The Influence of Work Discipline on Teacher Performance at Harapan Baru III State Elementary School, Bekasi City

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Article Info	Abstract
   	This study aims to determine and analyse the effect of work discipline on teacher performance. The research method used in this research is quantitative and in data collection using a questionnaire. The population in this study consisted of 32 teachers at SD Negeri Harapan Baru III Kota Bekasi. In this study, the entire population was used as a sample. The results of this research hypothesis test are as follows: 1) obtained the significance value of the effect of work discipline (X) on teacher performance (Y) of 0,000 (0,000 < 0,05) and the t_{count} value of (5,897) > t_{table} (2,042) which means that work discipline affects teacher performance; 2) obtained a correlation coefficient R of 0,733, which if interpreted in the interpretation table shows that there is a strong relationship between work discipline and teacher performance; 3) then in the determination coefficient table shows the R squared number of 0,537 or 53,7% which can be concluded that work discipline has an influence on teacher performance, while the remaining 46,3% is explained by other variables outside the variables used in this study. Based on the results of the data analysis, it is concluded that there is a significant influence between work discipline on teacher performance at SD Negeri Harapan Baru III Kota Bekasi.
Info Artikel	**Abstrak**
	Penelitian ini bertujuan untuk mengetahui dan menganalisis, pengaruh disiplin kerja terhadap kinerja guru. Metode penelitian yang digunakan dalam penelitian ini yaitu kuantitatif dan dalam pengumpulan data menggunakan kuesioner. Populasi dalam penelitian ini terdiri dari 32 guru di SD Negeri Harapan Baru III Bekasi. Pada penelitian ini, seluruh populasi tersebut digunakan sebagai sampel. Hasil dari uji hipotesis penelitian ini adalah sebagai berikut: 1) diperoleh nilai signifikansi pengaruh disiplin kerja (X) terhadap kinerja guru (Y) sebesar 0,000 (0,000 < 0,05) dan nilai t_{hitung} sebesar (5,897) > t_{tabel} (2,042) yang artinya disiplin kerja berpengaruh terhadap kinerja guru; 2) diperoleh nilai koefesien korelasi R sebesar 0,733, yang dimana jika diinterpretasikan pada tabel interpretasi menunjukkan bahwa terdapat hubungan yang kuat antara disiplin kerja dengan kinerja guru; 3) kemudian pada tabel koefesien determinasi menunjukkan angka R kuadrat sebesar 0,537 atau 53,7% yang dimana dapat disimpulkan bahwa disiplin kerja memiliki pengaruh terhadap kinerja guru, sedangkan sisanya sebesar 46,3% dijelaskan oleh variabel lain diluar variabel yang digunakan dalam penelitian ini. Berdasarkan hasil dari analisis data tersebut, diperoleh kesimpulan bahwa terdapat pengaruh yang signifikan antara disiplin kerja terhadap kinerja guru pad SD Negeri Harapan Baru III Bekasi.

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1. INTRODUCTION

Education as an institution plays a very important role in improving the quality of human resources. This role is related to efforts to make the nation's next generation have reliable quality human resources so that they are able to become successors and implementers of development in all fields. One of the supporting factors for education in

this case is human resources. Educational institutions will be successful if they have professional and quality human resources. Quality education is influenced by the education system and teacher performance.

Teachers play a major role in educational development, especially those held formally in schools. Teachers also greatly determine the success of students, especially in relation to the teaching and learning process and teachers are the component that has the most influence on creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by professional and qualified teachers. In other words, improving the quality of education must start from teachers and end with teachers as well.

According to Law No. 14 of 2015 concerning Teachers and Lecturers, teachers act as professional educators with the main task of educating, teaching, guiding and directing, training, assessing and evaluating students through formal education channels. Teachers who have high dedication and loyalty are teachers who are enthusiastic about their work, teachers who have good personality values, teachers who have competence and teachers who have a high level of discipline. This discipline can be seen from the way the teacher prepares everything to support success and the goals to be achieved.

According to Hasibuan (2019: 193) Discipline is a person's awareness and willingness to obey all company regulations and applicable social norms. Discipline which is the sixth operative function of Human Resource Management. Good discipline reflects the extent of a person's responsibility for the tasks assigned to him.

Discipline is very important for teachers in carrying out their duties. With discipline, teachers can carry out their professional duties. Increasing teacher discipline is expected to increase the effectiveness of teaching and learning activities and in turn improve teacher performance. Good teacher performance cannot be achieved if it is not accompanied by teacher compliance with applicable regulations in carrying out work.

Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him in Mangkunegara (2017: 67).

The success of education in schools is largely determined by the performance of the teacher. A teacher who has high performance should have a positive attitude towards the work he is responsible for, such attitudes include being disciplined, working seriously, maintaining the quality of his work, being responsible, etc. .Teachers as listed ininvite-Law number 20 of 2003 concerning the National Education System is one of the components of education in achieving school goals (DP. Nasional, et al, 2003).

One of the factors that influences performance is the discipline factor. Keith Davis in (Mahfudh M., 2021) states that work discipline as the implementation of management to strengthen guidelines is seen as closely related to. This statement is supported by Malthis and Jackson's opinion that work discipline is closely related to employee behavior and influences performance in Lismaya (2016).

Based on data provided by the school, the level of teacher absenteeism at SD Negeri Harapan Baru III Bekasi City is still low. It can be seen that the number of absent teachers in October 2021 was 6.25%, November and December 2021 was 9.3%, January 2022 was 9.3% and February 2022 was 12.5%. From these data it can be seen thatabsenceteachers every month below 15% at first glance doesn't seem like a big problem. However, it can have an impact and have a bad influence on students.

In line withstudyRoos in (Hidayat, et.al, 2021) who stated that the consequences of teachers not coming to work, or arriving late or leaving class hours, this will have a negative effect on students. All of this is the impact of lack of teacher discipline.

Discipline is very necessary in carrying out their duties and obligations as teachers, educators and student mentors, high discipline will be able to build professional performance because with a good understanding of discipline teachers are able to pay attention to the rules and strategic steps in carrying out the teaching and learning process (Suherman and Saondi, 2012: 41).

With teacher work discipline, school activities can be carried out in an orderly and smooth manner. Learning can be carried out on time so that curriculum targets can be achieved. Apart from that, student achievement can also be realized optimally. All work according to predetermined time standards and quality standards. If a teacher has high work discipline, this will be reflected in his responsibilities in carrying out his role as a teacher, so that it will have a direct impact on increasing a teacher's performance.

Then, based on data from a pre-survey conducted by researchers, there are several problems that influence the performance of teachers at Harapan Baru Elementary School, Bekasi City, namely that some teachers are still hampered by mastery of knowledge, techniques, methods and equipment as learning aids, then there are still some teachers who are not yet able to manage the class and discipline in carrying out their duties.

This shows that the performance of teachers at SD Negeri Harapan Baru III Bekasi City still needs improvement in order to meet better organizational achievements.

According to Mangkunegara (2015:67), performance is the result of work in terms of quality or quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Meanwhile, according to Hasibuan (2017: 100), performance is the result of the work achieved by each employee so that they can make a positive contribution to the company."

2. LITERATURE REVIEW
Work Discipline

Discipline is very important for the growth of an organization, especially to be able to motivate teachers to be able to discipline themselves in carrying out work both individually and in groups (Damanik, 2019).

Discipline can be interpreted as how employees always come and go home on time, do all their work well, comply with all the rules and norms that apply at school.

According to Hasibuan in Sinambela (2016: 335) says that "Work discipline is a person's ability to work regularly, consistently diligently and work according to the applicable rules without violating the established rules."

Then in the research using indicators of work discipline according to Sinambela (2016: 335): 1) Attendance; 2) Compliance with work regulations; 3) Adherence to work standards; 4) High level of alertness; and 5) Work ethically.

Teacher Performance

Performance comes from the definition of performance which means the result of work or work performance. According to Mangkunegara in (Muslimat et al., 2021) states that employee performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him." Then, according to Wijaya and Susanti in (Hidayat et al., 2019) performance is the achievement or ability demonstrated by an employee in supporting and carrying out his main tasks and functions.

Meanwhile, according to Supardi (2016:54), teacher performance is a teacher's ability to carry out learning tasks at school and be responsible for the students under his guidance by improving the achievement or learning outcomes of his students. Therefore, teacher performance can be interpreted as a situation where a teacher carries out his duties and

responsibilities in educating students to achieve good achievements by carrying out maximum learning towards the gates of success.

In this research, the factors that influence teacher performance according to Kasmir (2016: 189) are as follows: 1) ability and expertise; 2) knowledge; 3) work design; 4) personality; 5) work motivation; 6) leadership; 7) leadership style; 8) organizational culture; 9) job satisfaction; 10) work environment; 11) loyalty; 12) commitment; 13) work discipline.

Furthermore, the indicators in assessing teacher performance according to Supardi (2013: 79) are: 1) the ability to prepare learning plans; 2) ability to carry out learning; 3) the ability to maintain interpersonal relationships; 4) ability to carry out assessment of learning outcomes; 5) ability to carry out enrichment; and 6) the ability to carry out remediation.

3. RESEARCH METHOD

The method used by researchers in this research is associative with a quantitative approach. According to Sujarweni (2019: 16) states that "Associative research is research that aims to determine the relationship between two variables ormore and know its influence. "With this research, a theory can be built that can function to explain, predict and control a phenomenon."

According to Sugiyono (2019: 16), quantitative research methods are research methods based on positivist philosophy, used to research certain populations or samples. Sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative or statistical in nature with the aim of testing predetermined hypotheses.

Samples and Sampling Techniques

According to Sugiyono in (Ajijah, et.al, 2021) the sample is part of the number and characteristics of the population.

In this research, sampling was carried out using a non-probability sampling method. Then, the sampling technique for this research is saturated sampling. According to Sigiyono (2014: 118), this is a sampling technique if all members of the population are used as samples. The number of samples in this research were all teachers at SD Negeri Harapan Baru III, Bekasi City, namely 32 people.

Research Instrument

The instrument in this research is to provide questionnaires or questionnaires on work discipline and teacher performance to respondents. Questionnaires or questionnaires are prepared using a Likert scale. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena in Sugiyono (2016: 147).

In this study, researchers used simple regression analysis. Then there are validity and reliability tests which are used to find out whether the measuring instruments used are correct and can be trusted to be true. For the work discipline variable there are 19 statements and for the teacher performance variable there are 20 statements.

The data that has been collected through questionnaires or questionnaires will be processed by the author in quantitative form, namely by determining the answer score from the statements that have been answered by the respondent, where the scoring is based on the provisions on the number of answers. The alternative answers are prepared with 5 possibilities. The available answers are made on a scale, and based on the respondent's answers, a score is given as follows:

Table 1. Alternative Answers

Alternative Answers	Score
Strongly agree	5
Agree	4
Simply Agree	3
Don't agree	2
Strongly Disagree	1

In this research, several data analysis methods were used, including descriptive statistics to provide an overview of the variables studied. Data quality testing is carried out by testing the validity and reliability of the data. The classic assumption test is used to check the assumptions required in simple linear regression analysis, such as the normality test and heteroscedasticity test. In addition, hypothesis testing, correlation coefficient, coefficient of determination and including the t test were used to evaluate the significance and strength of the relationships found in this study.

4. RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis is the process of describing research respondents to be grouped according to several characteristics, namely based on gender, age, highest level of education and length of service. The characteristics of respondents can be seen in the following table:

Table 2. Gender

Gender	Frequency	Percentage (%)
Man	8	25%
Woman	24	75%
Total	**32**	**100%**

Source: 2024 Respondent Data

The gender of the respondents consisted of two, namely male and female. After the questionnaire was distributed to 32 respondents, the sample respondents were identified. It can be seen in table 2 above, based on gender, the respondents were dominated by 24 women or 75%, while 8 men or 25% were men. Respondent data according to gender can be seen in table 4.2 below.

Table 3. Age of Respondents

Respondent's Age	Frequency	Percentage (%)
28-40	10	31%
42-56	22	69%
Total	**32**	**100%**

Source: 2024 Respondent Data

Based on the age of the respondents, the majority of respondents were in the age range of 28-40 years, 10 people or 31%, while respondents aged 42-56 years were 22 people or 69%.

Table 4. Respondents' education

Education	Frequency	Percentage (%)
S1	31	97%
S2	1	3%
Total	**32**	**100%**

Source: 2024 Respondent Data

Based on the educational level of the respondents, the majority of respondents had a Bachelor's degree, 31 people or 97%, followed by respondents with a Master's degree, 1 person or 3%.

Table 5. Respondents' Work Period

Years of service	Frequency	Percentage (%)
<5 Years	2	6%
>5 Years	5	16%
>10 Years	25	78%
Total	**32**	**100%**

Source: 2024 Respondent Data

Based on the respondent's work period, there are 2 respondents who have a work period of <5 years or 6%, then respondents who have a work period of >5 years are 5 people or 16%, while respondents who have a work period of >10 years are 25 people or 78%.

Validity Test Results
The validity test is used to measure whether or not a questionnaire is valid or valid. Validity means showing the degree of accuracy between the actual data that occurs on an object and the data collected by the researcher. To determine whether a statement item is valid or not, the following statistical criteria are obtained:
1) If rcount > rtable and has a positive value at a significance of 0.05 then the instrument or statement item can be declared valid.
2) If rcount < rtable then the instrument or statement item can be declared invalid.

Table 6. Validity Test Results

Variable	Items	rcount	rtable	Information
Work Discipline (X)	1	0.659	0.349	Valid
	2	0.553	0.349	Valid
	3	0.373	0.349	Valid
	4	0.778	0.349	Valid
	5	0.543	0.349	Valid
	6	0.409	0.349	Valid
	7	0.540	0.349	Valid
	8	0.493	0.349	Valid
	9	0.595	0.349	Valid
	10	0.789	0.349	Valid
	11	0.652	0.349	Valid
	12	0.813	0.349	Valid
	13	0.705	0.349	Valid
	14	0.681	0.349	Valid
	15	0.683	0.349	Valid

	16	0.824	0.349	Valid
	17	0.789	0.349	Valid
	18	0.560	0.349	Valid
	19	0.689	0.349	Valid
Teacher Performance (Y)	1	0.676	0.349	Valid
	2	0.791	0.349	Valid
	3	0.828	0.349	Valid
	4	0.775	0.349	Valid
	5	0.839	0.349	Valid
	6	0.807	0.349	Valid
	7	0.555	0.349	Valid
	8	0.591	0.349	Valid
	9	0.797	0.349	Valid
	10	0.693	0.349	Valid
	11	0.614	0.349	Valid
	12	0.814	0.349	Valid
	13	0.772	0.349	Valid
	14	0.799	0.349	Valid
	15	0.833	0.349	Valid
	16	0.775	0.349	Valid
	17	0.749	0.349	Valid
	18	0.764	0.349	Valid
	19	0.734	0.349	Valid
	20	0.577	0.349	Valid

Source: SPSS 16 Data Processing

Based on the results of the analysis, it was found that the correlation value for all items was more than 0.349, so it could be concluded that each research instrument statement item on the Work Discipline variable (X) and the Teacher Performance variable (Y) was declared valid.

Reliability Test Results

Reliability test is a test to measure a questionnaire which is an indicator of a variable. A questionnaire can be said to be reliable or reliable if a person's answer to the statement is constant or stable from time to time in Ghozali (2013: 47).

Reliability measurement uses the Cronbach's Alpha (α) method, where a variable can be said to be reliable if the Cronbach's Alpha (α) value is > 0.70.

Table 7. Reliability Test Results

Variable	*Cronbach's Alpha*	Alpha	Information
Work Discipline (X)	0.925	0.70	Reliable
Teacher Performance (Y)	0.961	0.70	Reliable

Source: SPSS 16 Data Processing

Based on the results of table 7, the Cronbach's Alpha value obtained for the Work Discipline (X) and Teacher Performance (Y) variables has a value greater than 0.70. Thus, it can be concluded that the variables studied have proven to be reliable or can be trusted as measuring tools, which means that if they are repeated, the data obtained will remain consistent from time to time.

Normality Test Results

The normality test is a test to test whether observations are normally distributed or not. In this research, the test that the author will use is the Kolmogorov-Smirnov test.

The following are the results of the Kolmogorov-Smirnov normality test using SPSS 16 software, as follows:

Table 8. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

|		Unstandardized Residual
		32
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.06517741
Most Extreme Differences	Absolute	.200
	Positive	.127
	Negative	-.200
Kolmogorov-Smirnov Z		1.131
Asymp. Sig. (2-tailed)		.155
a. Test distribution is Normal.		

Source: SPSS 16 Data Processing Results

Based on the results of the Kolmogorov-Smirnov normality test using SPSS 16, the Kolmogorov-Smirnov Z = 1.131 results were greater than 0.05 and Asymp. Sig = 0.155. The significance of both is greater than 0.05, then the sample comes from a normal distribution. This means that the pre-requisite test for data analysis has met the requirements to proceed to hypothesis test calculations.

Heteroscedasticity Test Results

According to Ghozali (2018: 137-138; in Khasanah, et al, 2023), the heteroscedasticity test aims to test whether in the regression model there is inequality of variance from the residuals of one observation to another. In this research, the heteroscedasticity test was carried out by looking at whether there was a certain pattern in the scatterplot graph between ZPRED and SRESID.

Table 9. Heteroscedasticity Test Results
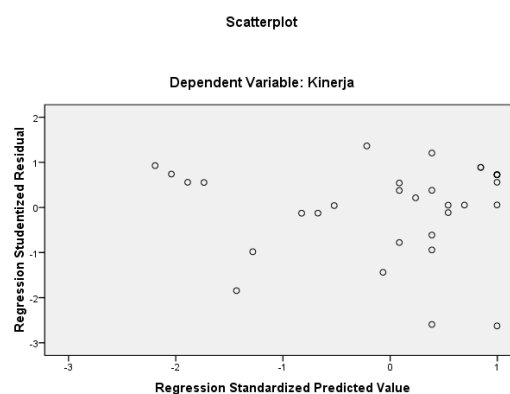
Source: SPSS 16 Data Processing Results

Based on the results of the image above, it can be seen that there is no clear pattern and the points spread above and below the number 0, so it can be concluded that heteroscedasticity does not occur.

Simple Linear Regression Analysis

A simple linear regression analysis test is used to determine the influence between the independent variable and the dependent variable. The following are the test results of a simple linear regression analysis using SPSS 16 which can be seen in the following table:

Table 10. Simple Linear Regression Analysis Test Results

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,447	14,914		,097	,923
	Work Discipline	,992	,168	,733	5,897	,000

a. Dependent Variable: Performance

Source: SPSS 16 Data Processing Results

It is known that the Constant value (a) is 1.447, while the work discipline value (b/regression coefficient) is 0.992, so the regression equation can be written as follows:

Y = a + bX

Y = 1.447 + 0.992 (X)

It means:

A constant value of 1.447 indicates that when the independent variable (work discipline) does not exist or has a value of 0, the volume will increase in value by 1.447.

The regression coefficient This regression coefficient is positive, so it can be said that the influence of the work discipline variable (X) on teacher performance (Y) is positive.

Correlation Coefficient Test Results

The correlation test is used to answer how strong the relationship is between the independent variable and the dependent variable or to find out how close the relationship is between the independent variable (X) and the dependent variable (Y). If the significance is <0.05 then it is correlated and if not then vice versa. The greater the R value, the more appropriate the regression model used because the total variation can explain the dependent variable.

The following are the results of the correlation coefficient analysis carried out using SPSS 16 and can be seen in the table below:

Table 11. Correlation Coefficient Test Results

Correlations

		Work Discipline	Teacher Performance
Work Discipline	Pearson Correlation	1	,733**
	Sig. (2-tailed)		,000
	N	32	32
Teacher Performance	Pearson Correlation	,733**	1
	Sig. (2-tailed)	,000	
	N	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 16 Data Processing Results

Based on the SPSS data above, it can be concluded that the significance value of the variable is 0.000 < 0.05, so it is declared correlated, the correlation coefficient (r) value is 0.733. If this table is interpreted in the interpretation table, the coefficient result of 0.733 shows that there is a strong relationship between the independent variable (X) work discipline and the dependent variable (Y) teacher performance. The following is a table of correlation coefficient guidelines:

Table 12. Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0.000 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	Currently
0.600 – 0.799	Strong
0.800 – 1,000	Very strong

Source: Sugiyono (2018: 257)

Determination Coefficient Test Results (R2) X Against Y

The coefficient of determination test (R2) is used to measure the variation in variables that can be explained by the independent variables. In other words, to find out the relationship or influence of the dependent variable used. The following are the results of the coefficient of determination test (R2):

Table 13. Determination Coefficient Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733a	,537	,521	6,165

a. Predictors: (Constant), Work Discipline

Source: SPSS 16 Data Processing Results

With the following analysis data:

K.D $= r^2 \times 100\%$
K.D $= (0.733)^2 \times 100\%$
K.D $= 0.537 \times 100\%$
K.D $= 0.537$
K.D $= 53.7\%$

Based on the calculation results of the coefficient of determination analysis above, the result was 53.7%, which means that the influence of the work discipline variable (X) on the teacher performance variable (Y) was 53.7% while the remaining 46.3% was influenced by other factors that were not discussed in this research. So it can be concluded that there is a high influence of work discipline on the performance of teachers at SD Negeri Harapan Baru III Bekasi City.

Partial t Test Results

The partial t test is used to empirically test the relationship between work discipline (X) and employee performance (Y) which is tested using the Pearson Product Moment correlation test technique.

In this research, there are the following hypotheses:

H0: $\rho = 0$ (There is no relationship between Work Discipline and Teacher Performance.)

H1: $\rho > 0$ (There is a relationship between Work Discipline and Teacher Performance.)

Table 14. t test results

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,447	14,914		,097	,923
Work Discipline	,992	,168	,733	5,897	,000

a. Dependent Variable: Teacher Performance

Source: SPSS 16 Data Processing

Based on the calculation results using the SPSS 16 program above, it can be seen that the tcount value is 5.897 and the significance value is 0.000. Next, you can see the statistical t table at a significance of 0.05/2 = 0.025, with degrees of freedom df (n-2) / (32-2 = 30), then the t table for the t table is 2.042. Because the value of tcount > ttable (5.897 > 2.042) then H0 is rejected and H1 is accepted. It can be concluded that there is a significant influence between the Work Discipline variable (X) on Teacher Performance (Y).

5. CONCLUSION

Based on the results of research conducted on the influence of work discipline on teacher performance at SD Negeri Harapan Baru III, Bekasi City, it can be concluded from the entire analysis that work discipline influences teacher performance. It is proven that the results of the t test analysis, obtained tcount > ttable (5.897 > 2.042), which means that work discipline influences teacher performance. Then, in the results of the analysis of the calculation of the coefficient of determination or R square, it is 0.537 or 53.7%, which means that the influence of the teacher discipline variable (X) on teacher performance (Y) is 53.7% and the remaining 46.3% is influenced by other variables. which was not examined in this study.

6. SUGGESTION

Based on the research results and conclusions obtained, the suggestions that researchers can give are:
1) It is hoped that all teachers who teach will be able to maintain their discipline and improve their discipline, so that their teaching performance will be better and can be a good example for the students they teach and have a good impact on the school in the future.
2) It is hoped that the Head of SD Negeri Harapan Baru III Bekasi City can find out and overcome what are obstacles in the teaching and learning process for teachers at school. And facilitate the needs of teachers and students both inside and outside the classroom in the SD Negeri Harapan Baru III school environment, Bekasi City.
3) It is hoped that future researchers will further develop research regarding factors that can influence teacher performance by analyzing different data, different objects and other variables to produce much better research in the future and so that they can see the differences with research that has been carried out. .

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