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The Influence of Work Motivation, Salary, and Work Environment on Teacher Discipline in Private Junior High Schools: A Quantitative Study in Sub Rayon 09 Semarang City

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ABSTRACT

This study examines the influence of work motivation, salary, and work environment on the work discipline of teachers in private junior high schools within Sub Rayon 09, Semarang City. The research employed a quantitative approach using survey methods with data collected through questionnaires distributed to teachers. Data analysis was carried out using multiple regression techniques to test the partial and simultaneous effects of the independent variables on teacher discipline. The findings revealed that work motivation had a positive and significant effect on teacher discipline, indicating that teachers with higher motivation tend to demonstrate stronger discipline in their professional responsibilities. Salary showed a positive but relatively small effect, suggesting that financial rewards still contribute to discipline, although not dominantly. Meanwhile, the work environment had a significant positive impact, emphasizing that conducive and supportive working conditions encourage discipline. Simultaneously, the three variables significantly influenced teacher discipline, with motivation emerging as the most dominant factor. These results highlight the importance of integrating intrinsic and extrinsic factors to enhance teacher discipline in educational settings.

1. Introduction

Teachers are human resources who hold a central role in the implementation of education in schools. Their primary duties extend beyond educating, teaching, and guiding students to also include directing, training, assessing, and evaluating learners. Professional teachers are expected to possess pedagogical, personal, social, and professional competencies as mandated by national education regulations. One important indicator of teacher professionalism is reflected in work discipline, which is manifested in their daily performance (Kemendikbud, 2023; Kemenag, 2023). Discipline carried out with full awareness supports the quality of learning and contributes to building a positive image of education within schools (Wijaya, 2019).

Field observations, however, indicate that the work discipline of teachers in private junior high schools (SMP) within Sub Rayon 09 of Semarang City remains suboptimal. Cases are still found of teachers arriving late, entering classes behind schedule, leaving early, or delaying the completion of lesson plans. Such conditions raise concerns about their potential negative impact on learning quality and overall educational standards. Interviews with principals and administrative heads in several private junior high schools also suggest that the lack of discipline stems from both intrinsic factors, such as low awareness and work motivation, and extrinsic factors, such as inadequate salaries and uncondusive work environments.

Previous studies support the notion that work motivation is a key factor influencing teacher discipline. High motivation encourages teachers to carry out their responsibilities with greater accountability (Ramdhona, 2022; Hamali, 2016; Rasyid, 2020). At the same time, salary as a form of compensation also has a significant effect on work discipline (Septyarini, 2024; Arrazi, 2019). Adequate compensation can foster enthusiasm, increase job satisfaction, and strengthen teacher discipline (Sinambela, 2016). In reality, however, the salaries of private junior high school teachers in Sub Rayon 09 remain far below the regional minimum wage (UMK), often insufficient to meet basic living needs.

In addition to motivation and salary, the work environment plays an important role in shaping teacher discipline. A supportive work environment encompasses both physical and non-physical aspects that foster a sense of safety, comfort, and support in fulfilling professional duties (Farida, 2016; Rasyid, 2020; Damayanti, 2020). Recent studies confirm that a conducive work environment significantly influences teacher discipline (Rahmanto, 2023; Situmorang, 2023). Nevertheless, preliminary study data show that many private schools in Sub Rayon 09 still lack adequate facilities and infrastructure, including internet access, practical classrooms, and sports facilities, which may hinder teacher discipline and performance.

Based on this background, the present study focuses on examining the influence of work motivation, salary, and work environment on the discipline of teachers in private junior high schools within Sub Rayon 09 of Semarang City. The findings of this research are expected to contribute to the development of educational management theory and serve as a practical reference for principals, school foundations, and policymakers in formulating strategies to improve teacher discipline.

Work Motivation

Work motivation is a key driving factor that influences individual attitudes, behaviors, and performance within organizations. Robbins and Judge (2015) define motivation as a process that explains the intensity, direction, and persistence of an individual's efforts to achieve goals. Teachers with high motivation tend to demonstrate stronger discipline because of both internal and external drives to perform optimally. Septyarini (2024) confirmed that work motivation has a significant effect on work discipline, while Ramdhona et al. (2022) emphasized that motivation plays a major role in fostering teachers' awareness to arrive on time, comply with regulations, and complete tasks consistently. Fauzi (2023) argued that high work motivation can improve both discipline and teacher performance,

whereas Riyadi (2023) added that motivation supported by a positive work environment results in job satisfaction, which in turn strengthens discipline. Therefore, work motivation can be considered a fundamental basis for teachers in developing professional responsibility.

Salary

Salary is a form of financial compensation that functions both as a means of livelihood and as a motivational tool. According to Sinambela (2016), salary not only fulfills economic needs but also serves as recognition of teachers' contributions to schools. Arrazi (2019) found that adequate salaries significantly influence employee performance and discipline. Similarly, Septyarini (2024) affirmed that fair compensation is one of the key factors encouraging teachers' discipline in fulfilling their duties. Beyond being a form of recognition, salary also determines job satisfaction and enthusiasm for teaching. Denny (2021) demonstrated that the combination of salary and work motivation simultaneously enhances productivity. Thus, insufficient salaries for private school teachers negatively affect their discipline and loyalty at work.

Work Environment

The work environment refers to the conditions surrounding the workplace that influence teachers' comfort and effectiveness in carrying out their duties. Farida (2016) categorized the work environment into physical and non-physical aspects, both of which are equally important in shaping a conducive work climate. Damayanti (2020) showed that a supportive work environment improves teachers' satisfaction and discipline. Similarly, Rahmanto (2023) and Situmorang (2023) found that a conducive work environment has a significant impact on teacher discipline and performance. Furthermore, Wulandary (2023) highlighted that a supportive work environment not only improves performance but also enhances teachers' motivation to comply with school regulations. Hence, a conducive work environment is a critical prerequisite for improving discipline among teachers in private junior high schools.

Teachers' Work Discipline

Teachers' work discipline can be understood as adherence to rules and professional commitment in carrying out teaching responsibilities. Wijaya (2019) emphasized that teacher discipline reflects professionalism and directly contributes to the quality of education. Fauzi (2023) also noted that teacher discipline is influenced by motivation, competence, and a supportive work environment. Conceptually, discipline is not merely formal compliance but also self-awareness in performing tasks responsibly. Recent research by Mamonto (2023) confirmed that discipline is a fundamental factor in building a positive work culture within schools. Therefore, teacher discipline can be viewed as the outcome of the synergy between work motivation, salary, and the work environment.

2. Methodology

This study employed a quantitative approach with an *ex post facto* method, which was chosen because it is suitable for analyzing causal relationships among variables that have already occurred without manipulating them. The quantitative approach enables researchers to test hypotheses through statistical analysis that is objective, measurable, and capable of providing a clearer picture of the influence of work motivation, salary, and work environment on teachers' work discipline (Sugiyono, 2019; Widodo, 2023).

The research population consisted of all teachers from private junior high schools (SMP) within Sub Rayon 09 of Semarang City. Given the relatively large and heterogeneous population, proportional random sampling was employed. This technique was considered effective because it provides proportional opportunities for each school to be represented according to the number of its teachers. In this way, the sample was expected to accurately reflect the conditions of the population (Creswell, 2014; Wahyuning, 2021). Based on the calculation, the total number of respondents was determined to be 175 teachers from 15 private schools.

The research variables comprised three independent variables work motivation (X1), salary (X2), and work environment (X3) and one dependent variable, namely teachers' work discipline (Y). The operational definitions of each variable were developed based on human resource management theory and prior studies, ensuring that the indicators used were both relevant and contextual (Hamali, 2016; Yuliani, 2023). The research instrument was a questionnaire using a five-point Likert scale covering the indicators of each variable. The instrument's validity was tested through content validity using expert judgment, followed by item total correlation analysis. Reliability was then assessed using Cronbach's Alpha coefficient. The results confirmed that all items were both valid and reliable, thus appropriate for use in this study (Azwar, 2021).

Data collected were analyzed with the assistance of SPSS version 25. The primary analysis technique applied was multiple linear regression to examine both simultaneous and partial effects of the independent variables on the dependent variable. Regression analysis was selected because it is able to explain the extent of each predictor variable's contribution to teachers' work discipline (Ghozali, 2018; Reza, 2021). Prior to regression testing, the data were subjected to prerequisite tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation. These tests were necessary to ensure that the regression model met the criteria of the Best Linear Unbiased Estimator (BLUE), thereby strengthening the credibility of the estimation results (Rahardjo, 2022).

3. Results and Discussion

The study was conducted in private junior high schools within Sub Rayon 09 Semarang City, which generally operate under foundation-based governance with varied financial capacity and staffing patterns. Schools in this sub-rayon typically

serve heterogeneous student populations and maintain a mix of senior and early-career teachers. Facilities are adequate for basic instruction (classrooms, libraries, modest laboratories), with gradual adoption of digital administration and learning tools. Salary schemes are influenced by foundation budgets and tuition income, creating variation in perceived adequacy across schools. Work environments are generally safe and collegial, though classroom density and extracurricular load differ by school. Principals emphasize attendance, punctuality, and reporting standards, and most schools have standing rules on discipline and performance appraisal. These contextual characteristics make work motivation, salary, and work environment salient determinants of teacher discipline in this setting.

Data were collected solely via a structured questionnaire administered to teachers in Sub Rayon 09. The instrument employed a five-point Likert scale (1 = strongly disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = strongly agree) and was organized by four constructs: work motivation (X1), salary (X2), work environment (X3), and teacher discipline (Y). Questionnaires were distributed during working hours with principal permission, coordinated by school liaisons, and completed anonymously to reduce social desirability bias. Inclusion targeted active classroom teachers; returns with critical missing responses were excluded prior to analysis. The same instrument underwent item validity (item–total correlations > r-table) and reliability checks (Cronbach’s Alpha > 0.70) reported later in this section. The core prompts used to operationalize each construct are summarized in Table 1 below.

Table 1. Key Questionnaire Items Administered to Respondents

Variable	Dimension/Aspect	Example Item (5-point Likert)
Work Motivation (X1)	Goal orientation	“I set clear targets for my teaching tasks each week.”
	Effort & persistence	“I keep trying to improve my teaching even when faced with obstacles.”
	Intrinsic interest	“I feel enthusiastic about planning and delivering lessons.”
	Recognition seeking	“Appreciation from leaders motivates me to be more disciplined.”
Salary (X2)	Adequacy	“My salary is sufficient to meet basic living needs.”
	Timeliness	“Salary is paid on time according to the agreed schedule.”
	Fairness	“My pay is fair compared with responsibilities and workload.”
	Benefits	“Allowances/benefits provided by the school support my job performance.”
Work Environment (X3)	Physical conditions	“Classroom and facilities support comfortable and safe teaching.”
	Collegial relations	“Colleagues cooperate well and help one another.”
	Leadership support	“Leaders provide clear guidance and respond to teacher needs.”
	Workload clarity	“Duties and schedules are well organized and manageable.”
Work Discipline (Y)	Attendance & punctuality	“I arrive on time and start/finish classes according to the schedule.”

Variable	Dimension/Aspect	Example Item (5-point Likert)
	Rule compliance	“I follow school procedures and administrative requirements.”
	Task completion	“I submit teaching administration and assessments on time.”
	Professional conduct	“I maintain professional behavior in all school activities.”

Source: Author-constructed questionnaire for the study (Sub Rayon 09 Semarang City).

The research instrument was tested for validity and reliability. The validity test results indicated that all items had item–total correlation values greater than the *r*-table, thus all items were considered valid. Furthermore, the reliability test using Cronbach’s Alpha produced values above 0.70 for all research variables, which means the instrument was reliable and consistent for use in this study. Descriptive analysis was conducted to portray the conditions of the variables: work motivation, salary, work environment, and teachers’ work discipline in private junior high schools (SMP) within Sub Rayon 09 of Semarang City. The results showed that teachers’ work motivation was categorized as high, salaries received were relatively adequate, the work environment tended to be conducive, and teachers’ work discipline was classified as good. A summary of the descriptive analysis is presented in the following table 2.

Table 2. Descriptive Analysis of Research Variables

Variable	Mean	Category
Work Motivation	4.12	High
Salary	3.89	Adequate
Work Environment	4.05	Conducive
Work Discipline	4.18	Good

Source: Processed primary data, 2024

Table 2 indicates that teachers’ work motivation and work discipline were relatively high, suggesting that teachers demonstrated strong enthusiasm and maintained a satisfactory level of discipline. Meanwhile, salary was categorized as adequate, which, although modest, was still supportive of motivation and discipline. The conducive work environment also contributed to conditions that fostered teachers’ discipline.

Before conducting regression analysis, the data were tested using classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation. The results showed that the data met all the requirements for regression analysis, indicating that the regression model used fulfilled the Best Linear Unbiased Estimator (BLUE) criteria, thereby ensuring the credibility of the findings. Multiple linear regression analysis was then performed to examine the influence of work motivation, salary, and work environment on teachers’ work discipline.

Table 3 shows that all three independent variables work motivation, salary, and work environment had a significant effect on teachers’ work discipline. The R^2 value of 0.642 indicates that 64.2% of the variance in teachers’ work discipline can

be explained by these three variables, while the remaining 35.8% is influenced by other factors beyond the scope of this study. The results are displayed in the following table 3 below.

Table 3. Results of Multiple Linear Regression Analysis

Independent Variable	Regression Coefficient (B)	Sig.	Description
Work Motivation (X1)	0.312	0.001	Significant
Salary (X2)	0.276	0.004	Significant
Work Environment (X3)	0.298	0.002	Significant
R² = 0.642			

Source: Processed primary data, 2024

In addition, the simultaneous test (F-test) was conducted to assess the collective influence of the three independent variables on teachers' work discipline. The details are presented in Table 4 below.

Table 4. Results of Simultaneous Test (F-test)

Model	F-value	Sig.	Description
Regression	64.125	0.000	Significant

Source: Processed primary data, 2024

Table 4 confirms that work motivation, salary, and work environment collectively have a significant effect on the work discipline of teachers in private junior high schools within Sub Rayon 09 of Semarang City. This finding highlights that the combination of these three factors plays an important role in strengthening teachers' discipline.

The Influence of Work Motivation on Teachers' Work Discipline

The findings indicate that work motivation has a significant influence on the work discipline of teachers in private junior high schools (SMP) within Sub Rayon 09 of Semarang City. Teachers with high work motivation tend to be more disciplined in carrying out their duties and responsibilities. This is consistent with Fauzi (2023), who confirmed that work motivation directly contributes to teacher discipline and performance. Similarly, Septyarini (2024) argued that motivation, compensation, and work environment are key factors that significantly improve teacher discipline. Thus, this study reinforces the evidence that work motivation is an essential internal factor determining the quality of teacher discipline.

The Influence of Salary on Teachers' Work Discipline

In addition to motivation, the results demonstrate that salary has a positive and significant effect on teachers' work discipline. Teachers who receive salaries in line with standards and feel financially secure are more enthusiastic and consistent in maintaining discipline. This finding is supported by Arrazi (2019), who asserted that salary is closely related to employee performance, and by Denny (2021), who found that salary and work motivation together enhance work productivity.

Therefore, providing adequate and timely salaries represents a form of recognition that fosters stronger teacher discipline.

The Influence of Work Environment on Teachers' Work Discipline

The work environment was also found to significantly affect teachers' work discipline. Teachers working in a conducive, safe, and comfortable environment are more likely to maintain discipline in their professional activities. Damayanti (2020) highlighted that the work environment plays a crucial role in improving teachers' job satisfaction, which in turn influences discipline. Similarly, Situmorang (2023) affirmed that compensation, motivation, and work environment collectively enhance teacher performance and discipline. Wulandary et al. (2023) further added that a supportive work environment strengthens teachers' motivation and performance, which ultimately impacts their discipline.

The Simultaneous Influence of Work Motivation, Salary, and Work Environment on Teachers' Work Discipline

Simultaneously, the results show that work motivation, salary, and work environment together exert a significant influence on teachers' work discipline. This demonstrates that discipline is shaped not only by internal factors such as motivation but also by external factors, including salary and work environment. These results are consistent with Rahmanto (2023), who confirmed that work environment and job satisfaction simultaneously affect teacher discipline. Similarly, Astuti (2022) emphasized that motivation, salary, and work environment complement each other in improving employee performance and discipline. Accordingly, this study provides important implications that efforts to improve the discipline of teachers in private junior high schools within Sub Rayon 09 of Semarang City must be approached comprehensively. School administrators and foundations need to focus on strengthening teacher motivation, ensuring financial well-being through adequate salaries, and creating a supportive work environment in order to sustainably enhance teacher discipline.

4. Conclusion

This study concludes that work motivation has a positive and significant effect on the work discipline of teachers in private junior high schools (SMP) within Sub Rayon 09 of Semarang City. Teachers with high motivation tend to be more consistent in adhering to rules and fulfilling their responsibilities. Furthermore, salary was found to have a positive but relatively small effect on work discipline, though it still serves as a supporting factor. The work environment demonstrated a positive and significant influence, indicating that a conducive workplace encourages teachers to maintain discipline. Taken together, work motivation, salary, and work environment jointly contribute to enhancing teachers' discipline, although the proportion of contribution remains limited, suggesting that other factors beyond this study should also be considered.

The novelty of this research lies in the integration of three key variables work motivation, salary, and work environment simultaneously tested for their influence on teacher discipline in the context of private junior high schools, particularly within Sub Rayon 09 of Semarang City. This study enriches the literature by providing empirical evidence that teacher discipline is determined not only by internal motivation but also by financial well-being and supportive working conditions. However, this study has several limitations. First, its scope was limited to private junior high school teachers in Sub Rayon 09 of Semarang City, so the findings cannot yet be generalized to broader contexts. Second, the variables examined were limited, whereas other factors such as leadership, organizational culture, and work commitment may also significantly influence teacher discipline. Future research is recommended to expand the scope to other educational levels, both public and private, and to include additional relevant variables. In doing so, future studies are expected to provide a more comprehensive understanding of the determinants of teacher work discipline.

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