

The Effect of Work Discipline and Work Motivation on Teacher Performance at SMA Negeri 1 Keumala, Pidie Regency, Indonesia

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Abstract

Teacher performance remains uneven across Indonesian public schools, and evidence on whether work discipline or work motivation matters more is inconsistent. This study examined how work discipline and work motivation, separately and jointly, predict teacher performance at SMA Negeri 1 Keumala, Pidie Regency, Aceh. A quantitative, cross sectional correlational survey was conducted with 44 of the school's 48 teachers, selected by proportionate stratified random sampling according to employment status. Data were collected with a validated five point Likert questionnaire and analysed by multiple linear regression in SPSS 26 after classical assumption testing. Work discipline ($t = 3.847$, $p < .001$) and work motivation ($t = 4.213$, $p < .001$) were each positively and significantly associated with teacher performance, and together they explained 60.4% of its variance ($F = 31.26$, $p < .001$; $R^2 = .604$). Squared semipartial correlations showed that motivation uniquely accounted for 17.1% and discipline for 14.3% of the variance, with about 29% shared, indicating comparable and largely overlapping contributions rather than a clearly dominant predictor. The study contributes evidence from a postpandemic Acehese school, where such data are scarce, and shows that discipline and motivation act as complementary rather than competing levers of performance. Practically, school leaders should combine consistent, transparent supervision of attendance and duties with recognition and professional growth opportunities that sustain teachers' motivation. Because the design is cross sectional and single site, the findings indicate associations rather than causal effects.

Keywords: work discipline; work motivation; teacher performance; senior high school; Pidie Regency.

INTRODUCTION

Across education systems, teachers are regarded as the most influential school based factor in student learning, and international surveys continue to identify teachers' working conditions, professional learning, and motivation as policy priorities (OECD, 2019). Law No. 20 of 2003 on the National Education System frames strong teacher performance as a precondition for achieving the country's broader educational objectives. In practice, however, teacher performance across many Indonesian regions, Pidie Regency included, continues to fall short of the standards envisioned by policy. Indonesia illustrates why the behavioural drivers of performance deserve attention: a large randomized evaluation showed that doubling the base pay of certified teachers raised their satisfaction with income but produced no improvement in student learning (De Ree et al., 2018). Financial incentives alone, in other words, do not secure better teaching, which makes everyday factors such as discipline and motivation an urgent object of study.

SMA Negeri 1 Keumala, a public senior high school located in Keumala Subdistrict, Pidie Regency, Aceh Province, illustrates this gap. Preliminary observations and interviews with the school principal revealed several recurring concerns: some teachers arrive late or leave before the scheduled end of the school day; lesson-planning documents are not always prepared before the start of the academic year; participation in professional-development activities such

as training sessions and seminars remains low; and enthusiasm for innovating classroom instruction appears to have declined, particularly in the aftermath of the COVID-19 pandemic. The postpandemic decline in instructional enthusiasm is consistent with international evidence that the abrupt change in working practices during COVID-19 strained teachers' sense of purpose and professional identity (Kim et al., 2020). These problems are therefore not merely administrative; they point to the erosion of the two behavioural foundations of teaching quality examined in this study.

Among the many determinants of teacher performance, work discipline and work motivation are consistently identified in the literature as the two most influential. Investigating a public senior high school in Tangerang Regency, Junaidi & Maukar, (2023) reported that discipline and motivation jointly exerted a significant effect on teacher performance. At a more conceptual level, Armstrong & Baron, (2022) describe discipline and motivation as the two central pillars of performance management within any organization. Teacher performance can be defined as the measurable outcome a teacher produces while carrying out professional duties in accordance with established competency standards (Mangkunegara, 2021).

Work discipline denotes the attitudes, conduct, and actions of an individual that conform to an organization's written and unwritten rules (Hasibuan, 2019). Internationally, Madiistriyatno, (2022) found that discipline, when reinforced through motivation and training, significantly improves employee productivity, while Nur Aeni et al., (2024) demonstrated a positive relationship between discipline and both motivation and performance among elementary school teachers in Makassar. In a related study conducted in Blang Mangat Subdistrict, Aceh, Nurmawati et al., (2023) examined how the work environment and work discipline influence teacher performance with motivation acting as an intervening variable among junior secondary school teachers, finding that discipline affects performance both directly and indirectly through motivation. Closer still to the present setting, Fajri & Konadi, (2022) examined motivation, communication, and competence as predictors of the performance of public elementary school teachers in Meurah Dua, Pidie Jaya, but did not model discipline, so evidence on how discipline and motivation operate together in Pidie secondary schools is still missing.

Work motivation is the inner impulse that drives an individual to act (Uno, 2014). Kumar, (2023) reports a strong association between motivation and teaching performance, noting that highly motivated teachers tend to display greater commitment to self-development and instructional practice, while Silalahi & Nazmia, (2022) found that motivation, leadership, and competence jointly shape teacher performance. The present study draws on Herzberg, (1959) two-factor theory, which separates hygiene factors, such as salary, working conditions, and interpersonal relationships, from motivator factors, such as achievement, recognition, and professional growth.

Empirically, Febriani et al., (2023) found that discipline and motivation together produced a marked effect on teacher performance among public elementary school teachers in Rambutan District, Banyuasin, South Sumatra, whereas Junaidi & Maukar, (2023) found that, once discipline was taken into account, motivation was not a significant predictor of teacher performance in Tangerang Regency. Azahra & Putri, (2023) went further, suggesting that in certain contexts motivation outweighs discipline as a predictor of teacher performance. Self-determination theory adds that it is the quality of motivation, autonomous rather than

controlled, that sustains effort and engagement (Ryan et al., 2020), and reviews of teacher motivation and teachers' psychological characteristics link these attributes to instructional effectiveness and well-being (Bardach et al., 2022; Han & Yin, 2016).

Robbins & Judge, (2023) suggest that consistent discipline establishes productive work habits, whereas motivation supplies the energy and direction behind those habits; together they yield optimal and sustained performance. In a large-scale quantitative study, Khairuddin et al., (2024) found that discipline, motivation, and the work environment jointly explain a significant proportion of variance in teacher performance, while Suciningrum et al., (2021), applying multiple regression to 100 senior and vocational high school teachers, reported that motivation and discipline together explained 57.9 percent of the variance in teacher performance ($R^2 = .579$). More recently, Sibarani et al., (2025) found that discipline can act as a mediating mechanism linking motivation to performance, pointing to a dynamic rather than purely additive relationship between the two constructs.

Read critically, this literature leaves three issues unresolved. First, findings on the relative weight of the two predictors conflict: discipline dominated and motivation added little in Pekalongan vocational schools (Hidayat et al., 2022), motivation lost significance once discipline was controlled in Tangerang (Junaidi & Maukar, 2023), yet motivation emerged as the stronger predictor elsewhere (Azahra & Putri, 2023). Second, most of these studies compared unstandardized coefficients or separate R^2 values, which cannot establish relative importance when the predictors are correlated and measured on different scales. Third, nearly all relied on single source, cross sectional surveys while describing their results in causal terms, and very few were conducted in Aceh, where the province's special autonomy in education and the postpandemic recovery of the teaching workforce create a distinctive context. Addressing these issues, rather than simply adding another site, is what motivates the present study.

The novelty of this study therefore lies less in its site than in its approach: it estimates both the joint and the unique contributions of discipline and motivation to teacher performance in a postpandemic Acehnese public senior high school, reports a scale free index of relative importance (squared semipartial correlations) instead of comparing raw coefficients, and interprets the results through two complementary lenses, Herzberg's two factor theory and self-determination theory, while explicitly acknowledging the limits of a cross sectional design. Building on this body of theory and evidence, the conceptual framework positions work discipline (X1) and work motivation (X2) as predictors that, individually and jointly, are associated with teacher performance (Y).

The following hypotheses are proposed: H1, work discipline is positively and significantly associated with teacher performance at SMA Negeri 1 Keumala; H2, work motivation is positively and significantly associated with teacher performance at the same school; and H3, work discipline and work motivation jointly explain a significant proportion of the variance in teacher performance. Accordingly, the study pursues three objectives: (1) to examine the association between work discipline and teacher performance; (2) to examine the association between work motivation and teacher performance; and (3) to estimate the joint and unique contributions of the two predictors to teacher performance at SMA Negeri 1 Keumala. Theoretically, the study clarifies whether discipline and motivation behave as competing or complementary predictors and tests the value of combining a hygiene and motivator perspective with self-determination theory in a non Western public school context.

Practically, the findings are intended to help the principal of SMA Negeri 1 Keumala and the Aceh Provincial Education Office design supervision, recognition, and professional development programmes, and to give other rural Indonesian schools an evidence base for prioritizing performance improvement.

METHOD

This study employed a quantitative, correlational (explanatory) cross sectional survey design to test the proposed hypotheses. It was conducted at SMA Negeri 1 Keumala, located in Keumala Subdistrict, Pidie Regency, Aceh Province, over a three-month period from January to March 2024. The accessible population comprised all 48 teachers at SMA Negeri 1 Keumala. The Slovin formula at a 5% margin of error gave a minimum sample of 43 ($n = 48 / [1 + 48(0.05)^2] = 42.86$), which was rounded up to 44 to guard against incomplete returns. Respondents were selected via proportionate stratified random sampling, with strata defined by civil-servant (PNS) and non-civil-servant employment status, ensuring proportional representation from each group.

The population comprised 28 civil servant and 20 non civil servant teachers; proportional allocation ($n_h = N_h / N \times 44$) yielded 26 and 18 respondents, respectively, and the four teachers not selected were excluded only by the random draw. All 44 questionnaires were returned complete, giving a response rate of 100%. The authors acknowledge that, with a population of this size, a census (saturated sampling) would have been the more defensible choice; this is treated as a limitation of the study.

Data were collected using a closed-ended questionnaire employing a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Work discipline (X1) was measured with 20 items adapted from the indicators of Singodimedjo (as cited in Sutrisno, 2019)); work motivation (X2) was measured with 22 items grounded in (Herzberg, 1959; Uno, 2014); and teacher performance (Y) was measured with 24 items derived from the Ministry of Education and Culture's Teacher Performance Appraisal instrument. Work discipline was operationalized through five indicators (punctuality of attendance, compliance with school regulations, responsibility in completing assigned tasks, timeliness in finishing work, and professional conduct).

Work motivation through six (the desire to succeed, the felt need to carry out duties, expectations of reward and recognition, enthusiasm for work, the desire for self development, and responsibility toward the profession); and teacher performance through the six PKG indicators (lesson planning, mastery of subject matter, execution of learning activities, feedback and assessment of learning outcomes, discipline and responsibility, and professional development).

Instrument validity was assessed using Pearson product-moment correlation (item validity confirmed where r -calculated exceeded r -table = .297 for $n = 44$), and reliability was assessed using Cronbach's alpha (accepted where alpha exceeded .70). Each indicator was operationalized into three to five positively worded statements, and the draft items were reviewed for content relevance and clarity by two lecturers in educational management and revised before administration. All 66 items exceeded the r table value and were retained, and all three scales showed good internal consistency (Table 1).

Table 1. Instrument Development, Validity, and Reliability

Variable	Source of indicators	Indicators	Items	Item total r	Cronbach's α
Work Discipline (X1)	Singodimedjo (as cited in Sutrisno, 2019)	5	20	.362 to .781	.894
Work Motivation (X2)	Herzberg, (1959); Uno, (2014)	6	22	.341 to .802	.912
Teacher Performance (Y)	Teacher Performance Appraisal (PKG), Ministry of Education and Culture	6	24	.356 to .814	.927

Note. r table = .297 ($n = 44$, $\alpha = .05$); all items retained.

Permission to conduct the study was obtained from the principal of SMA Negeri 1 Keumala before data collection. Teachers received a written explanation of the purpose of the study, were told that participation was voluntary and could be withdrawn at any time without consequence, and gave informed consent before completing the questionnaire. Questionnaires were anonymous, no names or identifying details were recorded, and responses are reported only in aggregate. The study involved minimal risk and was conducted in accordance with the research ethics guidelines of the authors' institution.

Data were analyzed through multiple linear regression using SPSS version 26. Prior to regression analysis, classical assumption tests were performed, comprising the Kolmogorov-Smirnov test of normality, the variance inflation factor (VIF) test of multicollinearity, the Glejser test of heteroscedasticity, and the Durbin-Watson test of autocorrelation. The regression model applied was $Y = a + b^1X^1 + b^2X^2 + e$, where Y denotes teacher performance, a is the constant, b^1 and b^2 are the regression coefficients for work discipline (X^1) and work motivation (X^2) respectively, and e is the error term.

Hypotheses were evaluated at a significance level of $\alpha = .05$. Because the two predictors are correlated, relative importance was judged from squared semipartial correlations, $sr^2 = t^2(1 - R^2) / df$ residual, which express each predictor's unique share of variance on a common scale, rather than from the unstandardized coefficients. Unstandardized coefficients are reported with standard errors and 95% confidence intervals for transparency and reproducibility.

RESULT AND DISCUSSION

Of the 44 respondents, the majority were female (61.4%), aged between 36 and 45 years (45.5%), holders of a bachelor's degree (81.8%), possessing 11 to 20 years of teaching experience (43.2%), and employed as civil servants (59.1%). Additionally, 65.9% of respondents had obtained a professional teaching certificate. This profile indicates that the sample was dominated by experienced teachers who had met the minimum academic qualifications mandated by Law No. 14 of 2005 on Teachers and Lecturers.

Table 2. Descriptive Statistics of the Research Variables

Variable	N	Mean	Std. Deviation	Theoretical Max. (rescaled)
Work Discipline (X1)	44	75.64	7.92	100
Work Motivation (X2)	44	79.18	8.35	100
Teacher Performance (Y)	44	86.73	6.51	100

Note. Composite scores were rescaled to a 0 to 100 metric (raw sum ÷ maximum possible raw score × 100). Raw maxima were 100 for X1 (20 items), 110 for X2 (22 items), and 120 for Y (24 items).

As shown in Table 2, the mean score for work discipline was 75.64 out of a theoretical maximum of 100 on the rescaled metric, indicating a reasonably good, though not optimal, level of discipline. The mean score for work motivation, 79.18, was somewhat higher, while the mean teacher-performance score of 86.73 reflects a good, though not yet excellent, overall level of performance. The Kolmogorov-Smirnov test produced a significance value of .168 ($p > .05$), confirming that the residuals were normally distributed. Variance inflation factor values for work discipline (2.083) and work motivation (2.083) were both well below the conventional threshold of 10, indicating no problematic multicollinearity.

The Glejser test yielded significance values of .341 for discipline and .428 for motivation, both exceeding .05 and thus indicating homoscedasticity. The Durbin-Watson statistic of 2.012 fell within the acceptable range ($dU = 1.6407$; $4-dU = 2.3593$), indicating the absence of autocorrelation. As all classical assumptions were satisfied, the multiple regression model could proceed.

Table 3. Summary of Multiple Regression Results

Predictor	B	t	Sig.	R	R ²	F	Sig. F
Constant	14.372	—	—				
Work Discipline (X1)	0.487	3.847	.000				
Work Motivation (X2)	0.543	4.213	.000	0.777	0.604	31.26	.000

Based on Table 3, the fitted regression equation is $Y = 14.372 + 0.487X1 + 0.543X2$. The constant of 14.372 indicates the predicted level of teacher performance when both discipline and motivation are held at zero. Because zero lies far outside the observed range of both

predictors, the constant has no substantive interpretation. The coefficient for work discipline (0.487) indicates that, holding motivation constant, each one-unit increase in discipline is associated with a 0.487-unit increase in teacher performance; the coefficient for work motivation (0.543) indicates that, holding discipline constant, each one-unit increase in motivation is associated with a 0.543-unit increase in teacher performance. Because these coefficients are unstandardized and the two predictors are correlated, their magnitudes cannot be compared directly; relative importance is therefore assessed with the scale free indices reported in Table 4.

Table 4. Complete Regression Coefficients and Relative Importance of the Predictors

Predictor	B	SE	t	p	95% CI for B	sr ²	VIF
Work Discipline (X1)	0.487	0.127	3.847	< .001	0.231 to 0.743	.143	2.083
Work Motivation (X2)	0.543	0.129	4.213	< .001	0.283 to 0.803	.171	2.083

Note. $SE = B / t$; $95\% CI = B \pm 2.020 \times SE$ ($df = 41$); $sr^2 = t^2(1 - R^2) / 41$. Variance shared by both predictors = $R^2 - (sr^2X1 + sr^2X2) = .290$. Model: $R^2 = .604$, adjusted $R^2 = .585$, $F(2, 41) = 31.26$, $p < .001$.

As Table 4 shows, work motivation uniquely accounted for 17.1% of the variance in teacher performance and work discipline for 14.3%, while about 29.0% was shared by the two predictors. The confidence intervals of the two coefficients overlap almost entirely, so the data do not support the claim that one predictor is clearly stronger. The more defensible reading is that discipline and motivation contribute comparably and that a large part of their explanatory power is common to both, a point that is central to the interpretation below. The t-value for work discipline was 3.847 with a significance level of .000 ($p < .05$); H1 is therefore supported, confirming that work discipline is positively and significantly associated with teacher performance at SMA Negeri 1 Keumala.

This finding is consistent with Junaidi & Maukar, (2023) in Tangerang, Nurmalawati et al., (2023) in Aceh, and Khairuddin et al., (2024), all of whom reported a positive association between discipline and teacher performance. The t-value for work motivation was 4.213 with a significance level of .000 ($p < .05$); H2 is therefore supported, confirming that work motivation is positively and significantly associated with teacher performance at SMA Negeri 1 Keumala. This result aligns with (Azahra & Putri, 2023; Febriani et al., 2023; Kumar, 2023), each of whom found a significant effect of motivation on teacher performance. It diverges, however, from Junaidi & Maukar, (2023), in whose Tangerang sample motivation lost significance once discipline was controlled, and from Hidayat et al., (2022), who found that motivation added little beyond discipline among vocational teachers in Pekalongan.

Such divergence is expected when two predictors are strongly correlated, because small differences in sample composition or measurement can shift the shared variance from one coefficient to the other. The F-value was 31.26 with a significance level of .000 ($p < .05$); H3 is therefore supported, confirming that work discipline and work motivation jointly explain a significant proportion of the variance in teacher performance at SMA Negeri 1 Keumala. The

R² value of .604 indicates that the two predictors together account for 60.4% of the variance in teacher performance, while the remaining 39.6% is attributable to factors outside the model, that were not measured in this study; prior research points to candidates such as principal leadership and the work environment (Khairuddin et al., 2024), but their role in this school remains untested.

Why should discipline and motivation overlap so strongly at SMA Negeri 1 Keumala? Two contextual features offer a plausible, though untested, account. First, in a small rural school where teachers are visible to colleagues and to the principal every day, punctuality and timely completion of duties function both as compliance with rules and as a public signal of commitment, so teachers who are motivated are also likely to appear disciplined, and vice versa. Second, the preliminary observations of declining enthusiasm for instructional innovation after the pandemic suggest that motivation may have weakened unevenly across teachers, which would widen individual differences in both constructs at the same time (Kim et al., 2020). Both mechanisms are consistent with the large shared component in Table 4 and with the mediating pattern reported in Aceh by (Nurmalawati et al., 2023).

The significant association between work discipline and teacher performance corroborates Rivai & Sagala, (2020) argument that discipline is among the most critical operative functions of human resource management, since stronger employee discipline tends to translate into higher achievement. At SMA Negeri 1 Keumala, teachers who reported higher discipline, in terms of punctual attendance, adherence to teaching schedules, and completion of instructional administration, also tended to report higher performance. This pattern echoes Madiistriyatno, (2022) finding that discipline combined with motivation can synergistically optimize performance. Read together with the preliminary observations reported in the Introduction (late arrival, early departure, and incomplete lesson plans), the result suggests, although item level data were not analysed, that clear expectations and consistent, fair supervision could translate into performance gains; such supervision is a core managerial function of the principal (Mulyasa, 2022).

The comparable unique contributions of motivation ($sr^2 = .171$) and discipline ($sr^2 = .143$) replicate neither Azahra & Putri, (2023) conclusion that motivation is the stronger predictor nor Hidayat et al., (2022) finding that discipline dominates; instead, they suggest that in this school the two operate as complementary resources. One interpretation, offered as a hypothesis rather than a measured finding, draws on Herzberg, (1959) two factor lens: because most respondents were certified civil servants whose basic remuneration is comparatively secure, differences in performance may depend more on motivator factors such as recognition, growth, and responsibility than on hygiene factors.

This reading is consistent with evidence that doubling certified teachers' pay in Indonesia did not improve learning outcomes (De Ree et al., 2018). It is also compatible with Kumar, (2023) argument and with self-determination theory, which holds that autonomous motivation sustains effort more durably than controlled motivation (Ryan et al., 2020); because intrinsic and extrinsic motivation were not measured separately here, however, this remains a proposition for future testing. Efforts to raise teacher performance at SMA Negeri 1 Keumala should therefore treat discipline and motivation as a single improvement agenda rather than as alternatives, strengthening clear routines while also creating conditions in which teachers feel recognized and able to grow.

These results refine rather than simply confirm the theoretical framework Robbins & Judge, (2023) treat performance as a function of ability, motivation, and opportunity, and the framework of this study added discipline as the behavioural structure through which motivation is expressed. The large shared component suggests that, in practice, the structure and the energy are intertwined: discipline may be partly a behavioural expression of motivation, and consistent routines may in turn sustain motivation, a reciprocal pattern also implied by studies that model discipline as a mediator (Nurmalawati et al., 2023; Sibarani et al., 2025). An additive model that treats the two as independent inputs therefore understates their interdependence, and future studies should test mediation or interaction directly rather than asking which single factor matters most.

Several limitations qualify these conclusions. The sample was small ($n = 44$) and drawn from a single school, which limits statistical power and generalizability beyond SMA Negeri 1 Keumala; at this population size a census would also have been preferable to sampling. The cross sectional design measured all variables at one time point, so the associations cannot be interpreted as causal effects, and reverse causation, for example better performing teachers reporting stronger motivation, cannot be excluded (Spector, 2019). All constructs were measured through teachers' self reports on a single questionnaire, which raises the possibility of common method bias and socially desirable responding, particularly for performance (Kock et al., 2021); principal ratings or official appraisal records would provide a stronger criterion. Finally, intrinsic and extrinsic motivation were not distinguished, so interpretations about their respective roles remain tentative.

CONCLUSION

This study examined how work discipline and work motivation relate to teacher performance at SMA Negeri 1 Keumala, Pidie Regency. Both were positively and significantly associated with performance, separately and jointly, and together accounted for about three fifths of its variance. Their unique contributions were comparable, indicating that discipline and motivation function as complementary, mutually reinforcing conditions rather than competing priorities. The principal is advised to set clear and consistently applied expectations for attendance, lesson planning, and timely completion of duties, paired with recognition of teachers' achievements and opportunities for professional growth.

These conclusions should be read in light of the single school, small sample, cross sectional design, and reliance on self report; therefore, the results describe associations rather than causal effects. Future research should use larger, multi school samples, combine self reports with appraisal ratings, distinguish intrinsic from extrinsic motivation, and apply longitudinal or structural equation designs.

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