

The Influence of Work Motivation and Discipline on the Performance of Social Studies Teachers in JHS in Bireuen Regency

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ABSTRACT

This study was motivated by findings on the implementation of the "Merdeka Curriculum" by Social Studies (teachers in Junior High School (JHS) in Bireuen Regency, where performance in teaching and learning responsibilities did not meet expectations. This was evident from the lack of analysis of learning evaluation results and the failure to implement 21st-century framework-based learning, which emphasizes student-centered teaching, critical thinking, and innovation. The research aims to 1) analyze the effect of work motivation on the work discipline of Social Studies teachers in JHS in Bireuen Regency; and 2) examine the combined effects of work motivation and discipline on their performance. The study involved 52 Social Studies teachers in Bireuen Regency, selected using Slovin's formula. Path analysis using SPSS was applied as the analytical technique, and the research employed a causal descriptive approach to investigate direct and indirect relationships between variables. Data were collected through questionnaires distributed to respondents. The findings revealed that 1) work motivation significantly influences the work discipline of Social Studies teachers, indicating that improving teacher motivation enhances their discipline; and 2) work motivation and discipline significantly affect teacher performance, suggesting that enhancing both factors can improve the performance of Social Studies teachers in JHS in Bireuen Regency.

Keywords: *Work Motivation, Work Discipline, Teacher Performance, Merdeka Curriculum, Path Analysis.*



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INTRODUCTION

The goal of national education is to explore and develop students' potential and abilities so that they become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, and independent, and become democratic citizens with a sense of responsibility (Jamil *et al.*, 2024). In line with the framework of 21st-century education, students must possess essential skills, including the ability to communicate effectively, demonstrate creativity, collaborate with others, and exhibit a high level of critical thinking (Budiyanto *et al.*, 2024). The realization of these expectations can only be achieved by improving the quality of teachers. Teachers are the key element of the education system, particularly in schools. Other educational components, such as curriculum, facilities, funding, and so on, will have little impact if teaching is ineffective, especially the quality of teacher-student interactions. The curriculum and other components will only become meaningful if implemented by teachers

who can motivate students to learn.

The role of teachers in transferring educational inputs is critical. Without their contribution, it is unlikely that significant improvements or transformations in quality will occur in schools. Thus, teachers play an essential role in achieving student success, and educational programs' goals can only be achieved by teachers who demonstrate excellent performance. Educators are expected to meet and realize the expectations of all stakeholders, especially the public, who entrust schools and teachers with nurturing students. As stated by our Minister of Education, Mr. Abdul Mjukti, learning must be profound (deep learning). Therefore, teachers must also engage in profound teaching (deep teaching) during the learning process.

Field observations reveal that social studies teachers often struggle to implement teaching processes that align with the demands of the "Merdeka Curriculum" (Syahrir *et al.*, 2024). For example, some teachers fail to select learning models that broaden perspectives and make learning meaningful and enjoyable. Consequently, learning sessions often become uninteresting. In some cases, teachers merely instruct students to search for materials on Google, analyze them independently, and take notes, without conducting face-to-face discussions to review the material. Furthermore, some teachers cannot design their own teaching programs and learning modules, instead relying on teaching plans and programs obtained from other schools through the Subject Teacher Deliberation (STD) (Takalao *et al.*, 2024). This lack of self-preparation leads to a superficial understanding of the teaching material, which can significantly reduce the effectiveness of classroom learning. Based on these phenomena, the author assumes that the low performance of social studies teachers in Bireuen Regency is influenced by several factors. These include personal/individual factors or human resources, such as knowledge, skills, abilities, self-confidence, motivation, discipline, and commitment, as well as external factors, including leadership, systems, teamwork, and situational aspects. The relationship between these factors and teacher performance can be identified as follows: 1) Work motivation has a significant impact on teacher performance. Teacher performance depends on work motivation; knowledge and skills alone do not guarantee a teacher's success in teaching. Knowledge and skills must be supported by high work motivation to ensure that all tasks are performed effectively. Work motivation is the most dominant factor influencing teacher performance; and 2) Discipline is also crucial for educational development in schools, particularly in motivating teachers to have strong commitment and self-discipline in carrying out their roles, both individually and collectively. Work discipline helps cultivate a sense of adherence to and appreciation for existing rules, procedures, and policies, ultimately contributing to good performance.

If the facts and phenomena observed in the field are allowed to persist, the learning objectives will not be achieved, resulting in low graduation quality. Ultimately, the human resources produced will not meet expectations. Furthermore, this will lead to the failure to achieve the national education goals as outlined in the National Education System Law. Therefore, this issue must be addressed seriously and decisively by all stakeholders involved in the education sector. Teacher performance is a crucial element in education, as it determines students' learning success (Wijayanti *et al.*, 2022). According to Arikunto (2006), teacher performance refers to the capability of teachers or educators as seen through their competence and ability to carry out the learning process by applicable norms and laws to achieve educational goals. Siagian (2012) states that motivation serves as a

driving force, prompting individuals to willingly perform actions to direct their abilities within organizational activities. Furthermore, work motivation is a determining factor in an individual's performance. As explained by Uno (2016), increasing teacher motivation is essential to drive behaviors that align with achieving established goals. In addition to work motivation, improving teacher performance also requires discipline. Discipline reflects a sense of responsibility that stems from individual awareness, fostering the enjoyment of performing tasks that contribute to achieving organizational objectives. Tsauri (2013) notes that discipline develops when individuals consciously adhere to and comply with established rules. This situation has prompted the author to investigate the following issues: 1) Does teacher work motivation affect the work discipline of social studies teachers in Junior High School (JHS) in Bireuen Regency?; and 2) Do teacher work motivation and work discipline affect the performance of social studies teachers in Bireuen Regency?

METHODS

The type of study conducted by the author is the descriptive-causal study between variables. This type of study is directed toward investigating causal relationships by observing the effects that occur, with the aim of distinguishing between the direct and indirect influences of a causal variable on an effect variable. The causal-effect variables in this study are work motivation (X_1) and work discipline (X_2), which are examined for their influence on the performance of social studies teachers at JHS in Bireuen Regency. The study subjects consisted of 52 individuals. Data were collected through observation, interviews, and documentation using a questionnaire as the primary instrument. The data utilized in this study are primary data obtained through the distribution of study questionnaires. The process of questionnaire distribution was carried out directly by the researcher in the study area, targeting social studies teachers at JHS in Bireuen Regency. The collected data were analyzed using parametric analysis with the assistance of Statistical Package for Social Sciences (SPSS). The data analysis model employed in this study is path analysis.

RESULTS

3.1 Path Analysis

The path analysis conducted in this study is based on primary data collected during the research activities. The data were then processed using SPSS software version 17 to determine the extent of the influence of each exogenous variable on the endogenous variable. This analysis was performed using path analysis, which consists of two substructures as follows.

Table 1. Substructure 1 Influence (The Effect of Work Motivation on Work Discipline)

No	Variable	Path Coefficient	t-Value	Significance
1	Work Motivation	0.550	5.252	0.000
R ²		0.304		
F-Value			27.595	Sig. 0.000

Analysis Results and Significance

The analysis results indicate that the work motivation variable has a significant influence on the work discipline of social studies teachers at JHS in Bireuen Regency. This is evidenced by an F-value of 27.595 with a probability significance value of 0.000, which is smaller than 0.05. Therefore, it can be concluded that work motivation significantly affects the work discipline of social studies teachers.

Path Coefficient and t-Test

The path coefficient of the work motivation variable on work discipline is $PX_2X_1 = 0.550$, with a t-value of 5.252 and a significance value of 0.000 (< 0.05). This demonstrates that the path coefficient is significant. Based on these results, it can be concluded that work motivation significantly affects the work discipline of social studies teachers at public JHS in Bireuen Regency.

Influence of Other Factors on Work Discipline

The influence of other factors on work discipline, which is not explained by the work motivation variable, is calculated based on the residual path coefficient ($P\epsilon$) as follows: $PX_2\epsilon = \sqrt{(1 - R^2)} = \sqrt{(1 - 0.304)} = \sqrt{0.696} = 0.8335$.

The contribution of other factors to work discipline is calculated as follows: $(PX_2\epsilon)^2 = (0.8335)^2 = 0.6951$ or 69.51%.

Thus, approximately 69.51% of the work discipline of social studies teachers is influenced by other factors that were not examined in this study. This indicates that while work motivation has a significant impact on work discipline, there is still a substantial contribution from external factors that influence this variable.

3.2 Influence of Substructure 2 (Work Motivation and Work Discipline on Teacher Performance)

The results of the analysis of the influence of work motivation and work discipline variables on the performance of geography teachers at JHS in Padang City can be seen in Table 2 below:

Table 2. The Influence of Work Motivation and Work Discipline Variables on Teacher Performance

No	Variable	Path Coefficient	t-value	Sig.
1	Work Motivation	0.250	2.148	0.035
2	Work Discipline	0.455	3.871	0.000

$R^2 = 0.400$, F-value = 20.692, Sig. = 0.000

- The analysis results indicate that the variables of work motivation and work discipline collectively have a significant impact on the performance of geography teachers at JHS in Padang City. This is evidenced by the F-value = 20.692 with a significance probability = 0.000 < 0.005 . This indicates that collectively, work motivation and work discipline significantly influence teacher performance.
- The path coefficients of each variable and the results of the t-tests are as follows: 1) The path coefficient $PYX_1 = 0.250$, with a significance probability = 0.035 < 0.05 . This indicates that the path coefficient is significant. Based on this analysis, it can be concluded that work motivation has a significant impact on the performance of

geography teachers at JHS in Padang City; 2) The path coefficient $PYX_2 = 0.455$, with a significance probability = $0.000 < 0.05$. This indicates that the path coefficient is significant. Based on this analysis, it can be concluded that work discipline significantly influences the performance of geography teachers at JHS in Padang City.

- Other Factors Influencing Teacher Performance (Y): Path coefficient for other factors ($PY\epsilon$):

$$PY\epsilon = \sqrt{1 - R^2}$$

$$PY\epsilon = \sqrt{1 - 0.400}$$

$$PY\epsilon = 0.7746$$

The contribution of other factors not examined in this study to teacher performance is calculated as $(0.7746 \times 0.7746) = 0.6000$ or 60.00%.

3.3 Hypothesis Testing and Analysis

Hypothesis Testing

Hypothesis 1

Work motivation has a significant effect on the work discipline of Social Studies teachers in JHS in Bireuen Regency. Based on the data analysis results, the calculated F-value is 27.597 with a significance level of 0.000, which is less than 0.05. This indicates that work motivation significantly influences the work discipline of geography teachers in JHS in Padang City. Thus, the hypothesis proposed in this study is accepted.

Hypothesis 2

Work motivation and work discipline have a significant effect on the performance of geography teachers in JHS in Padang City. Based on the data analysis results, the calculated F-value is 20.692 with a significance level of 0.000, which is less than 0.05. This indicates that work motivation and work discipline significantly influence the performance of geography teachers in JHS in Padang City. Thus, the hypothesis proposed in this study is accepted.

Direct and Indirect Effects

Direct Effects

For Work Motivation (X1):

$$Y_{\{X1 \rightarrow Y\}} = (P_{\{YX1\}})^2$$

$$= (0.253)^2$$

$$= 0.0640$$

$$= 6.40\%$$

The direct effect of the work motivation variable on the performance of geography teachers in JHS in Padang City is 6.40%.

For Work Discipline (X2):

$$Y_{\{X2 \rightarrow Y\}} = (P_{\{YX2\}})^2$$

$$= (0.457)^2$$

$$= 0.2088$$

$$= 20.88\%$$

The direct effect of the work discipline variable on the performance of Social Studies teachers in JHS in Bireuen Regency is 20.88%.

Indirect Effects

$$\begin{aligned} Y_{\{X1 \rightarrow X2 \rightarrow Y\}} &= (P_{\{YX1\}})(P_{\{X1X2\}})(P_{\{YX2\}}) \\ &= (0.253)(0.552)(0.457) \\ &= 0.0638 \\ &= 6.38\% \end{aligned}$$

The indirect effect of the work motivation variable on the performance of Social Studies teachers in JHS in Bireuen Regency through work discipline is 6.38%. For a clearer overview of the total effects of work motivation and work discipline on teacher performance, refer to Table 2 below:

Table 2. Summary of Direct and Indirect Effects

No	Description	%	Cumulative %
1	Direct effect of work motivation (X1) on teacher performance (Y)	6.40	
2	Indirect effect of work motivation (X1) on teacher performance (Y) through work discipline (X2)	6.38	12.78
	Total direct and indirect effect of work motivation (X1) on teacher performance (Y)		
3	Direct effect of work discipline (X2) on teacher performance (Y)	20.88	
4	Indirect effect of work discipline (X2) on teacher performance (Y) through work motivation (X1)	6.38	

3.4 Discussions

The Effect of Work Motivation on the Work Discipline of JHS Teachers in Bireuen Regency

Based on the analysis of substructure 1, it was found that motivation, based on the F-test, significantly affects the work discipline of geography teachers in JHS in Bireuen Regency. Additionally, the partial path coefficient of work motivation was found to significantly influence the work discipline of Social Studies teachers in JHS in Bireuen Regency. Thus, the proposed hypothesis is accepted.

This finding aligns with the research conducted by Agustina *et al* (2020), which concluded that teachers' work motivation significantly impacts their performance, based on a study at an Islamic Junior High School (IJHS) in Bontotirto. Moreover, it is consistent with the statement by Anoraga (2001), who described work motivation as the desire and drive of an individual to actively participate in tasks, whether in terms of time or financial contributions, to achieve specific goals. Teachers with high work motivation will perform their duties with high discipline. Furthermore, motivation encourages individuals to carry out their work with responsibility and commitment, as one of the objectives of work motivation is to foster discipline and a strong work ethic. In other words, teachers' work motivation positively influences their work discipline.

The Effect of Work Motivation and Work Discipline on the Performance of Social Studies Teachers in JHS in Bireuen Regency

Based on the analysis of substructure 2, it was found that work motivation and work discipline together significantly influence the performance of Social Studies teachers in JHS in Bireuen Regency, with a total effect of 40.00%. The partial path coefficient for work motivation was 25.30%, while work discipline had a significant effect of 45.70%. These findings support the proposed hypothesis.

The path analysis revealed that the direct effect of work motivation on teacher performance was 6.40%, while the indirect effect of work motivation on teacher performance through discipline was 6.38%. The indirect effect was slightly smaller than the direct effect, as supported by the recapitulation data of direct and indirect effects in this study. This implies that the motivation of Social Studies teachers in JHS in Bireuen Regency in carrying out the teaching process has a reduced impact on performance when not supported by work discipline.

This result is consistent with Payaman (2000); Yurizal (2006), who stated that several factors influence performance, including: 1) Individual competencies (ability, motivation, work discipline, and work ethic); 2) Organizational support (availability of facilities, infrastructure, and a conducive work environment).

Similarly, this is supported by Yamin (2010), who identified factors affecting teacher performance: 1) Intrinsic factors, such as knowledge, skills, abilities, self-confidence, motivation, discipline, and individual commitment, and 2) Extrinsic factors, such as leadership, systems, teamwork, and situational aspects. The findings of this study highlight that teacher performance is enhanced by well-established work motivation and teacher discipline. This is supported by the survey results, which show that respondents' discipline levels are generally categorized as good. However, the study also identified areas for improvement, such as punctuality. Some respondents had not yet developed annual teaching programs and teaching tools promptly. Instead, these materials were often prepared only when school principals or supervisors conducted inspections.

CONCLUSION

Based on the research findings, it can be concluded that work motivation significantly influences the work discipline of Social Studies teachers in JHS in Bireuen Regency, indicating that higher work motivation leads to better discipline. Work motivation and discipline also jointly have a significant impact on the performance of geography teachers in JHS in Padang City, where both are crucial for improving teaching effectiveness. However, the direct influence of motivation on performance is smaller compared to the direct influence of discipline, and the indirect effect of motivation through discipline shows that motivation alone, without sufficient discipline, may weaken teacher performance. These findings underscore the importance of enhancing both motivation and discipline among teachers to optimize their performance in fulfilling their teaching duties and responsibilities.

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