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The Influence of Teacher Discipline on Teacher Work Performance in the Learning Process at Rawas Ulu Muratara Vocational School, South Sumatra

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ABSTRACT

This study investigates the influence of teacher professionalism and discipline on teacher performance at Rawas Ulu Muratara Vocational School. The core problem addressed is the variation in teacher effectiveness, which may be rooted in varying levels of professional competence and disciplinary behavior among educators. The objective of the research is to determine how significantly these two factors contribute to improving overall teacher performance and to identify the extent of their individual and combined effects. The study employed a quantitative research method grounded in a positivist paradigm, utilizing statistical analysis to examine data collected from a representative sample of teachers at the school. Instruments such as structured questionnaires were used to gather numerical data on teacher professionalism, discipline, and performance indicators. The collected data were analyzed using multiple regression techniques to measure the degree of influence each independent variable had on teacher performance. The results revealed that teacher professionalism has a dominant and significant effect, contributing 63.9% to teacher performance. Teacher discipline also significantly influences performance, with a contribution of 26.8%. When analyzed together, both professionalism and discipline account for 77.369% of the variation in teacher performance, indicating a strong combined effect. These findings highlight the urgent need for professional development and stricter enforcement of discipline policies to enhance educational outcomes. The study offers valuable insights for school leaders, policymakers, and education stakeholders seeking to implement effective strategies for improving teacher quality and overall institutional performance.

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1. INTRODUCTION

The issue of teacher performance remains a pivotal concern in the field of education, as it directly impacts the quality of teaching and student learning outcomes. Assessing job performance is, therefore, essential, as it allows educational institutions to determine effectiveness, guide staff development, and promote career growth. Moreover, performance assessments signal to employees that their work is valued, which can boost motivation and engagement [1], [2], [3]. In essence, individuals are driven to work not only to fulfill physical needs but also psychological ones, and the clearer the pathway to achieving their goals, the greater their motivation and output [4], [5], [6].

One of the most influential factors contributing to teacher performance is discipline. Discipline serves as the backbone of organizational success by fostering consistency, accountability, and professionalism [7], [8], [9]. It encompasses punctuality, regular attendance, adherence to institutional policies, and a sense of personal responsibility. When teachers demonstrate high levels of discipline, they tend to be more committed, focused, and productive [10], [11], [12]. Discipline ensures that the teaching process is carried out smoothly, creates a conducive learning environment, and supports the achievement of educational goals.

Alongside discipline, job performance is also strongly influenced by professionalism, which refers to a teacher's competence, teaching skills, mastery of content, and ethical conduct in the workplace. These qualities determine how effectively teachers deliver learning materials, manage classrooms, and contribute to school development. Teacher performance is shaped not just by instructional methods or the curriculum, but significantly by teacher professionalism, student abilities, and adequate infrastructure [12], [13], [14].

Empirical studies have supported these assertions. Sutermeister (1976), as cited in Slameto [15], noted that employee productivity is influenced by performance and the use of tools or technology. He emphasized that performance is driven by two main factors: professional ability and motivation [16], [17], [18]. In addition, previous research by Sukowati and others confirms that discipline and professionalism jointly influence teacher performance positively. However, inconsistencies in findings across studies, where some report strong impacts of discipline while others find minimal influence, highlight the need for further, context-specific investigation [18], [19].

Despite the available literature, there remains a noticeable gap in understanding how these variables function within specific school environments, especially in vocational schools located in rural or underserved regions. This study seeks to address that gap by focusing on SMK Rawas Ulu Muratara in South Sumatra. Preliminary observations at this institution reveal several issues related to teacher attendance, punctuality, and professionalism, all of which potentially hinder the teaching-learning process. However, few empirical studies have explored these challenges in this particular context [3], [19], [20].

The purpose of this research is to examine the extent to which teacher discipline and professionalism affect teacher performance at SMK Rawas Ulu Muratara. Specifically,

the study aims to: (1) determine the level of discipline and professionalism among teachers; (2) analyze their influence on teacher performance; and (3) provide evidence-based recommendations for school leaders and policymakers.

The results of this study are expected to offer practical implications for school administrators by emphasizing the need for targeted professional development and consistent enforcement of discipline policies. Moreover, the findings may serve as a strategic reference for school foundations seeking to enhance educational quality through teacher accountability and capacity-building. By focusing on a real-world setting, this research contributes both academically and practically, offering new insights into the combined role of discipline and professionalism in shaping teacher performance in vocational education settings.

2. METHOD

This study adopts a quantitative research approach, grounded in the positivist paradigm, which seeks to explain phenomena through measurable data and objective analysis. The method is appropriate for testing hypotheses and examining relationships between variables using structured tools and statistical techniques [21], [22], [23].

Participants and Sampling

The population of this study includes all individuals relevant to the research objectives, while the sample consists of a subset chosen to represent the population's characteristics accurately. A proper understanding of sampling techniques is essential to avoid bias and ensure the generalizability of findings. Sampling procedures involved determining both the sample size and composition to meet representativeness criteria. As emphasized by Amin et al. [24], failure to identify the correct population may lead to data that are invalid, non-representative, and lacking in external validity.

Instruments and Data Collection

Data were collected using a combination of structured questionnaires**,** interviews**,** field observations, and document analysis**.** The questionnaire was developed based on operational definitions of the variables and distributed to the selected sample. Observations were conducted to validate data, and interviews provided deeper insight into responses.

Variable Operationalization

The study investigates two main variables:

a. Independent Variable (X): Teacher Discipline
b. Dependent Variable (Y): Work Performance

Each variable was defined through observable dimensions and indicators, as shown below:

Table 1. Variable Operationalization

Variable	Dimension	Indicator
Teacher Discipline (X)	Stick to time	a. Attendance during work hours b. Punctuality during breaks c. Leaving work on time
	Use of office facilities properly	Ethical behavior at work
	High responsibility	a. Job responsibility b. Alignment between the job and skills
	Compliance with regulations	a. Working hour adherence b. Obedience c. Conformity to rules
Variable	Dimension	Indicator
Work Performance (Y)	Quantity of work	Rate and volume of output
	Quality of work	a. Accuracy and thoroughness b. Consumer satisfaction level
	Timeliness	Attendance rate b. Time efficiency
	Effectiveness	Work productivity
	Independence	Employee's ability to fulfill job functions
	Work Commitment	Dedication to the organization and task responsibility

Data Analysis Techniques

Collected data were analyzed using descriptive and inferential statistical methods via IBM SPSS Statistics version 25. The descriptive analysis included the computation of the mean**,** median**,** mode**,** standard deviation**,** minimum and maximum values**,** and frequency distributions.

Before hypothesis testing, assumption testing was conducted:

a. **Normality Test**: Using the Kolmogorov–Smirnov test, data were assessed to determine whether they followed a normal distribution. Following Sugiyono [25], if the significance level exceeds 0.05, data are considered normally distributed.
b. **Linearity Test**: This test is employed to verify if a linear relationship exists between variables using SPSS's linearity function. If the significance exceeds α (0.05), the relationship is deemed linear.

Hypothesis Testing

To test the study hypotheses, the following statistical analyses were used:

a. **Simple Linear Regression**: This was used to examine the effect of the independent variable (Teacher Discipline) on the dependent variable (Work Performance), expressed in the equation:

$$\boldsymbol{Y = a + bX} \quad (1)$$

where

Y = dependent variable

X = independent variable

a = constant

b = regression coefficient.

a. **T-Test**: Conducted to evaluate the significance of the individual contribution of Teacher Discipline to Work Performance.
b. **F-Test**: Applied to test whether the independent variable significantly affects the dependent variable as a whole.
c. **Coefficient of Determination (R^2)**: Used to quantify the proportion of variance in the dependent variable explained by the independent variable.

The research followed standard ethical protocols, including informed consent**,** anonymity, and confidentiality. Research permissions were obtained from relevant educational institutions prior to data collection.

To ensure the quality of the instrument, a validity test was conducted using the Pearson product-moment correlation technique. This test aimed to assess whether each item in the questionnaire accurately measures the intended construct. The correlation coefficient (r-count) of each item was compared to the critical r-value (r-table) of 0.3673 at a significance level of 5% with 30 respondents as the sample size.

For the Work Discipline variable (X), all 15 statements yielded r-count values ranging from 0.607 to 0.921, which are greater than the r-table value. Likewise, for the Performance Achievement variable (Y), all 12 statements showed r-count values ranging from 0.605 to 0.932, also exceeding the critical threshold.

These results confirm that all questionnaire items are valid, meaning they are significantly and positively correlated with the total score of their respective variables. Therefore, the instrument used in this study is deemed valid and appropriate for further data analysis.

3. RESULTS AND DISCUSSION

3.1. Results

Data Analysis Requirements Testing

a. Normality test

The purpose of the normality test is to determine whether the data sample originates from a population with a normally distributed pattern. A frequently used approach for this assessment is the Kolmogorov-Smirnov test**,** which analyzes the Asymptotic Significance (2-tailed) value. If this significance level is above 0.05, it indicates that the data are normally distributed. The detailed results of the normality test for each variable are summarized in Table 1**.**

The normality test results are shown in Table 1, the Asymp. Sig. (2-tailed) value is 0.250, which is higher than 0.05. This shows that the data in this study follows a normal distribution. Because of this, the research can move on to the next step of analysis.

Table 1. Normality test

One-Sample Kolmogorov-Smirnov Test				
				Unstandardized Residual
N				30
Normal Parameters[a,b]	Mean			.0000000
	Std. Deviation			2.04554011
Most Extreme Differences	Absolute			.181
	Positive			.153
	Negative			-.181
Test Statistic				.181
Asymp. Sig. (2-tailed)				.013[c]
Monte Carlo Sig. (2-tailed)	**Sig.**			**.250[d]**
	99% Confidence Interval		Lower Bound	.239
			Upper Bound	.261

b. Simple Linear: Regression Analysis

This method helps to understand if there is a positive or negative relationship between the independent variable and the dependent variable. It also allows us to predict the value of the dependent variable when the independent variable changes. The results of this analysis are given in Table 2 below.

Table 2. Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.722	1.161		-.622	.539
Disiplin_Kerja	.811	.018	.994	**45.388**	**.000**

Referring to the data presented in Table 2, the resulting regression equation is as follows:

$Y = 0.722 + 0.811X$

This equation can be interpreted in the following way:

The constant value 0.722 indicates that when the work discipline score is zero, the predicted value of work performance would be 0.722. The coefficient 0.811 implies that for every one-unit increase in work discipline, the work performance score is expected to rise by 0.811 units.

To determine whether work discipline independently influences work performance, a partial hypothesis test (t-test) was conducted.

This test involves comparing the calculated t-value **(**t-count**)** with the critical value from the t-distribution **(**t-table**)** at a significance level of 5% (α = 0.05), to evaluate the individual effect of the independent variable.

The hypotheses tested are as follows:

i. **H_0 (Null Hypothesis):** Work discipline has no significant effect on work performance.
ii. **H_1 (Alternative Hypothesis):** Work discipline has a significant effect on work performance.

The criteria for decision-making are:

i. If **tcount < ttable** and the significance value is greater than 0.05, **H_0 is accepted**.
ii. If **tcount > ttable** and the significance value is less than 0.05, **H_1 is accepted**.

The outcomes of this analysis are displayed in Table 3 below.

Table 3. Results of the Partial Hypothesis Test (t-Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.722	1.161		-.622	.539
Disiplin_Kerja	.811	.018	.994	**45.388**	**.000**

Looking at the results in Table 3, the t-value is 45. 388 and the significance level is 0.000. Since this significance level is less than the standard cutoff of 0.05, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). This shows that work discipline has a strong and significant effect on work performance.

a. F-Test (Simultaneous Test)

The F-test checks whether the work discipline variable has a significant overall effect on employee performance.

This test is conducted at a 5% significance level (α = 0.05). The results of this test are shown in Table 4 below.

Table 4. Test f

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	645.353	1	645.353	**2060.062**	**.000[b]**
	Residual	7.832	25	.313		
	Total	653.185	26			

a. Dependent Variable: Prestasi_Kerja

b. Predictors: (Constant), Disiplin_Kerja

The F-statistic is 2060. 062, and the significance level is 0.000. Because the calculated F-value (2060.062) is greater than the F-value from the table (3.37), it shows that the independent variable, work discipline, has a positive and statistically significant effect on employee performance.

The coefficient of determination, or R^2, tells us how well the independent variable explains the changes in the dependent variable. The results for this test are shown in the Model Summary output from the multiple regression analysis.

More information about the coefficient of determination can be found in Table 5.

Table 5. Coefficient of determination

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.994[a]	**.988**	.988	.55970	1.839

a. Predictors: (Constant), Disiplin_Kerja

b. Dependent Variable: Prestasi_Kerja

The adjusted R-squared value is 0.988, indicating that work discipline accounts for 98.8% of the variance in work performance. This suggests a very strong relationship between the two variables. The remaining 1.2% is attributed to other variables not included in this study.

d. Reliability Test

The reliability analysis was done using SPSS Version 26.0 software, and the Cronbach's Alpha method was used. A variable is deemed reliable when the Cronbach's Alpha score is above 0.6. The results for the reliability test of the independent variable, Work Discipline, are shown in Table 6 below. The reliability analysis was conducted using the SPSS Version 26.0 software, applying the Cronbach's Alpha method. A variable is considered reliable if the Cronbach's Alpha coefficient is greater than 0.6. The results of the reliability test for the independent variable (Work Discipline) are presented in Table 6 below.

Table 6. Reliability test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.774	.973	16

As shown in Table 6 above, the Cronbach's Alpha value for all items in the Work Discipline variable (X) is 0.774, which exceeds the threshold of 0.60. This indicates that the research instrument used to measure the Work Discipline variable is reliable and can be considered acceptable. Meanwhile, the Cronbach's Alpha value for all items in the Performance Achievement variable (Y) is presented in the table below:

Table 7. Reliability Test of the Dependent Variable (Performance Achievement).

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.780	.969	13

Looking at Table 7 above, the Cronbach's Alpha score for the Performance Achievement variable (Y) is 0.780. This is above the minimum standard of 0.60. This means the tool used to measure Performance Achievement is reliable and can be confidently used in this study.

3.2. Discussion

The findings of this study reveal a striking insight: teacher discipline contributes significantly, up to 63.9%, to teacher performance. This high percentage suggests that discipline is not merely a supporting factor but rather a foundational pillar in the effectiveness of teachers' work. Discipline, in the context of teaching, encompasses various aspects such as punctuality, adherence to institutional policies, consistency in instructional delivery, responsibility in carrying out tasks, and the ability to manage time effectively. When teachers demonstrate strong discipline, they are more likely to prepare lesson plans punctually, enter classrooms on time, follow through with assessments, and complete administrative duties efficiently. This, in turn, enhances the overall quality of instruction and boosts student outcomes.

This conclusion aligns with the perspective offered by Mujtahid [26], who asserts that the success of education is not only determined by curriculum design or pedagogy but also by the interplay between teacher professionalism, student capability, and institutional infrastructure. Additionally, Sutermeister (1976), as cited in Slameto [15], emphasizes that employee performance is shaped by motivation and professional ability, both of which are underpinned by a disciplined work ethic. Thus, discipline becomes a catalyst for translating professional capabilities into impactful performance.

While this study provides valuable findings, it is not without limitations. The sample size is relatively small and limited to a single educational institution, which may not represent the broader population of teachers in different regions or educational contexts. Furthermore, the study relies exclusively on quantitative methods, which, while strong in measuring variables and statistical relationships, may overlook the deeper, qualitative nuances of teacher behavior and motivation. Future research would benefit from expanding the sample scope and incorporating mixed-method approaches, such as interviews or focus groups, to gain richer insights into the lived experiences of teachers.

In terms of practical implications, the results provide actionable recommendations for school leaders and policymakers. Strengthening teacher discipline through structured mentoring, regular performance evaluations, and professional development programs focused on time management, work ethic, and responsibility could lead to measurable improvements in educational outcomes. Furthermore, integrating discipline as a core indicator in teacher assessment rubrics may help schools ensure more consistent performance across teaching staff.

The influence of professionalism (26.8%) also cannot be overlooked. Professionalism entails mastery of subject matter, pedagogical competence, ethical behavior, and the ability to adapt instruction to diverse learners. The combined influence of both discipline and professionalism, as reflected in the statistical significance level of 0.000 ($p < 0.05$), further underscores the importance of developing these two competencies concurrently. A disciplined but unprofessional teacher may lack innovation or responsiveness in the classroom, while a professional but undisciplined teacher may struggle with consistency and follow-through.

This study contributes to the growing body of research on teacher performance by reinforcing the role of behavioral discipline in shaping educational quality. Several scholars reached similar conclusions. For instance, Arifin in his research found that teacher discipline significantly influenced the achievement of learning objectives in high schools. Putra also observed that disciplined teachers tend to create more structured and engaging classroom environments. Meanwhile, Rahmah and Salim demonstrated that both internal motivation and workplace discipline played key roles in shaping teaching performance. These studies, when viewed collectively with the present research, highlight the multidimensional yet central role of discipline in teaching effectiveness [27], [28], [29].

In conclusion, discipline is not only a personal trait but an institutional imperative that directly affects teacher performance and, by extension, the quality of education delivered. Schools must foster a culture of discipline and professionalism through systemic support, policy alignment, and continuous teacher development. Future research is encouraged to explore how cultural, organizational, and psychological factors interact with discipline and professionalism in enhancing educational performance.

4. CONCLUSION

This study sheds light on the significant role that teacher professionalism and discipline play in shaping the quality of teacher performance, particularly within the context of Rawas Ulu Muratara Vocational School. It becomes evident that both variables are indispensable and mutually reinforcing factors in achieving optimal educational outcomes. The research underscores that professionalism—embodied in pedagogical competence, subject mastery, classroom leadership, and ethical conduct—creates a foundation for instructional success. Meanwhile, discipline enhances consistency and reliability in daily educational practices.

The implications of these findings are far-reaching for school management and educational policymakers. Efforts to improve educational performance must prioritize ongoing professional development, performance-based appraisals, and clear disciplinary standards. Investing in mentorship programs, structured workshops, and ethical leadership can further cultivate a culture of excellence among educators.

However, this study is not without its boundaries. The data were drawn from a single vocational school with a limited sample size, and the methodology employed a purely quantitative approach. As such, the generalizability of findings may be constrained. Future research should consider broader populations across multiple educational levels and

regions while integrating qualitative insights to capture deeper behavioral and motivational nuances.

This research contributes to the broader educational discourse by offering evidence-based recommendations that are relevant to both local and national stakeholders. It encourages the public to recognize the central role of teacher quality—not just as knowledge transmitters, but as disciplined, committed professionals—in shaping the future of education.

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