

The Influence of Work Motivation, Work Discipline and Work Environment on Teacher Performance at SMA Negeri 2 Tebing Tinggi

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Abstract: This study aims to analyze and determine the influence of Work Motivation, Work Discipline, and Work Environment on Teacher Performance at SMA Negeri 2 Tebing Tinggi. This study is a replication study using a quantitative approach. Research data were obtained through distributing questionnaires to 67 respondents who are teachers at SMA Negeri 2 Tebing Tinggi. Data analysis was carried out using Statistical Product and Service Solutions (SPSS) software version 25.00. The results of the study indicate that the Work Motivation variable does not have a significant effect on Teacher Performance. This is evidenced by the calculated t value of 0.269 which is smaller than the t table of 1.66 and the significance value of 0.789 which is greater than 0.05. The variables of Work Discipline and Work Environment have a positive and significant effect on Teacher Performance. The calculated t value of Work Discipline is 3.797 and the Work Environment is 13.970, both of which are greater than the t table of 1.66 with a significance value of 0.000 which is smaller than 0.05. Simultaneously, Work Motivation, Work Discipline, and Work Environment have a significant effect on Teacher Performance, which is indicated by the calculated F value of 188.469 which is greater than the F table of 2.75 with a significance level of 0.000. This study shows that increasing work discipline and a conducive work environment can improve teacher performance optimally.

Keywords: Work Motivation, Work Discipline, Work Environment and Teacher Performance

Introduction

Human resources are an important part in achieving the goal of developing a business. Good human resources reflect the company's goals will be achieved, human resources must constantly improve their competencies along with the development of globalization (Handoko, 2019). Improving human resource competencies is not only aimed at increasing work productivity, but also to ensure that every individual in the organization is able to adapt to changes that occur, both in technology, work methods, and market dynamics. In the context of education, especially for educators such as teachers, improving competencies is a must so that they can carry out their duties well and have a positive impact on students. Education is a stepping stone for someone to achieve success in the current global era, the world of education faces increasingly complex challenges. Globalization not only opens up opportunities, but also brings various demands, especially in terms of improving the quality of human resources. Teachers as the spearhead of education, are required to have optimal performance in order to be able to produce competitive graduates and be ready to face global competition.

Based on the SKP data for teachers at SMA Negeri 2 Tebing Tinggi for the period July–December 2024, most assignments have been successfully completed. This is evident from the large number of assignments that achieved a 100% completion rate in September and October. Several significant completion dates are between September 18–19, 2024, September 24, 26, 27, 28, and 30, 2024. However, there are still a number of unfinished assignments, with progress reaching 40%. These assignments have a completion target of October 23, 2024, and November 26, 2024, but to date have not reached the maximum completion rate. This indicates possible obstacles in carrying out assignments, both in terms of planning, resources, and other external factors. Teacher performance that has not reached 100% has the potential to

affect the effectiveness of learning in schools. Therefore, it is necessary to evaluate the factors causing delays in assignment completion and corrective measures that can be implemented to increase work efficiency and productivity.

The phenomenon of work motivation that occurs in SMA Negeri 2 Tebing Tinggi is often faced with work problems, namely obstacles in the lack of qualified teachers and minimal opportunities for self-development are challenges that need to be addressed immediately so that the education system can run optimally. (Enny, 2019) concluded that motivation is one of the most important factors in every effort of a group of people working together to achieve certain goals. Teachers' work motivation that is still oriented towards financial factors indicates that welfare is an important aspect in increasing their enthusiasm and professionalism. In addition, limited facilities and high workloads are also factors that affect the effectiveness of learning in schools. The majority of teachers surveyed, namely 60% (18 people), stated that they work because they have to meet basic needs, while 40% (12 people) disagreed with this statement. This shows that most teachers work primarily for economic reasons. Meanwhile, in terms of opportunities to develop and improve skills, only 43.33% (13 teachers) felt that their work provided such opportunities, while 56.67% (17 teachers) disagreed. This shows that more than half of teachers feel they do not get enough opportunities to improve their competencies and skills through their work.

Overall, the results of this pre-survey indicate that they can provide insight into teachers' work motivation and the challenges they face. The majority of teachers who work to meet basic needs indicate that economic factors remain the primary driving force in this profession. This could be related to teacher welfare, especially for those who are still contract workers or have limited salaries. On the other hand, the low percentage of teachers who feel they have opportunities for development (43.33%) indicates limited access to training, professional development, or skills enhancement opportunities in the workplace. This could be due to a lack of relevant training programs, a high workload, or minimal support from the school environment and the government. If this condition persists, it could impact motivation and the quality of teaching in schools. Teachers who feel underdeveloped are more likely to experience burnout, which can ultimately affect teaching effectiveness. Therefore, it is important for relevant parties, such as schools and the government, to provide more professional development opportunities to improve the quality of education and teacher welfare.

The disciplinary phenomenon observed based on the results of this pre-survey indicates that the majority of teachers work primarily for economic reasons, with 60% stating that they teach to meet basic needs. This reflects that teacher welfare, especially for those who are contract workers or have limited income, remains a major issue in the world of education. Furthermore, the low level of self-development opportunities perceived by the majority of teachers (56.67%) indicates limited access to training or professional support. This can lead to work burnout, decreased motivation, and potentially impact the effectiveness and quality of teaching in schools.

Formulation of the problem

Based on the background of the problem above, the following problem formulation can be drawn:

1. Does Work Motivation Influence the Performance of Teachers at SMA Negeri 2 Tebing Tinggi?
2. Does Work Discipline affect the performance of teachers at SMA Negeri 2 Tebing Tinggi?
3. Does the work environment affect the performance of teachers at SMA Negeri 2 Tebing Tinggi?
4. Do Work Motivation, Work Discipline and Work Environment have a simultaneous influence on the performance of teachers at SMA Negeri 2 Tebing Tinggi?

Relevant Concepts and Theories

2.1 Human Resource Management

According to (Hasibuan, 2019) Management is a science that regulates the process of utilizing human resources and other resources effectively and efficiently to achieve the goals of the company, employees, and society. According to (Arifin, 2019) Human resources are a form of element that cannot be ignored by a company, and carry out crucial functions in every company activity. (Sutrisno, 2017) Concludes that Human Resource Management is an activity of planning, multiplying, developing, maintaining, and using HR to achieve goals both individually and organizationally. (Mangkunegara, 2017) said that Human Resource Management is a planning, organizing, coordinating, implementing and supervising the multiplication, development, rewarding, integrating, maintaining, and separating the workforce in order to achieve organizational goals.

2.2 Performance

According to (Sutrisno, 2017) Performance is the result of employee work seen from the aspects of quality, quantity, work time, and cooperation to achieve the goals set by the organization. Meanwhile, according to (Hasibuan, 2019) Performance is a work result achieved by a person in carrying out the tasks assigned to him which are carried out with skill, experience and sincerity as well as time. According to (Handoko, 2019) Performance is the result of a process that refers to and is measured during a certain time period based on previously determined provisions.

2.3 Work Motivation

According to (Enny, 2019) it is concluded that motivation is one of the most important factors in every effort of a group of people who work together to achieve certain goals. Meanwhile, according to (Masdi & Rahayuningsih, 2020) motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are something invisible that provides the power to encourage individuals to behave in achieving goals.

2.4 Work Discipline

According to (Agustini, 2019) work discipline is the nature and obedience to the rules and norms that apply in a company in order to increase employee resilience in achieving company or organizational goals. Meanwhile, according to (Saputra & Wahidah, 2022) work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior and increase awareness and willingness of a person to obey all rules and social norms that apply in a company.

2.5 Work Environment

According to (Sedarmayanti, 2017) The work environment is all the tools and materials faced by the surrounding environment where a person works, their work methods, and work arrangements both as individuals and as a group, (Ramdhona et al., 2022) The work environment is everything that is around the workers and that can influence them in carrying out the tasks they take or which are their responsibilities, while according to (Laksono & Wilasittha, 2021) The work environment can also be interpreted as an organizational environment where all employees carry out their duties and functions which are equipped with various facilities and infrastructure to support the achievement of the company's vision and mission, and organizational goals.

2.6 Conceptual framework

According to (Sugiyono, 2019) a conceptual framework is a conceptual model of how theory relates to various factors that have been identified as important problems.

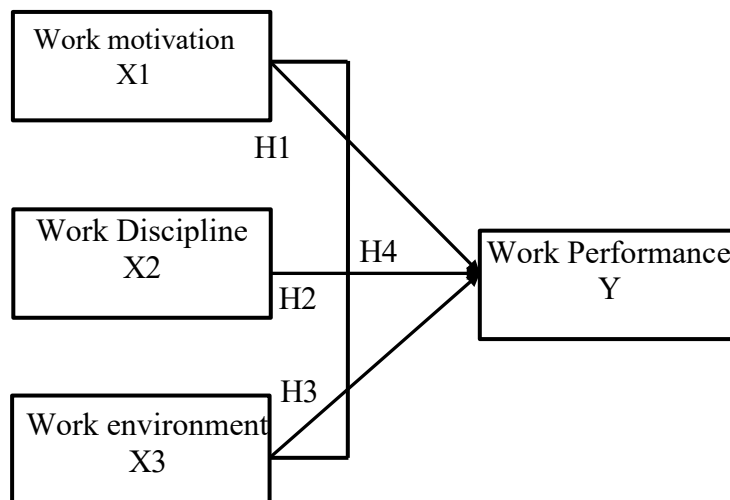


Figure 2.1 Conceptual framework

Implementation Method

3.1 Types of Research

This study employed a quantitative approach. Quantitative research is essentially a deductive approach, starting with a theoretical framework, expert opinions, or the researcher's understanding based on experience. It is then developed into a problem statement to be validated or rejected in a document.

3.2 Nature of Research

This study used replication research. According to Sugiyono (2019), replication research is a repeat of similar previous research but with different objects, variables, and periods.

3.3 Population and Sample

According to (Sugiyono, 2019) Population is a generalization area based on objects or subjects which will then become certain quantities and characteristics which will be applied by researchers to be studied and then conclusions will be drawn. For this research, the population will be all 68 teachers at SMA Negeri 2 Tebing Tinggi.

According to (Sugiyono, 2019) a sample is part of the number and characteristics possessed by the population. The sample taken in this study was the entire population, which amounted to 68 teachers at SMA Negeri 2 Tebing Tinggi using a saturated sampling technique.

The sampling technique used in this study is Non-probability Sampling using census/total sampling. Non-Probability Sampling is a sampling technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2019). Census or total sampling is a sampling technique where all members of the population are sampled (Sugiyono, 2019).

3.4 Data Analysis Methods

The data analysis method in this study used a quantitative approach with the help of the SPSS (Statistical Product and Service Solutions) program. Data analysis was conducted to process, present, and test research data to answer the research problem formulation and test the established hypotheses.

1. Instrument Test

a. Validity Test

Validity testing is used to determine the ability of a research instrument to measure the variables being studied. An instrument is considered valid if it has a KMO value > 0.50 and a significance level < 0.05 .

b. Reliability Test

Reliability testing aims to measure the consistency of respondents' responses. Testing is conducted using Cronbach's Alpha. An instrument is considered reliable if the Cronbach's Alpha value is > 0.60 .

2. Classical Assumption Test

a. Normality Test

Used to determine whether residual data is normally distributed.

b. Multicollinearity Test

Used to determine the correlation between independent variables. A regression model is declared free of multicollinearity if it has a Tolerance > 0.10 and VIF < 10 .

c. Heteroscedasticity Test

Used to determine whether there is inequality in residual variance. Testing is carried out using the Glejser Test.

3. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the direction and magnitude of the influence of Work Discipline (X_1), Organizational Commitment (X_2), and Work Experience (X_3) on Employee Performance (Y). The equation model used is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

4. Coefficient of Determination (R^2)

The coefficient of determination is used to measure the ability of an independent variable to explain variations in a dependent variable. The greater the R^2 value, the greater the model's ability to explain changes in the dependent variable.

5. Hypothesis Testing

a. t-test (Partial)

Used to determine the influence of each independent variable on the dependent variable. Testing criteria:

1) Significance < 0.05 and t-count $>$ t-table $\rightarrow H_0$ is rejected, H_1 is accepted.

2) Significance > 0.05 and t-count $<$ t-table $\rightarrow H_0$ is accepted, H_1 is rejected.

b. F Test (Simultaneous)

Used to determine the influence of independent variables simultaneously on the dependent variable. Testing criteria:

1) F-count $>$ F-table $\rightarrow$ independent variables have a significant simultaneous effect on the dependent variable.

2) F-count $<$ F-table $\rightarrow$ independent variables do not have a significant simultaneous effect on the dependent variable.

Results and Discussion

Classical Assumption Test

The testing of classical assumptions using the SPSS 25.00 program carried out in this study includes:

1. Normality Test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution (Ghozali, 2016:154).

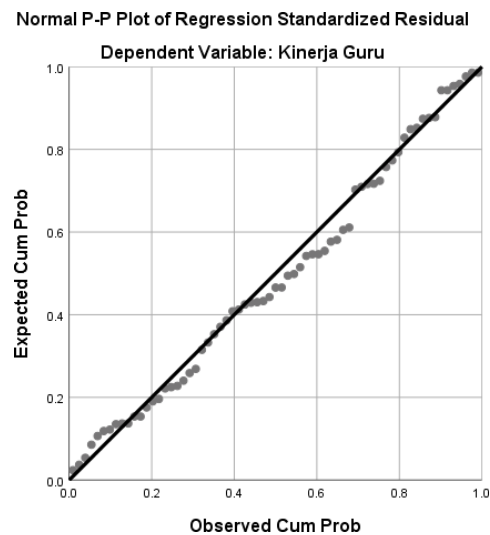


Figure 4.1 Normal P Plot

Normally distributed data will form a straight diagonal line and the residual data plot will be compared with the diagonal line. If the residual data distribution is normal, the line that describes the actual data will follow the diagonal line (Ghozali, 2016).

Table 4.1 One Sample Kolmogorov Smirnov Test
One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

N		67
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	1.33414611
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.052
Test Statistics		.074
Asymp. Sig. (2-tailed)		.200c,d
Monte Carlo Sig. (2-tailed)	Sig.	.866e
	99% Confidence Interval	
	Lower Bound	.758
	Upper Bound	.973

Source: Data processed by SPSS (2026)

From the output in table 4.13, it can be seen that the significance value (Monte Carlo Sig.) of all variables is 0.866. If the significance is more than 0.05, then the residual value is normal, so it can be concluded that all variables are normally distributed.

2. Multicollinearity Test

The multicollinearity test aims to determine whether there is a correlation between the independent variables in the regression model. In this study, the multicollinearity test is based on the tolerance value or variance inflation factor (VIF).

Table 4.2 Multicollinearity Test Results

Coefficientsa

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Performance Motivation	.716	1,396
Work Discipline	.506	1,976
Work environment	.505	1,980

Source: Data processed by SPSS (2026)

Based on table 4.2, it can be seen that the tolerance value of the Work Motivation variable (X1) is 0.716, the Work Discipline variable (X2) is 0.506, and the Work Environment Variable (X3) is 0.505 where all are greater than 0.10 while the VIF value of the Work Motivation variable (X1) is 1.396, the Work Discipline variable (X2) is 1.976, and the Work Environment variable (X3) is 1.980 where all are less than 10. Based on the results of the calculations above, it can be seen that the tolerance value of all independent variables is greater than 0.10 and the VIF value of all independent variables is also less than 10 so that there are no symptoms of correlation in the independent variables. So it can be concluded that there are no symptoms of multicollinearity between the independent variables in the regression model.

3. Heteroscedasticity Test

The heteroscedasticity test aims to determine whether the regression model exhibits unequal variances from the residuals from one observation to another. A good regression model is one that exhibits homoscedasticity, or the absence of heteroscedasticity.

Table 4.3. Glejser Test Results

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-1,119	1,294		-.865	.390
Performance Motivation	.054	.062	.125	.860	.393
Work Discipline	.080	.064	.215	1,246	.217
Work environment	-.022	.025	-.151	-.870	.387

Source: Data processed by SPSS (2026)

The results of the Glejser test show that the significance value of the work motivation variable (X1) is 0.393, and the work discipline variable (X2) is 0.217, and the work environment variable (X3) is 0.378, where all are greater than 0.05 so it can be concluded that there are no symptoms of heteroscedasticity in the model.

Multiple Linear Regression Testing

Multiple linear regression testing explains the magnitude of the role of variables X1 and X2 on variable Y.

Table 4.4 Multiple Linear Regression Results
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	.147	2,209	
Performance Motivation	.029	.107	.013
Work Discipline	.418	.110	.213
Work environment	.596	.043	.784

Source: Data processed by SPSS (2026)

Based on these results, the multiple linear regression equation has the formulation: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \epsilon$, so that the equation is obtained: $Y = 0.147 + 0.029 X_1 + 0.418 X_2 + 0.596 X_3 + \epsilon$

Coefficient of Determination (R2)

The coefficient of determination is used to determine how much the independent variable contributes to the dependent variable. The higher the coefficient of determination, the better the independent variable's ability to explain the dependent variable.

Table 4.5. Coefficient of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.949a	.900	.895	1,366

a. Predictors: (Constant), Work Environment, Performance Motivation, Work Discipline

b. Dependent Variable: Teacher Performance

Source: Data processed by SPSS (2026)

Based on Table 4.15, the adjusted R-square value is 0.895 or 89.5%. This indicates that variables X1 and X2 can explain variable Y by 89.5%, with the remaining 10.5% (100% - 89.5%) explained by other variables outside this research model, such as workload, leadership, and job satisfaction.

Hypothesis Testing t-Test (Partial)

The t-statistic test is also known as the individual significance test. This test shows the extent to which the independent variable partially influences the dependent variable.

Table 4.6. Partial Test (t)
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.147	2,209		.067	.947
Performance Motivation	.029	.107	.013	.269	.789
Work Discipline	.418	.110	.213	3,797	.000
Work environment	.596	.043	.784	13,970	.000

a. Dependent Variable: Teacher Performance

Source: Data processed by SPSS (2026)

- a. Hypothesis Test of the Influence of Work Motivation Variable (X1) on Teacher Performance Variable (Y)

The t-count value is 0.067. With $\alpha = 5\%$, t-table (5%; nk = 67-3 = 64.) the t-table value is 1.66. From the description it can be seen that t-count (0.269) < t-table (1.66), as well as the significance value of 0.789 > 0.05, it can be concluded that the first hypothesis is rejected, meaning that the Work Motivation variable (X1) does not affect the Teacher Performance variable (Y). The results of this study are in accordance with the results of research conducted by (Dwi & ayu 2023) where Work Motivation does not affect teacher performance because This is proven through a partial test with a significance value of 0.067, which is greater than $\alpha = 0.05$. This means that statistically there is no strong enough influence between work motivation and teacher performance in the study.

- b. Hypothesis Test of the Influence of Work Discipline Variable (X2) on Teacher Performance Variable (Y)

The t-count value obtained was 3.797. With $\alpha = 5\%$, t-table (5%; nk = 67-3=64), the t-table value obtained was 1.66. From this description, it can be seen that t-count (3.797), > t-table (1.66), and the significance value is 0.000 > 0.05, it can be concluded that the second hypothesis is accepted, meaning that the Work Discipline variable (X2) influences the Teacher Performance variable (Y). The results of this study are in accordance with the results of research conducted by (Hustian, 2020) as well as research by (Soejarminto, 2022) where work discipline influences teacher performance.

- c. Hypothesis Test of the Influence of Work Discipline Variable (X3) on Teacher Performance Variable (Y)

The calculated t value was obtained as 13.970. With $\alpha = 5\%$, t table (5%; nk = 67-3=64), the t table value was obtained as 1.66. From this description, it can be known that thitung (13,970),table (1.66) and marksignificance is 0,000 > 0.05, it can be concluded that the second hypothesis is accepted, meaning that the Work Environment variable (X3) influences the Teacher Performance variable (Y). The results of this study are in accordance with the results of research conducted by (Hustian, 2020) as well as research by (Soejarminto, 2022) where the Work Environment influences teacher performance.

Hypothesis Testing F Test (Simultaneous)

This test basically shows whether all independent variables included in this model have a joint influence on the dependent variable.

Table 4.7. Simultaneous Test Results (F)

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1054.315	3	351,438	188,469	.000b
	Residual	117,476	63	1,865		
	Total	1171,791	66			

a. Dependent Variable: Teacher Performance

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

Source: Data processed by SPSS (2026)

The F count value obtained is 188.469. With $\alpha = 5\%$, numerator dk: k, denominator dk: nk-1 (5%; 67-3-1=63), the F table value obtained is 2.75. From this description, it can be seen that F count (188.469.) > F table (2.75), and the significance value is $0.000 < 0.05$, it can be concluded that the third hypothesis is accepted, meaning that the Work Motivation variable (X1), Work Discipline variable (X2), and Work Environment variable (X3) have a joint (simultaneous) influence on the Teacher Performance variable (Y).

Discussion

Based on the results of the hypothesis testing conducted, the next step is to explain the relationships between the variables in this study, which are then linked to consumer behavior, previous research, and management science to support the previously stated statements. The results are explained as follows:

- The Influence of Work Motivation (X1) on Teacher Performance (Y)
Based on the results of the analysis of hypothesis 1, it can be seen that the Work Motivation variable (X1) does not have a positive and significant effect on the teacher performance variable (Y). The results of this study are in accordance with the results of research conducted by (Dwi & Ayu 2023) where work motivation does not affect teacher performance. That motivation does not have much influence in supporting teacher performance and the study revealed a slight influence of motivation.
- The Influence of Work Discipline (X2) on Teacher Performance (Y)
Based on the results of the analysis of hypothesis 2, it can be seen that the Work Discipline variable (X2) has a positive and significant effect on the teacher performance variable (Y). The results of this study are in accordance with the results of research conducted by (Hustian, 2020) as well as research (Soejarminto, 2022) where work discipline affects teacher performance. That it greatly influences performance because according to the researcher's statement creating good performance comes from good discipline, also if discipline is not running then performance will be poor and not run well.
- The Influence of Work Environment (X3) on Teacher Performance (Y)
Based on the analysis of hypothesis 2, it can be seen that the Work Environment variable (X3) has a positive and significant effect on the Teacher Performance variable (Y). This research result is consistent with the research conducted by (Hustian, 2020) and research by (Soejarminto, 2022) where the work environment influences teacher performance. It was found that a supportive work environment directly improves individual and team performance.

Conclusion

Test results To determine the factors that influence the performance of teachers at SMA Negeri 2 Tebing Tinggi. Using multiple linear regression analysis with three independent variables and a dependent variable shows that:

1. Work motivation does not affect teacher performance at SMA Negeri 2 Tebing Tinggi.
2. Work discipline influences teacher performance at State Senior High School 2 Tebing Tinggi.
3. The work environment influences teacher performance at State Senior High School 2 Tebing Tinggi.
4. Work Motivation, Work Discipline, Work Environment simultaneously influence the Teacher Performance variable (Y).
5. Improving discipline and work motivation, where these improvements are not solely influenced by external factors, but more importantly, by internal factors. Providing innovations in line with technological developments in classroom learning systems. Managing time to collect educational (administrative) equipment according to the designated time.
6. Improving the quality of the work environment, so that teachers' work environment is comfortable and conducive, thus positively influencing their performance, such as providing private space for teachers in the classroom. Intensifying teacher coaching related to teacher performance, such as holding seminars or workshops related to the curriculum or teaching methods in the classroom. Rewarding teachers for their work achievements to increase their work motivation. Imposing strict sanctions on teachers who violate the rules set by the school.

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