

Strategies to Improve Teacher Performance through Motivation and Work Discipline

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ABSTRACT – This paper discusses the influence of work motivation and work discipline on teacher performance in educational settings. High work motivation can improve the quality of teaching, while work discipline ensures that tasks are performed according to set standards. These two factors interact with each other to create a productive work environment. School principals and education management have an important role in improving teacher motivation and discipline to achieve optimal educational goals. By understanding the need for motivation and supporting the implementation of appropriate discipline, the quality of education in schools can be significantly improved.

Keywords: Work Motivation, Work Discipline, Teacher Performance, Education, Reward, Professional Development, Leadership

A. INTRODUCTION

Education is one of the fundamental aspects in the development of a nation. In Indonesia, the National Education System Law emphasized that education is a conscious effort to maintain the survival of the nation and develop itself continuously from generation to generation. Education in Indonesia strives to provide the widest possible opportunity for every citizen to get a proper education. In practice, the education system in Indonesia adopts two main channels, namely formal and non-formal education. Formal education is education that is carried out in stages in schools, while non-formal education focuses more on training and education to create individuals who are skilled and ready to face the challenges of the world of work. These two educational pathways function complementarily in realizing the increasingly complex and dynamic goals of national education.

To achieve the goal of quality education, one of the most crucial factors is the quality of human resources, especially teachers, who have a role in the teaching and learning process. There are many significant challenges in improving the

quality of the teaching workforce, where teachers are expected to have high intelligence, creativity and work enthusiasm. However, the reality is that shortcomings in the quality of human resources still exist, resulting in ineffectiveness in achieving educational goals. Therefore, improving teacher performance is essential in order to create a conducive learning environment and support the achievement of optimal educational outcomes.

Teacher performance is a major factor influencing the quality of learning and student academic achievement. This performance reflects the effectiveness of an organizational member in carrying out their duties and responsibilities in accordance with predetermined standards (Darmawan et al., 2020). Various factors influence teacher performance, one of which is work motivation. High work motivation can spur a teacher to work harder, and be committed to providing the best education for students. As an internal drive, work motivation is a factor that motivates a person to achieve organizational goals. Motivated teachers focus not only on salary or external rewards, but also on personal satisfaction in teaching and helping students develop.

In addition to motivation, work discipline is also a key factor in determining teacher performance. Work discipline is compliance with the rules and standards by the organization, which includes being on-time, consistent in carrying out their duties, and being responsible for their job. Teachers who have high discipline tend to have good time management, carry out their job with full responsibility, and maintain consistency in teaching. With discipline, teachers will be more organized and focused in carrying out their job, which in turn will improve the quality of learning and student learning outcomes.

Work motivation and work discipline are two inseparable factors in improving teacher performance. Motivation provides the impetus

for teachers to work harder, while discipline ensures that work is done consistently and in accordance with established standards. Previous research shows that when motivation and discipline go hand in hand, individual performance will improve significantly (Darmawan, 2015; 2022; Arifin et al., 2017; Jahroni & Darmawan, 2022). These two factors complement each other and have a significant role in creating a productive work environment in schools. On the other hand, deficiencies in either of these factors can impede teacher performance, which in turn can affect the achievement of educational goals in schools.

The importance of motivation and discipline in improving teacher performance should be a major concern for schools and the government. Principals as leaders in educational institutions play a role in creating a conducive climate for teachers to work optimally. A good leader can motivate teachers to work harder and comply with the rules in the school. By giving awards and recognizing teachers' achievements, principals can increase work motivation. On the other hand, principals must also ensure that teachers' work discipline is well maintained so that the quality of teaching can be continuously improved.

However, although many studies have shown the importance of motivation and discipline in improving teacher performance, there are still gaps in their application in various schools. The main problems faced are how to motivate teachers to work better and how to enforce effective discipline. Although motivation and discipline have been widely recognized as key factors in improving performance, many teachers are not sufficiently motivated and do not consistently adhere to discipline. This is a major challenge for human resource management in educational institutions.

Providing appropriate motivation relies heavily on understanding the factors that influence motivation, both intrinsic and extrinsic. Intrinsic motivation arises from within the individual, such as a sense of pride in the job or satisfaction in teaching. Meanwhile, extrinsic motivation relates to external factors, such as salary, benefits or rewards provided by the institution. Providing motivation that suits the needs of teachers can encourage them to work harder and improve their performance.

On the other hand, work discipline is an equally important factor in improving teacher performance. Work discipline includes

adherence to existing times and procedures, and reflects the moral responsibility of a teachers in carrying out their duties. Without good work discipline, even though a teacher is highly motivated, their work results will not be maximized. Conversely, even though a teacher is highly disciplined, without sufficient motivation, they will not work with passion and dedication. Therefore, these two factors must be managed simultaneously to achieve optimal performance.

However, although both factors are important, their implementation in school organizations remains a challenge. Many teachers feel undervalued or inadequately incentivized, which results in low motivation. In addition, inadequate management of work discipline is also an obstacle in creating a productive work environment. This requires special attention so that schools can create a system that supports the continuous improvement of teacher performance.

Managing motivation and discipline is not easy, especially in the dynamic and challenging educational environment. Therefore, it is important to conduct an in-depth literature review on these two factors, to find out how to properly motivate teachers and improve their work discipline. This literature review will provide a clearer understanding of the concepts of motivation, discipline and how these two factors interact with each other in improving teacher performance in schools.

B. METHOD

The research method used in this study is a literature study, which aims to analyze the effect of work motivation and work discipline on teacher performance. Literature study allows researchers to collect information from various sources, such as scientific articles, books, and previous research relevant to this topic, without conducting primary data collection. This approach allows researchers to understand existing theories, identify previous findings, and analyze the relationship between these variables related to education.

This literature review focuses on theories of work motivation, such as intrinsic and extrinsic motivation, as well as theories of work discipline related to compliance with organizational rules and standards. The researcher also reviewed the results of previous studies that have discussed the influence of motivation and discipline on teacher

performance, and identified other factors that may contribute to performance, such as leadership and school climate. Through this approach, a better understanding of ways to improve teacher performance in educational institutions is expected.

C. RESULTS AND DISCUSSION

The Role of Work Motivation on Teacher Performance

Work motivation is one of the important variables that influence teacher performance in the educational environment (Mardikaningsih et al., 2022). As the main driver in the world of work, motivation has an important role in determining how well a person works to achieve the goals set. Robbins and Judge (2019) explain that motivation is the process that directs the intensity, direction, and persistence of individuals to achieve certain goals. Teachers' work motivation affects how much they are involved in the learning process and the achievement of educational goals.

The definition of motivation according to Armstrong and Taylor (2020) reveals that work motivation is not just a drive to complete duties but also about how to direct energy and related efforts that benefit the organization. In this case, for teachers, work motivation means their readiness to improve teaching quality and promote students' academic achievement. Therefore, it is important for school principals and education management to identify factors that can influence teachers' work motivation.

One of the factors that have a role in work motivation is the existence of individual needs that want to be satisfied. As stated by Maslow (2018), motivation is influenced by the hierarchy of human needs starting from basic physiological needs up to the need for self-actualization. Teachers whose basic needs such as a fair income and a safe working environment have been met, will be more motivated to perform higher in teaching. Social needs, such as good relationships with colleagues and recognition of achievements, also have a role in increasing work motivation.

Furthermore, Herzberg (2020) in his two-factor motivation theory explains that intrinsic motivators, such as personal achievement and responsibility, play a very important role in work motivation. Meanwhile, hygiene factors related to good working conditions, fair pay, and harmonious relationships with coworkers can prevent dissatisfaction and increase teacher

motivation. Without intrinsic motivation, even if hygiene factors are met, teachers may not feel satisfied at work.

According to Deci and Ryan (2020), intrinsic and extrinsic motivation have different influences on work outcomes. Intrinsic motivation that comes from within the teacher, such as satisfaction in teaching and self-development through the profession, frequently results in better and sustained performance. Conversely, extrinsic motivation, such as incentives and rewards from the school or government, can provide a temporary stimulus to improve teacher performance in the short term.

A theory of motivation known as Expectancy Theory, proposed by Vroom (2019), reveals that work motivation is highly dependent on teachers' expectations of the relationship between the effort they put in and the results they expect. Teachers who believe that their hard efforts will be rewarded with comparable results, either in the form of rewards or recognition, are more likely to work harder and be committed to their job. If these expectations are not achieved, work motivation will decrease.

Providing constructive feedback by principals and other superiors also affects teachers' work motivation. According to Latham (2021), open and positive communication, as well as appreciation of efforts and achievements, can increase teachers' sense of worth and encourage them to perform better. Clear feedback provides clues about improvement and motivates teachers to improve their performance.

Principal leadership is instrumental in creating a work climate that supports motivation. As stated by Yukl (2010), leaders who can inspire and provide clear direction, and provide space for teachers to develop, will be able to increase work motivation. Principals who support teachers' professional development, either through training or rewards, can strengthen their motivation in carrying out their teaching job.

Motivation is also influenced by social factors, where teachers feel valued by their work environment (Arifin & Mardikaningsih, 2022). According to Ryan and Deci (2020), positive relationships with coworkers and support from the top are crucial in developing sustained motivation. Conversely, conflict or dissatisfaction in work relationships can decrease teachers' motivation and quality of performance.

A competitive work environment can also be an additional motivator. Motivation may come from healthy competition among teachers to improve their performance. As Wright and Nishii (2021) explain, healthy competition can increase teachers' enthusiasm and drive to perform better, which can improve the quality of learning in schools. The introduction of a merit-based reward system can motivate teachers to continuously improve their abilities and achievements.

Rewarding teachers' performance usually means financial incentives and non-material rewards. Recognition of teachers' contributions, both directly and in the form of opportunities for promotion, also plays a role in increasing their motivation. As explained by Milkovich et al. (2020), non-material rewards can increase a sense of satisfaction and pride in job, which in turn increases work motivation.

Strong motivation will help teachers to overcome various challenges in their job. As explained by Mardikaningsih and Halizah (2022), work motivation can encourage each member of the organization to work harder in stressful or uncertain situations. Motivated teachers will find it easier to overcome these challenges and stay focused on learning goals.

However, not all teachers may respond to motivation in the same way. Luthans and Doh (2020) revealed that personal factors, such as the need to develop or the expectation to be appreciated, can influence teachers' response to motivation. Therefore, it is important for education management to understand the individual characteristics of teachers and customize motivation approaches according to their needs.

In addition, it is important to manage work motivation on an ongoing basis. According to Lunenburg (2011), motivation cannot be seen as something static but needs to be maintained and developed over time. Educational organizations, in this case schools, must ensure that the motivation program implemented will be effective at first, and can maintain teacher motivation in the long-term.

Thus, proper and sustainable management of work motivation is essential to achieve optimal performance in the school environment. Using various existing motivation theories, principals and education management can design policies that support teachers' motivational needs, which will ultimately improve the quality of education in schools.

The Role Work Discipline on Teacher Performance

Work discipline is an important factor in achieving optimal performance in the work environment, including in the education sector. According to Miner (2015), work discipline can be defined as individual awareness and compliance with the rules and procedures that have been established in the organization. In school organizations, teacher work discipline includes being on time, preparedness in carrying out tasks, and responsibility in managing the learning process. With good discipline, teachers will be more consistent in complying with their obligations, which in turn will contribute to the quality of teaching and learning.

Good work discipline enables the creation of a structured and organized work atmosphere, where each individual knows what is expected of them and how to achieve the goals that have been set. As explained by Dessler (2019), well-implemented work discipline can increase work productivity, as employees, in this case teachers, can avoid absenteeism, lateness, or behavior that disrupts the work process. Discipline can also help decrease feelings of confusion and uncertainty that often occur in unorganized work environments.

In the world of education, teacher discipline greatly affects classroom management, delivery of teaching materials, and achievement of student learning outcomes. As stated by Jackson and Schuler (2020), work discipline is one of the important elements in creating a work environment that is conducive to achieving common goals. Teachers who have high work discipline will adhere to the teaching schedule, and proactively manage the classroom, adapt to students' needs, and maintain the quality of learning.

Furthermore, good work discipline also represents teachers' commitment to their job duties and responsibilities. According to McShane and Von Glinow (2018), a disciplined individual works according to set standards, and doing with a strong sense of responsibility towards their work. This means that teachers will arrive on time and carry out the learning process in accordance with the curriculum, as well as maintaining the quality of teaching and prioritizing the interests of students.

Effective implementation of work discipline also requires proper supervision. According to Boxall and Purcell (2020), good supervision will

ensure that teachers follow the standards that have been set. This supervision not only serves to ensure compliance with the rules, but also to provide the support and direction needed for teachers to perform their job better. Therefore, principals or school management must have the ability to conduct constructive supervision and guide teachers to work in accordance with the rules and standards.

External discipline is also needed to ensure that organizational rules are applied fairly and consistently. According to Noe et al. (2019), external discipline is the first step to help individuals who are not fully aware of their responsibilities. In this case, the application of external discipline, such as giving verbal or written warnings, aims to provide an opportunity for teachers to improve their behavior before stricter measures are taken.

External discipline should not only be applied to punish bad behavior, but also to shape teachers' character and work ethics. McShane and Von Glinow (2018) revealed that effective discipline should focus on developing positive behaviors that support improved performance. Therefore, discipline enforcement based on positive reinforcement and coaching can provide better results in the long-term than discipline enforcement that is more punitive in nature.

In this case, positive discipline is a highly recommended approach to implement. According to Anderson (2020), positive discipline prioritizes providing direction and support to improve employee behavior rather than simply providing punishment. This is particularly relevant for educational environments, where teachers need punishment to correct their behavior, and support to correct and improve the quality of their performance. This approach can create a better relationship between principals and teachers, and increase teachers' confidence in carrying out their job.

Meanwhile, progressive discipline, which is applied through a series of warnings ranging from verbal to written, provides a clear structure regarding the consequences of discipline violations (Mardikaningsih, 2020). According to Torrington et al. (2020), progressive discipline provides an opportunity for individuals to correct their behavior before more drastic measures are taken. This approach serves to ensure that any action taken is proportionate to the offense committed, and allows time for individuals to demonstrate positive change (Sinambela et al., 2023).

However, the management of discipline should always be done with an eye to context and individual needs. Discipline that is too strict or applied inconsistently can demotivate and create dissatisfaction among teachers. Therefore, it is important for principals to understand when to apply discipline with firmness and when to use a more supportive and guiding approach. With the right approach, good discipline can improve teacher productivity and the overall quality of education.

Fair and consistent enforcement of discipline should also take into account teachers' welfare. According to Noe et al. (2021), rewarding disciplinary behavior should be done in a balanced way, given that teachers who feel valued will be more committed to their job. By rewarding good discipline, schools can create an environment that supports student learning and development. Conversely, disciplinary offenses left without action can cause imbalance and affect both individual and team performance.

Overall, good discipline is an integral element of improving teacher performance. Discipline that is applied fairly, consistently and supports coaching will encourage teachers to perform better, commit to their job and ultimately contribute to the achievement of educational goals. Work discipline is not just about compliance with rules, but also includes awareness and responsibility to achieve the best results in teaching and learning.

D. CONCLUSIONS

Based on the results of the discussion, it can be concluded that work motivation and work discipline have a very important role in improving teacher performance. High work motivation can stimulate teachers to work harder and be more committed to their job. Motivational factors, both intrinsic and extrinsic, are interconnected and contribute to better teaching quality. Meanwhile, work discipline serves as a regulator to ensure that work is done consistently and according to set standards. Good discipline includes being on-time, effective task management, and high levels of responsibility. These two factors, motivation and work discipline, complement each other in improving teacher performance and achieving educational goals. Therefore, it is important for school principals and education management to understand and manage these two factors simultaneously to create a productive and quality work environment in schools.

Based on these findings, it is recommended that education management, especially school principals, continue to improve teachers' work motivation and discipline through more strategic and systematic policies. Rewarding teachers' achievements and providing appropriate incentives can increase their motivation. On the other hand, it is also important to enforce discipline fairly and consistently with approaches that support positive development for teachers. This requires regular training and professional development aimed at equipping teachers with the required skills. With good management of motivation and discipline, the quality of education in schools will continue to improve and achieve national education goals.

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