

The Influence of Work Discipline, Education Level and Work Climate on The Performance of Private Teachers

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Abstract

Good teacher performance is thought to provide good output; therefore, teacher performance is particularly crucial for determining the success of education. The purpose of this study is to assess the impact of work discipline, education level, and work climate on the performance of Panca Jaya Private Junior High School teachers. This research is an ex post facto sort of research, with the approach used being quantitative. This study's population consisted of 45 teachers from Panca Jaya Private Junior High School, for a total sample size of 41. Data collection approaches include interviews, questionnaires, and documentation studies. The results revealed that work discipline and work climate had a good and significant effect on teacher performance, whereas the degree of education did not partially affect the performance of Panca Jaya Private Junior High School instructors. Work discipline, education level, and work climate all have an impact on teachers' performance

Keywords

Level of Education, Teacher Performance, Working Climate, Work Discipline

Introduction

Education is a fundamental aspect of a nation's life. The level of commitment of a community, state, or state to the execution of national education can be used to predict the future of a nation. From the perspective of National Education Development, education must play a greater role in building all human potential so that it becomes a subject that develops optimally and is beneficial to society and national development (Suryana, 2020). Every human being needs education to grow in his capacity. Education is a conscious effort to build quality human resources to compete (Tobari, Kristiawan, & Asvio, 2018). It is a common realization that the world of education is a way that mankind has done throughout its life to become a means of transmitting

and transforming both values and science (Sudrajat, 2011). The quality of a country's educational system determines its advancement. It is difficult for a country, especially Indonesia, to increase the quality of education, so the role of teachers as a catalyst for education is extremely vital. The program of equity and improvement of the quality of education has not shown the expected results (Tambunan, 2021).

A teacher is a professional educator who educates, teaches a science, guides, trains, assesses, and evaluates students (Safitri, 2019). The quality of a teacher can be measured by how well the teacher masters the four competencies (Akbar, 2021). Professional educators are very meaningful for the formation of excellent schools (Jamaluddin, 2020). The educational resources in schools, in this case teachers, must participate in balancing science and the use of technology so that the quality of education will remain guaranteed (Nurmalina, Batubara, & Nasution, 2021). The form of professional certification or teacher competency test is also one of the programs organized by the government in Indonesia (Fauzan, Putri, & Ulfa, 2021).

According to observations performed at Panca Jaya Private Junior High School, instructors who spend their leisure time are not in the teacher's office room, but in certain spots in the school area, indicating a poor work climate at school. In this situation, the researcher is interested in studying and doing research on teachers' performance at SMP Panca Jaya. The goal of this study is to investigate the influence of work discipline, education level, and work climate on the performance of private teachers at SMP Panca Jaya.

Human resources as one of the resources in the organization play an important role in the success of achieving organizational goals (Samsuni, 2017). The ability of human resources is an absolute thing to be able to compete and survive in life (Pratiwi, 2020). In today's dynamic and competitive organizational environment, educational institutions face competition between institutions, not only in terms of physical evidence, but also in terms of human resources (Winarti, 2018). The development of teacher professionalism nationally is expected to produce human resources so that they can compete in the era of information technology and globalization (Supriati, 2018). Good human resources are expected to produce good performance in accordance with the expectations and desires of the agency (Farhah, Ahiri, & Ilham, 2020); (Meilany & Ibrahim, 2015); (Rafiditya & Syarifuddin, 2020).

In order for a goal to be achieved optimally, disciplined performance is needed both collectively and individually (Harefa, 2020). Performance as a teacher relates to how successfully he or she fulfills his responsibilities or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with the standards that have been set (Darmawan, 2010). Performance assessment ensures that teachers can perform professionally and offer quality services to the community, particularly pupils. Thus, it can be argued that teacher performance assessment is an endeavor to assess the success of instructors in carrying out their tasks, which in this case are to teach students. How much involvement do teachers play in bringing pupils to reach the intended goals, such as good learning outcomes or other successes in the form of championships that arise from the teacher's guidance.

Performance review ensures a teacher's capacity to work professionally and deliver quality services to the community, particularly pupils. Teacher performance assessment is an analytical process to produce better teaching (Mustofa & Majaruni, 2019). Teacher performance that ensures a quality learning process at all levels of education (Aditiyawarman, Arismawati, & Ayumida, 2021). Teacher performance in this case is related to the teacher's ability to complete his or her duties and responsibilities in designing, implementing and evaluating learning (Sodik, Sahal, & Herlina, 2019); (Subandi, 2018); (Wijania, 2017). Teachers whose capacity as an educator in the school environment play a major role in the teaching and learning process, teachers greatly determine the

development and ability of students in the field of science and technology, educational institutions that are deep in are the parent of the teacher (Fitri & Nurhadi, 2017). The quality of teacher performance will affect the quality of learning which will later affect student achievement (Junianto & Wagiran, 2013).

Every teacher knows the necessity of work discipline; thus, it must be routinely nurtured in teachers so that it can be embedded in their habits and become part of their culture. Work discipline is an act carried out by employees which is in accordance with written or unwritten regulations in an organization (Alhusaini et al, 2020); (Cesilia, Tewal, & Tulung, 2018); (Darmawan, 2013). Discipline is one of the keys to the realization of the goals of the company, employees and society, where with good work discipline, awareness will grow in employees to do all their duties well (Rialmi, 2020).

There are several indicators of discipline, namely, punctuality in coming to work, punctuality of returning home, compliance with applicable regulations, use of predetermined work uniforms, responsibility in doing tasks and carrying out work tasks until they are completed every day (Mangkunegara & Octorend, 2015). Work rules that must be obeyed by all employees starting from the accuracy of entering working hours, filling out the attendance list, accuracy in completing tasks given by the leadership, and creating an orderly and comfortable work atmosphere (Faustyna, 2015); (Istiqomah & Suhartini, 2015). Discipline is also said to be a means to train and educate people on the rules so that there is compliance and so that they can run in an orderly and orderly manner in the organization (Sugawara & Nikaido, 2014); (Sutrisno, Yanurianto, & Indrawan, 2021). So work discipline that does not run well will have an impact on the progress of the organization. Without good discipline in employees, it is difficult for organizations to achieve optimal results (Ariesni & Asnur, 2021).

The dimension of the level of education is the degree of education and the suitability of the major. Education is the most important indicator of a country's progress (Asvio, Yamin, & Risnita, 2019). According to (Buchori, 2012), What is meant by education level is a level of education that is formally obtained as evidenced by a formal diploma, a diploma is a sign of recognition that a person has completed a certain educational program. The level of education is often equated with the level of education because these two words have the same meaning (Bahri & Sakka, 2021). In academic or educational fields, the level of education is particularly essential. The level of education of an educator must be in accordance with the applicable regulations (Asmalah, 2017). Because education can change one's perspective and improve knowledge, it can have an impact on teacher performance (Rahmat, 2018).

The workplace environment encompasses everything around the employee that can interfere with their ability to perform their duties (Eka, 2019). The use of interaction media in school organizations has an impact on the school climate. The school's climate will influence how teachers conduct themselves while working there. The work climate is the atmosphere within a school that describes a pleasant interaction among school inhabitants. Work climate is an idea in reflecting the strength of values - values, norms, attitudes, behaviors and feelings of members towards a system (Sugiarta, Dantes & Natajaya, 2018). A positive climate is felt by educators, it will increase the endurance of an educator in facing pressure in carrying out his duties (Silalahi et al, 2016). There are various factors that can be used to assess the work atmosphere, including trust and openness, sympathy and support, honesty and respect, and goal clarity. In the field, the school work climate component is typically overlooked by school residents. The occurrence of a harmonious relationship between school residents will certainly create a situation where school residents, especially teachers, feel comfortable at work (Angga & Wiyasa, 2021).

Results (Pujianti & Isroah, 2013) Variables of Work Motivation and Work Discipline on

Teacher Performance That there is a positive and significant influence of motivation and work discipline on the performance of teachers of SMA Negeri 1 Ciamis. (Widiasmara, 2014) Examining the variables of Motivation, Education Level, Organizational Culture, Work Environment and Incentives on Teacher and Employee Performance, the results of the study show that motivation, education level, organizational culture and incentives have a positive effect on the performance variables of teachers and employees. Work environment variables have a negative and significant effect on the performance of teachers and employees. Partially, the variables of motivation, education level, organizational culture and incentives have a positive effect on the performance variables of teachers and employees. Other research conducted by (Siregar & Thomas, 2015) The results of the study showed that there was a partial influence between work discipline and work climate on teacher performance and there was a simultaneous influence between work discipline and teacher work climate.

Methods

Ex post facto research is a sort of research in which a quantitative method is used. Quantitative methods are research techniques that are based on the positivist philosophy and are used to study specific populations or samples. Typically, sampling techniques are conducted at random, research instruments are used for data collection, and quantitative or statistical data analysis is done to test predetermined hypotheses. Panca Jaya Private Junior High School's forty-five instructors make up the study's population. The Slovin formula is one method for figuring out how many samples are needed if the population is known. The study's sample consists of forty-one Panca Jaya Private Junior High School instructors.

In this study, the independent variables are Work Discipline (X_1), Education Level (X_2) and Work Climate (X_3), while the bound variable is Teacher Performance (Y). The magnitude of correlation and statistical significance are used to express the relationship between two variables. A positive correlation indicates that a high value in one variable corresponds to a high value in another. A negative correlation is when a high value in one variable corresponds to a low value in another.

Data collection approaches include surveys, interviews, and documentation studies. Data analysis procedures involve examining research equipment with validity and reliability tests. To ascertain how independent factors affect bound variables, regression analysis is utilized. In addition to standard assumption testing using the heterokedasticity, multicollinearity, and normality tests. In addition to evaluating hypotheses with the t test (partially) and f test (simultaneously), the determination coefficient is used to determine the percentage of influence between the independent and dependent variables.

Results and Discussion

Multiple Linear Regression Analysis

Table 1. Multiple Linear Regression

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.	Beta		
1	(Constant)	1,696	5,420		,313	,756
	Work Discipline	2,054	,268	,738	7,659	,000
	Education Level	,350	,329	,059	1,064	,294
	Work Climate	,342	,156	,215	2,191	,035

The table above yields the following linear equation:

$$Y = 1,696 + 2,054X_1 + 0,350X_2 + 0,342X_3$$

- Constant (a) = When the value of the free variable is equal to zero, the teacher performance variable (Y) has a constant value of 1.696.
- Coefficient (b1) X_1 = The work discipline variable (X_1) has a positive relationship with teacher performance (Y) which is shown with a value of 2.054
- Coefficient (b2) X_2 = A value of 0.350 indicates a good relationship between teacher performance (Y) and the variable of education level (X_2)
- Coefficient (b3) X_3 = 3.42 shows a favorable relationship between teacher performance (Y) and work atmosphere variable (X_3)

t Test (Partial Test)

Table 2. t test results

	Model	Unstandardized		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1,696	5,420		,313	,756
	Work Discipline	2,054	,268	,738	7,659	,000
	Education Level	,350	,329	,059	1,064	,294
	Work Climate	,342	,156	,215	2,191	,035

Table 2, which summarizes some of the test results, indicates that if the significance level is set at 0.05, the independent variable has only a marginally significant impact on the dependent variable. Factors like work discipline, education level, and work culture can be identified by comparing the significant value of the variable with = 5 percent.

The significant value of the work discipline variable (X_1) is 0.000, which is less than 0.05, indicating that the variable has a partial influence on teacher performance (Y). The significant value of the education level variable (X_2) of 0.294 is greater than 0.05 and has no partial effect on teacher performance (Y). Meanwhile, the work climate variable (X_3) has a significance value of 0.035, indicating that it is less significant than 0.05 and has a partial effect on teacher performance (Y). With a significance level of $0.000 < 0.05$, the results of the hypothesis test of Work Discipline

(X₁) revealed a calculation of $7.659 > 1.684$, indicating that H_a is accepted and H₀ is rejected, suggesting that Work Discipline (X₁) has a positive and somewhat significant impact on Teacher Performance (Y). The findings of the test of the Education Level hypothesis (X₂) indicated that there was no significant relationship between the Education Level (X₂) and Teacher Performance (Y), with a t-value of $1.064 < 1.684$ at a significance level of $0.000 < 0.05$. A significant and partially positive impact of the work climate (X₃) on teacher performance (Y) was demonstrated by the computed t-value of $2.191 > 1.684$ for the test of the work climate hypothesis (X₃).

F Test (Simultaneous Test)

Table 3. F Test Results

Model	Sum of	d	Mean	F	Sig.
1	1934,582	3	644,861	114,602	,000
Residual	208,198	37	5,627		
Total	2142,780	40			

The F value calculated in the table above is 114.602 with a sig of $0.000 < \alpha = 0.05$ or a significance value of $0.000 < \alpha$ is obtained from the probability value of 0.05. Showing that H₀ is rejected and H_a is accepted, it means that Work Discipline (X₁), Education Level (X₂), Work Climate (X₃) have a simultaneous effect on Teacher Performance (Y) at level $\alpha = 0.05$.

Coefficient of Determination Test (R²)

Table 4. Determination Coefficient Test

Mode	R	R	Adjusted R	Std. Error of the
1	,950 ^a	,903	,895	2,372

The value of the determination coefficient (R²) is 0.903 which means that 90.3% of the Teacher Performance (Y) variables can be explained by the variables of Work Discipline (X₁), Education Level (X₂) and Work Climate (X₃), while the remaining 9.7% is influenced by other factors that are not explained in this study.

The results of the regression test indicate that the work discipline variable has a positive and significant impact on teacher performance, with a significance level of 0.000, which is less than 0.05, supporting the hypothesis that work discipline has a significant impact on teachers' performance at Panca Jaya Private Junior High School. The results of the regression test indicate that the work discipline variable has a positive and significant impact on teacher performance, with a significance level of 0.000, which is less than 0.05, supporting the hypothesis that work discipline has a significant impact on teachers' performance at Panca Jaya Private Junior High School. This study supports the findings of (Pujianti & Isroah, 2013), which investigate the effects of work discipline characteristics on teacher performance. For the 2012–2013 academic year, SMA Negeri 1 Ciamis teachers' performance is positively and significantly impacted by work discipline.

Based on the results of the study, the degree of education has little effect on the performance of teachers at Panca Jaya Private Junior High School. The regression test findings indicated a significance level of 0.294, larger than 0.05 which suggested that the variable of education level had no partial effect on teacher performance. This research is not in line with (Widiasmara, 2014) examine the variables of Education Level on Teacher and Employee Performance. The results of the study show that the level of education has a positive effect on the performance variables of teachers and employees.

This theory asserts that the work environment at Panca Jaya Private Junior High School has a major impact on instructor performance. The regression test findings showed a significance level of 0.035, greater than 0.05, indicating that the work environment variable had a positive and substantial effect on teacher performance, validating the hypothesis. Thus, the results of this study do not support the results of the research (Siregar dan Thomas, 2015) which examines the variables of work climate for teachers. Based on the results of the study, there was a simultaneous influence of 48.3% between work discipline and teachers' work climate and a partial influence between work climate and teacher performance of 28.31%.

Conclusion

Schools are expected to sustain and enhance teacher performance. This is so that elements like discipline and work environment can improve teacher effectiveness. This is meant to boost teacher performance at Panca Jaya Private Junior High School by creating a more positive work atmosphere and a stronger work ethic. To ascertain instructor performance in this study, it is crucial to improve independent components. It is anticipated that the findings of this study will serve as a guide for future researchers. This study still has flaws and is unable to pinpoint every element that may influence teacher performance at Panca Jaya Private Junior High School due to the author's constraints. In order to considerably increase teacher performance, it is believed that future research will be able to multiply study variables that have an impact on teacher performance in schools.

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