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The Influence of Work Motivation and Work Discipline on Teacher Performance: A Quantitative Study in Junior High Schools in East Pekalongan District Pekalongan City

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ABSTRACT

Improving teacher performance is a major priority in strengthening the quality of education. Two important factors influencing performance are work motivation, which provides the internal drive to achieve goals, and work discipline, which ensures consistency and accountability in carrying out professional duties. Examining these factors is particularly relevant in the socio-cultural context of East Pekalongan District, Pekalongan City. This study aims to analyze the influence of work motivation and work discipline on the performance of public junior high school teachers in East Pekalongan District. The research employed a quantitative approach with an ex post facto and associative design. A total of 115 teachers were selected through proportional random sampling. Data were collected using a validated and reliable Likert-scale questionnaire, and analyzed through descriptive statistics, classical assumption testing, and multiple linear regression. The results show that work motivation has a significant positive effect on teacher performance, contributing 61.4%. Work discipline also significantly affects performance, with a contribution of 43.2%. Simultaneously, both factors explain 61.8% of the variance in teacher performance, indicating a strong combined influence. The study concludes that strengthening teacher motivation and discipline is essential for improving professional performance and suggests that schools and policymakers develop integrated strategies to optimize these two aspects.

1. Introduction

National education aims to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens. To achieve these objectives, the government has established a national education system that encompasses three pathways formal, non-formal, and

informal education each bearing the same responsibility in supporting the realization of national education goals.

As part of the formal education pathway, schools have a strategic role in achieving these national education objectives. Therefore, schools must be able to translate national education goals into their own institutional objectives. The achievement of educational goals in schools is a shared responsibility among the school community, society, and all educational stakeholders. Within this framework, teachers serve as central figures because their performance directly influences the quality of educational outcomes. Teacher performance is affected by various factors, among which work motivation and work discipline are significant.

Teachers play a vital role not only as classroom instructors but also as mentors, facilitators, and role models for students. They are tasked with delivering knowledge and skills in accordance with the curriculum, facilitating engaging learning experiences, and instilling moral values, ethics, and character. Teacher performance reflects their effectiveness in achieving educational objectives, including student academic achievement, character formation, and the creation of a positive learning environment. Competent teachers are able to design, implement, and evaluate instruction appropriately, as well as adapt teaching methods to suit student characteristics.

Work motivation is one of the key factors that encourages teachers to work harder and enhance teaching quality. Motivation can stem from intrinsic factors, such as teaching satisfaction, or extrinsic factors, such as recognition or incentives. According to Syamsu (2019), motivation is a condition arising within an individual as a result of the interaction between motives and certain events. Motivational factors can have either a positive or negative impact on teacher performance. Purnamasari (2023) further notes that indirect factors influencing performance include human resources, capital, methods, production factors, organizational environment, national environment, regional environment, and feedback.

Previous studies have also demonstrated the relationship between work motivation, work discipline, and teacher performance. Sulistyono and Wijayanto (2015) found that both work motivation and work discipline significantly affect the improvement of teacher performance in public elementary schools in Grobogan. Their quantitative research indicated that the combination of these two variables contributed substantially to teacher performance. Similar findings were reported by Nurwasiyah (2019) in her study at SMPN 8 Kota Kediri, as well as in research conducted on 160 vocational school teachers in Pekalongan Regency, which revealed that motivation and work discipline, both individually and jointly, significantly influence teacher performance.

Work discipline is also a crucial factor in enhancing the quality of education in schools. Consistent discipline fosters positive habits among teachers. Successful individuals typically demonstrate high levels of discipline, while failure is often linked to a lack of discipline. Strong teacher work discipline supports performance improvement because discipline is a critical operative function of human resource

management. Government Regulation No. 94 of 2021 on the Discipline of Civil Servants, regulates the obligations that must be observed by all civil servants as part of upholding work discipline. Research by Gabriella and Tannady (2019) at SMAN 8 Bekasi shows that work discipline has a significant effect on teacher performance. Discipline is defined as the attitude and actions of adhering to established guidelines and rules to achieve organizational goals, which, in the school context, is closely tied to teacher behavior.

However, in the city of Pekalongan particularly in public junior high schools in East Pekalongan District teacher performance still requires improvement. Based on School Examination data from the past two years (2022–2023), the average school examination scores remain relatively low. In 2022, the average score for junior high schools in Pekalongan City was 6.54, which increased to 7.01 in 2023. In East Pekalongan District, out of five public junior high schools, three still recorded scores needing improvement. This fact indicates the necessity of enhancing teacher performance through strengthened motivation and work discipline. Based on the above discussion, this study focuses on examining the influence of work motivation and work discipline on the performance of public junior high school teachers in East Pekalongan District. It is expected that this research will provide practical contributions in optimizing the role of teachers so as to improve educational quality and student learning outcomes.

Teacher Performance

Performance is the outcome achieved by an individual or group within an organization, in accordance with their respective authority and responsibilities, aimed at attaining organizational goals legally, without violating the law, and in accordance with moral and ethical standards. According to Lailatussaadah (2015), performance refers to the qualitative and quantitative results achieved by an employee in accordance with the responsibilities assigned. The level of performance is closely related to the reward system implemented, where the provision of appropriate rewards can influence performance improvement. In the context of teachers, performance encompasses personal, social, and professional competencies. Personal competence includes physical aspects (appearance, voice, health) and psychological aspects (friendliness, patience, creativity, self-confidence). Social competence covers openness, discipline, responsibility, fairness, and honesty. Professional competence includes mastery of subject matter, classroom management, utilization of media, evaluation, and continuous professional development. Teacher performance can be measured through lesson planning, implementation of instruction, and evaluation. Mitchell outlines five dimensions of measurement: quality of work, timeliness, initiative, capability, and communication. Performance appraisal serves to monitor organizational development and provides feedback for teachers to address deficiencies.

Work Motivation

According to Karyaningsih (2021), motivation derives from the word *motive*, which refers to a driving force that stimulates a person's enthusiasm to work

collaboratively and effectively to achieve satisfaction. Hidayah and Santoso (2020) define motivation as the willingness to exert high effort toward organizational goals, influenced by the extent to which such effort meets individual needs. Hasibuan (2016) describes work motivation as a condition that drives individuals to work in order to achieve both personal and organizational objectives. Mangkunegaran (2017) emphasizes that work is a form of organized activity to carry out tasks for the achievement of goals. McClelland's Needs Theory classifies motivation into the need for achievement, affiliation, and power. McClelland emphasizes that these needs influence work enthusiasm, and salary can serve as feedback or incentives depending on an individual's dominant need (Winardi, 2015). Work motivation is closely linked to performance. Teachers with high motivation tend to work harder, persevere, and remain dedicated, thus achieving outcomes aligned with intended goals.

Work Discipline

Hasibuan (2016) views discipline as the awareness and willingness to comply with rules and norms. Rivai (2015) considers it a managerial communication tool to enhance compliance. Work discipline is measured by punctuality, neatness in appearance, careful use of work equipment, adherence to procedures, and responsibility. Guntur (2014) adds the importance of discipline regarding time, targets, quality, priorities, and procedures.

2. Methodology

This study employed a quantitative approach, which is structured, standardized, and formal, and carefully designed before data collection. The quantitative method investigates a specific population or sample using research instruments, analyzes data statistically, and tests predetermined hypotheses (Sugiyono, 2018). It focuses on objectively measurable phenomena expressed numerically to test theories, build facts, make predictions, and formulate generalizations. The type of research adopted was ex post facto and associative. Ex post facto research aims to investigate events that have already occurred in order to trace their causal factors (Sugiyono, 2018), while associative research is used to determine the relationship between two or more variables and to develop theories that can explain, predict, and control a phenomenon.

The research was conducted in five public junior high schools in East Pekalongan District, Pekalongan City, from October to December 2024. The design used was a causal design with an ex post facto model, aiming to reveal the influence of independent variables work motivation (X1) and work discipline (X2) on the dependent variable, teacher performance (Y), with principal leadership included as a moderating variable. The steps of the study consisted of preparation, development and validation of the instrument, distribution and collection of data, data processing, statistical testing, and interpretation of results.

The population of the study was all public junior high school teachers in East Pekalongan District, totaling 162 individuals. Because the number was relatively small, the sample was determined using proportional random sampling, with reference to the Isaac and Michael table, resulting in a sample of 115 teachers. The proportion of respondents from each school was adjusted to the number of teachers at each institution to ensure representativeness, so that the sample could accurately reflect the overall population distribution and provide reliable data for analysis.

The variables in this study were defined operationally as follows. Work motivation is the process that explains an individual's intensity, direction, and persistence in achieving goals (Robbins, 2017), or the drive for individuals to work to achieve certain objectives (Hasibuan, 2016). Its indicators were grouped into external factors (interpersonal relationships, salary/honorarium, principal supervision, working conditions) and internal factors (drive to work, career advancement, recognition, responsibility, task interest, achievement motivation). Work discipline is defined as the awareness and willingness to comply with prevailing rules and norms, measured through indicators such as objectives (working according to plan and schedule, completing tasks, developing capabilities), supporting factors (principal's example, compensation, fairness), and determining factors (direct supervision, sanctions, leader's firmness). Teacher performance refers to teachers' ability to plan, implement, and evaluate learning effectively, with indicators covering lesson planning, lesson delivery, and evaluation (Permendikbud, 2017).

The instrument used to measure all variables was a closed-ended questionnaire constructed on the basis of the above indicators, using a five-point Likert scale (1 = never, 5 = always). The data taken in this study consisted of respondents' answers to each item in the questionnaire, reflecting their work motivation, work discipline, and performance. The raw data were then scored, and the total scores for each variable were aggregated for every respondent. These numerical scores formed the dataset that was processed statistically.

Before data analysis, the instrument underwent validity and reliability testing. Validity was tested using the Pearson Product Moment correlation, with items declared valid if the calculated r value exceeded the r table value at the 0.05 significance level (Priyatno, 2010). Reliability was tested using the Cronbach's Alpha coefficient, with the criterion of $\alpha > 0.70$ as an indication of reliable instruments (Ghozali, 2014). The results of these tests showed that all items in the questionnaire were valid and reliable, indicating that the instrument was appropriate for measuring the intended constructs.

Data collection was carried out by distributing the validated questionnaire directly to the teachers at each school. The researcher ensured that respondents completed the instrument independently and objectively. The main data obtained were quantitative scores of teachers' self-assessments on work motivation, work discipline, and performance, which were later processed for analysis. To maintain accuracy, the researcher also checked completeness of responses, clarified instructions before distribution, and safeguarded confidentiality, ensuring that

participants felt comfortable and honest in expressing their perceptions during the data collection process.

The data analysis was conducted in several stages. First, descriptive analysis was used to describe the characteristics of respondents and the distribution of scores for each variable. Second, assumption testing was conducted, including the Kolmogorov–Smirnov normality test (Ghozali, 2014), multicollinearity test based on tolerance > 0.10 and VIF < 10 , linearity test using the Test for Linearity at a 0.05 significance level, and autocorrelation test using the Durbin–Watson statistic (Santoso, 2015). Third, hypothesis testing was carried out using t-tests to measure the partial effect of the independent variables on the dependent variable and F-tests to measure their simultaneous effect. The magnitude of the contribution was assessed using the coefficient of determination (R^2), where a higher adjusted R^2 indicates a greater explanatory power of the independent variables (Ghozali, 2014). Finally, moderated regression analysis was conducted to test whether principal leadership moderated the relationship between work motivation, work discipline, and teacher performance, using the absolute difference method.

With this methodological framework, the study clearly identifies the data collected (teachers' questionnaire responses on motivation, discipline, and performance) and the data processed (scored responses analyzed through descriptive statistics, validity and reliability tests, assumption tests, and regression analysis). This ensures that the findings are scientifically grounded and can accurately represent the influence of work motivation and work discipline on teacher performance in East Pekalongan District. Moreover, the methodological clarity enhances transparency, strengthens the reliability of conclusions, and provides a solid basis for replication in similar educational contexts, thereby increasing the relevance and credibility of this research.

3. Results and Discussion

The research was conducted in five public junior high schools in East Pekalongan District, Pekalongan City. In general, these schools are located in a suburban area with a relatively dense population, characterized by a diverse socio-economic background of students' families. The student population in each school ranges from 450 to 650, with a total of approximately 3,000 students across the five schools. Most school buildings are in good condition, equipped with adequate classrooms, libraries, science laboratories, and computer rooms, although some facilities still require maintenance. The schools have implemented the national curriculum (Kurikulum Merdeka) with emphasis on student-centered learning, digital literacy, and the development of character education through extracurricular activities. Teachers in these schools have varied professional backgrounds, but the majority are certified and actively engaged in professional development programs. Overall, the school environment reflects a balance between traditional values and modern educational demands, providing a relevant context for investigating the influence of work motivation and work discipline on teacher performance.

Data collection was carried out using a structured questionnaire distributed to 115 teachers across the five schools. The questionnaire was designed using a five-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” The data collected included responses on three main variables: (1) work motivation (X_1), covering both intrinsic and extrinsic aspects such as achievement, recognition, and work environment; (2) work discipline (X_2), which assessed punctuality, compliance with rules, and task completion; and (3) teacher performance (Y), which evaluated lesson planning, instructional delivery, and learning assessment. In addition, short structured interviews were conducted with several teachers and principals to validate the questionnaire findings and gain deeper insights into the factors influencing motivation, discipline, and performance. The main items of the questionnaire are summarized in Table 1.

Table 1. Examples of Questionnaire Items

Variable	Sample Questions
Work Motivation (X_1)	Do you feel enthusiastic when preparing lesson plans? Does recognition from the principal motivate you to improve your teaching quality? Are you satisfied with the support provided by the school for professional development?
Work Discipline (X_2)	Do you always arrive at school and begin teaching on time? Do you consistently follow school regulations in carrying out your duties? Do you complete teaching tasks within the established deadlines?
Teacher Performance (Y)	Do you prepare lesson plans that align with the curriculum? Do you deliver learning materials using varied methods and media? Do you evaluate student learning outcomes systematically and fairly?

Source: Processed Primary Data, 2024

The descriptive analysis in this study was conducted to obtain a general overview of the teachers' responses regarding the three research variables, namely work motivation (X_1), work discipline (X_2), and teacher performance (Y). Data were collected through a Likert-scale questionnaire administered to 115 teachers from five public junior high schools in East Pekalongan District. Each response was converted into numerical scores, tabulated, and averaged to represent the overall tendency of teacher perceptions.

The purpose of this analysis was to identify whether teachers in the study area showed strong or weak tendencies in motivation, discipline, and performance, before further testing the relationships among these variables. By examining the mean and standard deviation scores, it was possible to categorize the variables into levels ranging from very low to very high, thus providing a clearer picture of the distribution of perceptions among respondents. To provide a summary of these descriptive results, the average scores and standard deviations for each variable are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Std. Deviation	Category
Work Motivation (X_1)	83.94	10.21	Very High
Work Discipline (X_2)	84.53	11.17	Very High
Teacher Performance (Y)	85.19	9.84	Very High

Source: Processed Primary Data, 2024

The descriptive analysis results in Table 2 show that all three variables work motivation, work discipline, and teacher performance are categorized as very high. The mean score of 83.94 for work motivation indicates that teachers in East Pekalongan District are generally motivated, both intrinsically through the drive for achievement, recognition, and responsibility, and extrinsically through interpersonal relationships, supportive work conditions, and principal supervision. The mean score of 84.53 for work discipline reflects teachers' high adherence to school rules, punctuality in carrying out duties, and consistency in completing tasks according to established schedules. Meanwhile, the mean score of 85.19 for teacher performance demonstrates that teachers have effectively carried out the main aspects of their professional responsibilities, namely lesson planning, instructional delivery, and learning evaluation.

The standard deviation values, which range from 9.84 to 11.17, indicate moderate dispersion, meaning that although the majority of teachers fall in the "very high" category, there are still variations in responses across individuals. This variation shows that while most teachers demonstrate strong motivation, discipline, and performance, a small number still fall into lower categories, suggesting room for improvement. Overall, these findings confirm that teachers in East Pekalongan District not only possess strong work motivation and discipline but also translate these qualities into effective professional performance in the classroom.

Instrument Testing

Before conducting inferential analysis, the research instruments were tested to ensure their accuracy and consistency in measuring the intended variables. Validity testing was carried out using the Pearson Product Moment correlation, and the results showed that all questionnaire items for work motivation, work discipline, and teacher performance had correlation coefficients greater than the r-table value at the 5% significance level. This indicates that every item was valid and capable of capturing the construct it was designed to measure. Reliability testing was conducted using Cronbach's Alpha, producing coefficients of 0.923 for work motivation, 0.912 for work discipline, and 0.927 for teacher performance. Since all values exceeded the recommended threshold of 0.70, the instruments demonstrated excellent internal consistency, meaning that responses were stable and dependable. These results confirm that the questionnaire was appropriate for field use and could provide trustworthy data for further analysis.

Before conducting inferential analysis, the research instruments were tested to ensure their validity and reliability. The validity test, carried out using the Pearson Product Moment correlation, showed that all items for work motivation, work

discipline, and teacher performance had correlation coefficients higher than the r-table value at the 5% significance level, indicating that every item was valid. Reliability testing used Cronbach's Alpha, which produced values exceeding 0.90 for all three variables, far above the 0.70 threshold. These results confirm that the questionnaire items consistently measured the constructs intended and were highly dependable for field data collection. The summary of validity and reliability testing results for each variable is presented in Table 3.

Table 3. Results of Validity and Reliability Testing

Variable	Number of Items	Validity Result	Cronbach's Alpha	Reliability Category
Work Motivation (X_1)	20	All Valid	0.923	Excellent
Work Discipline (X_2)	18	All Valid	0.912	Excellent
Teacher Performance (Y)	22	All Valid	0.927	Excellent

(Source: Processed Primary Data, 2024)

Hypothesis Testing

After ensuring that the research instruments were valid and reliable and that the classical assumptions were met, the next stage was hypothesis testing. This step aimed to determine whether work motivation (X_1) and work discipline (X_2) significantly influenced teacher performance (Y), both partially and simultaneously. The analysis was conducted using multiple linear regression with the aid of SPSS. In addition to testing the regression coefficients, the analysis also calculated the coefficient of determination (R^2) to evaluate how much variation in teacher performance could be explained by the two independent variables. The results of the regression analysis are summarized in Table 4.

Table 4. Results of Regression Analysis

Independent Variable	Regression Coefficient (B)	t-value	Sig. (p)
Work Motivation (X_1)	3.746	4.372	0.000
Work Discipline (X_2)	2.505	5.283	0.000
Simultaneous ($X_1 + X_2$)	–	F = 92.731	0.000
Model Summary: Adjusted $R^2 = 0.618$			

Source: Processed Primary Data, 2024

The results in Table 4 demonstrate that both work motivation and work discipline exert a significant positive influence on teacher performance. Partially, work motivation ($B = 3.746$, $p < 0.05$) indicates that each unit increase in motivation improves teacher performance scores by 3.746 points. Similarly, work discipline ($B = 2.505$, $p < 0.05$) shows that higher discipline contributes directly to improved performance. The t-values, both greater than the critical t-table, confirm the strength of these effects. Simultaneously, the F-value of 92.731 with a significance of 0.000 suggests that the model as a whole is highly significant. The coefficient of determination (Adjusted $R^2 = 0.618$) means that 61.8% of the variation in teacher performance can be explained by work motivation and work discipline, while the remaining 38.2% is influenced by other factors not included in this study. Overall, the findings underline that motivated and disciplined teachers are consistently more

capable in planning, implementing, and evaluating learning, thereby ensuring higher levels of professional performance.

The Effect of Teacher Work Motivation on Teacher Performance

The study results reveal a strong positive relationship between teacher work motivation and teacher performance in public junior high schools in East Pekalongan District, with a correlation coefficient of 0.784 and a significance value of 0.000. Regression analysis confirms that work motivation significantly influences teacher performance, where each one-unit increase in motivation raises teacher performance scores by 3.746 points. The R^2 value of 0.614 indicates that motivation alone explains 61.4% of the variance in teacher performance, which is a substantial contribution. This means that motivated teachers are more consistent in lesson planning, show greater enthusiasm in classroom instruction, and are more reflective in evaluating student outcomes. These findings support the perspective of Robbins and Judge (2017), who assert that motivation is a key factor in achieving optimal performance. Similarly, Hasibuan (2016) emphasizes that both intrinsic and extrinsic motivation foster teacher dedication, while Sari (2019) and Nurhayati and Wibowo (2020) demonstrate that high work motivation correlates with discipline, responsibility, and innovative teaching practices. Additional studies such as Hasanah and Setiawan (2018), Fauzi and Anwar (2017), Putra and Lestari (2021), Widodo (2018), Ramadhani (2019), and Setyawan and Sari (2020) further reinforce that increasing teacher motivation positively impacts performance. Critically, this suggests that efforts to enhance teacher motivation through recognition, fair compensation, and professional growth opportunities are likely to yield substantial improvements in teaching quality.

The Effect of Teacher Work Discipline on Teacher Performance

Statistical testing shows that teacher work discipline also has a positive and significant relationship with teacher performance, with a correlation coefficient of 0.657 ($p < 0.05$) and a determination contribution of 43.2%. Regression analysis indicates that each one-unit increase in work discipline raises teacher performance scores by 2.505 points. While the explanatory power is smaller than motivation, the effect remains crucial. Teachers who demonstrate punctuality, compliance with school rules, and consistency in fulfilling tasks are more likely to maintain stable classroom management and deliver lessons effectively. These results are consistent with the findings of Siregar (2018), who emphasizes that discipline supports the effectiveness of teacher work. Research by Putra and Wibowo (2019) and Rohman, Widodo, and Sari (2020) also confirms that high work discipline leads to improvements in academic performance. Similarly, Widjaja (2017), Prasetyo and Anwar (2019), and Lestari and Santoso (2018) highlight discipline as the foundation of teacher professionalism, while Hadi and Putri (2020) and Nugroho (2017) show that discipline enhancement programs can improve teaching quality. Further studies by Fauzi and Maryani (2019) and Sari and Dewi (2021) reinforce that strengthening work discipline contributes to optimal performance. A critical implication is that without discipline, even highly motivated teachers may fail to

achieve consistent results, suggesting that discipline functions as a stabilizing factor in sustaining teacher effectiveness.

The Simultaneous Effect of Work Motivation and Work Discipline on Teacher Performance

Multiple regression analysis indicates that work motivation and work discipline simultaneously have a significant effect on teacher performance, with an F-value of 92.731 ($p < 0.05$) and an Adjusted R^2 of 0.618. This means that together, both variables explain 61.8% of the variance in teacher performance, while the remaining 38.2% is influenced by factors outside this model. The results demonstrate that although motivation exerts a more dominant influence, discipline complements it by ensuring consistency and accountability in teaching practices. This aligns with Robbins and Judge (2017), Hasibuan (2016), Sari (2019), and Nurhayati and Wibowo (2020), who assert that the combination of motivation and discipline serves as a primary driver of performance improvement. Additional literature including Hasanah and Setiawan (2018), Fauzi and Anwar (2017), Putra and Lestari (2021), Widodo (2018), Ramadhani (2019), and Setyawan and Sari (2020) further underscores that enhancing both variables simultaneously can lead to improved educational quality. Critically, this indicates that schools should not only foster motivation through supportive leadership and incentives but also reinforce discipline through clear rules and consistent enforcement. The synergy between these two factors ensures that teachers are not only inspired to perform but also held accountable for sustaining high performance in the long term.

4. Conclusion

The findings of this study confirm that teacher work motivation plays an important role in shaping the performance of public junior high school teachers in East Pekalongan District, Pekalongan City. Teachers who possess strong motivation are more likely to demonstrate optimal performance in carrying out their professional duties, particularly in lesson planning, instructional delivery, and evaluation of learning outcomes. Motivation, both intrinsic and extrinsic, encourages teachers to remain dedicated, enthusiastic, and persistent in fulfilling their responsibilities, which in turn contributes positively to the quality of education.

In addition to motivation, teacher work discipline also contributes significantly to performance improvement. Discipline reflected in punctuality, adherence to school rules, and commitment to responsibilities supports the consistency and stability of teaching practices. Teachers with high discipline are better able to manage their time, follow instructional schedules, and ensure that learning processes run effectively. This suggests that discipline is not only a matter of compliance with regulations but also a foundation for professionalism that sustains long-term performance. When viewed simultaneously, work motivation and work discipline complement one another in influencing teacher performance. Motivation provides the internal drive that energizes teachers to achieve, while discipline ensures that the energy is directed in an orderly, consistent, and accountable manner. The

synergy between these two factors strengthens the overall effectiveness of teachers in delivering their duties, indicating that performance improvement requires not only inspiration but also structured behavioral control.

The novelty of this research lies in its focus on examining the combined influence of work motivation and discipline within the specific context of public junior high schools in East Pekalongan District, an area with unique socio-cultural and geographical characteristics. The study enriches the literature on educational management by demonstrating that, while motivation tends to be dominant, discipline remains indispensable in fostering a professional work culture. Nevertheless, this study is limited to the variables of motivation and discipline and employs a cross-sectional design. Future research is recommended to include additional variables such as principal leadership, teacher competence, and the work environment, as well as to adopt a longitudinal approach to better capture the dynamics of teacher performance over time.

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