



The Influence of Discipline on Teacher Motivation in Public Elementary Schools in Makassar

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Abstract. This study aims to investigate the influence of discipline on teacher motivation in public elementary schools in Makassar. The research employs descriptive and confirmatory approaches. The descriptive approach seeks to explain the data presented in tables, figures, and graphs, while the confirmatory approach is used to confirm the influence of exogenous variables (discipline, competence, and leadership) on the intervening variable (motivation) and the endogenous variable (performance). The research was conducted in 58 public elementary schools across three districts: Tallo, Ujung Tanah, and Wajo, with the study period estimated to last three months, from April to July 2024. The data types include primary data obtained through observations, questionnaires, and interviews with respondents, as well as secondary data from documents, reports, books, the internet, and related journals. From 300 respondents, the results indicate that the overall perception of motivation is positive, with an average score of 3.68. The indicators of attendance and active involvement received the highest score (3.75), followed by enthusiasm in teaching (3.77), while the indicators of energy in teaching (3.59) and the drive for student progress (3.64) received lower scores. These findings suggest that, although the majority of respondents agree that motivation is an important factor in performance, 18.48% of respondents do not fully agree. The study also found a positive and significant relationship between teacher discipline and their performance, mediated by motivation. Discipline helps teachers manage tasks and time effectively, which in turn enhances both motivation and performance. In conclusion, to improve teaching quality, it is essential for schools to support teacher motivation and discipline through professional development programs and to create a conducive environment.

Keywords: Motivation, Teacher Performance, Discipline, Elementary School.

1. INTRODUCTION

Motivation can be regarded as a driving force that propels individuals to take action in order to achieve their goals. As educators responsible for producing quality students, teachers need to possess work motivation, as motivated teachers are more likely to enhance their performance in alignment with established objectives (Sagor, R., 2017). Each teacher's motivation varies, which can be observed through their participation in various activities both within and outside the school, as well as their achievements. An active teacher reflects a strong enthusiasm for self-improvement.

When motivation arises from self-awareness, teachers tend to be more diligent in their work, demonstrating precision and patience in completing tasks, even if it requires considerable time. Without proper work motivation, both the school and classroom environments may become less conducive to learning activities. Positively, teachers with high motivation will carry out their responsibilities in accordance with their skills and abilities, contributing to the realization of educational goals (Johnson, S. M., 2015). Teacher motivation refers to the internal drive, desire, or energy that encourages teachers to perform their tasks effectively

within the educational context. Michael Fullan views teacher motivation as key to creating sustainable change in education. According to him, teacher motivation involves a commitment to ongoing professional development, collaboration with colleagues, and improved student learning outcomes (Fullan, M., 2016). Studies by Akman, Y. (2018); Amtu, O., et al. (2020); Riwukore, J. R., & Habaora, F. (2021); Ulfathmi, U., et al. (2021); Phytanza, D. T. P., & Burhaein, E. (2020); and Shikalepo, E. E. (2020) have shown that teachers, as key components in the teaching-learning process, play a crucial role in the success of education, given their primary functions of designing, managing, implementing, and evaluating learning. Therefore, fostering teacher work motivation is essential.

Teachers with strong discipline tend to be more organized in carrying out their responsibilities, including preparing lesson materials and planning instruction. Consistent discipline helps teachers focus on developing their competencies, such as enhancing their understanding of subject matter, honing their teaching skills, and exploring new strategies to improve student learning. Strong teacher competence establishes a vital foundation for effective leadership. Teachers with a deep understanding of their subjects, teaching methods, and learning strategies possess the confidence needed to lead and guide students toward achieving learning objectives. Discipline, competence, and effective leadership can create a supportive environment that encourages teachers to continuously strive for excellence in their teaching. Highly motivated teachers are expected to improve overall performance, including teaching effectiveness, feedback provision, professional development, interpersonal relationships, and the ability to overcome challenges. Conversely, low motivation can hamper teacher performance and hinder the achievement of desired learning outcomes.

To underscore this, the researcher conducted a preliminary survey through interviews with a staff member from the Makassar City Education Office, specifically within the Planning and Human Resource Procurement Division. The interview revealed that the performance of teachers, particularly those in public elementary schools in Makassar, has not met the established targets. This is attributed to the ineffective implementation of educational programs and a failure to fully comply with the National Education Standards set by the government, resulting in a decline in teacher performance percentages. This decline is evident when examining the achievement levels of work programs each semester. Based on the data and information gathered, the incomplete execution of work programs is due to several factors: the low discipline among teachers, which results in shortcomings in fulfilling assigned tasks; relatively low teacher competence, which hinders their ability to effectively deliver lesson content, design learning that meets student needs, or provide meaningful feedback to students;

and inadequate leadership, which can lead to a lack of direction, motivation, or support for teachers in achieving program goals, ultimately diminishing teacher motivation and impacting performance outcomes negatively. The phenomenon of declining teacher motivation can disrupt the learning process, leading to unattained student competencies. When student competencies decline, the goals of the organization or school become hindered and are not optimally realized (Interview, Abdul Wahab, October 2023). According to the Indonesian Dictionary, motivation refers to the conscious or unconscious drive that arises within an individual to take action for a specific purpose. Another definition describes it as an effort that causes a person or a group of people to be moved to do something to achieve their desired goals. From this understanding, it is clear to us as teachers and educators throughout Indonesia that it is crucial to continuously motivate our students, both during learning activities and outside of class hours. However, research by Markonah, S. (2014) found that motivation sometimes does not significantly impact the performance of senior teachers. Senior teachers are often more challenging to manage compared to younger teachers, leading them to believe that motivation is not as important for enhancing performance.

Education is one of the efforts made to combat ignorance and poverty in our country, Indonesia. As we know, when an individual attends school, they gain knowledge about various aspects of the world. With education, individuals can wisely shape their futures and think critically when solving problems in their lives. By understanding education, we can assist the government in creating job opportunities, thereby reducing unemployment.

When teachers possess motivation that arises from self-awareness, they tend to be more diligent in their work. They display attention to detail and patience in completing their tasks, even if it takes a long time. Without good work motivation, the school and classroom environment can become less conducive to learning activities. Conversely, when teachers have high motivation, they are more likely to carry out their responsibilities following their skills and abilities, thereby contributing to realising educational goals.

2. LITERATURE REVIEW

Teacher Work Motivation

Motivation can be regarded as a driving force that causes individuals to take action to achieve their goals. According to Sadirman, as cited by Abdul Majid, the functions of motivation are as follows:

1. It encourages individuals to act (Abdul, 2013). This means that motivation can serve as a driving force that releases energy. In this context, motivation is the motor behind every activity that needs to be undertaken

2. It determines the direction of actions toward the desired goals. Thus, motivation can provide direction and guide the activities that must be performed following the formulated objectives.
3. It selects actions, meaning it determines which actions should be taken that align with achieving the goals, while excluding actions that are not beneficial to those goals.

Meanwhile, Hamalik, as referenced in Abdul (2013), describes the functions of motivation as:

- 1) Encouraging the emergence of behaviour or actions. Without motivation, actions such as studying will not occur.
- 2) Serving as a guide, meaning that it directs actions toward the desired objectives.
- 3) Acting as a mover. The level of motivation will determine the speed or slowness of a task.

Based on the functions of motivation outlined by experts, the researcher concludes that the function of teacher work motivation is to serve as a guide or motivator within the teacher to achieve certain goals or aspirations. Motivation can arise from within individuals due to the presence of needs. These needs drive individuals to pursue specific objectives they wish to achieve.

Factors Influencing Teacher Work Motivation

Teachers, as the bearers of the responsibility to produce quality students, need to possess work motivation. Teachers with high work motivation will consistently improve their performance according to the established goals. The motivation of each teacher varies, which can be observed through the number of activities they participate in both inside and outside of school, as well as their achievements. An active teacher reflects a high spirit for self-improvement. According to Edy Sutrisno (2019), the factors influencing motivation include internal and external factors. Internal factors include:

- 1) The desire to live.
- 2) The desire to have.
- 3) The desire to receive recognition.
- 4) The desire for acknowledgement.
- 5) The desire for power.

On the other hand, external factors influencing work motivation include:

- 1) Working environment conditions.
- 2) Adequate compensation.

- 3) Good supervision.
- 4) Job security.
- 5) Status and responsibilities.
- 6) Flexible regulations.

According to Asdiqoh, four factors contribute to teachers' work motivation:

1. Drive to Work: An individual will engage in a specific task as an effort to fulfil their desires and needs.
2. Responsibility Toward Tasks: A teacher's motivation to meet their needs is determined by the level of responsibility they feel in performing their duties. A teacher's sense of responsibility in executing their tasks at school is characterized by a continuous effort to seek improvement rather than being satisfied with their current achievements. The level of motivation a teacher possesses in fulfilling their duties largely depends on the workload they are responsible for daily, particularly in teaching, guiding, and managing school administration.
3. Interest in Tasks: The degree of a teacher's interest in their tasks significantly influences their work motivation in the school environment. Hadar Nawawi states that interest and ability in a job also affect work morale.
4. Recognition or Reward: Recognition for a position or the successes achieved by a teacher serves as a motivating factor that encourages them to work.

Based on the opinions of experts, the researcher concludes that several factors influence teachers' work motivation, including the desire to engage in activities, the drive and need to perform tasks, aspirations and goals, recognition and respect, and engaging in interesting activities.

According to Pianda, D. (2018), several indicators for measuring teacher motivation include:

1. Attendance and active involvement.
2. Enthusiasm and energy in teaching.
3. Quality of instruction.
4. Engagement with students.
5. Participation in school activities.
6. Drive to improve student progress.
7. Achievement and sense of accomplishment.
8. Flexibility and openness to change.

9. Support and recognition from school leadership.

10. Collaboration with colleagues.

From these expert opinions, it can be concluded that teacher work motivation can be measured by two dimensions: internal motivation and external motivation. Internal motivation includes responsibility in carrying out tasks, accomplishing tasks with clear targets, enjoying work, and achieving results. External motivation encompasses efforts to meet needs, gain recognition, and work with hope.

3. METHODOLOGY

This research employs both descriptive and confirmatory approaches. The descriptive approach aims to explain the data presented in tables, figures, and graphs. In contrast, the confirmatory approach is used to validate the influence of (1) exogenous variables on intervening variables, (2) exogenous variables on endogenous variables, and (3) the influence of intervening variables on endogenous variables. The exogenous variables include discipline, competence, and leadership; the intervening variable is motivation; and the endogenous variable is performance.

The research was conducted in 58 public elementary schools across three sub-districts: Tallo, Ujung Tanah, and Wajo in Makassar City, South Sulawesi Province. The study is scheduled to take place over approximately three months, from April to July 2024, insha Allah.

The types of data collected in this study consist of primary data, which is directly obtained from sources or respondents related to the research problem through observations, questionnaires, and interviews. Secondary data comprises collections obtained from the 58 public elementary schools in Tallo, Ujung Tanah, and Wajo, as well as from previous studies sourced from documents, reports, books, the internet, and journals pertinent to the research.

Data sources for this study are directly obtained from respondents, specifically active teachers from the 58 public elementary schools in Makassar City, South Sulawesi Province.

The data collection techniques (instruments) utilized include observation and questionnaires. The items in the questionnaire are based on relevant management theories and findings from prior research, as well as field conditions of the research subjects. The questions or statements in the questionnaire are measured using a Likert scale ranging from 1 to 5, where a score of 1 indicates "strongly disagree," 2 indicates "disagree," 3 indicates "neutral," 4 indicates "agree," and 5 indicates "strongly agree." A characteristic of the Likert scale is that higher scores given by respondents indicate a more positive attitude toward the subject being studied. The Likert scale is used because it facilitates question formulation, and scoring, and

allows for easier comparison of higher scores against lower ones. Additionally, it has high reliability in ranking based on specific attitudes.

Motivation is a factor or drive that inspires teachers to perform their duties and responsibilities with enthusiasm and dedication. Teacher motivation is crucial as it directly impacts teaching quality, student interaction, and student learning outcomes. Individuals are more enthusiastic about their activities when they possess high motivation. Motivation can also be described as a change in energy within a person, characterized by effective drives and reactions in the pursuit of goals. According to Santrock, motivation is a process that provides energy, direction, and persistence in behaviour. This means that motivated behaviour is energetic, focused, and enduring (Kompri, 20). Likewise, teachers require motivation in their work, whether it comes from within themselves or from external sources. Work motivation is what generates enthusiasm or drive in individuals or groups towards their tasks to achieve goals. Teacher work motivation refers to the condition that compels teachers to have the desire or need to achieve specific objectives through the execution of their tasks (Pianda, 2018).

Teacher motivation provides the energy to work or directs activities during work, leading teachers to recognize the relevant alignment between organizational goals and their personal objectives. Teacher work motivation is the enthusiasm or drive that teachers possess to fulfill their duties and responsibilities as educators. This drive can originate from within the teacher or from external sources. This motivation refers to the spirit or impetus that encourages teachers to complete their tasks and responsibilities effectively. Work motivation can stem from internal factors, which arise from within the teacher, as well as external factors, which come from the work environment and surrounding conditions. Both types of motivation interact and influence how a teacher performs their duties in school.

The population in this study consists of all active teachers from public elementary schools (SDN) at 58 schools located in three sub-districts of Makassar City: Tallo, Ujung Tanah, and Wajo. Therefore, the total population includes 786 elementary school teachers. The following table presents the number of active teachers from the 58 public elementary schools in the Tallo, Ujung Tanah, and Wajo sub-districts in Makassar City, South Sulawesi Province.

This research employs a unidimensional variable with a reflective indicator model. A unidimensional variable is formed from indicators that can be either reflective or formative (Jogiyanto, 2011). The reflective indicator model assumes that the covariance among measurements is explained by the variance that reflects the underlying latent construct, where the indicators are considered effect indicators. According to Ghozali and Latan (2012), the reflective model is often referred to as the principal factor model, where the covariance of

indicator measurements is influenced by the latent construct. The reflective model hypothesizes that changes in the latent construct will affect changes in the indicators, and removing one indicator from the measurement model will not change the meaning or significance of the construct.

4. RESEARCH RESULTS

In this study, the indicators of motivation that were examined include attendance and active involvement, enthusiasm and energy in teaching, quality of instruction, encouragement to achieve student progress, flexibility and openness to change, and enthusiasm in teaching. The respondents' perceptions of motivation can be seen as follows:

Table: Frequency/Percentage of Motivation Variable Indicators

Indicator	Score Responses from Respondents	Mean
	1	2
	F	%
Attendance and Active Involvement (Y1)	15	5.0
Enthusiasm and Energy in Teaching (Y2)	21	7.0
Quality of Instruction (Y3)	15	5.0

Based on the table above, it can be observed that out of 300 respondents surveyed, the overall perception of the motivation variable indicates agreement. This is reflected in the average score of 3.68. This indicates that respondents agree that motivation is a factor or drive that encourages teachers to perform their duties and responsibilities with enthusiasm and dedication, which directly impacts teaching quality, student interaction, and learning outcomes.

In relation to the average score, the indicators with scores higher than 3.68 include: (a) attendance and active involvement (3.75), (e) flexibility and openness to change (3.69), and (f) enthusiasm in teaching (3.77). The indicator that has the same average score is quality of instruction (3.68). Meanwhile, the indicators with scores lower than 3.68 are (b) enthusiasm and energy in teaching (3.59) and (d) encouragement to achieve student progress (3.64). Although respondents generally agree as indicated by the mean being above 3, approximately 18.48 percent of respondents disagreed that motivation is a factor or drive that encourages teachers to carry out their duties and responsibilities with enthusiasm and dedication, impacting teaching quality, student interaction, and learning outcomes.

These data indicate that the motivation variable is qualitatively supported by the indicators of attendance and active involvement (3.75), flexibility and openness to change (3.69), and enthusiasm in teaching (3.77). When linked to these three indicators, the descriptive

results are very consistent. Each indicator plays a crucial role in creating a dynamic and productive teaching environment, demonstrating a high level of motivation among teachers.

Attendance and active involvement form the foundation of a teacher's commitment to their profession. Consistent attendance reflects responsibility and dedication, while active involvement entails deeper participation in school activities, such as curriculum development, student guidance, and collaboration with colleagues. Teachers who are present and actively involved tend to have higher motivation as they see value in their work and strive to make a positive impact. Physical presence combined with active involvement also creates a conducive atmosphere for the teaching-learning process, where teachers are not only educators but also integral members of the school community.

Meanwhile, flexibility and openness to change are qualities that enable teachers to continue developing amidst the challenges and dynamics present in the educational landscape. Flexible teachers are not afraid to adopt new teaching methods, utilize technology, or adjust their approaches based on students' needs. Openness to change indicates that these teachers are motivated to continually improve themselves and adapt to the latest developments in education. This flexibility often arises from active involvement, as engaged teachers interact more with trends and new ideas that require adaptation.

Enthusiasm in teaching is an indication of strong intrinsic motivation. Enthusiastic teachers typically possess energy and spirit that are contagious to students, creating an engaging and inspiring learning environment. This enthusiasm not only motivates students but also encourages teachers to continually seek new ways to enhance the quality of their instruction. Enthusiasm is often reinforced by flexibility and openness to change, as enthusiastic teachers tend to be more willing to embrace new challenges and view changes as opportunities for growth.

Overall, these three indicators are interconnected in shaping strong motivation among teachers. Attendance and active involvement reflect a fundamental commitment, while flexibility and openness to change demonstrate readiness for continuous development. Enthusiasm in teaching further strengthens these elements by providing positive and innovative energy. When these three elements work synergistically, they create a motivational loop that continually renews teachers' passion and teaching quality.

The indicator that has the same average score is quality of instruction (3.68). Quality of instruction involves innovation in teaching methods and learning approaches and consistently striving to improve teaching quality based on student feedback and self-evaluation. Motivation is a key factor that drives teachers to provide effective and meaningful instruction.

Teachers with high motivation are generally more committed to developing and implementing creative, innovative strategies that meet students' needs. They focus not only on delivering content but also on how students can understand, apply, and explore the knowledge provided.

Teacher motivation is crucial for achieving high teaching quality. Motivation encourages teachers to keep learning and adapting, to create innovative and relevant teaching methods, and to build supportive relationships with students. When teacher motivation is high, teaching quality tends to improve, creating a significant positive impact on students and the overall educational process.

On the other hand, the indicators with lower scores than 3.68 are enthusiasm and energy in teaching (3.59) and encouragement to achieve student progress (3.64). Enthusiasm and energy in teaching are closely related to the drive to encourage student progress. Teachers who teach with high enthusiasm and energy do not merely deliver lessons; they also instil enthusiasm in their students. This creates a positive, dynamic, and inspiring learning environment that is crucial for motivating students.

When teachers demonstrate great enthusiasm, they can capture students' attention, make learning more engaging, and encourage students to participate actively in the teaching-learning process. The enthusiasm that teachers possess is often driven by an intrinsic desire to see their students succeed. Energetic and enthusiastic teachers usually have a strong desire to help students achieve academic and personal progress. They focus not only on meeting curriculum targets but also on developing students' skills, knowledge, and character. This drive to see student progress serves as a primary motivator for teachers to continually give their best in their teaching, seeking new ways to motivate and inspire students.

Enthusiasm and energy in teaching have a direct impact on teachers' performance, particularly in their efforts to foster student progress. Teachers who teach with passion and energy typically have high motivation levels, which is reflected in their commitment to continually enhance teaching quality. This enthusiasm not only influences how teachers deliver content but also affects how they interact with students, creating a conducive learning environment and effectively managing the classroom. The lower average scores for these indicators suggest that teachers' perceptions regarding enthusiasm and energy in teaching, as well as their drive to encourage student progress, are less favourable as components of motivation perception.

The Influence of Discipline on Performance Through Motivation

The research findings indicate a positive and significant relationship between discipline and teacher performance through teacher motivation. This means that the higher the discipline among teachers, the better their performance and motivation will be. Discipline has a significant impact on teacher performance, and this effect can be mediated by teacher motivation. Teachers who are organized and disciplined in managing their time often feel more motivated as they see the results of effective planning. Improved performance and goal achievement reinforce their motivation to maintain discipline.

When teachers perceive that their discipline is recognized and valued by the school, or when their work results show student progress, their motivation to adhere to standards and procedures increases. This, in turn, enhances teacher performance. Furthermore, when teachers are disciplined in their self-development, they tend to see progress in their skills, which boosts their confidence and motivation. This motivation then positively impacts their performance in the classroom.

Overall, discipline and motivation mutually influence each other in enhancing teacher performance. Discipline helps teachers manage various aspects of their work more effectively, which in turn improves their performance. High motivation, often triggered by discipline and positive outcomes from their efforts, encourages teachers to maintain high work standards and continue developing in their profession. Discipline and motivation are two important, interrelated factors that enhance a teacher's performance. Discipline includes the ability to maintain consistency, punctuality, and adherence to rules and professional standards in daily tasks. A disciplined teacher can manage various aspects of their work, such as lesson planning, classroom management, student assessment, and communication with parents, in a more organized and effective manner. With good discipline, teachers are also better prepared to face various challenges that may arise, such as schedule changes, students' special needs, or behavioural issues. This discipline helps create a clear and stable structure in the learning process, contributing to the overall improvement of teacher performance.

On the other hand, high motivation is also significantly influenced by discipline. When a teacher is disciplined in executing their responsibilities, they are more likely to see positive results from their efforts, such as increased student engagement, improved learning outcomes, or positive feedback from students and parents. These successful experiences often serve as intrinsic motivation for teachers to maintain high work standards. Motivated teachers feel driven to continue developing in their profession, whether through acquiring new skills, attending training, or applying more effective teaching methods. High motivation encourages

teachers to be more committed and innovative in their teaching, creating a more dynamic and engaging learning environment for students.

The relationship between discipline and motivation forms a positive feedback loop that reinforces each other in the context of teacher performance. When a teacher is disciplined in their work, they are more likely to experience satisfaction from their achievements, which in turn enhances their motivation to maintain and improve the quality of their teaching. This motivation, in turn, strengthens teachers' discipline as they feel encouraged to continue working hard, innovating, and developing themselves. Thus, discipline and motivation mutually reinforce each other, creating a solid foundation for teachers to achieve optimal performance.

Additionally, several studies support these findings, including those by Yance, Y. (2020); Andrianto, S., Komardi, D., & Priyono, P. (2023); Insih, K., Astuti, D., Suhana, S., & Ali, S. (2021); Amini, A., & Marliani, M. (2022). These studies indicate that teacher discipline in teaching practices directly influences motivation and can lead to increased teaching effectiveness, positively impacting performance and student learning outcomes. The findings and perspectives from these experts demonstrate that discipline is not just about following rules or schedules but also plays a crucial role in enhancing teacher motivation and performance. Discipline in various aspects of work helps teachers feel more organized, competent, and confident, which enhances their intrinsic motivation. High motivation, in turn, improves teaching quality and student learning outcomes. Discipline and motivation are interconnected in creating an effective and productive educational environment.

5. CONCLUSION

This study demonstrates that teacher motivation is a key factor in enhancing teaching performance in public elementary schools in Makassar City. Based on the analysis of motivation indicators such as attendance and active involvement, enthusiasm in teaching, quality of instruction, flexibility, and enthusiasm, the majority of respondents have a positive perception of the importance of motivation in fulfilling their responsibilities. With an average score above 3.68, it can be concluded that motivation is viewed as a primary driver for teachers to carry out their duties with enthusiasm and dedication. The most influential indicators are attendance and active involvement (3.75) and enthusiasm in teaching (3.77), indicating that teachers' commitment and passion significantly affect teaching quality and student interaction.

However, approximately 18.48% of respondents disagreed that motivation plays a significant role in their performance, highlighting challenges that need to be addressed in creating a more supportive environment. Additionally, the study found a positive and significant relationship between teacher discipline and their performance, mediated by

motivation. High levels of discipline help teachers manage their time and tasks more effectively, which in turn enhances their motivation and performance. This positive cycle shows that discipline and motivation reinforce each other, creating a solid foundation for teachers to achieve optimal performance.

In conclusion, to improve teaching quality, it is essential for schools to foster teacher motivation and discipline through various professional development programs and a supportive work environment. This will contribute to the overall improvement of teacher performance and student learning outcomes.

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