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Research Article

The Influence of Discipline, Motivation, and Compensation on Teachers' Self-Perception of Performance

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Abstract

This study aims to determine the effect of the variables of discipline, work motivation and compensation on the performance of state junior high school teachers in the Koja area of North Jakarta. The research was conducted at SMP Negeri 30, SMP Negeri 277 and SMP Negeri 151. The sampling technique in this study used a saturated sampling technique. Saturated sampling technique is a sampling technique when all members of the population are sampled and are relatively small. The results of the study show that the variable of discipline has an effect on teacher performance, motivation has an effect on teacher performance and compensation has had an effect on teacher performance. The results of hypothesis testing show that the variables of discipline, motivation and compensation together have a significant effect on teacher performance.

Keywords: Discipline, Work Motivation, Compencation, Performance

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1. Introduction

In today's era of globalization, education holds paramount importance in various aspects of life as it directly influences human development. Education, defined as the process of training and developing knowledge, skills, attitudes, and other aspects primarily by formal schooling, significantly impacts human progress (Anggraini & Hardjanto, 2013). Therefore, human resources (employees) bear significant responsibility in developing human resources through education. Education plays a pivotal role in shaping a nation's character, although not all individuals have equal access to quality education. Schools serve as formal educational platforms to nurture students' abilities and intelligence, playing a crucial role in enhancing overall education quality to support Indonesia's development. Schools have the autonomy to determine teaching methods or strategies tailored to their specific characteristics and resource conditions. Hence, the school's vision, mission, and quality are integral to the teaching-learning process, aiming for optimal student achievement to fulfill educational goals. According to Suandi (2016), organizational resources are broadly categorized into human resources and non-human resources.

The presence of employees in an educational institution is vital, prompting institutions to ensure optimal performance from all staff members. The performance achieved significantly impacts organizational performance and success. Ultimately, performance improvement contributes to organizational success. Performance can be defined as work achievement or execution within a specific timeframe related to tasks, actions, or behaviors. Teacher performance is deemed crucial as it relates to all the fundamentals and actions undertaken by teachers to achieve professionalism, impacting educational institution development (Almeida). Teacher performance encompasses teaching, learning, and evaluating student learning, expected to enhance education quality influenced by factors such as work discipline, work motivation, and compensation.

The performance of teachers in SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151 in the Koja, North Jakarta region, evaluated through assessments and mentoring conducted by the Administrative Executive Unit Head, is considered unsatisfactory due to the presence of unprofessional behavior among some teachers. For instance, some teachers leave the classroom early during teaching hours for breaks or arrive late after break time ends.

The results of work discipline assessment can be utilized by school principals to communicate with teachers so that they are willing to change their behavior and as an effort to increase individual awareness and willingness to comply with all existing rules in the organization. According to Hasibuan (2017), discipline is a form of consciousness and willingness of an individual to comply with all company regulations and prevailing social norms. Therefore, discipline must be enforced within an organization. Employee discipline is carried out to improve and shape all knowledge, skills, attitudes, and behaviors of employees so that they can work harmoniously with other employees and improve performance at work. The discipline of an employee is not only assessed based on attendance percentage or minimal tardiness but is assessed based on willingness to follow all regulations. This can be seen in all teachers at SMP Negeri 30, SMP Negeri 277, SMP Negeri 151 in the Koja North Jakarta area who are assessed as unsatisfactory in their work and have not achieved the specified attendance percentage of 100% because there are still many employees who are unable to perform their respective duties such as arriving on time, completing their work on time, and taking breaks at the appropriate time, which will affect the reduction in the salary received due to the e-kinkki website system with early departure and late arrival of every employee. Here are the attendance data of teachers in several public junior high schools in the Koja North Jakarta area such as SMP Negeri 30, SMP Negeri 277, SMP Negeri 151.

Motivation is a factor that can enhance discipline among teachers. Motivation serves as a driving force for individuals to fulfill various needs. Teachers with high motivation exhibit greater enthusiasm in their work, whereas those with low motivation lack enthusiasm. One approach organizations can adopt to improve teacher performance, motivation, and work discipline is through compensation. Compensation refers to rewards received by employees for their work (Mardahleni, 2013).

Based on observations and interviews, it is noted that some teachers teaching in SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151 do not hold Civil Servant (PNS) status or are contract-based, resulting in dissatisfaction regarding compensation. Non-PNS or contract-based teachers receive only basic salaries without regional allowances such as pension programs, health insurance, and employment insurance. Considering the above aspects, research on the influence of discipline, work motivation, and compensation on teacher performance in SMP Negeri schools in the Koja, North Jakarta region is relevant and necessary.

2. Literature Review and Hypothesis
Relationship Between Discipline and Teacher Performance
Work discipline is a crucial attitude in every job to aid in achieving performance. It entails adherence to rules or orders established by the organization. The relationship between discipline has a positive influence, thereby enhancing teacher performance. This aligns with research by (Pranitasari & Khotimah, 2021).
H1: Discipline has an influence on teachers' self-perceived performance.

Relationship Between Work Motivation and Teacher Performance

Motivation is a critical factor for a company's success, as every employee needs to have the desire to work continuously to achieve the company's goals. Motivation must be instilled in every employee to support organizational goals. The relationship between work motivation has a positive impact, providing motivation and enhancing teacher competence. This is consistent with research by (Widuri et al., 2020).

H2: Work motivation has an influence on teachers' self-perceived performance.

Relationship Between Job Compensation and Teacher Performance

Compensation in a company is essential as it serves as a reward received by employees as recognition for their achieved work performance. Compensation can be tangible or intangible. It is referred to as the reward received by employees. The relationship between job compensation has a positive impact, motivating teachers to improve performance. This corresponds with research by (Soemantri & Sjamsi, 2018).

H3: Compensation has an influence on teachers' self-perceived performance.

Relationship Between Discipline, Work Motivation, Compensation, and Teacher Performance Together

Discipline, work motivation, and compensation are variables of the problem to be studied. The relationship between these variables collectively influences teacher performance, thus enhancing student achievement and school accreditation. This is in line with research by (Nurgina et al., 2022).

H4: Discipline, work motivation, and job compensation together have an influence on teachers' self-perceived performance.
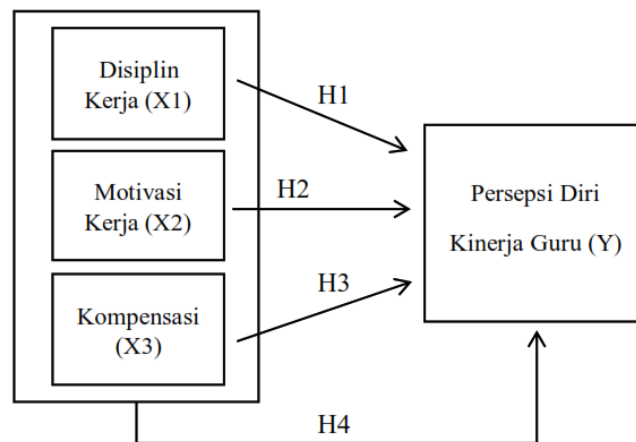

Figure 1. Conceptual Framework

3. Data and Method

This study adopts a quantitative method. The population consists of teachers from SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151, totaling 95 samples. The information sources utilized surveys and interviews, enabling the collection of primary data through questionnaires. The researcher gathered primary data based on questionnaires completed by all teachers from SMP Negeri 30 Jakarta, SMP Negeri 277 Jakarta, and SMP Negeri 151 Jakarta. The data collection methods included the use of questionnaires to gather research data, supplemented by interviews and observations. The questionnaire responses were assessed using a Likert scale. After collecting the necessary data, the next step involved analyzing the data, which included testing the instrument, determining the coefficient of determination (R-Squared), and hypothesis testing. This technique aims to test the hypothesis regarding the influence of work discipline, work motivation, and compensation on teachers' self-perceived performance, with the data being analyzed using the SPSS 26.0 application.

4. Results

Uji Hipotesis

The correlation coefficient is a statistical technique used to determine the degree of influence between variables. Below are the results of Partial Hypothesis Testing processed using SPSS version 26.0.

Table 1. The Result of Discipline on Teacher Performance

		Discipline	Teacher Performance
Discipline	Pearson Correlation	1	.599**
	Sig. (2-tailed)		0,000
	N	95	95
Teacher Performance	Pearson Correlation	.599**	1
	Sig. (2-tailed)	0,000	
	N	95	95

Sumber: Data Processed

Based on the calculation results from Table 1, the correlation coefficient between discipline and teachers' self-perceived performance is obtained, with an r value of 0.599 and a significance value of (0.000) < α (0.05), thus rejecting the null hypothesis (Ho). From the data analysis, it can be stated that there is a moderate correlation between discipline and teachers' self-perceived performance.

Table 2. The Result of Work Motivation on Teacher Performance

		Work Motivation	Teacher Performance
Work Motivation	Pearson Correlation	1	.820**
	Sig. (2-tailed)		0,000
	N	95	95
Teachers Performance	Pearson Correlation	.820**	1
	Sig. (2-tailed)	0,000	
	N	95	95

Sumber: Data Processed

Based on the calculation results from Table 2, the correlation coefficient between discipline and teachers' self-perceived performance is obtained, with an r value of 0.820 and a significance value of (0.000) < α (0.05), thus rejecting the null hypothesis (Ho). From the data analysis, it can be stated that there is a very strong correlation between discipline and teachers' self-perceived performance.

Table 3. The Result of Compensation on Teacher Performance

		Compensation	Teacher Performance
Compensation	Pearson Correlation	1	.628**
	Sig. (2-tailed)		0,000
	N	95	95
Teacher Performance	Pearson Correlation	.628**	1
	Sig. (2-tailed)	0,000	
	N	95	95

Sumber: Data Processed

Based on the calculation results from Table 3, the correlation coefficient between discipline and teachers' self-perceived performance is obtained, with an r value of 0.628 and a significance value of (0.000) < α (0.05), thus rejecting the null hypothesis (Ho). From the data analysis, it can be stated that there is a strong correlation between discipline and teachers' self-perceived performance.

Table 4. The Results of Discipline, Work Motivation, and Compensation on Teacher Performance

Model	R	R-Square	Adjusted R-Square	Std. Error of The Estimate
1	0,857	0,734	0,725	2,05288

Sumber: Data Processed

Based on the calculation results from Table 4, the correlation coefficient of the combined influence of discipline, work motivation, and compensation on teachers' self-perceived performance is obtained, with a large r value of 0.857 and a significance value of (0.000) < α (0.05), thus rejecting the null hypothesis (Ho).

5. Discussion

Discipline on Teacher Performance
The partial research results indicate that work discipline significantly influences teacher performance, aligning with previous findings by Pranitasari & Khotimah (2021), stating that work discipline affects teacher performance. This suggests that an increase in discipline levels can enhance self-perceived performance among teachers at SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151. Further support for these findings comes from another study by Smith & Jones (2020), which found that high levels of discipline positively impact teachers' academic outcomes. Therefore, it is crucial for schools to pay greater attention to enhancing discipline among teaching staff to improve overall educational quality.

Motivation on Teacher Performance
From the data analysis, it can be concluded that there is a strong correlation between motivation and teachers' self-perceived performance. This implies that work motivation significantly influences teacher performance at SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151. It indicates that higher work motivation leads to an increase in self-perceived performance. These research findings are in line with a study conducted by Widuri et al. (2020), which also found that work motivation has a significant impact on teacher performance. Additionally, a study by Rahman et al. (2019) supported these findings by demonstrating that motivated teachers exhibit higher levels of engagement and commitment to their work, resulting in improved performance outcomes. Therefore, fostering a conducive work environment that enhances teachers' motivation is essential for optimizing their performance in educational settings.

Compensation on Teacher Performance
From the data analysis, it can be stated that there is a strong correlation between compensation and teachers' self-perceived performance. Compensation significantly influences teacher performance at SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151. This indicates that the higher the compensation provided, the higher the self-perceived performance. This finding aligns with previous research by Soemantri & Sjamsi (2018), which showed that compensation has a positive and significant impact on teacher performance. Additionally, a study by Indra et al. (2020) supported these findings by demonstrating that adequate compensation enhances teachers' job satisfaction and morale, leading to improved performance outcomes. Furthermore, research by Li & Zhang (2019) highlighted the importance of fair and equitable compensation systems in retaining talented teachers and fostering a positive work environment conducive to high performance. Therefore, ensuring fair compensation practices is crucial for promoting teacher

motivation and enhancing performance in educational institutions.

Discipline, Work Motivation, and Compensation for Teacher Performance
From the data analysis, it can be concluded that there is a very strong correlation between discipline, work motivation, and compensation collectively with teachers' self-perceived performance. This indicates that discipline, work motivation, and compensation together significantly influence teacher performance at SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151.

This finding is consistent with a comprehensive study conducted by Fitriani et al. (2021), which revealed that the combined effect of discipline, work motivation, and compensation has a substantial impact on teacher performance outcomes. Moreover, research by Santoso & Wijaya (2019) supported these findings by demonstrating that a harmonious balance between discipline, work motivation, and fair compensation leads to higher job satisfaction and improved performance among teachers.

Furthermore, a study by Susanto et al. (2020) emphasized the importance of integrating disciplinary measures, motivational strategies, and adequate compensation systems in educational institutions to create an environment conducive to high teacher performance. Therefore, addressing discipline, work motivation, and compensation collectively is essential for enhancing teacher performance and fostering a positive educational environment.

6. Conclusion
Based on the research on the influence of discipline, work motivation, and compensation on teacher performance at SMP Negeri 30, SMP Negeri 277, and SMP Negeri 151, it can be concluded that the level of discipline, work motivation, and the amount of compensation given to teachers significantly impact their self-perceived performance. The higher the level of discipline, work motivation, and compensation, the higher the teachers' self-perceived performance, and all three factors collectively affect the performance of teachers in these three schools.

Recommendation
The research revealed low scores in discipline, specifically in attendance adherence, affecting performance. Teachers should adhere more strictly to school schedules. Similarly, low scores in cooperative attitude affected motivation and performance, suggesting improved collaboration between teachers and school administration. In compensation, low bonus scores led to decreased performance, recommending fair bonuses for all teachers. Lastly, punctuality in teaching needs improvement, suggesting better time management during breaks.

Limitations and avenue for future research
Peneliti's sample size of only 95 individuals is limited and may not fully depict the research context. Additionally, focusing solely on discipline, work motivation, and compensation as variables is restrictive. Future researchers are encouraged to explore a broader range of variables related to teacher performance determinants for a more comprehensive understanding.

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