

THE EFFECT OF WORK DISCIPLINE AND WORK MOTIVATION ON ELEMENTARY SCHOOL TEACHERS' PERFORMANCE IN BLITAR DISTRICT

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Abstract

Teacher performance is a major determinant of instructional quality in elementary schools. This study examined the contribution of work discipline and work motivation to elementary school teacher performance in Blitar Regency, both separately and jointly. A quantitative explanatory cross-sectional survey was used. The target population comprised 50 teachers from five public elementary schools, and 38 complete responses were analyzed. Data were collected using three five-item Likert scales measuring work discipline, work motivation, and teacher performance. Multiple linear regression was conducted after tests of validity, reliability, normality, multicollinearity, and heteroscedasticity. All items were valid, and the three scales showed satisfactory reliability (Cronbach's alpha = .821-.867). The regression equation was $Y = 4.486 + 0.358X_1 + 0.454X_2$. Work discipline positively predicted teacher performance ($B = .358$, $\beta = .329$, $t = 2.528$, $p = .016$), as did work motivation ($B = .454$, $\beta = .505$, $t = 3.881$, $p < .001$). Jointly, the predictors were significant, $F(2,35) = 14.025$, $p < .001$, explaining 44.5% of the variance in teacher performance ($R^2 = .445$). Work motivation emerged as the relatively stronger predictor. These findings suggest that improving teacher performance requires an integrated strategy that combines a consistent culture of discipline with organizational support for motivation, professional development, recognition, and commitment to student success.

Keywords: Work Discipline; Work Motivation; Teacher Performance; Elementary School; Multiple Linear Regression

INTRODUCTION

Teachers play a central role in transforming educational objectives into tangible learning experiences. At the elementary school level, the quality of a teacher's work is reflected not only in their delivery of material, but also in their ability to plan lessons, manage classes, conduct assessments, follow up on learning outcomes, develop competencies, and build meaningful learning experiences. Therefore, teacher performance is a multidimensional construct that represents both the results and professional behaviors during the learning process (Armstrong, 2021; Supardi, 2021). This performance does not develop in a vacuum. Studies of elementary school teachers indicate that performance is influenced by a combination of individual and organizational factors, including competence, leadership, school climate, commitment, and the drive to work and develop (Susanti & Abidin, 2023). Within the framework of human resource management, two factors closely related to daily work behavior are work discipline and work motivation. Discipline provides order in task execution, while motivation provides energy, direction, and perseverance to achieve expected work standards.

Work discipline refers to an individual's awareness and willingness to comply with organizational rules, standards, and responsibilities. For teachers, discipline is not simply defined as being punctual. Discipline is also evident in the consistency of preparing teaching materials, implementing learning objectives, completing administrative tasks, conducting assessments, and maintaining professional ethics. Strong discipline helps teachers reduce irregularities in task implementation and maintain consistent work quality (Afandi, 2021; Hasibuan, 2023). Work motivation explains the intensity, direction, and persistence of an individual's efforts in achieving goals (Robbins & Judge, 2022). From a self-determination theory perspective, the quality of work motivation increases when individuals feel competent, autonomous, and connected in their work environment (Deci et al., 2017). In the

teaching profession, motivation can be seen in the drive to achieve the best results, willingness to participate in professional development, responsibility for completing tasks, response to recognition, and commitment to student success. Empirical evidence consistently places motivation as a significant predictor of teacher performance. Professional education and motivation have been reported to contribute to the performance of public elementary school teachers (Alfianita et al., 2022). Other research indicates that work motivation, along with training and competence, is related to teacher performance (Bastian et al., 2022), while a study of secondary school teachers also found a contribution of work motivation, both partially and in conjunction with competence (Halimahturrafiah et al., 2023). Across educational institutions, intrinsic and extrinsic motivation also show a positive relationship with teacher performance (Layek & Koodamara, 2024).

However, some studies place motivation alongside competency, training, or leadership factors. Research that simultaneously examines discipline and motivation using indicators directly related to the professional duties of elementary school teachers remains important, particularly in local contexts with varying organizational characteristics and resources. Blitar Regency provides a relevant context because teachers in public elementary schools are required to maintain regular assignments while continuously adapting learning practices to student needs. This study aimed to answer three questions: (1) does work discipline affect elementary school teacher performance, (2) does work motivation affect elementary school teacher performance, and (3) do work discipline and work motivation jointly affect elementary school teacher performance. The research contribution lies in the testing of models and operations, using indicators closely related to teachers' professional practices. Practically, the research findings are expected to help principals develop performance improvement strategies that go beyond monitoring compliance and also strengthen teachers' motivation and willingness to develop.

METHOD

Design and Respondents

This study used a quantitative survey. This method was used to test the predictive relationship between work discipline (X1) and work motivation (X2) with teacher performance (Y). Because the data were collected over a single period and did not involve manipulation or randomization, the term effect in this article refers to the statistical effect in the regression model, not experimental evidence of causality (Creswell & Creswell, 2018).

The study was conducted at five public elementary schools in Blitar Regency: SDN Bendosewu 2, SDN Sutojayan 3, SDN Kedungbunder 1, SDN Pandanarum 1, and SDN Jajar 2. The target population consisted of 38 teachers, all of whom were selected through a saturated sampling technique. Of these, 38 complete responses were available and used in the analysis. Therefore, the unit of analysis was teachers actively carrying out teaching tasks at the schools in the study locations in 2026.

Variables and Instruments

Primary data were collected using an online questionnaire with a five-level Likert scale: always (5), often (4), sometimes (3), rarely (2), and never (1). Each variable was measured using five items. The indicators were developed based on relevant concepts of work discipline, motivation, and teacher performance, then adapted to the context of elementary school teachers' work.

Instrument Testing and Data Analysis

Item validity was examined through Pearson correlation between each item's score and the total score of the variable. Internal reliability was assessed using Cronbach's alpha. Subsequent analysis included descriptive statistics, residual normality tests using the Kolmogorov-Smirnov test, multicollinearity tests using tolerance and variance inflation factor (VIF), and heteroscedasticity tests using the Glejser procedure. Hypotheses were tested using multiple linear regression at a 5% significance level using IBM SPSS version 27 (Ghozali, 2021). The model used was $Y = b_0 + b_1X_1 + b_2X_2 + e$.

The relative strength of each predictor is compared using standardized beta coefficients. Model fit is simultaneously assessed using the F-test, while the extent of variation in teacher performance explained by the model is assessed using the coefficient of determination (R^2).

RESULTS AND DISCUSSION

Instrument Quality

All items showed a positive and significant correlation with the total score of the variable. The item-total correlation for the work discipline scale ranged from 0.669 to 0.843; for work motivation from 0.719 to 0.879; and for teacher performance from 0.734 to 0.812. The Cronbach's alpha values for all three variables were greater than 0.80, indicating good internal consistency of the instrument.

Descriptive Statistics

The average work discipline score was 21.36 out of a theoretical maximum score of 25. Work motivation had an average of 20.39, while teacher performance was 21.39. All three averages showed a tendency for responses to be in the high category. The standard deviation for work motivation was slightly larger than the other two variables, indicating relatively greater variation in motivation among teachers.

Descriptive statistics of research variables

Descriptive Statistics			
	Mean	Standard Deviation	N
Teacher Performance	21.3947	2.47735	38
Work Discipline	21,3684	2.27110	38
Work motivation	20.3947	2.75622	38

Source: IBM SPSS 27 output, processed by researchers (2026).

Regression Assumption Testing

The Kolmogorov-Smirnov results yield an Asymp. Sig. of 0.200 and a Monte Carlo Sig. of 0.605, thus meeting the normality assumption. The tolerance value of both predictors is 0.938 and the VIF is 1.066, indicating no multicollinearity. The Glejser test also does not indicate heteroscedasticity because the significance of work discipline is 0.311 and work motivation is 0.469, both greater than 0.05. Thus, the model meets the main requirements for multiple linear regression analysis.

Table 4. Summary of regression assumption testing

Assumptions	Indicator	Results	Decision
Normality of residuals	Kolmogorov-Smirnov	Asymp. Sig. = 0.200	Fulfilled
Multicollinearity	Tolerance; VIF	0.938; 1.066	Not occur
Heteroscedasticity	Glacier Test	p X1 = 0.311; p X2 = 0.469	Not occur

Source: IBM SPSS 27 output, processed by researchers (2026).

Regression Results and Hypothesis Testing

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		Collinearity Statistics	
	B	Std. Error				Zero-order	Partial	Part	Tolerance
1 (Constant)	4,486	3,372		1,330	.192				
Work Discipline	.358	.142	.329	2,528	.016	.454	.393	.318	.938
Work motivation	.454	.117	.505	3,881	.000	.586	.549	.489	.938

a. Dependent Variable: Teacher Performance

Source: IBM SPSS 27 output, processed by researchers (2026).

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The analysis produced a regression equation $Y = 4.486 + 0.358X_1 + 0.454X_2$. The positive coefficient indicates that increased discipline and motivation are followed by increased teacher performance scores when other predictors are controlled. Work discipline has $B = 0.358$, $\beta = 0.329$, $t = 2.528$, and $p = 0.016$. Work motivation has $B = 0.454$, $\beta = 0.505$, $t = 3.881$, and $p < 0.001$. Thus, the first and second hypotheses are accepted.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	101,022	2	50,511	14,025	.000 ^b
Residual	126,057	35	3,602		
Total	227,079	37			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Motivation, Work Discipline

Source: IBM SPSS 27 output, processed by researchers (2026).

The simultaneous test yielded $F = 14.025$ with $p < 0.001$, indicating that discipline and motivation together were significant predictors of teacher performance. The R value of 0.667 indicates a fairly strong model relationship, while the R^2 of 0.445 means the model explains 44.5% of the variation in teacher performance. The adjusted R^2 of 0.413 indicates that after considering the number of predictors and sample size, the proportion of explained variation remains substantial. The larger beta coefficient of motivation than discipline indicates that work motivation is a relatively stronger predictor in this sample.

Results of multiple linear regression and hypothesis testing

Predictor	B	SE	Beta	t	p	Decision
Constant	4,486	3,372	-	1,330	0.192	-
Work discipline	0.358	0.142	0.329	2,528	0.016	H1 accepted
Work motivation	0.454	0.117	0.505	3,881	<0.001	H2 accepted

Note: $R = 0.667$; $R^2 = 0.445$; adjusted $R^2 = 0.413$; $F(2,35) = 14.025$; $p < 0.001$. Dependent variable: teacher performance.

Work Discipline and Teacher Performance

The positive influence of work discipline indicates that consistent professional behavior is related to the quality of teacher performance. Teachers who are punctual, adhere to school rules, complete learning assignments, adhere to process standards, and maintain a work ethic have a more stable foundation for good performance. In a job that involves many repetitive and interdependent activities, discipline reduces the likelihood of assignments being delayed, learning materials being unprepared, or assessment follow-up being missed.

These findings are consistent with the view that discipline is a self-control and organizational mechanism that keeps work behavior aligned with institutional goals (Afandi, 2021; Hasibuan, 2023). However, productive discipline should not be built solely through sanctions. Leadership role models, clear standards, nurturing supervision, and consistent feedback are more likely to foster compliance as a professional habit, rather than simply a temporary response to oversight.

In the elementary school context, the influence of discipline can also be understood through the nature of teachers' work, which demands continuity. Planning, implementation, evaluation, and follow-up are inseparable. Indiscipline at one stage has the potential to degrade the quality of subsequent stages. Therefore, strengthening discipline needs to be positioned as part of professional development, not just attendance management.

Teacher Work Motivation and Performance

Work motivation showed the largest coefficient in the model. These results indicate that teachers who have a drive for achievement, a desire for self-development, a sense of responsibility, a need for recognition, and a commitment to student success tend to exert greater effort in carrying out their duties. Motivation determines not only whether work gets done, but also how persistently teachers maintain quality when faced with administrative burdens, varying student needs, or changing learning demands.

Theoretically, these results align with self-determination theory, which emphasizes that quality work motivation grows when the needs for competence, autonomy, and relatedness are met (Deci et al., 2017). Schools

that allow teachers space to make pedagogical decisions, provide learning opportunities, and build supportive working relationships are more likely to foster sustained motivation. Rewards remain important, but their effectiveness is stronger when they do not replace a sense of meaning and intrinsic responsibility for students.

The findings of this study align with previous empirical evidence. Alfianita et al. (2022) showed that motivation contributes to the performance of public elementary school teachers. Bastian et al. (2022) and Halimahturrafiah et al. (2023) also found a contribution of motivation in models involving other professional factors. Comparative results by Layek and Koodamara (2024) further confirm that both intrinsic and extrinsic motivation are positively related to teacher performance. This consistency supports the interpretation that motivation is a crucial psychological resource for teacher performance quality.

The Influence of Discipline and Work Motivation

The simultaneous effect of 44.5% shows that discipline and motivation complement each other. Discipline provides structure, while motivation provides the energy to use that structure productively. Teachers may comply with rules but perform at a minimal level when motivation is low. Conversely, teachers who are enthusiastic but lack discipline may struggle to translate ideas into consistent practice. Good performance requires both.

Although the model's contribution is significant, 55.5% of the performance variation remains unexplained. This finding aligns with studies that view teacher performance as the outcome of various factors, such as competence, leadership, school climate, commitment, infrastructure support, and professional development (Susanti & Abidin, 2023). Therefore, the study's findings should not be interpreted as a justification for tightening discipline or providing incentives. Performance improvement strategies need to be part of a more comprehensive school management framework.

Practically, principals can integrate these two factors through four channels. First, establish clear and fairly enforced work standards. Second, conduct academic supervision that is oriented toward improvement, not just inspection. Third, provide opportunities for competency development and a learning community. Fourth, provide proportional recognition for achievement and innovation. This combination allows discipline to develop alongside motivation, rather than mutually exclusive.

Implications, Limitations, and Cautions of Interpretation

The main implication of this research is the need to shift from solely control-based teacher management to one that combines accountability and support. Accountability is built through clear standards, schedules, documentation, and follow-up. Support is built through reasonable pedagogical autonomy, feedback, learning opportunities, recognition, and healthy working relationships. This approach better aligns with the nature of teachers' work, which requires both compliance and creativity.

The study has several limitations. First, only 38 complete responses from a population of 38 teachers were analyzed. Future research should involve a broader sample, incorporate performance ratings from principals or instructional observations, and examine other variables such as leadership, school climate, well-being, digital competency, and organizational commitment. A mixed methods design could also shed light on how discipline and motivation develop and influence instructional practices over time.

CONCLUSION

Work discipline and work motivation are positive and significant predictors of elementary school teacher performance in five schools in Blitar Regency. Partially, work discipline contributes to the regularity and consistency of professional task implementation, while work motivation is a relatively stronger predictor in encouraging effort, self-development, and commitment to student success. Simultaneously, the two variables explain 44.5% of the variation in teacher performance. This finding confirms that improving performance cannot be achieved through rule enforcement alone. Schools need to combine a culture of discipline with a work environment that supports motivation, provides space for competency development, provides feedback, and recognizes teachers' professional contributions.

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