RELATIONSHIP BETWEEN WORK MOTIVATION AND WORK ENVIRONMENT WITH WORK DISCIPLINE OF STATE FIRST MIDDLE SCHOOL TEACHER

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ABSTRACT

The aims of the study were to determine: 1) The relationship between work motivation and teacher work discipline, 2) the relationship between the work environment and teacher work discipline, 3) the relationship between work motivation and work environment together with the work discipline of junior high school teachers in the state junior high schools in Indonesia. Palmerah District, West Jakarta. This research was conducted using a survey method. The affordable population was 134 teachers and the research sample was taken by 100 public junior high school teachers in Palmerah District, West Jakarta. To obtain the validity of the questionnaire items, the product moment correlation was used with the results: from 33 items of Teacher Work Discipline, 30 items were declared valid; of 34 items of Work Motivation, 31 items are declared valid; and from 36 items of Work Environment, 34 items are declared valid.

Keywords: Work motivation; Work environment; Teacher work discipline..

INTRODUCTION

The result of Heynman and Loxley's study of 29 countries in 1983 shows that one-third of various inputs that determine education quality as indicated by students' achievment is determined by their teachers. Teacher's role is more important in the midst of limited facilities and infrastuctures as been happening in developing countries such as Indonesia.

The study highlights the notion that education quality strongly depends on teacher's quality, that can be identified by professionality, economical prosperity, and dignity in science and examplary. Thus, the well-qualified teacher is an absolute condition for realizing qualified education system.

As a professional, teacher's work only can employ individual with academic qualification, competency, and educator certificate in accordance with the requirements for each type and level of education. Teacher's role as a professional carries a vision, that is the realization of learnig system which corresponds with profesionalism principle to fulfill mutual rights for every citizen in obtaining

qualified education.

Teacher's position as learning agent is related to their role in education such as a facilitator, motivator, promoter, learning engineer, and the one who gives learners or students inspiration of learning. This role requires a teacher to be able to improve their performance and quality along with the changes and demands from society in education today.

According to our observation on a number of Sekolah Menengah Pertama Negeri (SMPN) (Public Middle School) in Palmerah, West Jakarta, each teacher has different characteristics and behaviours in educating. Some of them are teachers with high enthusiasm, discipline, and responsibility. And others are teachers with less-responsibility such as not coming ontime, not obeying rules, ignoring tasks, and not carrying out the duties optimally. Moreover, when the principle does not work actively, careless, and does not control actively. Such condition has become a problem in every formal education institution. In the presence of teachers with bad performance, it will be difficult for schools to obtain the expected goal.

The factors causing those problems are: (a) the low competency; many people became a teacher because of unaccepted in other study program or because of forced, (b) the role ambiguity; many teachers do not understand their function and role as a teacher, what they should do and do not, (c) the variety of scoring system which is differently belived by teachers; between prioritizing the process or deciding with the result (scoring achievement), between teaching with intent to worship or teaching because of to merely releasing the obligation, (d) the difference of teachers' preference, between who likes teaching and who does not, (e) the lack of appreciation towards teacher, mainly towards honorary teachers whose salary is under Upah Minimum Regional (UMR) (regional minimum wage), (f) the lack of motivation and the decrease of enthusiasm to work.

Discipline in work is a crucial need for teachers for their duties and obligations. Discipline is an awareness and availibility of individual in obeying regulations and norms of institution (Hasibuan, 2017). Meanwhile, discipline in work is an effort to conduct management and strengthen organizational principles (Keith Davis, 2007). If linguistically explored further, the word discipline means "code of conduct". Therefore, discipline is always dealing with regulation, consequence, and obedience in doing something (Surono, 2005). With discipline, teachers can carry out their duties professionally so that the expected goal will be obtained.

Work motivation, in general, can be defined as an energetic force that comes from both inside and outside the individu, to start dealing with work behavior and to determine direction. (A.B. Shani, 2009) Teacher's work motivation is very important because it can support the implementation of their duties as a teacher. With the presence of work motivation, there is a power which encourages a teacher to work and to have work enthusiasm. (Sutrisno, 2009)

For teachers, to have high motivation, they must work in good and conducive work environment. What is meant by the work environment here is everything which is around the teacher and which can affect them in doing their tasks. Mullins stated that the work environment is a set of facilities and infrastructure, communication and technology support (Ivancevich, 2010). This limitation shows that environmental factors are not only physical environment, but also communication processes and technological support.

Based on the explanation above, it can be understood that the work environment has two types, namely the physical environment and the non-physical (psychosocial) environment, which includes the physical environment such as cleanliness, lighting, color, air, sound and others. Meanwhile, a psychosocial environment are social relations among teachers, social relations of teachers with the principal, employees, and the condition of students. Both physical and on-physical influence teacher's work discipline. This matter is based on the conclusion from the writer's research on the correlation between work motivation and work environment together with work discipline at SMPNs in Palmerah, West Jakarta.

METHOD

This study uses a survey method with a correlational approach, which is collecting data from members of the population without treatment to find out the true state of the population in relation to the variables studied.

The independent variables in this study are work motivation (X_1) and work environment (X_2). While the dependent variable is teacher's work discipline (Y). The constellation of the relationship between the independent variable and the dependent variable can be described as the research design below:

Research Constellation
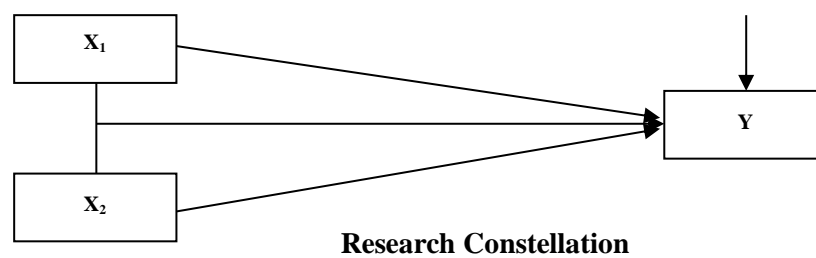
Note :
  X_1 = Work Motivation
  X_2 = Work Environment
  Y   = Teacher's Work Discipline
  ε = Unexamined factors related to Y

This research is conducted in a Public Middle School (SMP) in Palmerah, West Jakarta. The unit of analysis is civil servant (ASN) teachers. In more detail, the population reached in this study are 134 public middle school teachers in Palmerah, West Jakarta, namely 36 teachers of SMP Negeri 11, 34 teachers of SMP Negeri 88, 24 teachers of SMP Negeri 101, 21 teachers of SMP Negeri 61 and 19 teachers of SMP Negeri 130. The details can be seen in the table below.

Population of The Research

No.	School	Number of Public Middle School Teachers In Palmerah District	Number of Public Middle School Teachers Studied
1.	SMPN 111 Palmerah	36	36
2.	SMPN 88 Palmerah	34	34
3.	SMPN 101 Palmerah	24	24
4.	SMPN 61 Palmerah	21	21
5.	SMPN 130 Palmerah	19	19
	Total	**134**	**134**

In finishing this research, the writer takes about 6 months starting from June to November 2018.

Based on the design methodology described earlier, the approach used in this study is a quantitative approach in the form of corretional. This study intends to detect the extent of variations in a factor related to variable one or more of other factors based on the correlation coefficient.

The selection of the research sample in 5 schools in Palmerah district was done by random sampling where each element of the sample level had the same opportunity to be selected as sample. The technique used in sampling in this study is proportional random sampling, which means that each element of the sample level, some levels have the same opportunities to be selected as sample. Because the number of public middle school teachers in Palmerah, West Jakarta is 134 teachers, and by using the Slovin formula and error rate of 5%, 100 teachers were obtained. And for the trial, there are 30

teachers outside the sample.

Meanwhile, the data collection technique applied in this study are based on probabilities, so that the writer can specify each element of the probable population that can be included in the sample. The technique of data collection are done using a research instrument in the form of questionnaire. The scale used for the variable of the Teacher's Work Discipline, Work Motivation, and Teacher's Work Environment is a Likert's model scale that has five categories of answer choices, namely (a) always, (b) often, (c) sometimes, (d) ever and (e) never. Alternative answers are given a value 5 to 1 for positive statement and value 1 to 5 for negative statement.

This research needs instruments used to collect the data. The instruments are arranged based on the conceptual and operational definitions of each variable. The instruments in this research are: 1) Instruments of work motivation, 2) Instruments of work environment, and 3) Instruments of teacher work discipline.

The instrument used to measure work motivation, work environment and teacher's work discipline takes a form of questionnaire that has passed the validity and reliability tests. Scores are obtained using a Likert scale model with five answer options: always (SL) with score 5, often (SR) with score 4, sometimes (KK) with score 3, ever (P) with core 2, and never (TP) with score 1. The distribution of instruments arranged according to the 3 indicators above can be seen in the table below.

The Instrument of Work Motivation

No	Dimension	Indicator	Bullet	Total
1	Intrinsic Motivation	Encouragement from the heart	1, 2, 3	3
		Interest or curiosity	4, 5	2
		The feeling of pleasure in teaching	6, 7, 8	3
		Atitude in dealing with challanges	9, 10, 11	3
		Level of activity in school	12, 13, 14, 15	4
2	Extrensic Motivation	Motivation because of students	16, 17, 18	3
		Motivation of teaching methods	19, 20, 21, 22	4
		Motivation because of knowledge	23, 24, 25, 26, 27	5
		Motivasi because of love and devotion	28, 29, 30, 31	4
	Total			31

The Instrument of Teacher's Work Discipline

No.	Dimension	Indicator	Bullet	Total
1	The Iimplementation of rules andregulation	a) The punctuality	1,2,3,4, 5	5
		b) The compaliance wih regulations	6, 7,8, 9,,10,	5
2	The awareness of task accomplishment	a) The responsibility for task accomplishment	11, 12, 13, 14, 15, 16	6
3	Responsibility	a) The awareness in working	17, 18,19, 20, 21, 22, 23	7
4	Exemplary	a) Determining a model attitude to follow	24, 25, 26, 27, 28, 29, 30	7
	Total			30

The Instrument of Work Environment

Dimension	Indicator	Bullet	Total
Colour	1. The setting of colour which creates convenience	1, 2, 3	3
	2. Colouring can increase convenience	4, 5	2
Cleanliness	1. Cleanliness maintenance	6, 7	2
	2. Cleanliness creates convenience	8, 9,10	3
Lighting	1. Well-setting lighting	11, 12	2
	2. The good lighting creates smoothness	13, 14	2
Air	1. The convenience of air temperature setting	15, 16, 17	3
	2. Good ventilation setting	18, 19	2
Safety	1. Guarantee of teacher safety	20, 21	2
	2. Guarantee of goods safety	22, 23	2
	3. Security tools	24, 25	2
Noise	1. Quiet workspace	26, 27	2
	2. The workplace is far from noise	28, 29	2
Work relationship	1. Relationship with superiors	30, 31	2
	2. Relationship with other teachers	32, 33, 34	3
TOTAL			**34**

To analyze the data, the writer conducted four test type models; 1. Test of statistical analysis requirement which includes: normality and homogeneity test; 2. Test of hypotheses 1 and 2 (simple linear regression and correlation) 3. Multiple hypothesis testing (multiple linear regression and correlation) 4. Test of significance of the partial correlation coefficient.

Normality test is intended to determine whether the estimated error regression data obtained in the study is normally distributed or not. Calculation of normality test is done through Lilliefors Error Estimation test (Murwani, 2008). The results of research data are normally distributed if the price of

$L_{hitung} < L_{tabel}$, with significance level 0.05.

The varian similarity (homogenity) test was performed by the Bartlett test using the chi-squared distribution. Data can be concluded as homogen if it meets the criteria $\chi 2_{hitung} < \chi 2_{tabel}$ at significance level (Murwani, 2008).

FINDINGS AND DISCUSSION

The result of the study is presented in the form of descriptive statistics for each research variable which includes: frequency distribution, highest score, lowest score, average price score (mean), values that often appear in the respondent's answer (mode), middle value (median), sample variance, standard deviation followed with a histogram. The description of each research variable is as follows:
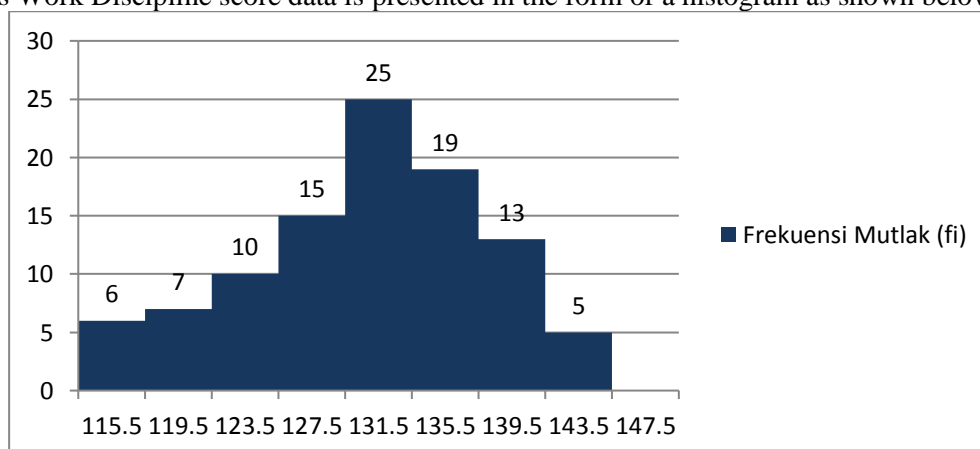
1. Teacher Work Discipline (Y)

Based on the result of research on the variable of Teacher's Work Discipline obtained through questionnaires with questions as many as 30 instrument items with a choice of 5 options scale, theoretical score is found between 30 to 150. While the empirical score is 30. This score is the difference of minimum score of 116 and maximum score of 146, with a total score of 13276. By using the Sturgess rule, the number of interval classes, which is 8, and the length of class, which is 4 (rounding), is obtained. After calculating, absolute frequency distribution of absolute minimum is 6 and maximum absolute frequency is 30 or minimum relative frequency is 6% and maximum relative frequency 25% as shown in the following table:

Teacher's Work Discipline Frequency Distribution

No.	Interval	Absolute Frequency (f_i)	Relative Frequency (%)
1.	116 – 119	6	6.00
2.	120 – 123	7	7.00
3.	124 – 127	10	10.00
4.	128 – 131	15	15.00
5.	132 – 135	25	25.00
6.	136 – 139	19	19.00
7.	140 – 143	13	13.00
8.	144 – 147	5	5.00
	Total	100	100

After calculating the data centering values, it is obtained that the average value $(\overline{Y}) = 132.760$, median (Me) = 133.420 and mode (Mo) = 134,000[1]. By looking at these values which have a relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Teacher's Work Discipline score data is presented in the form of a histogram as shown below.

Techer Work Discipline Histogram

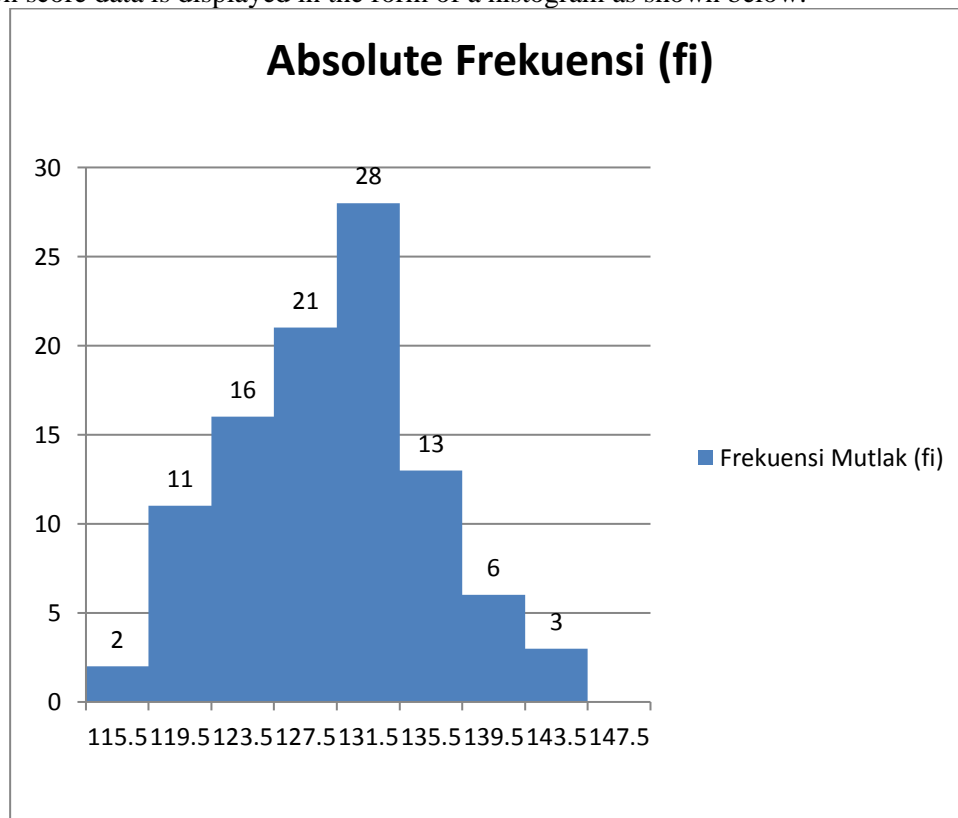## 2. Work Motivation (X₁)

The Work Motivation Instrument used in this study consists of 31 valid statement items. Theoretical score range is between 31 and 155. In accordance with the result of research data, it is obtained that the lowest data is 116 and the highest data is 147. Thus, the range of scores is 31. By using the Sturgess rule, the number of interval is 8 and the length of class is 4. After being calculated, it is obtained that minimum absolute frequency distribution is 1 and a maximum absolute frequency is 28 or minimum relative frequency is 2% and maximum relative frequency is 28% as shown in the table below

Motivation Work Distribution (X₁)

No.	Interval Class	Absolute Frequency (f_i)	Relative Frequency (%)
1.	116 – 119	2	2.00
2.	120 – 123	11	11.00
3.	124 – 127	16	16.00
4.	128 – 131	21	21.00
5.	132 – 135	28	28.00
6.	136 – 139	13	13.00
7.	140 – 143	6	6.00
8.	144 – 147	3	3.00
	Total	100	100

After calculating the data centering values, it is found that the average value ($\bar{X}1$) = 131,100, median (Me) = 131,500 and mode (Mo) = 132,773². By looking at these values which have a relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Work Motivation score data is displayed in the form of a histogram as shown below.


Work Motivation Histogram

3. Work Environment (X_2)

The instrument used in for variable Work Environment (X_2) consists of 34 valid statement items. Theoretical score range is between 34 to 170. In accordance with the result of research data, the lowest data is 121 and the highest data is 152. Thus, the range of scores is 31. By using Sturgess rule, the number of interval is 8 and the length of class is 4. After being calculated, it is obtained that minimum absolute frequency distribution is 6 and maximum absolute frequency is 37 or minimum relative frequency is 4.96% and maximum relative frequency is 30.58% as shown in the following table:

No.	Interval	Absolute Frequency (f_i)	Relative Frequency (%)
1.	142 – 145	6	4,96
2.	146 – 149	6	4,96
3.	150 – 153	21	17,36
4.	154 – 157	28	23,14
5.	158 – 161	37	30,58
6.	162 – 165	17	14,05
7.	166 – 169	3	2,48
8.	170 – 173	3	2,48
	Total	121	100

After calculating the data centering values obtained that the average value ($\overline{X2}$) = 137.450, median (Me) = 137.167 and mode (Mo) = 137.674[3]. By looking at these valuess which have relatively small difference between mean, median and mode, the data tends to be normal. The distribution of Work Environment score data is presented in the form of a histogram in the figure below.
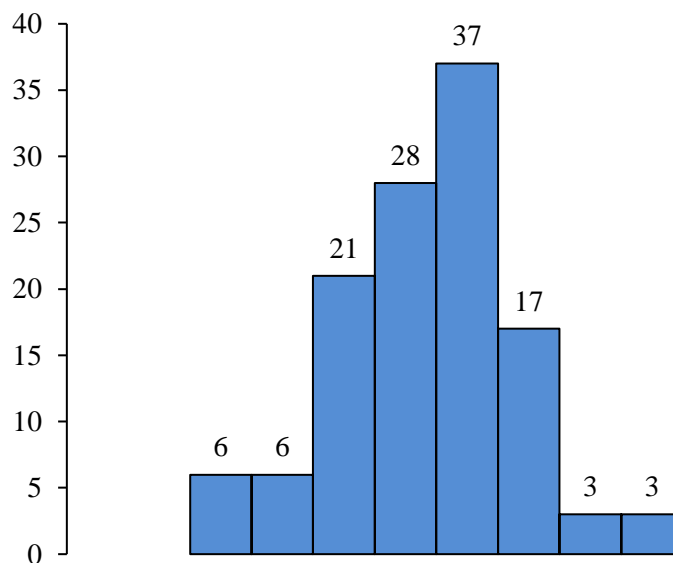
Work Environment Histogram

From the data collected, the normality of estimated error data Y of sample X_1 is examined using Lilliefors test through equation $L_o=|F(z_i)-S(z_i)|$, and the highest L_{hitung} is taken. The calculation results the highest L_{hitung} value = 0.0418[4]. This value turns out to be lower than L_{tabel} (n = 100 dan α = 0,05) = 0,0937. Therefore, $L_{hitung}<L_{table}$ so that H_o is accepted, which means the estimated error data of Teacher's Work Discipline (Y) for Work Motivation (X_1) is normally distributed.

Meanwhile, to test the normality of estimated error data Y of X_2 is by examining the normality of the sample with Lilliefors test through equation $L_o=|F(z_i)-S(z_i)|$, and the highest L_{hitung} is taken. According to the calculation, it is obtained that the value of the highest L_{hitung} = 0,0371. It is evidently lower than L_{table} (n = 100 dan α = 0,05) = 0,0937. Thus, $L_{hitung}<L_{table}$ so H_o is accepted, which means the

estimated error data of Teacher Work Discipline (Y) for Work Environment (X_2) is normally distributed.

The calculation of varians homogenity Y for X_1 test results the value $\chi^2_{hitung} = 21,304$ while $\chi^2_{tabel} = 31,4$ (dk = 20 dan $\propto$ = 0,05).[5] Evidently, $\chi^2_{hitung} < \chi^2_{tabel}$, so that H_o is accepted dan H_1 is rejected. Therefore, the data of Teacher's Work Discipline (Y) and the data of Work Motivation (X_1) derive from population with the same varians (homogen). According to the calculation of varians homogenity Y for X2, it is obtained that the value $\chi^2_{hitung} = 18,492$ while $\chi^2_{tabel} = 38,9$ (dk = 26 dan $\propto$ = 0,05).[6] Evidently, $\chi^2_{hitung} < \chi^2_{tabel}$, so that H_o is accepted and H_1 is rejected. Therefore, the data of Teacher's Work Discipline (Y) for Work Environment (X_2) derives from population with the same varians (Homogen).

The forecast determination used to see whether the influence of variable Y of X_1 or no forms a simple regression equation $\hat{Y} = -1,824 + 0,991X\_1$. The simple regression equation form is continued in the regression significance and linearity test as shown in the table below.[7]

Table AVANA Test of Significance and Regression Linearity
$$\hat{Y} = -1,824 + 0,991X_1$$

Varians Source	Dk	JK	RJK	F_{hitung}	F_{tabel} 0,05	0,01
Total	121	2692319				
Regression a	1	2688705,53	2688705,529			
Regression b	1	3444,72	3444,72	$2429,28^{**}$	3,92	6,84
Balance	119	168,75	1,418			
Tuna Cocok	19	7,61	0,401	$0,25^{ns}$	1,68	2,06
Galat	100	161,14	1,611			

N :**) regression is very significant with $F_{hitung} = 2429,28 > F_{tabel} = 3,92$ and $F_{tabel} = 6,84$ at significance level $\propto = 0,05$ or $\propto = 0,01$
ns) linear regression $F_{hitung} = 0,25 < F_{tabel} = 1,68$ at $\propto = 0,05$ or $\propto = 0,01$

The Connection Between Work Motivation (X_1) and Work Discipline (Y)

The formulation of the first hypothesis in this study is that there is positive connection between Work Motivation (X1) and Teacher Work Discipline (Y). After examining the requirement analysis through test of normality, homogeneity and linearity, a functional relationship is obtained between the variable Work Motivation (X_1) and the Teacher's Work Discipline (Y) with the following results:

a. The calculation of the correlation coefficient produces $r\_y1 = 0.978$
b. The significance of the correlation coefficient test yields $t_{hitung} = 48.91 > t_{tabel} = 2.36$ at $\propto = 0.01$. Thus H_0 is rejected and H_1 is accepted. It means that there is very significant positive connection between Work Motivation (X_1) and Teacher's Work Discipline (Y).
c. The contribution of Work Motivation (X_1) to Teacher's Work Discipline (Y) is calculated based on determination coefficient that is KD = r2 x 100% = (0.978) 2 x 100% = 95.8%. It means that the variable Work Motivation (X_1) forms a contribution of 95.8% to the Teacher's Work Discipline (Y).

The Connection between Work Environment (X_2) and Work Discipline (Y)

The formulation of the second hypothesis in this study is that there is a positive connection between the Work Environment (X_2) and the Teacher's Work Discipline (Y). After the requirement analysis through tests of normality, homogeneity and linearity, a functional relationship is obtained between the variable Work Environment (X_2) and the Teacher's Work Discipline (Y) with the following

results:

a. The calculation of the correlation coefficient produces $r_{y2} = 0,966$

b. The significance of the correlation coefficient test yields $t_{hitung} = 69,76 > t_{tabel} = 2,36$ at $\propto = 0,01$.[8] Thus H_0 is rejected and H_1 is accepted. It means that there is very significant positive connection between Work Environment (X_2) and Teacher's Work Discipline (Y)

c. The contribution of Work Environment (X_2) to Teacher's Work Discipline (Y) is calculated based on determination coefficient that is KD = r^2 x 100% = $(0,966)^2$ x 100% = 93,3%. It means that the variable Work Environment (X_2) forms contribution 93.3% to the Teacher's Work Discipline (Y)

The Connection between Work Motivation (X_1) and Work Environment (X_2) Together with Teacher's Work Discipline (Y)

The formulation of the third hypothesis in this study is that there is positive connection between Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y):

a. By using the technique of product moment correlation, the double correlation coefficient value Ry.12 = 0.966 is then examined, so that $F_{hitung} = 2440.00 > F_{tabel}$ (0.05; 2/118) = 3.07 and F_{tabel} (0.01; 2/118) = 4.78. Because $F_{hitung} > F_{tabel}$, H_0 is rejected and H_1 is accepted. It means that there is very significant positive connection between Work Motivation (X_1) and Work Environment (X_2) together with the Teacher's Work Discipline (Y)

b. The contribution of Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y) is calculated based on determination coefficient, that is $R^2 = (R_{y.12})^2$ x 100% = $(0,966)^2$ x 100% = 93,3%. It means that the variable of Work Motivation (X_1) forms contribution of 93.3% to the Teacher's Work Discipline (Y)

c. Functional connection between Work Motivation (X_1) and Work Environment (X_2) together with Teacher's Work Discipline (Y) is calculated using the technique of regression analysis $\hat{Y} = 6,549 + 0,022X_1 + 0,890X_2$. Based on the result of significance test from the regression equation, the conclusion shows that $F_{hitung} = 2364,219 > F_{(0,05;2/118)} = 3,07$ and $F_{(0,01;2/118)} = 4,78$. It means that the regression equation is very significant. Therefore, the variable of Work Motivation (X_1) and Work Environment (X_2) can affect Teacher's Work Discipline (Y).

CONCLUSIONS

According to the test of hypotheses and the discussion of research result as presented earlier, the conclusion shows as follows:

1. There is positive and very significant connection between work motivation and teacher's work discipline with the correlation coeficient $r_{y1} = 0,976$ at the level of significance $\alpha = 0,05$ which means that the connection is strong with the regression equation $\hat{Y} = -1,824 + 0,991X_1$. Determination regression is $(r_{y1})^2 = (0,976)^2 = 0,952$, and the contribution of work motivation towards teacher's work discipline is 95,2%. It means that the contribution is high.

2. There is positive and very significant connection between work enviroment and the satisfaction of teacher's work with correlation coefficient $r_{y2} = 0,988$ at the level of significance $\alpha = 0,05$ which means the connection is strong with the regression equation $\hat{Y} = 6,193 + 0,909X_2$. Determination coefficient is $(r_{y2})^2 = (0,988)^2 = 0,976$ and the contribution of work environment towards teacher's work discipline is 97,6%. It means that the contribution is high.

3. There is positive and very significant connection between work motivation and work environment together with teacher's work discipline with correlation coefficient $r_{y2} = 0,976$ at the level of significance $\alpha = 0,05$ which means the connection is strong with the regression equation $\hat{Y} = 6,549 + 0,022X_1$. Determination coefficient is $(r_{y2})^2 = (0,976)^2 = 0,952$ and the contribution of work motivation towards work environment together with teacher's work discipline is 95,2%.

This research concludes that teacher's work discipline in SMP Negeri (public middle school) in Palmerah, West Jakarta is affected by both work motivation and environment. Therefore, it shows that the implication of the result in this research is as follows:

1. There will be positive and significant effect towards teacher's work discipline if the work motivation is improved
2. There will be positive and significant effect towards teacher's work discipline if the quality of work environment is improved
3. There will be positive and significant effect towards teacher's work discipline if both work motivation and environment are simultaneously improved

Based on the result, the conclusion, and the implication above, several suggestions are proposed as follows:

1. Teachers should be aware of their main tasks and functions as a teacher, be responsible, love the job, be independent, have strong work motivation and discipline, and also should create conducive environment
2. Principles should give the education of work discipline for teachers regularly through the effort of good leadership effectivity as a model especially for teachers who breaks regulations of work discipline, give teachers the encouragement of work enthusiasm regularly and wisely, concern with complaints and problems faced by teachers, create work environment and give proper appreciation fairly for teacher who excels.
3. School managers together with the school should concern with both work motivation and environment. Principles, head of administration, teachers, administration staff, students, and student guardians need to work hardly.
4. For the researcher, this research still need to develop and broaden by either deepening variables examined or adding other variables. This can be done to give good information, generally for education, and specifically for middle schools.

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