

## THE EFFECT OF WORK DISCIPLINE ON TEACHERS' PERFORMANCE

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**ABSTRACT:** *The purpose of this research is to analyze and to describe the effect of teachers' work discipline on teachers' performance. This study was conducted at 24 public junior secondary schools and 29 private junior secondary schools in Kendari City, Indonesia with a sample size of 100 respondents. The latent variabel studied was teachers' work discipline as exogen variable and teachers' performance as endogenous variable. Two sets of questionnaires (pertaining to teachers' work discipline and teacher's performance) were used as research instruments. The data collected were tested through statistics Structural Equation Modeling (SEM) by using software Smart-PLS 3.0. The study results show that there is a positive and significant effect of teachers' work discipline on teachers' performance.*

**KEYWORDS:** work discipline, teacher's performance, teacher, Structural Equation Modeling

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### INTRODUCTION

The performance shown by the teacher is an indicator of the effectiveness of the achievement and the success of learning objectives. Teacher's performance is an indication of the success of the teacher in carrying out institutional tasks and other specific tasks demanded by the nature of teacher's position (Habib, 2017). Efforts to improve teacher performance can be done by increasing work productivity, work quality, work efficiency, job satisfaction, work discipline, work excellence, and work development.

The reputation of the school and its impact on the quality of educational institutions depends on the quality of the teachers working in it (Halder and Roy, 2018). Therefore, for school development it requires teachers with high discipline. Teacher's performance is, basically, the teacher's achievement in his work. Teacher's performance can also be assessed through the extent to which the learning carried out, which can give significant effect to students. Specifically, the work target requires the teacher to formulate learning objectives in the form of behavior that is transferred to students. This means that learning quality is the main determinant factor of the success of the learning process.

Due to the importance of the role of teacher's performance in the quality of education and the quality of human resources (especially in Indonesia), it is natural that the reality of the low human development index and the low quality of education in Indonesia is a result of the low teacher's performance. The low teachers' quality problem also occur in Southeast Sulawesi Province, Indonesia. This is evident that from the 10 provinces of Indonesia with the lower teacher competency test scores, Southeast Sulawesi is one of among the four provinces with the lowest score with an average score of 47.77 (Pidipedia, 2015).

Regarding to teacher's performance, the basic principle is to map the causal factors of the low performance. According to Yunus (2017) there are at least four trigger factors of the low teachers' performance, namely: 1) inadequate teacher' qualifications; 2) ineffective teacher's profession improvement program; 3) ineffective teacher recruitment; 4) indiscipline in carrying out duties. In relation to the impact of work discipline, it is also reinforced by the results of analysis conducted by Lubis (2016), which showed that the low learning performance is caused by poor teacher's work discipline in carrying out duty in school, often leaving the learning process, lacking teaching preparation, not mastering learning material, and indisciplined in teaching. Based on the background of the problem above, the purpose of this study is to analyze and to describe the effect of work discipline on teacher's performance.

## RESEARCH METHODOLOGY

### 1. Research Hypothesis

The hypothesis tested in this study is that work discipline has a positive and significant effect on teacher's performance. The form of the causal relationship between exogenous and endogenous variables is described in Figure 1.

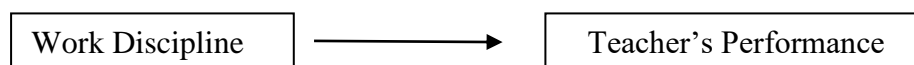


Figure 1. Causal Relationship between Exogenous and Endogenous variables

### Research Sample

The research sample which was set proportionally and randomly contained 100 teachers of 24 Public Junior Scondary School and 29 Private Junior Secodary Schools in Kendari City, Indonesia. The research sample was determined by referring to the idea of Schumacker & Lomax (2010) who sated that the minimum number of samples for research using SEM was 100 respondents.

Two sets of questionnaires (pertaining to teacher's work discipline and teacher's performance) were used as research instruments. Both of these questionnaires were independently developed by researchers. The instrument of teacher work discipline includes six indicators, namely: (1) attendance at school; (2) obedience to rules at school; (3) compliance with teacher work standards; (4) work commitment; (5) responsibility for duties; and (6) politeness and neatness. Meanwhile, the instrument for teacher performance includes six indicators, namely: (1) preparation of learning; (2) mastery of learning material; (3) the use of learning strategies; (4) classroom management; (5) learning evaluation; and (6) learning outcomes. Both instruments were tryied-out through 50 simple randomly selected respondents from the reserach population. The internal consistency reliability coefficients of each instrument was 0.91 and 0.89.

### Data Analysis Technique

The data collected were analysed using Partial Least Square (PLS) analysis techniques with the help of Smart-PLS 3.0 and Microsof Excel software. There are two fundamental evaluations in *SmartPLS* analysis, namely: first, evaluation of the measurement model (outer model) to determine the validity and reliability of indicators that measure latent variables. Test criteria for validity and reliability of the instrument refers to discriminant validity, convergent validity, cronbach Alpha and composite

reliability. Second, assessing the inner model or structural model to test the causal relationship between constructs. Testing the hypothesis in *SmartPLS* analysis is done through bootstrap resampling (Hair *et al.*, 2014). The testing was carried out with a critical point (CR) p-value 5 0.05 ( $\alpha = 0.05$ ); it means that the significance level of parameter estimates in hypothesis testing is set at 95% or  $\alpha = 0.05$ .

## RESUSLTS

### Measurement Model Evaluation

Evaluation on latent variable measurement models with reflective indicators was analyzed by looking at the convergent validity of each indicator. The testing of convergent validity on *Smart-PLS* can be seen from the amount of outerloading of each indicator on its latent variables. The outerloading exists above 0.70 is highly recommended, however the outer loading value of 0.50-0.60 can still be considered to be maintained (Sholihin & Ratmono, 2013). Outer model or measurement model is an assessment of the validity and reliability of research variables. There are three criteria for assessing the outer model, namely discriminant validity, composite reliability, and convergent validity. Based on the three measurement criteria of the measurement model from the bootstrapping results in the PLS method, the testing of the measurement model for each indicator can be explained in the following points.

#### *Discriminant Validity*

Assessment on discriminant validity was carried out using cross loading values. If the cross loading value of each indicator is greater than the cross loading of other variables, then the indicator is said to be valid. The cross loading computation results are presented in Table 1.

**Table 1. Cross Loading Computation Results**

Variable	Indicator	Work Discipline	Teacher's Performance
Work Discipline	School attendance	<b>0.926</b>	0.268
	Obedience to rules of school	<b>0.902</b>	0.230
	Compliance toward work standards	<b>0.929</b>	0.241
	Work commitment	<b>0.880</b>	0.148
	Work responsibility	<b>0.945</b>	0.318
	Politeness and neatness	<b>0.853</b>	0.114
Teacher's Performance	Teaching preparation	0.268	<b>0.881</b>
	Mastery of learning material	0.029	<b>0.568</b>
	The use of learning strategies	0.249	<b>0.859</b>
	Class management	0.139	<b>0.713</b>
	Learning Evaluation	0.180	<b>0.838</b>
	Learning Outcomes	0.174	<b>0.721</b>

Table 1 shows that overall the value of cross loading indicators of teacher work discipline variables and teacher's performance is above the cross loading value of other latent variables so that the research instrument is said to be valid in terms of discriminant.

#### *Convergent Validity*

Convergent validity measures the validity of an indicator as a construct gauge, which can be seen from the outer loading. An indicator is considered valid if it has a factor loading value above 0.70, however the value of a loading factor of 0.50-0.60 can still be tolerated. The outer loading value can also be interpreted as contributing each indicator to latent variables. An outer loading of an indicator

with the highest value, means that the indicator is the strongest measure in reflecting the latent variable in question. More clearly, the description of the evaluation results of the measurement model for each latent variable of the study can be seen in Table 2 and Table 3.

### Evaluation on Measurement Model of Teacher's Work Discipline Variable

The results of the evaluation on Measurement Model of Teacher's Work Discipline Variable (outer model) can be shown in Table 2.

**Table 2. Outer loading of each Indicator from the Teacher's Discipline Variable**

Indicator Variable	Outer loading	t- statistic	p-values
School attendance	0.926	53.634	0.000
Obedience to rules at school	0.902	31.933	0.000
Compliance with teacher work standards	0.929	46.456	0.000
Work commitment	0.880	23.940	0,000
Work responsibility	0.945	56.956	0.000
Politeness and neatness	0.853	17.442	0,000

Source: Data Processing results of *SmartPLS*

Table 2 shows that the factor loadings estimation results of all indicators of the teacher's work discipline instrument are greater than 0.70 and have a p-value significant at the 0.00 confidence level. This reflects that the correlation between the six indicators as a whole is positive and significant in reflecting the latent variables of the teacher's work discipline.

### Evaluation on Teacher's Performance Measurement

The results on evaluation on teacher's performance measurement models is shown in Table 3.

**Table 3. Outer Loading of Each Indicator Variable on Teacher's Performance**

Indicator Variable	Outer loading	t- statistic	p-values
Learning preparation	0.881	9.113	0.000
Mastery of learning material	0.568	3.286	0.001
The use of learning strategies	0.859	8.735	0.000
Class management	0.713	5.437	0,000
Learning Evaluation	0.838	8.607	0.000
Learning Outcomes	0.721	7.317	0,000

Table 3 shows that the factor loadings estimation results of all indicators of teacher's performance instruments are greater than 0.70 and it has a p-value significant at the confidence level of 0.00. This reflects that the correlation between the six indicators as a whole is positive and significant in reflecting the latent variables of teacher's performance.

### Reliability

Reliability of research instruments using the polytomic scale can be considered from *Cronbach Alpha* values and composite reliability values. Composite reliability measures the actual reliability value of the research variables, while *Cronbach Alpha* measures the lowest bound of the research variable. A research instrument is considered to be reliable if the value of *Cronbach Alpha* > 0.6 and the reliability composite value > 0.7. A summary of the results of the Cronbach Alpha test and composite reliability is shown in Table 4.

**Table 4. The Results of Measurement Model of Reliability**

Variable	<i>Cronbach Alpha</i>	Composit Reliability	Decision
Work Discipline	0.957	0.965	Reliable
Teacher's Performance	0.868	0.896	Reliable

Source: Data processing results of *SmartPLS*

The instrument reliability testing results in Table 4 show that the *Cronbach Alpha* and Composite Reliability coefficients are more than 0.7. It can be concluded that the two instruments used in this study had met the criteria of good reliability, so that both instruments were appropriate to be used to measure the teacher's work discipline and teacher's performance. Thus, based on the results of the evaluation of convergent validity and discriminant validity of indicators and construct reliability for the instrument as a whole. It can be concluded that the each of the indicators for measuring latent variables are valid and reliable.

### Inner Model Evaluation (Hyphotesis Testing)

#### *Goodness of Fit Inner Model Evaluation*

Structural model evaluation in this study aims to test the research hypothesis. The *SmartPLS* structural model shows the path coefficients and statistical t-values of the causal relationship between latent variables. Before an interpretation of the path coefficient is carried out, a goodness of fit inner model is examined through the coefficient  $R^2$ , as shown in Table 5.

**Table 5. R-Square**

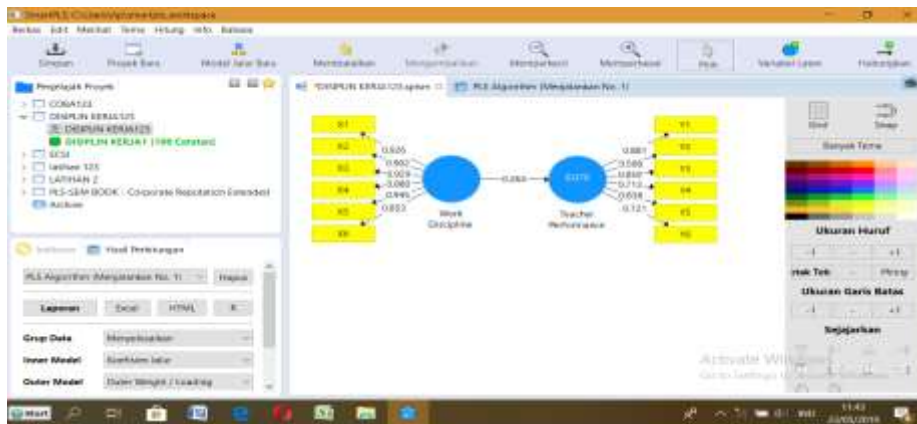
Variable	R Square value
Work discipline	-
Teacher's Performance	0,605

Source: Data processing results of *SmartPLS*

Table 5 shows that the  $R^2$  value is 0.605 which means that the construct of teacher's performance is explained by work discipline of 0.605 (60.5%) while the rest  $(1-0.605) = 0.395$  or 39.5% is explained by other variables. The result of evaluation of the coefficient  $Q^2$  predictive relevance of 0.605 also shows that the structural model in this study is good because it is able to predict teacher performance by 60.5%.

#### *Hyphotesis Testing*

The structural model (inner model) is evaluated by looking at the path coefficient value of the relationship between latent variables. Based on the conceptual framework of this study, then testing the model of the influence of work discipline on teacher performance can be done by testing the path coefficients as shown in Figure 1.



**Figure 1. The Results of Testing of the Path Coefficients**

The results of the research hypotheses as shown in Table 6 shows the rejection of  $H_0$ , which means that there is a positive and significant effect on work discipline toward the teachers' performance. Thus, the higher the teacher's work discipline, the higher the teacher's performance.

**Tabel 6. Hasil Hypotesis Testing**

Hypotesis	Path-coefficient	t-statistic	p-value	Result
The effect of Work discipline onTeacher's performance	0,264	2,674	0,008	Reject $H_0$

Source: Data processing results of *SmartPLS*

## DISCUSSION

The results of testing the effect of work discipline on teacher performance obtained path coefficients of 0.264 with  $p\text{-value} = 0.008 < \alpha = 0.05$ . The results of this test prove that there is a positive and significant influence of work discipline on teacher performance. This means that the increase in work discipline is in the same direction and real to the improvement of teacher's performance, so that the hypothesis proposed in this study is acceptable because it is supported by data. The results of this study give the meaning that the higher the work discipline of teachers, the higher the performance produced.

This is consistent with the findings of the study conducted Oslan, Syafar & Mueyono (2015) who stated that work discipline has a positive and significant effect on teacher's performance. The findings are similar to those of Sartika & Muchtar (2014), which assert that there is a positive relationship between work discipline and teacher's performance. This relationship shows that the increase on work discipline tend to improve teacher's performance.

Work discipline is an influential factor of teacher's performance (Siregar & Thomas, 2015). Work discipline is a behavior to comply with all organizational rules in doing work to achieve expected goals. Teacher's discipline is very important in carrying out the duties and obligations as instructors, educators, and advisers. High discipline will be able to build professional performance, because with a good understanding of discipline, the teacher will be able to observe the rules and strategic steps in implementing learning. The ability of the teacher to understand the rules and implement the right

rules, both in relation to other personnel in the school and in the learning process in the classroom, is very helpful in making students learn. Therefore a number of researchers, such as Krskova & Baumann (2017); Zhumabaeva *et al.* (2016); Hagger & Hamilton (2019); Simba, Agak & Kabuka (2016); Ehiane (2014); and Mbaluka (2017) found that in addition to improving teacher performance, discipline factor has a significant effect on students' academic performance. Similarly, according to Bager-Elsborg (2019) that academic discipline can increase meaningful learning.

Teacher work discipline which includes attendance at school, adherence to rules in school, adherence to teacher's work standards, commitment to duties, responsibility for duties, and courtesy and neatness have gone well. Good discipline reflects the amount of responsibility a person has towards the tasks assigned to him. Good work discipline can improve performance (Mangkunegara & Waris, 2015; Tumilaar, 2015; Heriyanto, Naser & Setia, 2018; Muskita, 2016; Febiningtyas & Ekaningtias, 2014). Communication and work discipline are predictors of employee performance (Kuncorowati & Rokhmawati, 2018). Good discipline reflects the amount of one's responsibility towards the tasks assigned to him. This encourages work passion, work morale and high work performance.

Work discipline is a form of compliance toward school organizations. The aim is to motivate teachers and school staff to meet performance targets according to the objectives of the school organization. One of the processes to achieve the intended target is performance (Ulrich, 2009). Efforts to improve teacher work discipline are usually directed at teacher's behavior (not to the teacher as an individual). The purpose of discipline is to improve teacher's performance. A person who has high discipline will continue to work well even if he is not supervised by a supervisor; he will not use work-time to do other things that have nothing to do with the work, and he will obey the rules that exist in a work environment with high awareness.

Work discipline includes self- control on one's person in carrying out the duty so as to create a condition for fulfilling optimal needs to achieve the objectives in the form of performance and expected work results. In this argument, the discipline becomes a determinant of teacher performance. Thus, the testing of the hypothesis of this study shows that the high work discipline will make teacher performance more optimal. The optimal teacher's performance can be a corner stone to bring the school goals to reality.

## CONCLUSION

Based on the results of hypothesis testing, it can be concluded that there is a positive and significant effect of work discipline on teacher's performance. The increase in work discipline is in the same direction with' the improvement of teacher's performance. So that the hypothesis proposed in this study can be accepted as it is supported by facts. Teacher's work discipline contributes significantly in improving teacher's performance. Thus, to improve the performance of teachers it is expected to maximize the aspects of: school attendance, adherence to rules in school, adherence to teacher's work standards, work commitment, responsibility for duty, courtesy and neatness, because these factors also have an positive and significant impact in improving the teacher's performance. Thus, it is recommended that policy makers in the education sector to be able to provide guidance and improve on teacher's work discipline, especially for social studies teachers in junior secondary schools in Kendari city, Indonesia.

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