

**TEACHER PERFORMANCE IS REVIEWED FROM MOTIVATION, COMPETENCE,
DISCIPLINE AND WORK ENVIRONMENT
(STUDY ON KINDERGARTEN TEACHERS IN PRAMBANAN SUB-DISTRICT)**

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Abstract

The purpose of this research is to identify the extent to which Kindergarten teachers in Prambanan District's motivation, competence, discipline, and work environment all have a role in shaping their students' academic and behavioral outcomes. Quantitative research methods are employed in this study. All 75 personnel from Prambanan District's kindergartens made up the study's population. This study used a census sampling method and collected data from 75 participants. Questionnaire-based information gathering. Statistical tests such the multiple linear regression test, the F test, the t test, and the coefficient of determination were utilized in the data analysis process. The study found that the performance of kindergarten instructors in the Prambanan District was highly influenced by four factors at the same time: teachers' motivation, teachers' competence, teachers' discipline, and the kindergartens' work environments. Based on the results of this research, kindergartens in the Prambanan District have begun implementing changes to boost agricultural extension employees' motivation, competence, discipline, and overall productivity in the workplace.

Keywords: Teacher Performance, Motivation, Competence, Discipline, Work Environment

1. INTRO DUCTION

A company's human resources are its most valuable assets since they are the ones that steer the company and keep it evolving in response to shifting societal norms and technological advances. As a result, HRM is something that should always be evaluated, nurtured, and expanded. Good human resources ensure that efforts are directed toward achieving desired outcomes. Quality isn't just shrewd; it also satisfies the task's quality standards, allowing for on-time and successful completion. In addition, the issue of low-quality output has not been properly addressed; many tasks are completed with insufficient knowledge and methods that are neither efficient nor innovative (Nurmala, 2020).

One of the most important human resources in a school is the faculty. If sufficient human resources are developed, an educational institution can grow as planned. Law Number 14 of 2005 concerning Teachers and Lecturers defines teachers as "professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education pathways, primary education, and secondary education," so teachers are an integral part of the learning process that contributes to the formation of future human resources in the development sector.

Teachers' efforts, as shown in their lesson preparation, delivery, and evaluation, are directly proportional to student achievement because they represent the value teachers have on their profession and the rigor with which they approach their work. Teachers actually do exhibit conduct relevant to their profession when instructing their students. Evidence of a teacher's effectiveness can be found in how well they demonstrate pedagogical, personal, social, and professional competence (Ardiana, 2017). Both the means and the outcomes of teachers' work provide insight into their effectiveness. High-performing teachers have some character traits, according to Miseransyah (2021): discipline, a preference for hard effort, an appreciation for excellence, a sense of responsibility, a strong sense of dedication, and so on.

Motivation is the inner drive that makes an action possible. Pursuing one's goals in the workplace is what's known as "work motivation" (Rahmayanti et al., 2021). If workers (in this case, educators) are highly motivated, they will work diligently. A person's curiosity, attention, and willingness to take part in an activity are all indicators of whether or not he is intrinsically motivated to do so. According to this view, instructors who are already less effective in the classroom are even less effective as a result of their lack of motivation to teach, which in turn reduces teacher productivity or performance. The principal's job is crucial because of the necessity to inspire instructors to raise their game (Ardiana, 2017). Teacher performance was found to be influenced by levels of motivation (Rahmayanti et al., 2021).

When students' knowledge, attitudes, and skills are regularly reflected in their behavior and thinking, we can say that they are competent. One of the major determinants in whether or not an organization succeeds or fails is the level of competence displayed by its members. Words and phrases commonly used in conversations, notably in the field of human resource development, make up what is known as "competence" (Guruh, 2018). To be regarded capable by society in carrying out responsibilities in a particular sector of work, one must demonstrate a set of intelligent, responsible behaviors known as "competence." Teachers count on their own expertise to help them do a better job of instructing their students (Simatupang & Silalahi, 2019). According to the findings, teachers' effectiveness is impacted by their level of competency (Guruh, 2018).

Discipline in the workplace is equally crucial to a teacher's success. Work discipline is crucial to succeeding in one's endeavors. Respect, respect, obedience, and obedience to applicable norms, both written and unwritten, as well as the ability to carry them out and not escape getting consequences if he violates the tasks and authorities granted to him, constitutes work discipline (Alhusaini et al., 2021). Management uses discipline as a tool to get employees to conform to the organization's policies and procedures. As a sort of training aimed at improving and shaping knowledge, attitudes, and behavior, discipline encourages workers to voluntarily seek out opportunities to collaborate with their coworkers and boost their productivity. Discipline, according to Rizal (2019), is "an internal regulation carried out with decisiveness of soul and full responsibility." Teacher performance was found to be influenced by disciplinary measures, according to the study (Alhusaini et al., 2021).

Teachers' workplaces provide a context for acquiring skills, knowledge, and insights useful for performing job duties. Ultimately, it will lead to the instructor's enhanced performance. As a result, a productive workplace contributes to the realization of the school's stated mission and vision. Teachers are more likely to want to improve their efficiency and effectiveness at their jobs if they feel their needs are being satisfied when they carry out various learning activities. This is because teachers will be more at ease in their job if their workplace is clean, well-lit, and provides for their basic necessities (Sari, 2018). Teachers are more likely to perform up to expectations if they are provided with a supportive workplace that allows them to do their jobs with enthusiasm,

passion, and integrity, as stated in the job description (Mukhtar, 2018). The findings indicated that teachers' productivity was affected by their working conditions (Sari, 2018). All of the preschools in the Prambanan neighborhood were surveyed for this study.

2. RESEARCH METHODOLOGY

A quantitative descriptive method was adopted for this investigation. Sugiyono (2019: 13) explains that quantitative research approaches include descriptive and inductive statistical examination of data.

The study of people as a whole is the focus of science (Arikunto, 2020: 173). In the Prambanan subdistrict, there are a total of seventy-five persons employed in kindergartens. The sample is a selection of individuals who are thought to be typical of the whole population (Arikunto, 2020: 179). Seventy-five persons were polled for this study's samples. In this investigation, the census sampling method was applied.

3. RESULT AND DISCUSSION

A. Multiple Linear Regression Test

Table 1 Multiple Linear Regression Test

No	Variable	Unstandardized B	Description
1	(Constant)	0,198	Significant
2	Motivation	0,148	Significant
3	Competence	0,474	Significant
4	Discipline	0,232	Significant
5	Work Environment	0,160	Significant

Source : Primary Data processed 2023

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 0,198 + 0,148 X_1 + 0,474 X_2 + 0,232 X_3 + 0,160 X_4 + e$$

From the equation it can be explained that:

1. Constant (a) = 0.198

Therefore, if we hold the other factors, including teacher motivation, teacher competence, teacher discipline, and the school's working environment, constant (a) equals 0.198, and the findings are positive.

2. Coefficient of Motivation (b1) = 0.148

This suggests that if the teacher's motivation is increased, and the teacher's competence, discipline, and work environment are held constant, the teacher's performance will improve by 0.148, according to the regression model.

3. Coefficient of Competency (b2) = 0.474

This means that if the regression model assumes that the values of the motivation, discipline, and work environment variables remain constant, then the teacher's performance value will increase by 0.474, indicating a positive outcome.

4. Coefficient of Discipline (b3) = 0.232

In other words, the value of the teacher's performance will grow by 0.232 and show positive outcomes if the coefficient of the discipline variable improves while the

motivation, competence, and work environment variables are held constant in the regression model.

5. Working Environment Coefficient (b_4) = 0.160

In other words, the value of the teacher's performance will rise by 0.160 standard deviations if the coefficient of the work environment variable increases while the motivation, competence, and discipline variables are held constant in the regression model.

B. F Test

Table 2
F Test Results

Model	F _{score}	F _{table}	Sig.	Standard	Description
Regression	18,221	2,50	0,000	0,05	Decent Model

Source : Primary Data processed 2023

The calculated value of F is 18.221, and since $F_{\text{calculate}} > F_{\text{table}} > 2.50$ and the significance is 0.000 0.05, the null hypothesis of no effect (H_0) is rejected. We may conclude that H_a is accepted, which means that kindergarten teachers' effectiveness in Prambanan District is highly influenced by their level of motivation, competence, discipline, and work environment all at once.

B. Test hypothesis

Table 3
Test Results t

Hipotesis	T _{score}	t _{table}	Sig.	Standar	Description
H1	2,213	1,994	0,024	0,05	Accepted
H2	4,055	1,994	0,000	0,05	Accepted
H3	2,267	1,994	0,027	0,05	Accepted
H4	2,064	1,994	0,043	0,05	Accepted

Source : Primary Data processed 2023

1. The influence of motivation on teacher performance

H_0 is rejected, whereas H_a is accepted, because the calculated value is more than t_{table} ($2.213 > 1.994$) and the significance value is smaller than 0.05. The results show that in the Prambanan subdistrict, kindergarten teachers' motivation has a favorable and statistically significant effect on their students' learning outcomes.

2. The Impact of Teachers' Competence on Student Achievement

H_0 is rejected while H_a is approved due to the calculated value being greater than t_{table} ($4.055 > 1.994$) and the significance value being 0.000 0.05. Conclusions It may be argued that the competency of kindergarten instructors in the Prambanan District has a favorable and significant effect on their students' academic outcomes.

3. Discipline's effect on classroom results.

H_0 is rejected, while H_a is accepted, because the calculated value is greater than t_{table} ($2.267 > 1.994$) and the significance value is 0.027 0.05. The results show that in the

Prambanan subdistrict, discipline has a favorable and significant effect on kindergarten teachers' effectiveness.

4. How teachers' productivity is affected by their workplace

Since the computed value of t_{table} ($2.064 > 1.994$) and the significant value of 0.043 0.05 lead to the rejection of H_0 and the acceptance of H_a , respectively. Early childhood educators in the Prambanan District can rest assured that their workplace contributes significantly to their success in the classroom.

C. Test Coefficient of Determination (R^2)

Table 4
Results of the Coefficient of Determination

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0,714	0,510	0,482	1,33630

Source : Primary Data processed 2023

An adjusted R square value of 0.482 is found from the calculations. This suggests that additional factors, such as work integrity, work ethic, education, and others, account for the remaining 51.8% of the variance in teacher performance, while the variables described in this study account for 48.2%.

DISCUSSION

1. The influence of motivation on the performance of kindergarten teachers in Prambanan sub-district.

$t_{\text{calculate}} > t_{\text{table}}$ ($2.313 > 1.994$) and significance 0.024 0.05 were found using the SPSS method. This indicates that teacher performance is significantly enhanced when teachers are motivated. Consistent with prior studies (Rahmayanti et al., 2021); (Ardiana, 2017), we find that intrinsic motivation positively impacts educator effectiveness.

Teachers' productivity is greatly impacted by their level of inspiration. The encouragement of other people connected to the school positively affects teachers' motivation and hence their work.

2. The effect of competence on the performance of kindergarten teachers in Prambanan sub-district.

The SPSS analysis showed that $t_{\text{calculate}} > t_{\text{table}}$ ($4.055 > 1.994$), with $0.000 > 0.05$ significance. This suggests that competency has a considerable and beneficial influence on educators' effectiveness. Consistent with prior studies (Guruh, 2018; Simatupang & Silalahi, 2019), we find that competence significantly improves classroom performance.

Knowledge and skill have a significant role in how effective a teacher is. One of the methods to generate meaningful learning for pupils is through the creativity of the instructor, therefore the competency possessed by teachers is quite influential.

3. The influence of discipline on the performance of kindergarten teachers in Prambanan sub-district.

Using SPSS, we find that $t_{\text{calculate}} > t_{\text{table}}$ ($2.267 > 1.994$) and 0.027 0.05 is statistically significant. What this suggests is that disciplinary measures have a notable and beneficial effect on classroom outcomes. Consistent with other studies (Rizal, 2019;

Alhusaini et al., 2021) find that discipline has a favorable and significant effect on teacher performance, our study provides further support for this notion.

Teacher effectiveness is greatly impacted by disciplinary measures. The self-discipline of instructors has been shown to have a positive effect on student achievement by turning bad habits into good ones.

4. The influence of the work environment on the performance of kindergarten teachers in Prambanan sub-district.

T SCORE > ttable ($2.064 > 1.994$) and significance of 0.043 0.05 were calculated using the SPSS method. This indicates that teachers' productivity is significantly boosted by their workplace conditions. This study agrees with the findings of (Azulaidin & Rosmika, 2021); (Mukhtar, 2018) that show a favorable and significant impact of the workplace on teacher performance.

Teachers' productivity in the classroom might also be affected by their working conditions. Teachers perform better when they are surrounded by a group of people who have their backs and who help them feel at ease while they work.

4. CONCLUSION

Conclusions can be drawn from the outcomes of the conducted hypothesis tests and the ensuing conversations.

1. Kindergarten educators in the Prambanan subdistrict can benefit greatly from a more upbeat and productive outlook on their work.
2. The effectiveness of kindergarten instructors in the Prambanan District is significantly enhanced when they are competent.
3. Kindergarten teachers in the Prambanan subdistrict see a considerable and favorable improvement in their effectiveness as a result of increased discipline.
4. Teachers at Prambanan District's kindergartens see their productivity boost significantly because to the district's supportive workplace culture.

SUGRESSION

The author of this study offers helpful advice based on the aforementioned findings by doing the following:

1. Theoretically

Given that variables like work integrity, work ethic, education, and others have an influence of 51.8% outside of this research, it is expected that future research will develop this research using other independent variables besides motivation, competence, discipline, and work environment that can affect teacher performance.

2. Practically

- a. Preschool educators in the Prambanan subdistrict are tasked with maintaining and enhancing their students' intrinsic drive, knowledge, and discipline in the classroom and the workplace. Kindergarten teachers in the Prambanan subdistrict have a high motivation, competence, discipline, and work environment, all of which contribute to improved teacher performance.
- b. Since performance variables can be used to track the development of an object through time, they are not limited to use within an enterprise or government agency. Also suitable for usage in institutions such as banks, factories, and businesses.

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