spearman rank test was applied, with the criterion that a significance value greater than 0.05 indicates the absence of heteroscedasticity.

**Table 8. Heteroscedasticity Test**

		Correlations		
		Motivation	Discipline	Unstandardized Residual
Motivation	Correlation Coefficient	1.000	.259	.022
	Sig. (2-tailed)	.	.146	.903
	N	33	33	33
Discipline	Correlation Coefficient	.259	1.000	.021
	Sig. (2-tailed)	.146	.	.909
	N	33	33	33
Unstandardized Residual	Correlation Coefficient	.022	.021	1.000
	Sig. (2-tailed)	.903	.909	.
	N	33	33	33

Sumber : data diolah SPSS, 2025

The results of the Spearman rank test show significance values of 0.903 for motivation (X1) and 0.909 for discipline (X2). Since both values are greater than 0.05, it can be concluded that the regression model is free from heteroscedasticity.

## Multiple Linear Regression

Multiple linear regression is a statistical model that describes the linear relationship between a dependent variable and a linear combination of several independent variables. This model assumes that changes in the dependent variable can be explained linearly by changes in the independent variables. The regression coefficient in this model indicates the magnitude of the influence of each independent variable on the dependent variable.

**Table 9. Multiple Linear Regression Test Analysis Results**

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	8.822	12.135	
Motivation	.321	.147	.322
Discipline	.619	.200	.458

Source : Managed by SPSS, 2025

Based on the table analysis above, the multiple linear regression equation is obtained as follows:

$$Y = 8,822 + 0,321 X_1 + 0,619 X_2$$

- The constant value is 8.822 which means that the constant is positive and indicates that if motivation (X1) and discipline (X2) are zero, then teacher performance (Y) will increase by 8.822.
- The regression coefficient of motivation (X1) is positive by 0.321 on teacher performance (Y). This shows that every increase in the motivation variable (X1) by one unit, it will contribute to an increase in teacher performance (Y) by 0.321.
- The regression coefficient of discipline (X2) is positive by 0.619 on teacher performance (Y). This shows that every increase in the discipline variable (X2) by one unit, it will contribute to an increase in teacher performance (Y) by 0.619.

## Hypothesis Test

### a. Partial Test (T Test)

The t test was conducted to determine the effect of each independent variable (motivation and discipline) partially on the dependent variable (teacher performance). With 33 respondents and two independent variables, the degree of freedom (df) is 30, resulting in a t-table value of 2.042 at a 0.05 significance level. The following are the partial test results:

**Table 10. T-Test Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.822	12.135		.727	.473
Motivasi	.321	.147	.322	2.180	.037
Kedisiplinan	.619	.200	.458	3.095	.004

Source : Managed by SPSS, 2025

Based on Table 3, the following results can be obtained:

### **H1 : Motivation has a positive and significant partial effect on the performance of teachers at SDN Kemayoran 11 Pagi.**

Testing the first hypothesis shows that the t-count value (2.180) is greater than the t-table value (2.042), and the significance value (0.037) is less than 0.05. Therefore, H1 is accepted, indicating that motivation has a partial effect on teacher performance. This finding aligns with prior studies (Wardana & Damayanti, 2024; Fatmaningrum &

Supriyoko, 2024; Ayu & Wibowo, 2022), which consistently emphasize the role of motivation in enhancing teacher effectiveness. However, it contrasts with studies such as Hidayani et al. (2024) and Utami et al. (2020), which found no significant relationship between motivation and teacher performance, possibly due to contextual differences such as school management systems, work environment, or professional development opportunities.

From a practical standpoint, the findings suggest that schools should strengthen recognition systems and provide regular acknowledgment of teacher contributions, as recognition was the strongest motivational indicator in this study. At the same time, the relatively lower score on the advancement dimension indicates the need for broader opportunities in training and professional development. Policies that balance extrinsic motivation (such as appreciation and recognition) with intrinsic motivation (such as career advancement and responsibility) can create a more sustainable impact on teacher performance.

## **H2 : Discipline has a positive and significant partial effect on the performance of teachers at SDN Kemayoran 11 Pagi.**

Testing the second hypothesis shows that the t-count value (3.095) is greater than the t-table value (2.042), and the significance value (0.004) is less than 0.05. Therefore, H2 is accepted, indicating that discipline has a partial effect on teacher performance. This result is consistent with prior studies (Hermawan et al., 2024; Nabal, 2024; Jayen et al., 2022; Rahmawati et al., 2023; Rodi et al., 2020; Rizal, 2019), which emphasize the critical role of discipline in supporting teacher effectiveness. However, it contrasts with findings by Mulyanto & Perkasa (2023), who found no significant influence of discipline on teacher performance. The divergence in results may be attributed to contextual factors, such as differences in institutional standards of discipline, managerial systems, or variations in how schools enforce rules and monitor compliance.

In practical terms, the findings underline the importance of maintaining and reinforcing a culture of discipline within schools. Teachers who consistently adhere to schedules, school regulations, and professional codes of conduct are more likely to perform effectively in both instructional and administrative tasks. For policy and practice, schools can strengthen this dimension by implementing structured attendance monitoring systems, fostering accountability through transparent evaluation mechanisms, and providing recognition or incentives for teachers who demonstrate exemplary discipline. Such strategies not only enhance teacher performance but also contribute to building a professional and orderly school environment that directly supports the quality of learning.

Furthermore, when comparing the two independent variables, the findings indicate that discipline exerts a stronger influence on teacher performance than motivation. This result suggests that although motivation plays a role in encouraging teachers to work better, consistent adherence to rules and time management has a more direct impact on their overall performance. In the context of the studied school, teacher attendance and punctuality are often emphasized by the principal as the foundation for maintaining learning continuity. For instance, even highly motivated teachers may fail to achieve optimal outcomes if they are frequently absent or late, since such behavior disrupts classroom activities. On the other hand, teachers who consistently comply with school regulations and demonstrate discipline in their daily tasks are more likely to sustain effective teaching practices, which ultimately improves student learning. These findings

highlight that discipline serves as a more critical determinant of performance than motivation within this educational setting.

**b. Simultaneous Test (F Test)**

The f test is used to determine whether the independent variable (motivation and discipline) simultaneously affects the dependent variable (teacher performance). With 33 respondents and two predictors, the degrees of freedom are  $df_1 = 2$  and  $df_2 = 30$ , resulting in an F-table value of 3.316 at a 0.05 significance level. The following are the simultaneous test results:

**Table 11. F-Test Result**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	315.445	2	157.723	8.501	.001 <sup>b</sup>
Residual	556.616	30	18.554		
Total	872.061	32			

Source : Managed by SPSS, 2025

**H3 : Motivation and discipline have a positive and significant simultaneous effect on the performance of teachers at SDN Kemayoran 11 Pagi.**

Testing the third hypothesis using the F-test shows that the F-count value (8.501) is greater than the F-table value (3.316), and the significance value (0.001) is less than the significance level of 0.05. Therefore, H3 is accepted, indicating that motivation and discipline simultaneously have a significant effect on teacher performance. This finding aligns with previous research (Dina et al., 2025; Aswariningsih, 2024; Hermawan et al., 2024; Oktaviani & Putra, 2021; Rizal, 2019), which collectively highlight that both motivational factors and adherence to discipline standards play complementary roles in shaping teacher effectiveness. Together, these variables create a reinforcing effect: motivation provides the drive and enthusiasm, while discipline ensures consistency and accountability.

The simultaneous influence also suggests that relying solely on one factor may not be sufficient. Highly motivated teachers without discipline may lack structure in implementing their enthusiasm, while disciplined teachers without motivation may perform mechanically without innovation or professional growth. Thus, the integration of both dimensions is crucial for optimal performance outcomes.

From a policy and development perspective, the results provide strong justification for schools to design integrated teacher development programs that address both intrinsic motivation and extrinsic discipline. On one hand, policies that encourage recognition, career advancement opportunities, and professional development programs can nurture motivation. On the other hand, the establishment of clear rules, transparent evaluation systems, and accountability mechanisms can reinforce discipline. When implemented together, these strategies can produce a balanced environment where teachers are not only motivated to perform but also consistently adhere to professional and institutional standards, ultimately enhancing the overall quality of education delivery.

**Determination Coefficient Test**

The coefficient of determination test is carried out to determine how much influence the independent variables have on the dependent variable. The coefficient of determination test can be seen from the Adjusted R2 value.

**Table 12. Determination Coefficient Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 <sup>a</sup>	.362	.319	4.30742

Source : Managed by SPSS, 2025

Based on the results of the determination test, the Adjusted R Square value is 0.319 or 31.9%. This indicates that the regression model obtained, where the independent variables (Motivation and Discipline), influence the performance of teachers at SDN Kemayoran 11 Pagi by 31.9%. Meanwhile, the remaining 68.1% is influenced by other factors not examined in this study. Referring to previous research and relevant literature, these factors may include workload, work stress, work environment, and leadership style, which could play an important role in shaping teacher performance. Therefore, future research is encouraged to include these variables to provide a more comprehensive understanding of teacher performance.

### Comparative Influence of Motivation and Discipline on Teacher Performance

To provide a clearer understanding of the relative strength of each independent variable, this section compares the influence of motivation and discipline on teacher performance. The comparison is based on the standardized regression coefficients, which indicate the dominant factor contributing to teacher performance.



Figure 2. Comparative Influence of Motivation and Discipline on Teacher Performance

In the context of SDN Kemayoran 11 Pagi, one of the practical challenges observed by the school principal relates to teacher attendance and punctuality, which often become critical indicators of professional discipline. This real situation aligns with the statistical findings, where discipline demonstrates a stronger effect ( $\beta = 0.458$ ) compared to motivation ( $\beta = 0.322$ ) on teacher performance. The implication is that teachers who consistently adhere to schedules and institutional regulations provide a more reliable foundation for the continuity of learning activities in the classroom. Nevertheless, the role of motivation cannot be overlooked, as motivated teachers tend to bring enthusiasm, creativity, and dedication that enrich the teaching process. Taken together, these results emphasize that while discipline stands as the more decisive factor in sustaining performance, motivation also plays an essential complementary role in ensuring effective teaching outcomes.

## 5. CONCLUSION

Based on the results of this study on the influence of motivation and discipline on the performance of teachers at SDN Kemayoran 11 Pagi, it can be concluded as follows:

- a. Motivation partially has a positive and significant influence on teacher performance. This means that the higher the motivation of a teacher, the higher the performance of the teacher. With these results, increasing teacher motivation can be used as one of the main focuses in the management of teaching staff. Teachers who have high motivation tend to be more enthusiastic in carrying out their duties, so it is important for schools to create a work atmosphere that encourages their enthusiasm.
- b. Discipline partially has a positive and significant effect on teacher performance. This means that the higher the discipline of a teacher, the higher the teacher's performance. This result shows that familiarizing discipline in the school environment plays an important role in improving teacher performance. Therefore, schools need to set clear and consistent rules, and provide concrete examples so that discipline becomes part of the daily work culture.
- c. Motivation and discipline simultaneously have a positive and significant influence on teacher performance. This means that the higher the motivation and discipline of a teacher, the higher the teacher's performance. This result indicates that motivation and discipline cannot be separated in an effort to improve teacher performance. Therefore, schools need to pay attention to both in a balanced manner, for example by providing encouragement while enforcing rules that encourage teacher responsibility in carrying out their duties.

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