



## **The Influence of Work Facilities, Teacher Teaching Discipline, and Work Motivation on Teacher Performance at Madrasah Aliyah State (MAN) Dairi**

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### **Abstract**

This exploration examines the impact of work offices, instructors showing discipline, and work inspiration on educator execution at Madrasah Aliyah Negeri (MAN) Dairi. This examination intends to analyze the impact of work offices, educators showing discipline, and work inspiration both somewhat and at the same time on instructor execution at Madrasah Aliyah Negeri (MAN) Dairi. This exploration is a quantitative examination, and the inspection procedure utilized is absolute testing. The example was 50 educators. The consequences of the exploration show that the work offices variable has a t-count of 4.941 and a meaning of 0.000, the educator showing discipline variable has a t-count of 4.325 and a meaning of 0.000, and work inspiration has a t-count of 3.890 and a meaning of 0.000. In this way, one might say that, to some extent, every one of the factors of work offices—educators showing discipline and work inspiration—significantly affects educator execution. At the same time, work offices, instructors showing discipline, and work inspiration likewise meaningfully affect educator execution at Madrasah Aliyah Negeri (MAN) Dairi with an F worth of 47.977 and a meaning of 0.000.

**Keywords:** Work Facilities; Teacher Teaching Discipline; Work Motivation; Performance;

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## INTRODUCTION

Training is a way to acculturate people. Through training, the public authority looks to work on the government assistance of the country to create predominant HR as the fundamental capital for Indonesia's future turn of events. Educators are people who possess places that play a significant role in schooling. The figure of a teacher needs to be included in the main discussion agenda when everyone is discussing issues related to formal education in schools. Teachers frequently serve as students' role models and play a dominant and significant role in their education. In the school climate, educators are a component that extraordinarily impacts the accomplishment of instructive objectives, notwithstanding different components. Educators are the leaders of schooling since they straightforwardly look to impact, cultivate, and foster understudies' inclinations and gifts and are expected to have the fundamental capacities required as instructors, tutors, and instructors, and these capacities are reflected in their capabilities. The teacher's readiness to prepare their students through learning activities is largely what determines the success of education (Prakoso & Suharyanto, n.d.; Tandiawa et al., n.d., n.d.).

As a general rule, educators have a very high potential to be imaginative when working on their presentations. Nonetheless, the potential for inventiveness that instructors have as a work to further develop their presentation doesn't necessarily in every case grow normally and easily because of the impact of different variables, both those that emerge inside the educator himself and those that exist outside the instructor's character. It can't be denied that circumstances in the field mirror what is happening to educators who don't measure up to assumptions; for example, educators who work part-time both as per their calling and outside their calling. This reality is very disturbing and brings up different issues about educators' consistency in their calling. Then again, educator execution is additionally addressed while examining the issue of working on the nature of training. In any case, the educator's essential situation to work on the nature of instructive results is enormously impacted by the educator's expert capacities and execution. Regardless of whether the instructive cycle is quality-based, it relies on the imagination and advancement of the educator himself. Accomplishing great quality schooling is significantly affected by the exhibition of educators in completing their obligations, so instructor execution turns into a significant prerequisite for making instructive progress. As a general rule, great-quality training is a benchmark for the progress of execution exhibited by instructors (Haryati et al., 2019; Latief et al., 2019; Sidabutar et al., 2023).

According to (Asterina & Sukoco, 2019), a teacher's performance is defined as their capacity to carry out actions by predetermined goals. This includes aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. According to (Wahyudi, 2012), teacher performance is the result of a teacher's actual work, both in terms of quality and quantity, in carrying out the responsibilities assigned to him, which include preparing learning programs, implementing learning, conducting evaluations, and analyzing evaluations. To provide a clear picture of the more pressing factors that influence teacher performance, it is deemed necessary to study, study, and study in depth the factors that influence teacher performance. Workplace conditions, classroom discipline, and workplace motivation are all factors that can have an impact on performance. (Husnan & Pudjiastuti, 2012) expressed that work offices are a type of instructive help for educators to help execute in addressing instructor needs to increase educator work efficiency. This implies that work offices are whatever can work with and facilitate the fruition of every allocated task, whether as apparatuses or objects or as cash. Work offices are actual help offices for school exercises, are utilized in typical instructive exercises, have a fairly long-lasting utilization time limit, and give advantages to what's in store. Work offices are a significant part of training since they can uphold educator execution. Teachers may be motivated to perform at a higher level at work by having access to good working conditions. Offices that are not ideal permit execution to decline. To accomplish the most extreme educator execution, adequate offices are required with the goal that educators can satisfy their impressive skills in doing their work (Pandiangan et al., 2022; Purba, 2023).

The fact that it influences instructor execution makes showing discipline likewise a variable. Work discipline is one of the significant components that impacts instructor execution. Discipline is an individual's eagerness that emerges with mindfulness (Handoko in (Sinambela, 2012), as

regards dutifulness and consistency with relevant guidelines, both composed and unwritten (Itang, 2015). Representative discipline should be visible in the obligations, mentalities, conduct, and activities of a representative as per all types of guides (Febiningtyas & Ekaningtias, 2014). The more focused an educator is on showing liabilities, the higher the educator's presentation will be in accomplishing instructive objectives. It can't be denied that inspiration plays a significant role in further developing educator execution. Because teachers can complete their work by predetermined standards with motivation, work motivation plays a very important role in achieving maximum organizational goals. (Uno, 2023) uncovered that instructor work inspiration is just a cycle done to prepare educators so their way of behaving can be guided towards genuine endeavors to accomplish the objectives that have been set.

According to (Arikunto & Lia, 2017), facilities can be understood as anything that can speed up or facilitate any business's implementation. What can work with and facilitate this business can be items or cash, so in this situation, the offices can measure up to the offices accessible at school and be used to streamline and speed up a business or work. Offices are happiness in a genuine and normal structure. In the realm of work, the offices given by the organization are in the actual structure, utilized in the organization's ordinary exercises, have a moderately long-lasting purpose, and give advantages to what's to come. Offices given by the organization as a type of compensation to workers are non-cash, which can be enjoyed exclusively or collectively (Mulyapradana & Muhammad Hatta, 2016). Recommends that discipline is an administration movement to carry out hierarchical guidelines. The Latin word "discipline," which means training or education in politeness, spirituality, and character development, is the etymological root of the word "discipline."

As per (Anwar Prabu, 2017), a person's willingness to follow the rules that are in place around them is called discipline. Great work discipline will speed up organizational objectives while declining discipline will turn into a deterrent and dial back the accomplishment of organizational objectives. As per (Asterina & Sukoco, 2019), work inspiration is a mental cycle that produces, coordinates, and continues in completing willful activities coordinated toward accomplishing objectives. As indicated by Suseno and (Juniarti et al., 2020), work inspiration is work that can lead to conduct, a direct way of behaving, and keeping up with conduct that is suitable to the workplace in the association. Educator execution is the capacity shown by educators to complete helping errands to accomplish learning objectives (Sumaryana, 2014). Moreover, (Zakiyah, 2013) expressed that "educator execution is a bunch of genuine ways of behaving that instructors show while giving examples to understudies. Educator execution should be visible when the instructor does learning associations in the homeroom, including how the instructor plans to learn."

## **RESEARCH METHOD**

This examination utilizes quantitative exploration with a cooperative plan. Cooperative exploration is a kind of examination that glances at the impact of one variable on another variable (Supriyanto & Maharani, 2013). In this segment, we will talk about the type of circulation of respondents' solutions to every one of the ideas being estimated. From the conveyance of respondents' responses, a pattern will be derived from every one of the responses. To get the propensity of respondents' solutions to every variable, it will be founded on the normal score esteem (file), which is classified into a scope of scores given the accompanying three-box strategy estimation. (Sugiyono, 2015). (Ghozali, 2016) states that the legitimacy test is utilized to quantify whether a poll is legitimate. A survey is supposed to be substantial, assuming that the inquiries in the poll can uncover something that the poll will gauge. A questionnaire's validity can be evaluated using the validity test. A survey is supposed to be legitimate, assuming the inquiries in the poll can uncover something that the survey will gauge. The strategy used to test legitimacy is to connect the inquiry thing scores with the all-out score of the build or variable. The significance test is performed by comparing  $t_{count} > t_{table}$ , which indicates that the indicator is valid, and  $t_{count} < t_{table}$ , which indicates that the indicator is invalid. This legitimacy testing is helped by the SPSS program.

## RESULT AND DISCUSSION

Standard is the Madrasah Statistics Number 13111211001 for MAN Sidikalang. Madrasah Negeri is an exchange of capabilities from PGAN Sidikalang, as expressed in the Pronouncement of the Pastor of Religion No. 42 of 1992 concerning the Exchange of State Strict Educator Schooling (PGAN) to Madrasah Aliyah Negeri (MAN) Sidikalang and in 2018 to MAN Dairi. It is a discussion for training as a sign of this country's reality in making an Islamic age that has information and ethics that mirror the great social person of the country. MAN Sidikalang possesses two areas, specifically Area I on Jalan S.M. Raja Bawah No. 475 Sidikalang with an area of 5,024 M2 (currently guaranteed) and Area II on Jalan Sagala KM.2.5 Sikerbo Julu with an area of 20,156 M2 (currently confirmed) in the good countries of Sidikalang City, Locale. Sidikalang, Dairi Rule, and North Sumatra Territory. It is still in the city center, which is about 1 km from the center. Right now, MAN Sidikalang has 19 classes, or, to be specific, 7 classes for class 3, Sociologies 2, and Religion 1, with a total of 594 understudies. These understudies are served by 4 instructive staff and 32 instructors. Since its establishment in 1992, MAN Dairi has gone through a few authority changes.

### Validity test

The legitimacy test is done to see if the estimating instrument that has been arranged can be utilized to quantify what is to be estimated precisely. The legitimacy of an instrument portrays the degree of capacity of the estimating instrument used to uncover something, which is the primary objective of estimation. On the off chance that the instrument can gauge the variable being estimated, it is called legitimate, and on the other hand, assuming it can't quantify the variable being estimated, it will be called invalid. Testing the legitimacy of the instrument utilizes the Bivariate Connect Examination to track down the relationship coefficient of Pearson Item Second with SPSS. Then, at that point, it is contrasted with the rtable incentive for  $\alpha = 0.05$  with levels of opportunity ( $dk=n-2$ ) to acquire rtable. For explanation things with a connection coefficient ( $r_{count} > r_{table}$ ), the proclamation thing is pronounced substantial.

**Table 1. Variable Validity Test Results (X<sub>1</sub>)**

Variable	r <sub>count</sub>	r <sub>table</sub>	Description
1	0,665	0,279	Valid
2	0,576	0,279	Valid
3	0,624	0,279	Valid
4	0,665	0,279	Valid
5	0,539	0,279	Valid
6	0,741	0,279	Valid
7	0,726	0,279	Valid
8	0,799	0,279	Valid
9	0,725	0,279	Valid
10	0,622	0,279	Valid

**Table 2. Variable Validity Test Results (X<sub>2</sub>)**

Variable	r <sub>count</sub>	r <sub>table</sub>	Description
1	0,512	0,279	Valid
2	0,576	0,279	Valid
3	0,807	0,279	Valid
4	0,862	0,279	Valid
5	0,519	0,279	Valid
6	0,463	0,279	Valid
7	0,862	0,279	Valid
8	0,862	0,279	Valid
9	0,780	0,279	Valid
10	0,562	0,279	Valid

**Table 3. Variable Validity Test Results (X<sub>3</sub>)**

Variable	r <sub>count</sub>	r <sub>table</sub>	Description
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1	0,917	0,279	Valid
2	0,367	0,279	Valid
3	0,889	0,279	Valid
4	0,909	0,279	Valid
5	0,891	0,279	Valid
6	0,933	0,279	Valid
7	0,956	0,279	Valid
8	0,969	0,279	Valid
9	0,905	0,279	Valid
10	0,333	0,279	Valid

**Table 4. Variable Validity Test Results (Y)**

Variable	r <sub>count</sub>	r <sub>table</sub>	Description
1	0,537	0,279	Valid
2	0,583	0,279	Valid
3	0,519	0,279	Valid
4	0,574	0,279	Valid
5	0,439	0,279	Valid
6	0,730	0,279	Valid
7	0,701	0,279	Valid
8	0,713	0,279	Valid
9	0,628	0,279	Valid
10	0,788	0,279	Valid

In light of tables 1 to 4, which are the consequences of legitimacy tests for the factors Impact of Work Offices, Educator Showing Discipline, Work Inspiration, and Instructor Execution, all assertions in every variable have a Revised Thing Connection (r<sub>count</sub>) esteem more prominent than r<sub>table</sub>. Subsequently, all things were pronounced legitimate and went on with unwavering quality testing.

### Reliability Test

Instrument constancy depicts the relentlessness of the assessing instrument used. An assessing instrument is said to have high unflinching quality or can be depended upon if the instrument is consistent, so it will, in general, be relied on (immovability) and can be used to predict (consistency). The Cronbach Alpha method was utilized for the dependability test in this examination. The degree of consistency of estimation results when rehashed estimations are done is utilized to quantify unwavering quality. The created alpha coefficient demonstrates whether the information is dependable; information that is near 1 (one) is considered to have high dependability. A Cronbach Alpha coefficient regard that is close to 1 exhibits that the results are more unsurprising, so they are said to have high resolute quality. If the base Cronbach's esteem for the Cronbach's alpha coefficient is 0.60, then the data should be accurate. The SPSS program was utilized in this review for the unwavering quality test.

Given the unwavering quality test, the consequences of which are displayed in Table above, it tends to be seen that the Cronbach alpha incentive for all factors goes from 0 to 1 and will in general be more like 1. In this manner, all things in the estimation instrument can be classified as entirely solid.

**Table 5. Variable Reliability Test**

Variable	Cronbach's Alpha	N of Items	Reabilitas Status
X <sub>1</sub>	,856	10	Reliable
X <sub>2</sub>	,881	10	Reliable
X <sub>3</sub>	,946	10	Reliable
Y	,823	10	Reliable

### Hypothesis testing

In evaluating this data, the maker will finish hypothesis testing, either somewhat or meanwhile. Also, to simplify the survey of this data, the maker looks for the vital characteristics using PC programming, specifically the SPSS for Windows program, with the following data results:

**Table 6 Partial Test (t-Test)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,585	4,183		,379	,706
1 Fasilitas.kerja	,303	,061	,440	4,941	,000
Disiplin.mengajar	,348	,080	,358	4,325	,000
Motivasi.kerja	,360	,092	,316	3,890	,000

Based on Table 5.12 above, the following regression equation can be created:  $Y = 4.183 + 0.303X_1 + 0.348X_2 + 0.360X_3$ . From the equation above, it can be explained that the coefficient  $X_1$  (work facilities) has a positive value, namely 0.303. This shows that the work facilities variable has a positive influence on the teacher performance variable. Coefficient  $X_2$  (teaching discipline) has a positive value, namely 0.348. This shows that the work environment variable has a positive influence on the teacher performance variable. Coefficient  $X_3$  (work motivation) also has a positive value, namely 0.360. This shows that the principal leadership variable also has a positive influence on the teacher performance variable.

### Hypothesis Testing with F Test

The table below shows the results of the simultaneous hypothesis testing of the effects of work facilities, teaching discipline, and work motivation on the performance of teachers at Dairi State Madrasah Aliyah (MAN).

**Table 4. Simultaneous Test Results (F Test)**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	52,986	3	17,662	47,977	,000b
1 Residual	16,934	46	,368		
Total	69,920	49			

In Table 5.13 above, it very well may be seen that the Fcount esteem is 47.977 and the importance esteem is 0.000. The Ftable value (with a confidence level of 95 percent) is known to be 0.05, which is 2.810. Thus, the value of  $F_{count} > F_{table}$  ( $47.977 > 2.810$ ) means  $H_0$  is dismissed, and the speculation in this exploration is acknowledged, specifically that work offices showing discipline and work inspiration affect the presentation of Dairi State Madrasah Aliyah (MAN) educators.

### CONCLUSION

This exploration plans to figure out how enormous the impact is on remuneration, administration, and workplace work fulfillment among MANGGA sub-area representatives. Given the information that has been gathered and the tests that have been done on the issue utilizing a variety of straight relapse models, the following conclusions can be drawn: Pay has a critical effect on the work fulfillment of MANGGA subdistrict office representatives. Employee job satisfaction in the MANGGA sub-district is influenced in part by leadership. The degree to which MANGGA sub-district employees are satisfied with their jobs is partially influenced by work environment variables. Pay, administration, and the workplace at the same time have a critical impact on the work fulfillment of MANGGA sub-area representatives.

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