

THE INFLUENCE OF WORK ETHIC, MOTIVATION, AND WORK DISCIPLINE ON TEACHER PERFORMANCE

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ABSTRACT

This study was conducted to analyse the influence of work ethic, motivation, and discipline on teacher performance based on the perceptions of teachers at Patra Dharma High School, Balikpapan. The study population consisted of 61 teachers, while the sample used was 34 permanent teachers. The analysis technique used was multiple linear regression with SPSS 25 software. The results showed that Work Ethic (X1) had a positive and significant influence on Teacher Performance (Y), as indicated by a calculated t-value of 5.066, greater than the t-table of 2.04227, and a significance value of $0.000 < 0.05$. The obtained regression coefficient value was $\beta = 1.230$. Furthermore, the Motivation variable (X2) was also proven to have a positive and significant influence on Teacher Performance (Y), with a calculated t-value of $2.629 > 2.04227$, a significance value of $0.013 < 0.05$, and a regression coefficient of $\beta = 0.864$. Furthermore, Work Discipline (X3) was found to have a positive and significant partial effect on Teacher Performance (Y). This is evident from the calculated t-value of 2.086, which is greater than the t-table of 2.04227, with a significance level of $0.046 < 0.05$, and a regression coefficient of $\beta = 0.390$.

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

1. INTRODUCTION

Education plays a fundamental role in shaping a nation's civilization and the quality of its human resources. In the modern era, rife with global challenges, a nation's progress depends heavily on the level of education of its citizens. Education is not merely a means of transferring knowledge, but also plays a role in character building, mastering life skills, and instilling moral values. Technological developments and the dynamics of the times require teachers to become increasingly complex. Teachers are not only required to master the material but also to be able to adapt innovative learning methods, including the use of technology. This challenge becomes increasingly crucial with changes in the curriculum and the diversity of student characters and needs.

Patra Dharma Balikpapan High School, a high school under the auspices of PT Pertamina and located on Jalan Warukin III Panorama, Central Balikpapan District, is committed to creating a learning environment that supports the academic and character development of students. To achieve this, school management needs to manage and optimize resources, particularly teaching staff. (Hasibuan, n.d.) (2019:87) states that management is the science and art of effectively and efficiently managing the use of human and other resources to achieve specific goals. Good management is essential in the world of education to address challenges such as financial management, policy dynamics, and improving service quality. According to (Kurniawati, 2021), human resource management is the study of

how to manage relationships and the roles of the workforce efficiently and effectively so that they can contribute optimally to achieving organizational, employee, and societal goals.

Teachers play a strategic role in the entire learning process, making professional and planned management crucial. Patra Dharma Balikpapan High School strives to ensure that each teacher performs their duties according to established performance standards.

According to Sukoco (2019:43), teacher performance reflects their ability to carry out their duties in accordance with learning objectives, including planning, implementation, classroom management, and assessment of learning outcomes. At Patra Dharma Balikpapan High School, there are five indicators of teacher performance: personality, administration, teaching ability, loyalty, and achievement and creativity. These five indicators fluctuated during the 2022–2024 period. In 2024, the loyalty and personality indicators increased to 85%, administration reached 87% (good category), teaching ability reached 85% (good category), and achievement and creativity reached 87% (good category). Although there was a significant increase in 2022–2023, there was a decline in 2024, indicating issues that require further investigation. Therefore, the formulation of the problem raised in this study is as follows; Do Work Ethic, Work Motivation and Work Discipline partially influence teacher performance and with the aim; To find out and analyse the relationship and influence of Work Ethic, Work Motivation and Work Discipline partially on teachers at SMA Patra Dharma Balikpapan.

According to (Hartatik, 2018) work ethic is the attitude and perspective of an

individual or group toward their work. Work ethic reflects how a person interprets and consistently carries out their work. Research indicates a research gap regarding the influence of work ethic on performance. A study by (Alfathan et al., 2022) found that work ethic had a positive and significant effect on teacher performance, while research by (Yusuf, 2023) showed a negative and insignificant effect.

Motivation, according to (Apandi, 2018), is a drive that arises from within a person, prompting them to carry out activities sincerely, enthusiastically, and earnestly to achieve the best results. A research gap is also evident in the relationship between motivation and performance. Research by (Widianto & Pamungkas, 2024) demonstrated a positive and significant influence of motivation on teacher performance, while research by (Alfiyan, 2024) found a negative and significant influence.

Meanwhile, work discipline, according to (Sinambela, 2016), is a means for leaders to direct employees to conform to applicable regulations. Good discipline is correlated with increased work performance. However, research on work discipline has also yielded mixed results. A study by (Putri, 2024) demonstrated a positive and significant influence of discipline on teacher performance. On the other hand, research by (Romeri, 2023) stated that work discipline has a negative and insignificant effect on performance.

2. RESEARCH METHODS

The population in this study consisted of 61 respondents, consisting of 34 permanent teachers and 24 non-permanent teachers. This study used a quantitative approach with a purposive sampling technique, which determines the sample based on certain criteria and

considerations ((Sugiyono, 2019)). Based on these criteria, the number of respondents used in the study was 34 permanent teachers at the foundation.

Data testing in this study used multiple linear regression analysis. Before conducting the regression test, the research variables were first tested using classical assumption tests. The classical assumption tests used include: a. Linearity, Test, b. Normality Test, c. Heteroscedasticity Test, d. Multicollinearity Test, and e. Autocorrelation Test. This study involved 34 respondents with the variables tested consisting of independent variables, namely work ethic, motivation, and work discipline, and the dependent variable, namely teacher performance. Validity testing was carried out by comparing the calculated R-value (correlation item-total correlation) to the r-table. An item is declared valid if the calculated R-value $>$ r-table, namely the calculated R-value must be greater than 0.3388. Conversely, if the calculated R-value $<$ r-table, then the instrument item is declared invalid. The r-table value is obtained based on degrees of freedom (df) = $n - 2$, so with the number of respondents $n = 34$, then df = 32

3. RESEARCH RESULTS AND DISCUSSION

This study involved 34 respondents with the variables tested consisting of independent variables, namely work ethic, motivation, and work discipline, and the dependent variable, namely teacher performance. Validity testing was carried out by comparing the calculated R-value (correlation item-total correlation) to the r-table. An item is declared valid if the calculated R-value $>$ r-table, namely, the calculated R-value must be greater than 0.3388. Conversely, if the calculated R-value $<$ r-table, then the instrument item is declared invalid. The r-table value is obtained based on degrees of freedom (df) = $n - 2$, so with the number of

respondents $n = 34$, then df = 32. The instrument trial was conducted with 34 respondents. The variables tested consisted of the independent variables, namely work ethic, work motivation, and work discipline, and the dependent variable, teacher performance. The instrument's validity was determined by comparing the calculated R-value (item-total correlation) with the r-table. An item is considered valid if the calculated R-value is greater than the r-table. With 34 respondents, the obtained degrees of freedom (df) was 32 (df = $n - 2$), resulting in an r-table of 0.3388. If the calculated R-value is less than the r-table, the item is considered invalid. The test results showed that all items in the variables Work Ethic (X1), Work Motivation (X2), Work Discipline (X3), and Teacher Performance (Y) had calculated R-values greater than the r-table (0.3388). Thus, all variables used in this study were declared valid.

Reliability Test

Data is considered reliable if it meets the requirement that the calculated R-value $>$ r-table, with an r-table value of 0.3388. Based on the analysis results displayed in Table 1, it is known that the variables of work ethic, motivation, work discipline, and teacher performance have alpha coefficient values of more than 0.60 and exceed the r-table limit of 0.3388. Thus, it can be concluded that the research instrument used to measure these four variables has a good level of reliability and is suitable for use. Based on the results of data processing using SPSS 25, the reliability test shows that the Work Ethic variable (X1) has a Cronbach's Alpha value of 0.959, Work Motivation (X2) of 0.770, Work Discipline (X3) of 0.671, and Teacher Performance (Y) of 0.975. All of these values are above 0.60, so it can be concluded that all variables in this study are reliable.

Multiple Linear Regression Test

A multiple linear regression analysis was carried out to assess how strongly the three independent variables influence the dependent variable. The findings from this analysis are intended to serve as a basis for formulating suggestions and recommendations for the institution.

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
I (Constant)	-26.228	15.227		1.722	.095
Work Ethic X ₁	1.230	.243	.619	5.066	.000
Motivation X ₂	.864	.329	.319	2.629	.013
Work Discipline X ₃	.390	.187	.139	2.086	.046

a. Dependent Variable: Teacher Performance (Y)

Each regression coefficient indicates the extent of the independent variable's influence on the dependent variable, assuming that the other variables in the model remain unchanged. The constant (β_0) value of -26.228 indicates that if Work Ethic (X₁), Motivation (X₂), and Work Discipline (X₃) are all zero, then Teacher Performance (Y) is estimated at -26.228.

The Work Ethic coefficient (β_1) of 1.230 indicates a positive effect, meaning that every one-unit increase in work ethic will increase Teacher Performance by 1.230 units, holding other variables constant. The Motivation coefficient (β_2) of 0.864 also reflects a positive relationship, meaning that a one-unit increase in motivation will increase Teacher Performance by 0.864 units.

The Work Discipline coefficient (β_3) of 0.390 indicates that every one-unit increase in work discipline will increase Teacher Performance by 0.390 units, provided that other variables remain unchanged. This interpretation provides an overview of the direction and magnitude of the contribution of each independent variable to the dependent

variable in the regression model of this study.

Hypothesis Testing

Partial Test (t-Test)

The Partial Effect of Work Ethic (X₁) on Teacher Performance (Y)

The t-test results in the SPSS output show that the Work Ethic variable has a coefficient (β) of 1.230 with a calculated t-value of 5.066, higher than the t-table of 2.04227. A significance value of 0.000, which is less than 0.05, confirms that H₁ is accepted and H₀ is rejected. Thus, work ethic has been proven to have a positive and significant effect on teacher performance partially.

The Partial Effect of Motivation (X₂) on Teacher Performance (Y)

The t-test on the Motivation variable yielded a coefficient (β) of 0.864, with a calculated t-value of 2.629, exceeding the t-table of 2.04227 and a significance value of 0.013 < 0.05. This indicates that H₂ is accepted and H₀ is rejected, thus confirming that motivation has a positive and significant effect on teacher performance partially.

The Partial Effect of Work Discipline (X₃) on Teacher Performance (Y) For the Work Discipline variable, the t-test results show a coefficient (β) of 0.390, with a calculated t-value of 2.086, which is greater than the t-table of 2.04227, and a significance value of 0.046 < 0.05. Based on these results, H₃ is accepted and H₀ is rejected, indicating that work discipline has a positive and significant partial effect on teacher performance.

DISCUSSION

The Influence of Work Ethic on Teacher Performance

Testing the first hypothesis regarding the influence of work ethic on teacher performance showed positive and significant results. Based on a partial t-test, the regression coefficient (β) for the Work Ethic variable was 1.230, with a

calculated t of 5.066, which is greater than the t -table value of 2.04227, and a significance value of $0.000 < 0.05$. This finding confirms that H_1 is accepted and H_0 is rejected, thus concluding that work ethic has a positive and significant effect on teacher performance partially.

These results are further supported by the respondents' characteristics based on length of service, where 16 teachers (47.1%) have worked for more than 15 years. This indicates long-term stability and dedication in the workplace. Furthermore, the majority of respondents (88.2%) have a bachelor's degree and all are permanent teachers, indicating high professionalism and commitment. This situation reinforces the hypothesis that a good work ethic is formed through work experience and ongoing professional commitment.

The high average value of the work ethic variable (X_1) is particularly evident in the "sincere work" indicator. This is reflected in the average score of 4.85 for the statement "I work with the intention of worship and responsibility" ($X_{1.1}$), indicating that most teachers carry out their duties based on strong spiritual values and moral responsibility. This intrinsic drive influences teachers' consistency, dedication, and sincerity in carrying out their duties—from lesson planning and teaching to student guidance and evaluation.

Overall, this study confirms that work ethic significantly contributes to improving the performance of Patra Dharma Balikpapan Senior High School teachers. Teachers with a strong work ethic are not only able to carry out their duties well, but also demonstrate exemplary behaviour, discipline, and loyalty to their responsibilities as educators. A strong work ethic is an essential foundation for optimal teacher performance, both in teaching activities, professional development, and participation in school activities. Therefore, the stronger a teacher's work

ethic, the better their performance in realizing effective and high-quality learning.

The results of this study align with those of Zaenal Arifin Alfathan & Hendri Winata (2022), who stated that work ethic has a positive and significant effect on teacher performance. However, these findings differ from those of Ahmad Yusuf & Yesi Elsandra (2023), who found that work ethic has a negative and insignificant effect on teacher performance.

The Influence of Motivation on Teacher Performance

The second hypothesis test regarding the influence of motivation on teacher performance showed positive and significant results. Based on the partial t -test, the regression coefficient (β) for the Motivation variable was 0.864, with a calculated t of 2.629, which is greater than the t -table value of 2.04227, and a significance level of $0.013 < 0.05$. Therefore, H_2 is accepted and H_0 is rejected. Therefore, it can be concluded that motivation has a positive and significant effect on teacher performance partially. This means that the higher the level of motivation a teacher possesses, the better their performance in carrying out their duties.

This finding is further supported by the characteristics of the respondents: 47.1% of teachers have served for more than 15 years, the majority are between the ages of 40 and 60, and almost all have at least a bachelor's degree. This composition reflects professional maturity, high commitment, and a strong sense of responsibility, which contribute to high levels of work motivation.

Descriptively, the "drive to achieve goals" indicator is the most prominent aspect in shaping teacher motivation. The statement "I have high hopes for my students' future" ($X_{2.2}$) received the highest average score, at 4.85%, indicating that student success is a

primary source of motivation. The statement "I have targets I want to achieve as a teacher" (X2.1), with an average score of 4.79%, also demonstrates a clear goal orientation. These high average scores indicate that teacher motivation impacts not only overall performance improvement but also learning planning, implementation, and evaluation.

The results of this study confirm that motivation significantly contributes to improving teacher performance at Patra Dharma Balikpapan High School. Teachers with high motivation tend to be proactive, enthusiastic, responsible, and strongly committed to carrying out their duties. This internal motivation not only strengthens the quality of the learning process but also helps teachers achieve educational goals and support school progress.

This finding is consistent with research by Aldian Nuri Widiyanto and Ibrahim Bali Pamungkas (2024), which showed that motivation has a positive and significant effect on teacher performance. However, the results of this study differ from the findings of Riska Sifi Alfian and Damayanti (2024), which showed that motivation had a negative and significant effect on teacher performance.

The Influence of Work Discipline on Teacher Performance

The third hypothesis testing regarding the influence of work discipline on teacher performance showed positive and significant results. Based on the partial t-test, the regression coefficient (β) for the Work Discipline variable was 0.390, with a calculated t of 2.086, which is greater than the t-table value of 2.04227, and a significance level of 0.046 <0.05 . Therefore, H3 is accepted and H0 is rejected, concluding that work discipline has a positive and significant effect on teacher performance partially.

This finding is supported by the characteristics of the respondents: 47.1%

of teachers have worked for more than 15 years, and most are between the ages of 40 and 60. Furthermore, almost all respondents have completed at least a bachelor's degree. This reflects a high level of maturity, professionalism, and work maturity, which contributes to the development of good work discipline. Teachers with extensive experience tend to demonstrate strong adherence to regulations, punctuality, and a high awareness of their professional responsibilities. The high average score for the work discipline variable also indicates teachers' positive attitudes toward school obligations and regulations. Descriptive analysis shows that the reward indicator, expressed through the statement "I continuously strive to improve my performance to provide the best for my students" (X3.4), achieved the highest average score of 4.73%, and falls into the "strongly agree" category. This demonstrates a strong commitment from teachers to continuously improve work quality and deliver the best possible performance in carrying out their professional duties.

Overall, the results of this study confirm that work discipline significantly contributes to improving the performance of teachers at Patra Dharma Balikpapan High School. A high level of discipline creates an orderly, organized, and professional work environment, which ultimately has a positive impact on the learning process and the achievement of educational goals. Therefore, the higher a teacher's work discipline, the more optimal their performance in carrying out their educational duties.

These results align with research by Anja Natalia Putri, Yasir Arafat, Hery Setiyo N., and Wiwik Ariesta (2024), which found that work discipline has a positive and significant effect on teacher performance. However, these findings differ from the research of Rosmeri Br Tarigan, Agapitus H. Kaluge, Simon Sia Niha, Damianus Talok, and Henny A.

Manafe (2023) which shows that work discipline has a negative and insignificant effect on teacher performance.

4. CONCLUSION

Based on the results of a study entitled "The Influence of Work Ethic, Motivation, and Work Discipline on Teacher Performance at Patra Dharma Balikpapan High School," several important findings were uncovered. This study indicates that work ethic has a positive and significant influence on teacher performance. Teachers with a strong work ethic tend to demonstrate enthusiasm, a sense of responsibility, and loyalty in carrying out their duties, thus enabling them to achieve optimal performance.

Motivation has also been shown to have a positive and significant influence on teacher performance. Teachers with high motivation are generally more enthusiastic, active, and committed to the learning process. Furthermore, they strive to develop their own competencies and achieve learning targets.

Work discipline also has a positive and significant influence on teacher performance. Disciplined teachers are able to manage their time well, comply with regulations, and complete assignments neatly and on time. A strong level of discipline contributes to the creation of an orderly and professional learning environment in schools.

This study has limitations because it only covers four variables: work ethic, work motivation, work discipline, and teacher performance. Therefore, it is recommended that future researchers expand the scope of their research by including other subjects, such as

educational staff (administration) and students.

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