Role Analysis Work Motivation, Work Discipline and Performance Against Teacher Training at SMP Negeri 2 Klakah

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Abstract

Teacher performance has the effect of guiding the human resources of the youth generation to increase through education. A review of previous research states that teacher performance can be influenced by work motivation, work discipline and training. Data from the results of questionnaires were then analyzed using multiple linear regression tests. The results of multiple regression testing indicate that work discipline has a significant effect on performance in junior high school teacher 2 2 Klakah, while motivation and training have no positive effects on teacher performance. The results of this study prove that giving work motivation, and the existence of a training program would have no significant effect on performance. In an effort to improve the performance of giving motivation and holding training should be adjusted to the conditions of the age of the teacher and the level of teacher education, so that efforts to improve the performance become effective so that it can influence the improvement of teacher performance, considering age and education are part of several factors that can affect performance. Meanwhile discipline is something that must be maintained and improved as an effort to improve teacher performance.

Keywords: motivation, work discipline, training, teacher performance

INTRODUCTION

To build a strong human resources, then education becomes very important to be monitored therefore the performance of teachers is necessary to be considered. Actual performance may be defined as the work of an individual or group within an organization as an effort to realize the objectives of the organization (Sinambela, 2016: 3). Meanwhile, to improve the performance it is necessary to do several things, including through the provision of motivation, work discipline, and training. Motivation can be defined as a process that will determine the intensity, direction, and persistence of individuals in achieving the goals (Robbins, 2003: 213), based on the definition of motivation is part of the measures which could encourage someone to perform a movement, whether it arises on the basis of the person or from outside in order to aim for each target, and the desire, and the desire for the target can be achieved. One theory of motivation is as proposed by McClelland, while the contents of the theory of motivation needs in Robbins (2003: 222-223), is the motivation affected by three needs: the need for achievement, need for power, and the need for affiliation. Besides the issues that bind with work discipline, discipline is the key to the success of an organization in achieving its goals (Sinambela, 2016: 335). Similarly, training should be carried out with the right target. Training can be defined as the process of increasing knowledge and skills of employees (kaswan, 2011: 2),

Meanwhile, in several previous studies stating that motivation positive and significant effect on performance (Afrianti, 2015; Ahmadiansyah, 2016; Ardiana, 2017; Deikme, 2013; Hafid, 2017; Pradana, 2014). But the results of these studies in contrast to other research that states if the work
motivation no significant effect on performance (Malik & Sriwidodo, 2013; Maramis, 2013; Sumarsono & Sriwidodo, 2010). While the discipline of work according to some studies revealed a positive effect on performance and sigifikan (Armani & Margunanani, 2017; Astutik, 2016; Baskoro, 2014; Budiwibowo, 2016; Caryono 2010; Harlie, 2012). But the results of these studies opposite ith other studies stating that the work discipline no significant effect on performance (Arianto, 2013; Malik & Sriwidodo, 2013; Pudjiastuti & Sriwidodo, 2011). Next is training, according to some previous research training otherwise affect positively and significantly related to performance (Agusta, 2013; Dartha 2010; Ningrum, 2013; PRIMAJAYA, 2012; Subroto, 2018; Sugiarti, Hartati, and Amir, 2016; Tanujaya, 2015 ). However, the research results contrast with research that states that training is not a positive and significant effect on performance (Pakpahan, 2014). according to some previous research training revealed a positive and significant effect on performance (Agusta, 2013; Dartha 2010; Ningrum, 2013; PRIMAJAYA, 2012; Subroto, 2018; Sugiarti, Hartati, and Amir, 2016; Tanujaya, 2015). However, the research results contrast with research that states that training is not a positive and significant effect on performance (Pakpahan, 2014). according to some previous research training revealed a positive and significant effect on performance (Agusta, 2013; Dartha 2010; Ningrum, 2013; PRIMAJAYA, 2012; Subroto, 2018; Sugiarti, Hartati, and Amir, 2016; Tanujaya, 2015). However, the research results contrast with research that states that training is not a positive and significant effect on performance (Pakpahan, 2014).

In this study, the research conducted at SMP Negeri 2 Klakah using four variables: work motivation, work discipline, and training as the independent variable and performance as the dependent variable. Differences in this study with previous research was based on place / location of research and respondents who become the object of this study. Besides differences in this study with previous studies is the number of variables studied which in this study consisted of three independent variables namely work motivation, work discipline, and training. As well as the dependent variable that is the teacher's performance.

The problem in this research is related to the performance of teachers in SMPN 2 Klakah that could be caused because it is influenced by the work motivation, work discipline, and training. The purpose of this study was to analyze and find out more about the effect of work motivation, work discipline, and training on teacher performance in SMPN 2 Klakah.

METHODS
Motivation can be defined as a process that will determine the intensity, direction, and persistence of individuals in achieving the goals (Robbins, 2003: 213), this research work motivation is measured based on the theory of motivation needs McClelland, based on the theory that there are three indicators of motivation so the main motive is need for achievement, need for power, and the need for affiliation Robbin (2003: 222-223). According Sinambela (2016: 334-335) defines an attitude when working discipline in keeping the various provisions in an assembly where the assembly was the place where the work. Meanwhile, the indicator could be a tool to measure employee discipline within the agency, as noted by Afandi (2016: 10), with four indicators including work on time, use time effectively, never absent / not working, and comply with all regulations' organizations or companies. Kaswan (2016: 2) states that the employee's ability to improve the knowledge it needed a training, as a way to improve skills and knowledge. There are several indicators in training into the measuring instrument as proposed Mangkunagara (2006: 46) that includes insruktur, participants, materials, and methods. Performance can be defined as the work of an individual or group within an organization as an effort to realize the
objectives of the organization (Sinambela, 2016: 3). Meanwhile, according to Robbins (2006: 260) the indicators used to measure the performance consists of several indicators, such as quality, quantity, timeliness, and effectiveness.

This type of research used in this research is quantitative research with finding Causal relationship associative nature. Analysis was conducted on independent variables that work motivation, work discipline, and training of the teacher's performance dependent variable using a multiple linear regression analysis to test the hypothesis that has been developed. The target population is all teachers who were in Junior High School 2 at Jalan Ranu 23, Linuboyo, District Klakah, Lumajang, East Java, Indonesia. In studies using total sampling method, which means the entire population becomes the object of the study sample as many as 36 teachers.

RESULTS AND DISCUSSION
Table 1 below shows if the value of r count of each item on the statement of each of the variables have met the criteria in testing the validity. Validity test results be valid if a minimum count r value of 0.3. And the value of all items on the statement of each variable was able to meet the criteria in testing the validity. Next is the reliability test conducted this study using Cronbach's Alpha analysis techniques. A questionnaire can be said to be reliable if it has a value of Alpha ≥ 0.60. and on Table 1 also shows that the Cronbach's alpha of each independent variable and the dependent is in the interval from 0.601 to 0.80 are included in the criteria is reliable. The validity and reliability of this proves if any research questionnaire is qualified and reliable. Here are the results of testing the validity and reliability are presented below in Table 1 below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>product Moment</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.380</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>.410</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>.675</td>
<td>.641</td>
</tr>
<tr>
<td>4</td>
<td>.728</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>.883</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>.426</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>.478</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>.749</td>
<td></td>
</tr>
<tr>
<td>Work discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>.613</td>
<td>.645</td>
</tr>
<tr>
<td>11</td>
<td>.659</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>.716</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>.909</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>.900</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>.528</td>
<td>.770</td>
</tr>
<tr>
<td>16</td>
<td>.734</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>.542</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>.604</td>
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<td>19</td>
<td>.625</td>
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<td>20</td>
<td>.486</td>
<td>.715</td>
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<tr>
<td>21</td>
<td>.667</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>.667</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>.670</td>
<td></td>
</tr>
</tbody>
</table>

Source: Data processed in 2019
In this study of data normality test results are presented in Figure 1. The above are obtained based on the output of the test results using SPSS 25. Regarding the figure shows that the points spread around the diagonal line and diffusion direction diagonal lines, so that the models regression feasible to use because it has met the test for normality.

Meanwhile, to detect the presence of symptoms multikolinieritas to see the price of tolerance and VIF (Variance Inflation Factor), whereby if the price tolerance of less than 1 or VIF price does not exceed 10 then the regression model did not happen multikolinieritas (Ghozali, 2009: 95). Based on Table 2. Below are the results of tests multikolinieritas show that all independent variables are free of symptoms multikolinieritas. It is based on the tolerance of the three independent variables that have a value less than 1 and VIF is less than 10, it can be stated that all independent variables of symptoms multikolinieritas. Here are the results of a test multicollinearity presented in Table 2 below,

<table>
<thead>
<tr>
<th>variables</th>
<th>tolerance</th>
<th>VIF</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work motivation (X1)</td>
<td>0.967</td>
<td>1.034</td>
<td>free Multicolinearity</td>
</tr>
<tr>
<td>Labor discipline (X2)</td>
<td>0.216</td>
<td>4.633</td>
<td>free Multicolinearity</td>
</tr>
<tr>
<td>Training (X3)</td>
<td>0.217</td>
<td>4.604</td>
<td>free Multicolinearity</td>
</tr>
</tbody>
</table>

Source: Data processed in 2019

Further testing is done to determine heteroskedastisitas event of deviation models for different disorders variance between one observation to another observation (Ghozali, 2009: 125). Regarding the survey heteroskedastisitas testing performed using scatterplots, with the help of SPSS 25, the results of these tests are presented in figure 2. And based on these images show that the points spread above and below the data or the data points do not accumulate above and below alone, in addition to the deployment of point-tick data is not patterned. From these results indicate that disruption heteroskedastisitas, to the regression model and ideal can be fulfilled. Here is a picture 2.
In this study, multiple linear regression analysis is used to determine whether there is influence between work motivation, work discipline, and training, the performance of teachers. It is known from the data processing using SPSS 25 shows a model of the regression equation: $Y = 6.220 + 0.082 + 1.470 + 0312$.

Based on the results of testing the hypothesis of Table 3 above is unknown if the first hypothesis of work motivation significantly influence the performance of teachers in SMPN 2 Klakah (rejected). Work motivation no significant effect on the performance of teachers in SMPN 2 Klakah, while it is seen from tcount at -1329 with a significance of 0.193. in this regard will certainly disrupt performance. Wanting a high achievement is very good for each employee let alone educators such as teachers, but must be adapted to the conditions of age it has, it would be different if the teachers at SMPN 2 Klakah majority of teachers are young is certainly a need for high achievement certainly will make the performance to be increased, it is because it is offset by the physical condition of the young. It is not surprising that the work motivation does not show positively affect the performance of teachers to the school.

Table 3. Results of Multiple Linear Regression Analysis, Tests of Hypotheses, and Tests R2

<table>
<thead>
<tr>
<th>variables</th>
<th>Regression Coefficients</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work motivation</td>
<td>-0.082</td>
<td>Negative</td>
</tr>
<tr>
<td>Labor discipline</td>
<td>1.470</td>
<td>Positive</td>
</tr>
<tr>
<td>Training</td>
<td>0.0312</td>
<td>Negative</td>
</tr>
<tr>
<td>Constant Value</td>
<td>6.220</td>
<td>Positive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hypothesis</th>
<th>t</th>
<th>Sig</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work motivation significant effect on the performance of teachers in SMPN 2 Klakah (H1)</td>
<td>-1329</td>
<td>.193</td>
<td>Rejected</td>
</tr>
<tr>
<td>Labor discipline significant effect on the performance of teachers in SMPN 2 Klakah (H2)</td>
<td>11.94</td>
<td>0.00</td>
<td>Be accepted</td>
</tr>
<tr>
<td>Training a significant effect on the performance of teachers in SMPN 2 Klakah (H3)</td>
<td>-2475</td>
<td>.190</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The coefficient of determination (R2) $R Square = 0.935$
The second is in terms of the need for power, although high responder to this statement but has not yet been able to positively influence the performance of teachers in the school, it is when seen from a hierarchical system in the schools and educational institutions which high position is the principal, so that each define teaching methods or styles in teaching teachers must adhere to each what is the deal with the school principal because the principal is the highest position in a school. So that if a teacher too has the need for power is high, of course, would conflict with the leadership of the principal as leader, then all matters relating to the powers concerning the method or style of learning should be coordinated with the principals to the agreement and adapted to the curriculum applicable.

The third is the need for affiliation, if viewed respondents to this statement item is high, but what's interesting is not able to influence the teacher's performance positively in the school, maintaining good relationships with fellow teachers are good but in case of lack of match it should not compromise especially regarding issues of integrity in teaching, should dare to admonish and to warn colleagues if indeed discrepancies occur rules do co-workers, and not good if it is left only to the need for affiliation with all colleagues. Of these things would be the basis if the motivation to work has not been able to influence positively and significantly on the performance of teachers in these schools. Labor discipline significant effect on the performance of teachers in SMPN 2 Klakah (accepted).

When viewed by age of respondents largest number is of teachers aged over 40 years with a total of 26 respondents who had a percentage of 74%, and could be said that teachers at SMPN 2 Klakah majority have aged very mature, with the majority aged teacher more than 40 years shows that they have been accustomed to always be disciplined in the work that is to comply with all regulations set by the organization to which they work. Training a significant effect on the performance of teachers in SMPN 2 Klakah (rejected). The third hypothesis training did not significantly affect the performance of teachers in SMPN 2 Klakah (rejected), while it is seen from tcount at -2475 with significance 0.190. It is when seen by education level of respondents is the largest number of teachers with undergraduate education level with a percentage of 69% is a graduate of Strata 1 (S1) and 19% are graduates Strata 2 (S2).

Level of education, age, motivation and experience are part of some intrinsic factors that can affect the performance, while the training is part of the factors extrinsic along with the workload, compensation, communication, and facilities (Mangkuprawira and Hubeis, 2007: 160). Of course, when seen from the majority of the educational level of teachers in SMPN 2 Klakah who is a scholar, a variety of training organized by the school will not affect the performance of the school teacher who has status as an undergraduate. Please also note that the coefficient of determination (R Square) obtained yield was 0.935. This shows that at 93.5% of teacher performance can be explained by the independent variable in this study, while the remaining 6.5% can be explained by other variables not examined in this study.

CONCLUSION
Work motivation no significant effect on the performance of teachers in SMPN 2 Klakah. The first hypothesis proposed in this study contrast with these results, stating the work motivation significantly influence the performance of teachers in SMPN 2 Klakah. Therefore it can be concluded that the results of this study did not show any effect on the motivation to work on teacher performance in SMPN 2 Klakah. Labor discipline significant effect on the performance of teachers in SMPN 2 Klakah. Then the second hypothesis proposed in this research is aligned with these results, stating that the work disipin significant effect on the performance of teachers in SMPN 2 Klakah. Therefore it can be concluded that the results from this study confirms the
existence of significant influence on the discipline of work on teacher performance in SMPN 2 Klakah. Training does not significantly affect the performance of teachers in SMPN 2 Klakah. Then the third hypothesis proposed in this study contrast with these results, which stated that the training of a significant effect on the performance of teachers in SMPN 2 Klakah. Therefore it can be concluded that the results of this study show no significant effect of training on teacher performance in SMPN 2 Klakah. Then the third hypothesis proposed in this study contrast with these results, which stated that the training of a significant effect on the performance of teachers in SMPN 2 Klakah. Therefore it can be concluded that the results of this study show no significant effect of training on teacher performance in SMPN 2 Klakah. Therefore it can be concluded that the results of this study show no significant effect of training on teacher performance in SMPN 2 Klakah.

REFERENCES


