THE IMPACT OF WORK MOTIVATION ON TEACHER PERFORMANCE THROUGH WORK DISCIPLINE AT THE ARRIYADLAH FOUNDATION IN PROBOLINGGO

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Abstract

This study delves into the intricate relationship between work motivation, work discipline, and teacher performance within the Arriyadhlah Foundation in Probolinggo, Indonesia. It explores how these crucial factors interact to shape the foundation's educational landscape and foster excellence in teaching. The aim of this research is Analyze the influence of work motivation on teacher performance at the Arriyadhlah Foundation, Investigate the role of work discipline in mediating the relationship between motivation and performance, and Evaluate the specific context of the Arriyadhlah Foundation. Surveys will be administered to teachers to assess their levels of work motivation, perceived work discipline, and self-reported performance indicators. Statistical analysis will be conducted to identify any significant correlations between these variables. By examining the specific context of the Arriyadhlah Foundation and its commendable commitment to high-quality education, this study will offer valuable insights applicable not only to Indonesia but also to educational institutions worldwide. It will contribute to the ongoing conversation about teacher motivation, work discipline, and their combined impact on creating effective learning environments and fostering student success.

Keywords: Work motivation, work discipline, teacher performance, education.

INTRODUCTION

Indonesia stands as one of the Southeast Asian nations, characterized by its motto, "Bhineka Tunggal Ika," which translates to unity in diversity. True to this motto, Indonesia comprises diverse ethnicities, languages, and religions. Despite this diversity, Indonesia is notably one of the countries with the highest majority of Islamic followers globally. Islam, being a universal religion, addresses various aspects, ranging from worship, Sharia, to moral conduct. Within Islam, the discourse extends beyond the relationship between humans and the divine, also encompassing regulations for

interpersonal relations among social beings, such as in business affairs. Humans are referred to as "makhluk alinsan," signifying creatures created by Allah, entrusted with the responsibility to fulfill Allah's covenant and serve as Allah's stewards on Earth.

Human resources emerge as a valuable asset within any organization, being the sole resource capable of mobilizing others. Consequently, effective human resource management becomes a pivotal factor for organizational success. Schools, as educational institutions, operate within the realm of education, where work productivity holds paramount significance. Therefore, efficient human resource management is crucial to enhance teacher performance.

Human Resource Management plays a strategic role in shaping the future of an organization. High-quality employees are integral to supporting organizational goals. The competence of employees reflects the organization's quality, necessitating continuous efforts to enhance their skills. Employee competence, motivation, and the working environment collectively drive organizational performance. A conducive work environment positively impacts employees' personal lives, fostering comfort and reducing stress, ultimately leading to high job performance.

Teacher performance gauges an educator's ability to execute teaching duties responsibly, overseeing students to enhance their actions during the learning process. Successful teacher performance is evident through student achievements, as teachers play a pivotal role in direct interaction with students during the educational process. In the increasingly complex landscape of education due to advancements in knowledge, technology, and globalization, optimal educational processes are essential for producing highly qualified graduates and productive human resources.

Education serves as the primary tool requiring systematic and consistent management based on various theoretical and practical perspectives. As the foundational pillar for a nation's progress, education creates high-quality human resources. Teacher performance, as a benchmark for educational success, relies on high motivation levels. Positive motivation, whether intrinsic or extrinsic, significantly influences individuals, boosting their commitment to achieving personal and organizational goals.

Motivation is closely linked to an individual's attitudes and behaviors, influenced by values, emotions, roles, social structures, and new events. Research indicates a significant relationship between work motivation and performance, with positive motivation contributing to improved work outcomes. However, diverse findings also suggest that motivation may not uniformly impact performance across all contexts.

Work discipline significantly influences teacher performance, as it serves as a driving force for the willingness to work within defined parameters. However, contradictory findings exist, suggesting that work discipline may not universally correlate with positive and significant effects on employee performance.

Teachers exhibit heightened dedication and professionalism when motivated, showcasing interest and active participation in tasks or activities. Similarly, high discipline levels among teachers translate to the timely execution of assigned responsibilities. Positive motivation and strong discipline among teachers collectively elevate their performance levels, emphasizing the crucial role of school leaders in motivating and positively reinforcing discipline to enhance teacher performance.

Arriyadlah Foundation serves as a center for the development of Islamic knowledge, focusing on instilling character education and preaching through the Ahlussunah Waljama'ah perspective. The foundation envisions producing a proactive Muslim generation, contributing across various aspects of life, advocating for the advancement of knowledge, technology, and significant roles in governance.

However, Arriyadlah Foundation faces the challenge of relatively low work motivation among its staff, resulting in a declining trend in performance. Evidently, set targets are not consistently achieved, particularly in service provision, thereby failing to positively impact the expected performance of teachers. This is illustrated by some teachers resisting new job descriptions, hindering the effective implementation of teacher self-development. Additionally, only a small percentage of teachers demonstrate achievements in academic or non-academic fields, reflecting the need for improvement.

Moreover, issues related to low work discipline further compound the situation. Instances of unprofessional behavior, such as tardiness and teachers being late to assemblies, persist. Recognizing the significant impact of these factors, achieving the desired quality and quantity of teacher work outcomes requires improvements in motivation, discipline, and overall teacher performance.

In conclusion, teacher performance at Arriyadlah Foundation needs enhancement, influenced by various factors. Elements such as curriculum development, evaluation system improvements, educational facilities, teaching materials, continuous teacher training, and other components contribute to teacher productivity. Additionally, mental attitudes, education, skills, management, industrial relations, income levels, nutrition, health, social security, working conditions, learning environment quality, technology usage, and achievement opportunities collectively affect teacher productivity. This study specifically explores the influence of work motivation on teacher performance through work discipline at Arriyadlah Foundation in Pandean Paiton, Probolinggo

RESEARCH METHOD

This research employs a quantitative research method. Quantitative research is fundamentally based on an inductive-deductive approach. This approach begins with a theoretical framework, ideas from experts, as well as the researchers' knowledge based on their experiences. It then evolves into a problem posed to obtain

justification, verification, or disproof as documented experimental data. The reason for selecting this type of research is that the researcher aims to determine the extent of the influence of Work Motivation (X) on Teacher Performance (Y2) through Work Discipline (Y1) at the Arriyadlah Probolinggo Foundation. The upcoming research will be conducted as a field study, involving a survey of teachers at the Arriyadlah Probolinggo Foundation. This study encompasses the impact of work motivation on teacher performance through work discipline at the Arriyadlah Probolinggo Foundation.

This research utilizes a questionnaire as the data collection instrument, intended to obtain descriptive data for testing hypotheses. The data obtained through the closed-ended questionnaire, where statements are formulated in such a way that respondents are restricted to choosing answers from a limited set of alternatives or a single response (Nasir, 2008:46). The items in this research scale are arranged based on the Likert scale. The Likert scale employs scores of 5, 4, 3, 2, 1, assigned variably according to the statement categories and corresponding answer scores.

The type of data utilized in this research is quantitative. The data source for this study is primary data obtained through the distribution of questionnaires to the respondents.

The technique of analysis employed is the Path Analysis technique (Path Analysis). Path Analysis is an expansion of the regression model used to test the congruence of correlation matrices with two or more causal relationship models compared by the researcher. The model is depicted in the form of a circle and arrows, where a single arrow represents causation. Regression is applied to each variable in a model as the dependent variable (response giver), while the others act as causes.

This research utilizes two independent variables, one mediating variable, and one dependent variable. These variables take the form of factors or constructs composed of several indicators observed or directly measured. Path analysis processes the research findings to draw conclusions.

RESULT AND DISCUSSION
Findings
To examine the direct impact of work motivation on work discipline and quantify the direct influence, linear regression method was employed. The results of the calculations are presented in Table 1

Table 1. The Impact of Work Motivation on Work Discipline.

Variable	Koef. Regresi	Value t	Value p
Work motivation	0,417	3,917	0,000

$R = 0,417$	
R Square $= 0,174$	
Adjusted R Squared $= 0,162$	
Value F $= 15,343$	
Value p $= 0,000$	
Variabel endogen = Disiplin kerja	

The influence of work motivation on work discipline is significant at a 5% level of significance, with a p-value of 0.000 and a regression coefficient of 0.417. This indicates that work motivation has an impact on work discipline, meaning that the better the work motivation, the higher the level of work discipline can be achieved.

The magnitude of the coefficient of determination is represented by the R Square value of 0.174, where the Adjusted R Squared value is 0.162 or 16.2%. This suggests that the contribution of the influence of work motivation on the work discipline variable is 16.2%, while 83.8% of the work discipline variable is influenced by other variables outside of work motivation.

The Impact of Work Motivation on Teacher Performance

To examine the direct influence of work motivation on teacher performance and the magnitude of this influence, linear regression method was employed. The calculation results are presented in Table 2.

Table 2. The Impact of Work Motivation on Teacher Performance

Variable	Koef. Regresi	Value t	Value p
Motivasi kerja	0,552	5,650	0,000
$R = 0,552$			
R Square $= 0,304$			
Adjusted R Squared $= 0,295$			
Value F $= 31,920$			
Value p $= 0,000$			
Variable endogen = Teacher Performance			

The influence of work motivation on work discipline is significant at a 5% level of significance (α) with a p-value of 0.000, and a regression coefficient of 0.552. This indicates that work motivation has an effect on teacher performance, implying that the better the work motivation, the higher the teacher's performance.

The coefficient of determination is indicated in the model summary, where the Adjusted R Squared value is 0.295 or 29.5%, indicating the extent of the influence of work motivation on teacher performance. Additionally, 70.5% of the teacher performance is influenced by variables other than work motivation. This suggests that the contribution of work motivation to the teacher performance variable is 29.5%, while 70.5% is influenced by other variables beyond work motivation.

The Impact of Work Discipline on Teacher Performance

To assess the direct influence of work discipline on teacher performance and the magnitude of this influence, linear regression was employed as the methodology. The results of the calculations are presented in Table 3.

Table 3. The Impact of Work Discipline on Teacher Performance

Variable	Koef. Regresi	Value t	Value p
Disiplin Kerja	0,601	6,431	0,000
R = 0,601 *R Square = 0,362* *Adjusted R Squared = 0,353* Value F = 41,353 Value p = 0,000			
Variable endogen = Kinerja Guru			

The impact of work discipline on teacher performance is found to be significant at a 5% confidence level (α) with a p-value of 0.000, and a regression coefficient of 0.661. This implies that work discipline has a notable effect on teacher performance, indicating that an improvement in work discipline can enhance teacher performance.

The coefficient of determination, represented by the R Square value of 0.362, indicates that 36.2% of the variability in teacher performance can be explained by work discipline. The Adjusted R Squared value of 0.353 or 35.3% suggests that the contribution of work discipline's influence on the teacher performance variable is 35.3%, while 64.7% of the variability in teacher performance is influenced by variables outside of work discipline.

The Impact of Work Motivation on Teacher Performance Through Work Discipline

Hypothesis testing was conducted using path analysis, specifically through multiple regression, followed by filtering based on statistical tests and significance. This statistical test can be performed using the standardized coefficient beta (β standard). If the β value is significant, then the path coefficient is considered significant. Path coefficients that are not significant are discarded. The significance test is carried out by comparing the significance of these paths. If the significance value of the path coefficient is < 0.05, then the coefficient is considered significant; otherwise, if the significance value is > 0.05, it is considered not significant. To examine the influence of work motivation on teacher performance through work discipline, the results are presented in Table 4.

Table 4. Summary of Direct, Indirect, and Total Effects from Path Analysis

Variable	Direct Effect	Prob.	Indirect Effect	Effect Total
Job Motivation → Work Discipline	0,417	0,000*	-	-
Job Motivation → Teacher Performance	0,552	0,000*	-	-

Work Discipline → Teacher Performance	0,601	0,000*	-	-
Job Motivation → Work Discipline → Teacher Performance	0,552	-	0,417 x 0,601 = 0,250	0,802

Based on the data in Table 21, it can be observed that the influence of the work motivation variable on the teacher performance variable, where the total effect (0.802) is greater than the direct effect (0.552). This result indicates that work discipline acts as an intervening variable in the influence of work motivation on teacher performance, as the total value is greater than the direct influence.

Result of Structural Equation Model Testing

Validation testing of the model in path analysis is crucial to determine whether a valid analysis has been conducted. There are two indicators to consider in the validation testing of the model in path analysis, namely the total determination coefficient ( ). In this case, the interpretation of the determination coefficient ( ) is the same as the interpretation of the determination coefficient ( ) in regression analysis

$$Rm^2 = 1 - (\sqrt{1 - R_1^2} * \sqrt{1 - R_2^2})$$

$$= 1 - (\sqrt{1 - 0,174} * \sqrt{1 - 0,304})$$

$$= 1 - (\sqrt{0,826} * \sqrt{0,696}$$

$$= 1 - (0,909 * 0,834)$$

$$= 1 - 0,758$$

$$= 0,242$$

The total coefficient of determination value of 0.242 indicates that 24.2% of the variability in variable Y can be explained by the model. In other words, 24.2% of the information contained in the data can be attributed to variable Y, while 75.7% is explained by variables outside the scope of this study.

Hypothesis Testing

a. Hypothesis Test 1

Based on Table 18, the coefficient value of work motivation is 0.417, the t-value is 3.917, and the p-value is 0.000, which is smaller than $p = 0.05$ ($\alpha = 5\%$). This implies that work motivation significantly influences work discipline. Thus, the first hypothesis, stating that work motivation significantly affects work discipline statistically, is supported.

b. Hypothesis Test 2

According to Table 19, the coefficient value of the work motivation variable is 0.552, the t-value is 5.650, and the p-value is 0.000, which is smaller than p = 0.05 (α = 5%). This indicates that work motivation significantly influences teacher performance. Therefore, the second hypothesis, asserting that work motivation significantly affects teacher performance statistically, is also supported.

c. Hypothesis Test 3

Based on Table 20, the coefficient value of work discipline is 0.601, the t-value is 6.431, and the p-value is 0.000, which is smaller than p = 0.05 (α = 5%). This means that work discipline significantly affects teacher performance. Thus, the third hypothesis, stating that work discipline significantly influences teacher performance statistically, is confirmed.

d. Hypothesis Test 4

Analyzing the path analysis results in Table 21, it is evident that the work motivation variable influences teacher performance through the work discipline variable. This is supported by the total effect value (0.802) being greater than the direct effect value (0.552). Therefore, the fourth hypothesis, claiming that work motivation significantly influences teacher performance through work discipline statistically, is also validated

Analysis/Discussion
Job Motivation, Teacher Performance, and Work Discipline Description

In this research, the results indicate that job motivation, teacher performance, and work discipline yield positive responses, reflecting high outcomes from the respondents. Almost all respondents agree with each indicator that directly influences the variables. The study's results are statistically significant, indicating acceptance. This implies that job motivation, teacher performance, and work discipline are interrelated variables, aligning with prior research by (Ajabar & Marina, 2019; Wahyudi et al., 2012; Tannady, 2019)

Job motivation is shaped by consistency, achievable achievements, self-development, and autonomy in action. The primary factor enhancing job motivation is consistency, reflected in teachers' awareness of maintaining consistency in fulfilling tasks and responsibilities as educators. Furthermore, a teacher's earnestness in remaining consistent in their work at school arises from the preceding consistency, preceded by a response to established goals. Teachers with high job motivation embrace challenges, take risks, and are consistent in completing assigned tasks (Riyadi & Mulyapradana, 2017). High job motivation among teachers has a positive impact on both individual and school levels. Teachers with characteristics of high job motivation exhibit a strong desire to work, always aiming to improve. Job motivation is a potential force within an individual that can be developed by external factors,

primarily revolving around monetary and non-monetary rewards, influencing performance outcomes positively or negatively, depending on the situation and conditions faced by the individual (Riyadi & Mulyapradana, 2017).

Work discipline is formed by attitude, norms, and responsibility. The key factor fostering a sense of work discipline in teachers is attitude, serving as a benchmark for a teacher's exemplary behavior. As educators, teachers must provide good role models because character education for students begins with a teacher's attitude. A teacher's exemplary behavior can trigger positive effects on students, leading them to follow what is exemplified by the teacher. A teacher with a good attitude will undoubtedly demonstrate high work discipline, as evidenced by tasks assigned by the teacher being executed to the best of their ability, such as conducting teaching activities according to the predetermined schedule. Teacher discipline has an impact on students arriving at school on time. Without direct orders, students will follow the teacher's behavior by attending according to working hours, aligning with the definition of work discipline according to Hasibuan (2017), stating that work discipline is a person's awareness and willingness to obey all company regulations and prevailing social norms (Tarigan & Priyanto, 2021).

Teacher performance is shaped by the quality of teacher work, speed and accuracy in performing tasks, initiative in work, and good communication skills. The primary factor enhancing teacher performance is speed and accuracy in performing tasks. This attitude is reflected in a teacher's ability to prioritize tasks to adjust to the established time. A teacher with good performance can execute or complete teaching tasks well and on time, proficiently organizing and scheduling learning activities for students each day. Conversely, a teacher with poor performance cannot complete their tasks effectively. Therefore, teacher performance indicates the display or results achieved by teachers over a specific period in carrying out educational and teaching tasks within their authority and responsibility, based on applicable procedures and rules for the achievement of established goals. As the definition of teacher performance is a portrayal of what educators do, related to the tasks they perform, and is their responsibility (Hartanti & Yuniarsih, 2018).

The Influence of Work Motivation on Work Discipline

The research results indicate that work motivation significantly influences the work discipline of teachers at Yayasan Arriyadlah Probolinggo. One crucial factor triggering the impact of work motivation on work discipline is the awareness of teachers to consistently adhere to the work regulations in the school where they work or teach, as a manifestation of responsibility indicators. This implies that the higher the work motivation, the greater the improvement in the work discipline of teachers. As previously explained by the researcher, the awareness of teachers to consistently

adhere to the work regulations in the school arises due to a feeling preceded by a response to the existence of goals.

Teachers with high work motivation enjoy challenges, take risks boldly, and are capable of taking responsibility for their tasks or duties. High work motivation among teachers will have a positive impact, both for the individual and the school. Teachers with characteristics of high work motivation will have a strong desire to work, as they always strive to accomplish tasks earnestly with high targets, expecting the best possible results. This research supports previous studies (Ajabar & Marina, 2019; Wahyudi et al., 2012; Tannady, 2019), which prove that work motivation influences work discipline.

The Impact of Work Motivation on Teacher Performance

Research findings indicate that work motivation significantly influences the performance of teachers at the Arriyadlah Foundation in Probolinggo. The primary factor enhancing work motivation is consistency, as reflected in teachers' awareness of consistently fulfilling their duties and responsibilities as educators, which is an integral part of implementing consistent indicators. This suggests that teachers with a high level of consistency will have a positive impact on their overall performance. It is evident that teacher motivation plays a crucial role in their performance; high work motivation leads to better teacher performance, while a decline in work motivation correlates with a decrease in teacher performance.

Teachers with high work motivation strive tirelessly to ensure the success of their tasks, giving their best effort. When personal needs are met, teachers can work more diligently and passionately. In efforts to enhance teacher performance, a significant level of work motivation is required. Therefore, work motivation is closely intertwined with teacher performance. Providing individualized work motivation to teachers accelerates the process, enabling them to work at their maximum potential within the school environment. School-based work motivation stems from a teacher's attitude toward their work situation. Work motivation is the driving force that directs teachers towards achieving their work-related goals in the school setting.

School principals should provide appropriate motivation by observing teachers' behavior and choosing suitable methods to motivate them effectively. Sustaining the provision of work motivation that aligns with teachers' needs is crucial for producing performance that aligns with the school's expectations.

The Impact of Work Discipline on Teacher Performance

The research findings indicate that work discipline significantly influences the performance of teachers at the Arriyadlah Foundation in Probolinggo. The primary factor contributing to the enhancement of work discipline is the positive attitude exhibited by teachers, serving as a benchmark for exemplary behavior. Teachers must

be capable of setting a good example, as character education for students begins with the teacher's attitude, forming part of the implementation of behavioral indicators. This implies that the higher the work discipline of teachers, the more it can enhance their performance. Conversely, lower work discipline can lead to a decrease in performance. A teacher with good performance is inherently imbued with a commitment to adhere to school rules, ensuring that every action is carried out with a high regard for discipline.

For instance, in fulfilling teaching duties, a teacher will consistently strive to be punctual, deliver lessons according to the established schedule, and leave the class only after the designated class hours. This aligns with Hasibuan's (2016) perspective, stating that discipline is an individual's awareness and willingness to comply with all regulations set by the management. These regulations serve as reminders to be voluntarily followed by employees or enforced when necessary.

Teachers with high work discipline will exert considerable effort to avoid situations such as missing a class or even skipping school. This arises from the perception that maintaining discipline can address poor performance issues. Effective implementation of discipline, without procrastination, allows for swift and easy resolution of arising problems. Consequently, it can be argued that one of the factors influencing teacher performance is the discipline held by the teachers themselves, especially in adhering to the rules established by the school and fulfilling their functional duties as educators in carrying out their teaching responsibilities. This research supports the findings of Ajabar & Marina (2019) and Tannady (2019), demonstrating that work discipline influences employee performance.

The Impact of Work Motivation on Teacher Performance Through Work Discipline

The research results indicate that the variable of work discipline can mediate the influence of work motivation on teacher performance. This means that work motivation can enhance the performance of teachers if they have high discipline in carrying out their teaching duties at school. The teacher's assessment of the job in relation to their own condition is closely related to the work discipline of the teacher. This is because a positive assessment can improve the work discipline of the teacher, while a negative assessment results in the teacher being less disciplined in their work. These research findings support Jufrizen (2021), who demonstrated that work discipline can mediate the influence of work motivation on employee performance. If one aims to have high work motivation to continue teaching in school, then they will make a sincere effort to consistently discipline themselves in performing their duties and adhere to all rules set in the school, thereby positively impacting their performance

CONCLUSION

Based on the research findings and discussions as outlined in the previous chapter, the following conclusions can be drawn from this study:

a. Work motivation, teacher performance, and work discipline at Arriyadlah Foundation in Probolinggo have yielded positive results, demonstrating high outcomes with respect to the examined indicators and variables.

b. Work motivation significantly influences the improvement of work discipline at Arriyadlah Foundation in Probolinggo. This implies that high work motivation among teachers can foster work discipline.

c. Work motivation can enhance the performance of teachers at Arriyadlah Foundation in Probolinggo. This indicates that teacher performance can be built upon through the motivation of teachers.

d. Work discipline among teachers can enhance teacher performance at Arriyadlah Foundation in Probolinggo. This suggests that high work discipline can improve teacher performance.

The research results indicate that work discipline is capable of mediating the influence of work motivation on teacher performance. This means that work motivation can enhance teacher performance if teachers exhibit high discipline in carrying out their teaching duties at school.

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