

The Role of Work Environment, Motivation, and Discipline in Improving Teacher Performance

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ABSTRACT

This study aims to analyse the effect of work environment, work motivation, and work discipline on teacher performance in Tanralili Sub-district, Maros, both partially and simultaneously. Data were collected through distributing questionnaires to 191 respondents, and data were analysed using multiple linear regression method. The results showed that the work environment has a significant positive effect on teacher performance, especially through aspects of work facilities and communication that create a conducive work atmosphere. However, work motivation, measured through physical needs such as rewards in the form of salary, shows a negative influence on teacher performance, indicating that financial motivation alone is not enough to optimise performance. Work discipline, measured through attendance and vigilance indicators, also has a negative influence on performance, although it remains an important factor in supporting performance improvement. Simultaneously, these three variables contribute 9.5% to teacher performance, while the remaining 90.5% is influenced by other factors such as competence, leadership style, or social environment. The F test results show a significant joint effect of these variables on teacher performance. The implications of these findings underscore the importance of performance improvement strategies through improving the work environment, providing more thorough motivation, and improving discipline holistically.

Keywords:

Work environment, work motivation, work discipline and teacher performance

INTRODUCTION

Education is the main factor in the formation of human personality (Nurul Fadilah, 2024) Education is very instrumental in shaping the good or bad of the human person according to normative measures. Realising this, the government is very serious in handling the field of education, because with a good education system it is expected that the next generation of the nation will emerge who are qualified and able to adjust to living in society, nation and state. According to (Putri, Prasetyo, Purwastuti, Prodjosantoso, & Putranta, 2023) Education needs to prepare students to face global challenges, social realities, and future work

To educate the nation's life, as stated in the preamble of the 1945 Constitution, is a noble vision that cannot be ignored, especially for teachers who serve as teachers and educators (Atun, Hanafi, Faturohman, & Erlangga, 2024). The role, duties and responsibilities of a teacher are very meaningful in realising the goals of national education, namely educating the nation's life, improving the quality of Indonesian human beings, including the quality of faith and piety, noble character, and mastery of science, technology and art, as well as realising an advanced, just, prosperous and civilised Indonesian society (Pramudyo, 2020: 2).

Seeing the important position of teachers in the national education system, of course, teacher performance is one of the benchmarks in determining whether a teacher is good or not in carrying out his duties (Badrudin, Hidayat, Irawan, & Romdoni, 2021) Achieving optimal teacher performance will not just happen, apart from the development of the quality of human resources that is well directed and coordinated, and must also be supported by other factors. These factors include

supervision, physical and non-physical work environment conditions, leadership, job satisfaction, compensation, technology, work discipline, motivation, training education and so on.

The performance of the quality of a country's educational system is teachers generally pertains to their capacity (Atun et al., 2024) Based on observations, information was obtained that several teachers showed indications of suboptimal teacher performance marked by several indications, including the lack of innovation provided by teachers in the learning process in the classroom and there were also several teachers who still depended on handbooks when teaching. Improved teacher performance is directly proportional to the quality produced by the school (Mas Ning Zahroh, 2017) The work environment of these indications is based on the results of supervision conducted by the principal at the school, this can be caused by various factors.

One of the main factors affecting a teacher's performance is the work environment. The work environment for teachers is everything that exists inside and outside the school, both physical and non-physical (social) environments. In observing the work environment in the place where the researcher is assigned, this work environment factor is indeed not conducive both physically and non-physically. Problems that exist in the physical work environment, such as the lack of work facilities. While non-physical environmental problems are more directed to the social environment. A bad working environment will affect the low motivation and discipline of teachers so that they are less encouraged to work as much as possible and will have an impact on teacher performance. This phenomenon has apparently brought problems in the education system where the researcher is in charge, so that especially the influence of the work environment on teacher performance is one of the focuses of this research. According by (Tambak et al., 2022) Professional teaching has shown an increasing tendency toward student-centered instruction and learning process

Work motivation is also one of the factors that affect a teacher's performance. Work motivation is a force that encourages someone to do work, in work psychology work motivation is referred to as a driver of work enthusiasm. Teachers will have good motivation if their needs arising from their relationship with the school are fulfilled (Pupuh and Suryana, 2020: 53). However, the facts in the field are still too few teachers who have high motivation at work, thus making the overall performance of teachers not optimal.

This is caused by several things, such as the lack of training held by the school, the amount of teacher salary is not proportional to the workload given to the teacher, the high workload and the status factor and the working class of teachers who are still many honorary teachers, non-permanent teachers and low-ranking civil servants and many civil servants have not been certified. Professional teachers demonstrate commitment to quality education, behave ethically and collaborate with students. (Nadeak, 2023)

In addition to work motivation, another factor that must be considered to improve the performance of a teacher, namely by paying attention to the work discipline of the teachers. Determine how the professional and personal traits of the teacher are related to their teaching strategies (Chamorro-Atalaya et al., 2024).

Based on observations made by researchers, there are problems in terms of the discipline of teachers, such as the delay in the presence of teachers or leaving

earlier than the set time, not delivering lessons according to the predetermined time, not carrying out school regulations to the fullest, delivering makeshift subject matter, Therefore, work discipline is needed by schools to support the smooth running of all their activities so that the goals and vision and mission of the school can be carried out and used to the fullest. Teachers are individuals who occupy a position that plays an important role in education (Dina, Yohanda, Fitri, Hakiki, & Sukatin, 2022)

Seeing the various descriptions above, about the importance of the work environment situation, work motivation and work discipline of a teacher in improving performance, the researcher is interested in choosing the title "The influence of work environment, work motivation and work discipline on the performance of public primary school teachers in Tanralili Maros District".

Based on the formulation of the problem above, this study aims to determine: 1) The effect of work environment on the performance of public primary school teachers in Tanralili' Maros sub-district, 2) The effect of motivation on the performance of public primary school teachers in Tanralili' Maros sub-district, 3) The effect of work discipline on the performance of public primary school teachers in Tanralili' Maros sub-district, 4) Effect together (simultaneously) work environment, motivation and discipline work on the performance of public primary school teachers in Tanralili Maros District.

METHOD

The type of research used is to use a quantitative approach that emphasises objective measurement and statistical analysis of data collected through the results of distributing questionnaires which are useful for verifying previously formulated theories using primary data, thus enabling researchers to identify patterns, measure variables, and determine causal relationships between these variables. Data analysis techniques in quantitative research using statistics (Sugiyono, 2020)

The research location chosen in this study was in Tanralili sub-district, Maros Regency, South Sulawesi Province, with the target sample of all public primary school teachers in Tanralili sub-district, Maros Regency. The research time was carried out for 3 months, from October to December 2024.

This research uses analytical techniques processed through the Statistical Package for the Social Sciences (SPSS) version 29 program using multiple linear regression analysis, and the hypotheses in this study can be grouped into 2 tests, namely Partial Test (*t test*), and simultaneous test (*F test*).

RESULTS AND DISCUSSION

To evaluate the validity of the instrument in assessing the accuracy of the respondent's answer to the questionnaire, it is necessary to ensure that each question item is valid, if it has an r value > 0.30 . Conversely, if the value of $r < 0.30$, it means that the instrument is declared invalid and not suitable for data collection. For more details, the results of validity research conducted on work environment variables, work motivation and teacher discipline are shown in full in table 1 below;

Table 1 Validity Test Results

Variabel	Item Code	Corrected item Total Correlation	R standart	Conclusion
Work Environment (X1)	X1.1	0,796	0,30	Valid
	X1.2	0,848	0,30	Valid
	X1.3	0,844	0,30	Valid
	X1.4	0,774	0,30	Valid
Work Motivation (X2)	X2.1	0,952	0,30	Valid
	X2.2	0,923	0,30	Valid
	X2.3	0,948	0,30	Valid
	X2.4	0,911	0,30	Valid
Work Discipline (X3)	X3.1	0,780	0,30	Valid
	X3.2	0,765	0,30	Valid
	X3.3	0,697	0,30	Valid
	X3.4	0,777	0,30	Valid
Teacher Performance (Y)	X4.1	0,839	0,30	Valid
	X4.2	0,911	0,30	Valid
	X4.3	0,914	0,30	Valid
	X4.4	0,906	0,30	Valid

Source: Data processing results, 2024

The reliability test is carried out to determine the suitability of the instrument as a tool for obtaining information. The test criteria carried out for the reliability test are said to be good if it has a Cronbach's alpha value > 0.60. For more details, the results of reliability testing on work environment variables, work motivation, work discipline and teacher performance are presented in table 2:

Table 2 Reliability Testing Results

Variabel Penelitian	Sum Items	Cronbach's alpha	Cronbach's Alpha standar	Information
Work Environment	3	0,830	0,60	Reliabel
Work Motivation	3	0,950	0,60	Reliabel
Teacher Performance	3	0,742	0,60	Reliabel
Work Discipline	3	0,914	0,60	Reliabel

Source: Data processing results, 2024

The classical assumption test is a prerequisite for multiple regression in this study and must be completed before conducting multiple linear regression analysis. There are three tests used to perform the classical assumption test in this study, which are presented below.

Table 3 Multiple Linear Regression Equation Results

Variabel	Koefisien β	Standart Error
Constant	5,668	3,175
Work Environment (X1)	0,003	0,051
Work Motivation (X2)	-0,029	0,190
Work Discipline (X3)	-0,178	0,078

Based on the three independent variables above, the one with the largest regression coefficient is the work environment. From this it is known that the work environment has a more dominant influence on teacher performance than other independent variables.

Hypothesis Testing, This test is conducted to prove the hypothesis based on pre-existing research. This test includes t test, F test and coefficient of determination.

Tabel 4 Results of T Test, F Test, and Coefficient of Determination

Variabel	T Count	Sig	Description
Work Environment	0.063	0,950	Significant
Work Motivation (X2)	-0.937	0,350	Significant
Work Discipline (X3)	-0,207	0,716	Significant
F Count	6.578	R	0,309
F Sig	0,000	R Square	0.095

Source: SPSS Data Processing Results

F Test (Simultaneous), this test is used to determine the extent to which the independent variables are simultaneously able to explain the dependent variable used as follows:

Table 5 Test Result F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.990	3	.330	6.578	.000 ^b
	Residual	9.377	187	.050		
	Total	10.366	190			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), Disiplin Kerja, Motivasi, Lingkungan Kerja						

The t test results (Partial Test), the T test or also called the partial test is useful for knowing the specific effect of each independent variable on the dependent variable. The results of the t-test conducted using SPSS 29 according to the partial test findings table can be explained table 6 below:

Table 6 T-test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.668	3.175		1.786	.076
	Lingkungan Kerja	.003	.051	.005	.063	.950
	Disiplin Kerja	-.178	.190	-.069	-.937	.350
	Motivasi	-.029	.078	-.027	-.364	.716
a. Dependent Variable: Kinerja Guru						

Work Environment (X1), The findings of the first hypothesis test to be tested are that the work environment affects teacher performance. The test results show that the sig value for X1 on Y is $0.950 > 0.05$ and the t value is $0.063 < t$ table 1.973. So it can be concluded that H1 is accepted, so that the work environment affects teacher performance can be proven true.

Work Motivation (X2), The findings of the second hypothesis test to be tested are that work motivation has an effect on teacher performance. The test results show that the sig value for X2 on Y is $0.350 > 0.05$ and the t value is $-0.937 < t$ table 1.973.

So it can be concluded that H2 is accepted, so that work motivation has an effect on teacher performance can be proven true.

Work discipline (X3), the third hypothesis test finding to be tested is that work discipline affects teacher performance. The test results show that the sig value for X3 on Y is $0.216 > 0.05$ and the t value is $-0.207 < t \text{ table } 1.973$. So it can be concluded that H3 is accepted, so that work discipline affects teacher performance can be proven true.

R² Test (Coefficient of Determination), Based on Table 4.6, it is known that the R square value of 0.095 can be interpreted that X1, X2, and X3 affect Y by 9.5% and the remaining 90.5% is influenced by other independent variables not examined in this study. Therefore, the higher the R² value, it can be concluded that the higher the percentage of influence of the independent variable on the dependent variable. It also shows that the independent variables provide almost all the information needed to predict variations in the dependent variable.

Discussion

The results of the study in Tanralili sub-district, Maros, show that work environment, work motivation and work discipline significantly affect teacher performance, both partially and simultaneously. The work environment is categorised as very good, especially in terms of work facilities and communication between teachers in the workplace, which is considered capable of creating a conducive work atmosphere and contributing positively to improving teacher performance. Based on the regression test results, the work environment has a significant positive influence on teacher performance with a significance value > 0.05 . However, work motivation measured through indicators of physical needs, such as rewards in the form of salary according to performance, actually shows a negative influence on teacher performance even though the regression test results show a significant relationship. This may indicate that financial motivation alone is not enough to encourage optimal performance improvement. On the other hand, work discipline, measured through indicators of frequency of attendance and level of alertness, which show teachers' commitment to teaching schedules and thoroughness in carrying out tasks, also has a negative influence on teacher performance. Nevertheless, discipline remains an important factor in supporting performance improvement in general. Simultaneously, these three variables contribute 9.5% to teacher performance, while the remaining 90.5% is influenced by other factors not included in this study, such as competence, leadership style, or social environment. The F test results with a significance value of 0.000 indicate that the relationship between work environment, work motivation, and work discipline to teacher performance is simultaneously significant. Thus, the research hypothesis is accepted, and these findings provide implications that improving the work environment, providing more comprehensive motivation, and increasing holistic discipline awareness can be an effective strategy to improve teacher performance in Tanralili sub-district, Maros.

CONCLUSION

The results concluded that work environment, work motivation, and work discipline significantly affect teacher performance, both partially and simultaneously. A very good work environment, especially in terms of work facilities and conducive communication, has a significant positive influence on teacher performance. However,

work motivation measured through physical needs, such as salary rewards, showed a negative influence on teacher performance, indicating that financial motivation alone is not enough to drive optimal performance. On the other hand, work discipline, shown through indicators of frequency of attendance and vigilance, also has a negative influence on teacher performance, although discipline is still considered important in supporting performance. Simultaneously, work environment, work motivation, and work discipline contribute 9.5% to teacher performance, while the remaining 90.5% is influenced by other factors not studied, such as competence, leadership style, or social environment. The significant F-test result at 0.000 indicates that these three variables jointly influence teacher performance. Thus, this study confirms the need for efforts to optimise the work environment, provide more thorough motivation, and increase discipline awareness holistically as effective strategies to support improved teacher performance in Tanralili sub-district, Maros.

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