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**THE EFFECT OF WORK DISCIPLINE AND MOTIVATION
TOWARD PERFORMANCE WITH CASE STUDY: TEACHERS
AT SMK NEGERI2 PADANG**

THESIS



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PADANG
2012**

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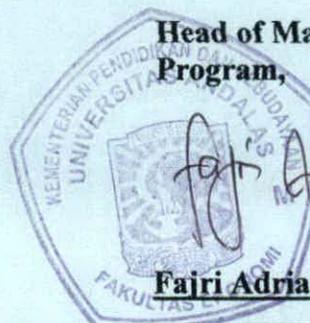
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THE EFFECT OF WORK DISCIPLINE AND MOTIVATION TOWARD PERFORMANCE (CASE STUDY ON TEACHERS AT SMK NEGERI 2 PADANG)

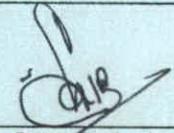
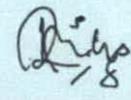
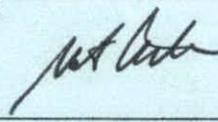
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ABSTRACT

This research examined the effect of work discipline and motivation toward teachers performance at SMK Negeri 2 Padang. The data obtained through questionnaire. The study found that the motivation has good influences on teachers' job performance. It means the teachers in this school have a good motivation to achieve the goals. Discipline as independent variable, they don't have impact to increase performance by teachers. Therefore SMKN 2 Padang should maintain and enhance the motivation system to improve and increase teacher's job performance.

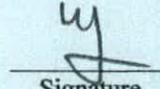
Keywords: Job Performance; Motivation and Work Discipline

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LETTER OF STATEMENT

I am who undersigned this letter hereby declare that the thesis entitled:

“The Effect of Work Discipline and Motivation Toward Performance

(Case Study: Teachers at SMK Negeri 2 Padang)”

is the result of my own work, and there is no part or all of the posts that contain the phrase, idea, or opinion from another source without giving acknowledgment to the original author. As the parts are sourced from other people's work have included the source in accordance with the norms, ethics and rules of scientific writing. if they find a plagiarism in this thesis, I am willing to accept the sanction of revocation of academic degrees that I have gained.

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Who gives statement,

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PREFACE



In the name of Allah SWT the Most Merciful, The Most Gracious....

Alhamdulillahirabbil'alaamiin, all praises to Allah SWT, who has given the writer willingness, eagerness and chance to finish this thesis with the title "The Effect of Work Discipline and Motivation Toward Teachers Performance (A case study at SMKN 2 Padang)".

This title was conducted in order to fulfill one of requirement for an Undergraduate Degree in Management Department – Economics Faculty of Andalas University for getting a Bachelor degree. This thesis has been prepared as well as the capability of writer. Moreover, writer that thesis cannot be finished without supported and helped from such parties who cannot be mentioned all.

Writer understands that this thesis still need improvement due to the limitations mentioned for this thesis. Writer therefore would gladly welcome suggestions and critics to improve its quality. Writer hopes that this thesis will make valuable contribution to academicians, students and readers in general. Aamiin..

On this occurrence, I would like to express my gratitude to those who have supported, facilitated and encouraged me on my life, especially in my academics:

1. My beloved family especially for my parents, my father (Suranto) and my mother (Suginem), who always give me love, support and understand me, even it is impossible to pay for what you have done for me but as long as I live, in entire of my life, I will always pray for you both and struggle doing the best things to make you proud, happy and be grateful to Allah SWT having son like me. My beloved sister is Wahyu Nurgianti, I really appreciate for praying, helping and supporting me with their own way and style.
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Padang, September 2012

Writer,



LILI DWI FATIMAH

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

A teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education (Wright, 2011). In many countries, a person who wishes to become teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

According to Greguras (1996) cited from Ayo and Oluseyi (2009), describes job performance as the extent to which an organisational member contributes to achieving the objectives of the organization. SMKN 2 Padang is one of school in Padang city, and have seven departments, there are accounting, marketing, administration office, engineering computer networking, business travel, banking, and engineering software. The school have INVEST (Indonesia Vocational Education Strengthening) International Standard.

In SMK N 2 Padang the average NEM of students and numbers of student pass the national Exam become main indicator of school Performance. For the

period of year 2009-2011, SMK Negeri 2 Padang is one of public vocational Schools in Padang. In 2009 the average students's NEM is 28.84, with standard deviation 3.51, the lowest score is 13.35 and the highest score is 35.91. Percentage of students passing both national and final school exam was 93.29% of 302 students.

In 2010 the total average student's NEM was 34.86, with standard deviation 3.32, the lowest score is 24.37 and the highest score is 42.22. With the improvement of NEM score unfortunately number of students graduated was only 87% of 304 students.

In 2011 the total average NEM's students was only 29.22, with the total standard deviation 3.32, the total lowest score is 19.06 and the total highest score is 35.51. Despite decreasing score of total average NEM, number of students graduated was 100% of 271 students. Improvement of the students NEM was obviously influenced by the performance of the teachers. Teacher's discipline and motivation are considered as main factors contributing to it.

A phenomenon that can damage to the condition of school is low job performance in which symptoms such as absenteeism, lazy to work, number of complaints, poor working performance, poor teaching quality, discipline, and other negative symptoms. According to Chen (2009), performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. Performance is a vital feature of a organization; furthermore, development programs can be helpful in identifying and managing

teams, where group development and specifically personal development and growth of head also take place.

Robbins (2003) described job performance as the amount of effort an individual will apply in his or her job performance relies on the demands of job, the goals and missions of the organization about which behaviour are most valued. The teachers is the center of an example and role model. Teachers have an influence for students. The principal desired high performance because it can be attributed to get the positive results that they already expected. Increasing job performance is among the most theoretically and practically important problems in organizational research.

The most important aspect is that how a school can adopt the work discipline and motivation attributes and effectively use them to teachers performance assigned, these attributes can help him work further than the teacher performance and add more achievement to the school. Discipline working and motivation requirement in today's organizations at SMK Negeri 2 Padang perspective is very important to meet the global business challenges.

One factor can influences of job performance is work discipline. Discipline is an attitude of someone or group who intend to follow the rules set. Discipline can increase employee/teachers performance because of employee discipline is something that is important for an organization for the discipline will make the job done more effectively and efficiently. If discipline can not be enforced, the possibility of the goals set by an organization will not be achieved (Deswita (2009).

Another factor that can influence job performance is motivation. Lawler (1994) supports this in stating that people need both motivation and ability. Highly motivated workers will not achieve results if they do not have the necessary skills, expertise and attitude that the organisation requires of them. Motivation can occur if the teacher has pride in the success. Though the task of teaching is the task proud and full of challenges, so teachers should be motivated. In SMK Negeri 2 Padang, teachers' job performance can be achieved by several ways including discipline that favors the comfort of teachers, open emphasize achievement, performance could also be improved using of factor of motivation, especially achievement motivation of teachers, because teachers' concerned with student success and it is the success of education.

Based on the description of the background that have been outlined above, researchers interested in conducting research with the heading **“THE EFFECT OF WORK DISCIPLINE AND MOTIVATION TOWARD PERFORMANCE: A CASE STUDY ON TEACHERS at SMK NEGERI 2 PADANG”**.

1.2 Research Questions

Questions that guide this research include:

- 1) Is there a significant effect between the disciplines of work on job performance of teachers at SMK Negeri 2 Padang?
- 2) Is there a significant effect of motivation on job performance of teachers at SMK Negeri 2 Padang?

1.3 Purpose of the Research

Based on the formulation of the problem stated, the goals to be achieved in this study are:

- 1) To determine whether there is a significant influence between the disciplines of work on job performance of teachers at SMK Negeri 2 Padang.
- 2) To determine whether there is significant influence between the motivation on job performance of teachers at SMK Negeri 2 Padang.

1.4 Significant of The Research

This research is expected to give benefit for related parties, especially:

- 1) for SMK Negeri 2 Padang

The school may use this study as a feedback to be considered in improving teacher's discipline and motivation. And understand how discipline and motivation influence performance.

- 2) for Authors

This research can enhance knowledge related to teacher's performance and the influence of discipline and motivation on it

- 3) For Others

This research is expected to support other research on teacher's performance with other related contributing factors.

1.5 Scope of The Research

This research is aimed to analyze The Effect of Work Discipline and Motivation Toward Performance, a case study at SMK Negeri 2 Padang. The study focus on three variables: discipline, motivation and performance.

1.6 Outline of Research

In order to make it easier , this research is divided into five chapters, they are:

- **CHAPTER I : INTRODUCTION**

This chapter contain background of the study, problem statement, objective of research, scope of research and contribution of research.

- **CHAPTER II: LITERATURE REVIEW**

This chapter contains descriptions of theoretical variables that include the theories that support and underlie the variables used in the research and framework.

- **CHAPTER III: RESEARCH METHOD**

This chapter explain research method which discuss about research design, location of the research, population and sample, data collecting method, measurement variables, operationalization of variables, data processing, and data analysis method.

- **CHAPTER IV: RESULT AND ANALYSIS**

This chapter contains a description of respond rate, description of respondents, descriptive analysis, instrument testing, multiple regression, hypothesis testing, discussion and implication at SMK Negeri 2 Padang.

- **CHAPTER V: CONCLUSION**

In this chapter contains the conclusions, limitation and suggestion.

CHAPTER II

LITERATURE REVIEW

2.1 EMPLOYEE PERFORMANCE

2.1.1 Definition of Employee Performance

Job Performance refers to all behaviours involved in accomplishing a given job, including effectiveness and outcome of each behaviours (Chen. 2009). According to Allen Job performance is the overall evaluation of how well an individual fits the organization's expectations (Allen et al. 2003). Job performance involves a quantity and quality of outcomes from individual or group effort attainment Schermerhon et al (2005).

Robbins (2003) described job performance as the amount of effort an individual will apply in his or her job performance relies on the demands of job, the goals and missions of the organization about which behaviour are most valued. Managers at all the levels have to input their efforts and make maximum use of their abilities which sometimes are produced under supervision or without it. However, there are many expectations from managers working for an organization. These expectations are sometimes fulfilled but in some situations these managers may be running to their boss for guidance. Therefore, the managers must be developed so that they can think and work on their own and fulfill their responsibilities innovatively, while understanding and foreseeing the market and business situations.

Motta (1995) defines job performance as the result of motivation and ability. Ability includes training, education, equipment, and simplicity of task, experience and both inborn mental and physical capacity. Given all of these factors at their peak, an employee may still not perform well on the job if the motivation is not directed at that particular task.

Lawler (1994) supports this in stating that people need both motivation and ability. Highly motivated workers will not achieve results if they do not have the necessary skills, expertise and attitude that the organisation requires of them. Similarly, employees with expertise, knowledge and skills will not do well if they are unmotivated. He further says that the most widely accepted reason why people are motivated to work and perform is rooted in expectancy theory. Baron (1983) posits the view that if successful performance does in fact lead to organisational rewards, such performance could be a motivational factor for employees. Under such conditions, they can see that their efforts result in rewards. Consequently they may be motivated to exert higher levels of effort on the job. In summary, not only can motivation influence performance, but also that performance – if followed by rewards – can influence motivation.

In today's dynamic, and highly competitive job environment, many organizations have long been interested in identifying variables that influence job performance (Jarramilo, et all 2003). Job performance appraisal is frequently regarded as the basis for promoting, dismissing, rewarding, and auditing employees (Jaramillo, et all 2005).

Authors agree that when conceptualizing performance one has to differentiate between an action (i.e., behavioral) aspect and an outcome aspect of performance. The behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: "Performance is what the organization hires one to do, and do well" (Campbell et al., 1993).

2.1.2 Performance as a multi-dimensional Concept

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Three basic assumptions are associated with the differentiation between task and contextual performance (Borman & Motowidlo, 1997):

1. Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs;
2. Task performance is related to ability, whereas contextual performance is related to personality and motivation;
3. Task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role.

2.1.3 Task Performance

Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell (1990), there are five factors which refer to task performance: (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Each of these factors comprises a number of subfactors which may vary between different jobs. For example the management/administration factor comprises subdimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed (Borman & Brush, 1993). In recent years, researchers paid attention to specific aspects of task performance.

2.1.4 Contextual Performance

Researchers have developed a number of contextual performance concepts. On a very general level, one can differentiate between two types of contextual performance: behaviors which aim primarily at the smooth functioning of the organization as it is at the present moment, and proactive behaviors which aim at changing and improving work procedures and organizational processes. The 'stabilizing' contextual performance behaviors include organizational citizenship behavior with its five components altruism, conscientiousness, civic virtue, courtesy, and sportsmanship, some aspects of organizational spontaneity (e.g., helping coworkers, protecting the organization) and of prosocial organizational behavior . The more pro-active behaviors include personal initiative, voice (Van Dyne & LePine, 1998), taking charge (Morrison & Phelps, 1999). Thus, contextual performance is not a single set of uniform behaviors, but is in itself a multidimensional concept.

2.1.5 Relationship Between task and Contextual Performance

Task and contextual performance can be easily distinguished at the conceptual level. There is also increasing evidence that these two concepts can also be separated empirically (e.g., Morrison & Phelps, 1999). Additionally, task performance and contextual performance factors such as job dedication and interpersonal facilitation contributed uniquely to overall performance in managerial jobs (Conway, 1999).

Moreover, contextual performance is predicted by other individual variables, not only task performance. Abilities and skills tend to predict task performance while personality and related factors tend to predict contextual performance (Hattrup, O'Connell, & Wingate, 1998). However, specific aspects of contextual performance such as personal initiative have been shown to be predicted both by ability and motivational factors.

2.1.6 Dimensions of Employee Performance

According to Bernardin dan Russell (1993), there are 6 dimensions used to measure employee performance, they are:

- 1) **Quality** : The degree to which the process or result of carrying out an activity approaches perfection, in term of either conforming to same ideal way of performing the activity or fulfilling the activity's intended purpose.
- 2) **Quantity**. The amount produced, expressed in such terms as dollar value, number of units, or completed activity cycles.
- 3) **Timeliness**. The degree to which an activity is completed, or a result produced, at the earliest time desirable from the standpoints of both coordinating with the outputs of others and maximizing the time available for other activities
- 4) **Cost effectiveness** : The degree to which the use of the organization's resources (e.g., human, monetary, technological, material) is maximized in the sense of getting the highest gain or reduction in loss from each unit or instance of use of resource.

- 5) **Need for supervision** : The degree to which a performer can carry out a job function without either having to request supervisory assistance or requiring supervisory intervention to prevent an adverse outcome.
- 6) **Interpersonal impact** : The degree to which a performer promotes feelings of self esteem, goodwill, and cooperation among coworkers and subordinates.

2.2 WORK DISCIPLINE

2.2.1 Definition of Employees Discipline

According to Nitisemo (1992) cited from Andrizal (2008), discipline is an attitude and behavior act in accordance with regulations of company, both written and unwritten. From the opinion of some experts can result, labor discipline is an effort of the organization's management company to implement or follow the rules or regulations must be complied with all employees without exception.

According Deswita (2009) states discipline is an attitude of someone or group who intend to follow the rules set. So work discipline is an attitude and behavior of employees who demonstrate adherence the rules of the organization. Discipline is a measure aimed at producing self control and habit of obedience. Leaders are sometimes constrained to adopt disciplinary measures in order to correct negative attitudes of staff that run counter to organisational goals. Discipline can increase employee performance because of employee discipline is something that is important for an organization for the discipline will make the

job done more effectively and efficiently. If discipline can not be enforced, the possibility of the goals set by an organization will not be achieved

Based on Jasin (1989) defined as: 'to obey implicitly an order, to train behave in accordance with rules and regulations' 'to bring under control , 'an orderly way of doing things' 'established learning'. Discipline is 1) treatment that punishes, 2) orderly behavior in an organization setting, or , 3) training that molds and strengthens desirable conduct or corrects undesirable conduct- and develops self control. From the opinion of several experts concluded disciplinary work is an effort of the organization's management company to implement or follow the rules or regulations must be obeyed by every employee without exception.

2.2.2 Types of Work Discipline

According Deswita (2009), there are two kinds of labor discipline are self discipline and group discipline.

1. Self Discipline

Defined discipline developed or controlled by yourself. This is a manifestation or actualization and personal responsibility, it means that recognizing and accepting the values that exist outside from himself. Through self discipline of employees feel responsible and able to organize themselves for benefit of the organization. Self discipline is the process of learning (socialization) of the family and society. Planting the values that support about discipline, both instilled

by parents, teachers, or society is the positive impact to growth and development of self discipline.

Planting the values of discipline can be developed if supported from conducive environment consist treatment of parents, teachers, and leaders who are high disciplined an effective role models for development of self discipline.

Self discipline is vary role in achieving organizational goals. Through self discipline in addition to a self respecting employees also respect others. For example, if the employees to do the work without supervision and authority from supervisor was aware of the employee is basically carrying out the responsibilities which have been endured. Employees can perform their duties, and they appreciated the potential and ability. On the other hand, for the colleagues with the implementation of self discipline, will facilitate the activities of a group. Let alone the task as the group involved in dimension of time, a sequence of work processes that influenced the process.

Some benefit for employees who have the discipline, likely:

- Self discipline is the discipline that is expected by the organization. If the organization can achieve a goals, so the employees getting a reward.
- Through self discipline is a form of respect for other. If the other person feel valued, it will grow the same respect from others to himself. This futher to strenght confidence.

- Rewards on ability of self. This is based on perception like if employees are able carrying out the task, so it means he can able to actualization on ability of self.

According Jasin (1989), preventive discipline is an activity undertaken with a view to encouraging its members to consciously obey the various standards and rules, so as to prevent various abuses or violations of the major More in this is that it can be grown "Self Discipline" on every member without exception. Police union management has a responsibility to create a climate of preventive discipline in which the various standards are known and understood. To allow the climate of a disciplined work without coercion is the standard itself is necessary for each member, and is therefore prevented the possibilities of the emergence of the violations or deviations from the specified standard.

In a police organization wants is the kind of preventive discipline arising from the self on the basis of willingness and awareness. But in reality always said that discipline was more due to coercion from the outside and the rights of members has become a means of introduction of the right to discipline members, because the rights of members is often a problem in cases of discipline of members. Likewise in this study the types of discipline is the discipline of work that examined preventive implemented to encourage members to follow the predefined rules.

2. Group Discipline

Activities of organization is not the individual alone. Self discipline is also required in addition to the discipline. It's based in the working group found that

the standard measure of achievement that has been determined. Link between self discipline and group discipline by Jasin (1989) as two sides of one coin. Both complement and support each other. Complementary in nature. Self discipline can not be optimally developed without the support of a disciplined group. Otherwise disciplined group can not be enforced without the support of personal discipline.

2.2.3 In a Discipline Approach

Members of the disciplinary system can be considered an application of behavior modification for troubled member or members who are not productive. The best discipline is self-evident self-discipline, because most people understand what is expected of him at work and members are usually given the confidence to undertake their work effectively (Huberman, 1964). The approaches in the discipline of work are:

1. Positive Discipline Approach

Positive discipline approach is built on the philosophy that the offense is an act that usually can be corrected in a constructive manner without the need for punishment. In this approach the focus is on discovery of facts and guidance to encourage behavior that is expected, and instead of using punishment (penalty) to prevent unexpected behavior. The strength of this positive approach in the discipline is its focus on solving problems. Also, because the member is an active participant during the process, the organization that uses this approach tends to win lawsuits if a member filed a lawsuit.

2. Progressive Discipline Approach

Progressive discipline instituted a number of steps in shaping the behavior of members. Most progressive disciplinary procedures using oral and written warnings before continuing to the layoffs. Thus, progressive discipline emphasized that the actions in modifying the behavior will gain weight progressively (gradually) if the permanent members demonstrate to inappropriate behavior.

2.2.3. Factors Affecting The Discipline

According Biglan (1973), there are several factors that can affect the level of discipline among members of an organization:

1. Destination and Capabilities

Objectives and capabilities influence the level of discipline members. Objectives to be achieved must be clear and defined ideally as well as quite challenging for the ability of members. This means that the destination (work) is charged to members shall be in accordance with members' ability is concerned, so he worked earnestly and discipline in doing it.

2. Leadership

Leadership was instrumental in determining the disciplined member of the leadership Due precedent and a role model by his subordinates. Leaders do not expect good discipline his subordinates if he himself is less disciplined.

3. Justness

Justice contributed to the establishment of the discipline of members, because the ego and the human nature always feel important and ask to be treated the same as other humans. With justice that will either create a good discipline, too. Thus, justice must be applied with a fine on any organization to discipline members of both organizations as well.

4. Punishment

Sanctions play an important role in maintaining the discipline of members. With the increasingly severe penal sanctions, members will be more afraid of breaking the rules the police, attitudes, behaviors decreased disciplinary members.

5. Work Motivation

The importance of work because of work motivation is a cause, distribute and support the human behavior that are willing to work diligently and enthusiastically to achieve optimal results.

6. Comunication

Communication is an activity to give each other information and ideas on a reciprocal basis, which is necessary in any attempt of human cooperation to achieve certain goals.

2.2.4 Dimensions of Work Discipline

Based on Andrizal (2008), there are 3 dimensions used to measure work dicipline in the organizational, they are:

1. **Self Identification** : how your see yourself or identifying yourself with someone or something else.
2. **Compliance of Self** : the fulfillment of oversight criteria and/or standards of care necessary for license, certification, and accreditation based on your ability or to be in compliance means to adhere to all laws, rules, and policies.
3. **Internalization:** process by which individual members of a formal group take on (and make them their own) the attitudes, beliefs, perspectives, and values held by other members.

2.3 MOTIVATION

2.3.1 Definition of Motivation

Employee motivation is one of the strategies of managers to enhance effective job performance among workers in organizations. Motivation is a basic psychological process. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick (Luthans, 1998). So that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators. However, in order to observe an effective work performance in an organization, work motivation may not be only key factor as

put by Luthans (1998). In this case, work discipline will be studied along to see how they relate to work performance in this study.

According to Greenberg and Baron (2003) definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals.

Motivation can be intrinsic and extrinsic. Extrinsic motivation concerns behavior influenced by obtaining external rewards. Praise or positive feedback, money, and the absence of punishment are examples of extrinsic or external rewards. Intrinsic motivation is the motivation to do something simply for the pleasure of performing that particular activity (Hagedoorn and Van Yperen, 2003). Examples of intrinsic factors are interesting work, recognition, growth, and achievement.

Several studies have found there to be a positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction (Linz, 2003). This is significant to firms in today's highly competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their organization and feel no pressure or need to move to a

different firm. Deci and Ryan (2000) conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance.

Frederick Herzberg's motivation-hygiene theory proposed that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

Figure 2.1

Motivators	Hygiene factors
<ul style="list-style-type: none"> • Achievement • recognition • work itself • responsibility • advancement • growth 	<ul style="list-style-type: none"> • supervision • company policy • relationship with supervisor • working condition • salary • relationship with peers • personal life • relationship with subordinates • status • security

Source: Robbins (2003)

Herzberg concluded from his analysis of the findings that the replies people gave when they felt good about their jobs were significantly different from the replies they gave when they felt badly. Herzberg believed that two entirely separate dimensions contribute to an employee's behavior at work. The *first dimension*, called hygiene factors, involves the presence or absence of job dissatisfies, such as working conditions, pay, company, policies, and interpersonal relationship. When hygiene factors are poor, work is dissatisfying. The *second set*

of factors does influence job performance. Motivators fulfill high-level needs and include achievement, recognition, responsibility, an opportunity for growth. Herzberg believed that when motivators are present, workers are highly motivated and satisfied. Thus, hygiene factors and motivators represent two distinct factors that influence motivation.

2.3.2 Levels of Employee Motivation

According Meginson (2001), there are three levels of employees' motivations:

1. The direction of an employees' behavior. It relates to those behaviors which the Individuals choose to perform.
2. The level of effort. It refers to how hard th individual is willing to work on the behavior.
3. The level of persistence. It refers to the individual's willingness to behave despite obstacles.

Daschel and Ninemeier (1989), their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation:

- Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs be located.
- The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals.

- An employee wants to satisfy its basic needs, linked to survival and security concerns and a desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled.

2.3.3 Dimension of Motivation

According to De Beer (1987) cited from Roberts (2005) data regarding any nine dimensions on employee work motivation was also collected through questionnaire consisted of items about the following nine dimensions of employee motivated behavior are:

1. **Work content** probed the respondents' feelings about the type of work they do.
2. **Payment** probed respondents' satisfaction with their salaries.
3. **Promotion** probed for the opportunity that the organisation offers for promotion.
4. **Recognition** probed whether the respondent was receiving the recognition and feedback for the jobs they perform.
5. **Working conditions** were probed as the fifth factor and looked at opportunity to mix with colleagues and interpersonal relations.
6. **Benefits** looked at whether the benefits such as pension, medical schemes and leave were satisfactory.
7. **Personal** probed the respondents' feelings towards their job.
8. **Leadership or supervision** probed the level of satisfaction with the manager.

9. **General** probed if the respondents' had considered alternative employment, and hence their level of satisfaction with the organisation.

2.4 REVIEW OF PREVIOUS STUDY AND HYPOTHESIS DEVELOPMENT

2.4.1 The Effect of Work Discipline on Employee Performance

According Narmodo and Wadji (2007) with title about the influence of motivation and discipline on staff performance at Regency Wonogiri Area Body office, they found that discipline has positive influence staff job performance. So motivation and discipline variable influenced on the job performance and discipline has dominan influence than other factor on the job performance.

Another literature from Widarso (2005) about Analysis impact of discipline, motivation and work culture toward performance of staff of general secretariat at Defense Department describes all independent variable (discipline, motivation and work culture) have positive correlation and significant influence on staff of general secretariat performance at Defence Department.

Based on Andrizar (2008) this thesis in title The Influences Leadership Style and Motivation on Work Discipline at Kantor Camat Gunung Kerinci. Dimensions for the variables used are self identification, compliance and internalization. So based on result of researches mentioned above, researcher proposes the following hypothesis:

H1: Work discipline influence job performance

2.4.2 The Effect of Motivation on Employee Performance

A study was conducted by Marali (2008) on The influence of training, motivation and work ability on performance of civil official servant at Kementrian Negara Pembangunan Daerah Tertinggal. From the research he found that training, motivation and work ability have significant influence on performance of staff at Kementrian Negara Pembangunan Daerah Tertinggal.

Another study from Narmodo (2007) with title; The effect of motivation and discipline on staff performance at Regency Wonogiri Area Body office. He found that there was a significant influence and positive impact of motivation to Regency Wonogiri Area Body officer performance.

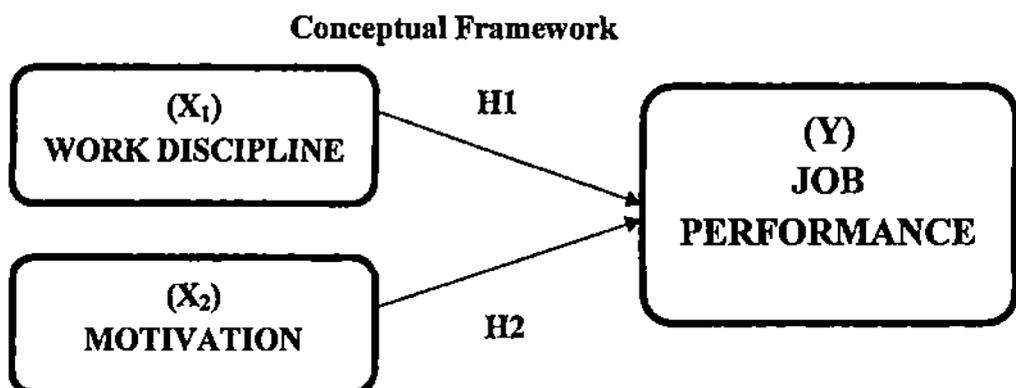
Based on result of research mentioned above, researcher proposes the following hypothesis:

H2: Motivation of employee influence job performance.

2.5 RESEARCH MODEL

Based on the review of literature, the research will examine relationship of work discipline, motivation and job performance. The research hypothesis will be described in a conceptual model as shown in figure:

Figure 2.2.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The representation of the proposed research framework explained the pattern and structure of relationships among the set of measured variables. This research will use quantitative research model which will determine the interaction between all variables. It will lead to one way interaction between the researchers with the sample of this research and in this case are work discipline, motivation and employee performance.

According Sekaran (2003) defines quantitative research design had been selected in order to find out the appropriate answers to the research questions and to test the hypotheses. The research framework also suggested this type of design. Here, the effect of work discipline and motivation and its impact on performance will be investigated.

3.2 Location of the Research

This research will be conducted with A Case Study on Teachers at SMK Negeri 2 Padang at Jln. Dr. Sutomo No.5 Simpang Haru Padang.

3.3 Population and Sample

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran, 2003). The research

populations are all teachers at SMK Negeri 2 Padang which constitute 60 teachers. A sample is a subset of the population. It comprises some members selected from it. By studying the sample, the researcher should be able to draw conclusions that would be generalizable to the population of interest (Sekaran, 2003).

Since the number of research populations are only 60 teachers, so all the teachers were expected to take part in the research.

3.4 Data Collection Method

The research was conducted at SMKN 2 Padang. In collecting data, the researcher used survey. Survey is conducted in order to obtain primary data that is obtained directly from the object to check through questionnaire. Primary data is information obtained first hand by the researcher on the variables of interest for the specific purpose of study (Sekaran, 2003). In collecting data, the researcher had conducted survey through distributed questionnaires. Questionnaire formulated contains set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran, 2003). In this research, the questionnaires were distributed directly to the target on this research .

3.5 Variables and Measurement

3.5.1 Variable

A variable is anything that can take on differing or varying values. The value can differ at various times for the same object or person, or at same time for different objects or persons (Sekaran, 2003). There are two main

Measurement of the variables in the theoretical framework is an integral part of research and important aspect of research design (Sekaran, 2003). Measurements of work discipline, motivation, and teachers performance who work at SMKN 2 Padang. Rating scales of this research are questionnaire's questions based on Likert's Scales where they are designed to examine how

3.5.2 Measurement of Variables

performance as dependent variable.

Dependent Variable is result variable that contain at least one causal variable (independent variable). In this research, researcher uses *teachers* (Sekaran, 2003). Dependent variable is the variable that influenced by the other

3.5.1.2 *Dependent Variable*

the independent variable.

Independent Variable is variable that only as predicted at causal for construction or variable in this research (Sekaran, 2003). Independent variable is the variable that influences the dependent variable in either a positive or negative way. In this research, researcher uses *teachers work discipline and motivation as*

3.5.1.1 *Independent Variable*

variable.

types of variables in this research: dependent variable, and independent

strong the subjects agree or disagree with the statements on a 5 point scale (Sekaran, 2003).

The anchors are:

No	Scale	Score
1.	Strongly Agree (SA)	5
2.	Agree (A)	4
3.	Neutral (N)	3
4.	Disagree (D)	2
5.	Strongly Disagree (SD)	1

3.6 Operational Definition

Operational definition is a process for identification of an object by distinguishing it from its background of empirical experience. In this research the operational definition refer on the variables measurement and items of each variable. Operation definition describes the definition of each variable in this research. There are three variables; Work Discipline (WD), Motivation (MV), and Job Performance (JP). Each variables consist of items which directly used became research questions.

Table 3.1
Operational of Variable

Variable	Defenition	Dimension	Item	Scale	Source
Employee Performance (Y)	Performance is the record of outcome produced on a specified job function or activity during a specified time period. (Bernardin and Russell, 1998)	Quality	1	1-5 (Likert's Scale)	Bernardin and Russell (1998)
		Quantity	1		
		Timelines	1		
		Cost effectiveness	1		
		Need for supervision	1		
		Interpersonal impact	1		
Work Discipline (X₁)	Discipline is defined as a force that prompts individuals and groups to observe rules, regulations, systems, processes and procedures which are considered to be necessary for the effective functioning of an organization. (Biglan, 1993)	Self Identification	6	1-5 (Likert's Scale)	Dedi Andrizal (2008)
		Compliance	6		
		Internalization	7		
Motivation (X₂)	Motivation is the management process of influencing behaviour based on the knowledge of what make the people tick. (Luthans, 1998)	Work Content	5	1-5 (Likert's Scale)	De Beer (1987)
		Payment	3		
		Promotion	3		
		Recognition	3		
		Working conditions	2		
		Benefits	2		
		Personnel	2		
		My leader/ supervisor	2		
		General	3		

3.7 Data Processing

The gathered data is processed through some steps that consist of;

1. Editing, that is checking every gathered questionnaire to make data isolated completely, clear and correct.
2. Coding. It is giving code from each gathered data, in each question in questionnaire with a purpose to facilitate data processing.
3. Data inputting is placing data into data editor at SPSS program
4. Data processing is processing data using SPSS program.

3.8 Data Analysis Method

Analysis method used in this research was regression. This study is intended to test a model that explained the effect of work discipline and motivation toward employee's performance with a case study on teachers at SMKN 2 Padang to answer the hypothesis, the data will be analyzed using *Statistical Package for the Social Sciences (SPSS) 16.0*. SPSS is needed to analyze the respondent characteristic in represent the frequency and percentage of respondent data and beside that this tools also used to determine the validity, reliability. Correlation analysis was also used to see how strong the relationship between dependent variable and independent variable. Additionally, validity and reliability testing was also included.

3.8.1 Validity Testing

Validity testing is purposed to establish the goodness of measurement, whether we are, measure the right things or not. This validity testing is using *Product moment Pearson*. Coefficient of correlation is calculated from each item scores and total score r related variable. Homogeneity from each item of all variables is > 0.5 that is deemed valid and strong construct (Sekaran, 2003).

3.8.2 Reliability Testing

Reliability testing is purposed to see how well the items measuring a concept hang together as a set. *Cronbach's Alpha* is a reliability coefficients indicates how well the item in a set are positively correlated to one another. The answer consistency showed by the degree of *Cronbach's Alphas*. The closer the reliability coefficient gets to 1, 0 the better (sekaran, 2003). In determination of reliability level of one instrument that can be accepted r value of alpha, exist in range 0.60 – 1.00. We categories good/ reliable if in range $> 0.60 - 0,8$. We categorize very good/ very reliable if in range 0.80 – 1,00. To determine the reliability of each statement, it is used computer program SPSS 16 for windows with a *Cronbach alpha* formula.

3.8.3 Descriptive Analysis

The purpose is to describe the characteristic of each variable. Data analyzed by measuring the frequency, through calculating the tendency of empirical nominal data descriptive into mean value and percentage form. The

result of descriptive analysis used to support the interpretation of result from other technical analysis. To find the average mean for each indicator and statement in questionnaire used:

$$\text{Average Mean} = \frac{(1.STS) + (2.TS) + (3.N) + (4.S) + (5.SS)}{STS+TS+N+S+SS}$$

Meanwhile, to find the degree respondent contribution (TCR), used:

$$TCR = \frac{\text{Mean}}{5}$$

TCR = total achievement of respondent

Rs = the average score of respondents' answers

N = value score answers

Arikunto (2002; 246) mentioned that characteristic for respondent answers are:

- a. If TCR 80% - 100% = High
- b. If TCR 60% - 80% = High Enough
- c. If TCR 40% - 60% = Quite Low
- d. If TCR 20% - 40% = Low
- e. If TCR <20% = Very Low

3.8.4 Multiple Regression and Hypothesis Testing

- **Multiple Regression Analysis**

According Sekaran (2003) multiple regression means the correlation r indicates the strenght of relationship between two variables, it gives us no idea

of how much of the variance will be explained when several independent variable are theorized to *simultaneously* influence it.

▪ **Hypothesis Testing**

According Sekaran (2003) hypothesis can be defined as a logically conjectured relationship between two or more variables expressed in the form of a testable statement. Relationship are conjectured on the basis of the network of associations established in the theoretical framework formulated for the research study. By testing the hypothesis and conforming the conjectured relationship, it is expected that solutions can be found to correct the problem encountered.

→ **t-test**

t-test was conducted to examine the level of influence of each independent variable with other dependent variables (Sekaran, 2003). This t test is to see how much influence given the contribution of each independent variable on the dependent variable or the individual test (partial) on alpha level of 5% is a boundary error to reject the data.

With the formula:

$$t_h = \frac{\beta_1}{SE(\beta_i)}$$

Explanation: $t_o = t$ -function

b= coefficient regression

Sb= standard error

Criteria test:

- If $t_{\text{count}} \leq t_{\text{table}}$, so H_a is accepted and H_o is rejected, meaning that there are influences between independent variables and dependent variables.
- If $t_{\text{count}} \geq t_{\text{table}}$, so H_a is rejected and H_o is accepted, meaning that there is no influence between independent variables and dependent variables

→ F-test

According Sekaran (2003) F test used to determine whether the independent variables significantly influence the dependent variable. Or finding out the regression model used to predict the dependent variable or not. Significant also means the relationship in a population. Criteria for significant level in this test is 5% on the basis of decision making is that if the probability is smaller than 0.05, means that all independent variables influence the dependent variable. And if probability bigger than 0.05, mean all independent variables are not significant on dependent variable.

According Gujarati (2003: 140) F test can calculated with the formula as follows:

$$F = \frac{r/(k - 1)}{(1 - r)/(n - k)}$$

Explanation: R^2 = Coefficient determinant

k = number of variables

n = number of samples

Criteria test:

- If $F_{\text{index}} \geq F_{\text{table}}$, then H_0 rejected, independent variables influence the dependent variable.
- If $F_{\text{index}} \leq F_{\text{table}}$, then H_0 accepted, independent variables do not influence dependent variable.

CHAPTER IV

RESULT AND ANALYSIS

In this chapter, collected data will be interpreted and analyzed. Questionnaires were distributed in April 2012. In this research, there are 60 questionnaires distributed to 60 respondents. Of the 60 questionnaires distributed, only 44 questionnaires returned and all the returned questionnaires can be processed in the next step.

Table 4.1
Response Rate

Questionnaires	Numbers
Distributed	60
Returned	44
Not Returned	16
Response Rate	$\frac{44}{60} \times 100\% = 73.3\%$

Source: Processed from questionnaires using SPSS

4.1 Description of Respondents

The purpose of descriptive of respondents is to describe the characteristic of the respondents in this study such as genders, ages, status, teaching experiences, educational backgrounds, and subjects taught at SMKN 2 Padang. Then, it is also describe work discipline, and motivation, and teachers performance in SMKN 2 Padang

For more detail, the following table will describe the respondent characteristics:

1. Respondent Characteristics Based on Gender

Table 4.2
Respondent Characteristics Based on Gender

Gender	Frequency	Percentage
Male	12	27.3
Female	32	72.7
Total	44	100

Source: Processed from questionnaires using SPSS

Based on table 4.2 found that from 44 respondents, the majority is female; the number of male teachers in this research is 12 with percentage level of 27.3 %. And 32 other respondents are female teachers with percentage level of 72.7 %.

2. Respondent Characteristics Based on Age

Table 4.3
Respondent Characteristics Based on Age

Age	Frequency	Percentage
< 30 years old	3	6.8
30-40 years old	5	11.4
>40 years old	36	81.8
Total	44	100

Source: Processed from questionnaires using SPSS

Based on data collected shown in table 4.3 above , majority of employees at SMK Negeri 2 Padang (81.8%) are in the age of >40 years , 3 respondents (6.8%) are at the age of < 30 , and 5 respondents (11.4%) are at the age of 30-40 years old.

3. Respondent Characteristics Based on Status

Table 4.4
Respondent Characteristics Based on Status

Status	Frequency	Percentage
Married	42	95.5
Not Married	2	4.5
Total	44	100

Source: Processed from questionnaires using SPSS

From the result of questionnaire distributed on status shown in table 4.4, 42 respondents (95.5%) are married and only 2 respondents (4.5%) are Not Married

4. Respondent Characteristics Based on Length of Teaching Experience

Table 4.5

Respondent Characteristic Based on Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage
1-5 year	5	11.4
6-10 year	3	6.8
>10 year	36	81.8
Total	44	100

Source: Processed from questionnaires using SPSS

From the result of processed questionnaire shown in table 4.5, 5 respondents have been teaching for 1-5 years (11.4%). Then 3 respondents have been teaching there for 6-10 years (6.8%). And then 36 respondents have been teaching there for >10 years (81.8%).

5. Respondent Characteristics Based on Educational Background

Table 4.6
Respondent Characteristics based on Educational Background

Educational Background	Frequency	Percentage
S1	40	90.9
S2	4	9.1
Total	44	100

Source: Processed from questionnaires using SPSS

Based on processed questionnaire exhibit in table above showed that majority of teachers in SMK Negeri 2 Padang have undergraduate background of education (90.9%) while the remaining 4 respondents have master background of education /S2 (9.1%).

6. Respondent Characteristics Based on Subject Taught

Table 4.7
Respondent Characteristic Based on Subject Taught

Subject taught	Frequency	Percentage
Religion	2	4.5
PKn	3	6.8
Art Culture	1	2.3
Mathematic	4	9.1
English language	2	4.5
Indonesian language	4	9.1
Social Science	1	2.3
Sport	1	2.3
Entrepreneurship	2	4.5
Economic	2	4.5
Computer	2	4.5
Marketing	8	18.2
Administrative office	3	6.8
Accounting	3	6.8
Information Technology	2	4.5
Engineering Software	1	2.3
Business Travel	3	6.8
Total	44	100

Source: Processed from questionnaires using SPSS

Based on questionnaire in table above showed that the majority of teachers in SMKN 2 Padang is many subject in there like Islamic Religion with amount of 2 respondents (4.5%), PKn with amount of 3 respondents (6.8%), Art Culture is only 1 respondent (2,3%). About Mathematics with amount of 4 respondents (9.1%), English language with amount of 2 respondents (4.5%), Indonesian Language with amount of 4 respondents (9.1%). Like IPS with amount of 1 respondent (2.3%), Sport with amount of 1 respondent (2.3%), Entrepreneurship with amount of 2 respondents (4.5%), Economic with amount of 2 respondents (4.5%), Computer with amount of 2 respondents (4.5%), Marketing with amount of 8 respondents (18.2%). About Administrative Office any 3 respondents (6.8%), Accounting any 3 respondents (6.8%), Information Technology with amount of 2 respondents (4.5%), Engineering Software only 1 respondent (2.3%) and the last Business Travel with amount of 3 respondents (6.8%).

4.2 Descriptive Analysis

4.2.1 Work Discipline

Table 4.8
Frequency Distribution of Respondents Work Discipline

No	Indicator	SDA		DA		N		A		SA		Mean	TCR (%)	Result
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%			
Self Identification												4.60	92.0	High
1	I go to school before teaching time	-	-	-	-	-	-	9	20.5	35	79.5	4.80	96.0	High
2	When I coming late, I will informs the supervisor/ staffs immediately.	-	-	-	-	-	-	19	43.2	25	56.8	4.57	91.4	High
3	I follow the rules of teaching time that has been determined	-	-	-	-	-	-	9	20.5	35	79.5	4.80	96.0	High
4	I take optimum time to take a rest	-	-	-	-	-	-	25	56.8	19	43.2	4.43	88.6	High
5	I am going home as my schedule, if there is no additional task.	-	-	-	-	1	2.3	19	43.2	24	54.5	4.52	90.4	High
6	I will come immediately to the class after ceremony.	-	-	-	-	-	-	22	50.0	22	50.0	4.50	90	High
Compliance												4.20	84.0	High
7	When head principle giving tasks, I will my best.	-	-	-	-	-	-	19	43.2	25	56.8	4.57	91.4	High
8	In my job, I am not trying to interferes the principal's of authority.	-	-	-	-	-	-	18	40.9	26	59.1	4.59	91.8	High
9	If I participated in other field, I will ask opinion and suggestion directly from supervisor.	-	-	1	2.3	5	11.4	29	65.9	9	20.5	4.05	81	High
10	If the supervisor faced the other business, and the job should be done, I will report the activities directly, before the supervisor asking	-	-	-	-	4	9.1	32	72.7	8	18.2	4.09	81.8	High
11	I will give suggestion to my principal for indicated violation norm in the school	-	-	-	-	1	2.3	34	77.3	9	20.5	4.18	83.6	High

	activities.													
12	When principal give me some task, I will do it soon although I have another duties.	-	-	2	4.5	13	29.5	24	54.5	5	11.4	3.73	74.6	High Enough
	Internalization											4.10	82.0	High
13	I use the uniform with suitable attributes that determined.	-	-	-	-	7	15.9	27	61.4	10	22.7	4.07	81.4	High
14	I also use uniform with self identity (signpost-name).	-	-	1	2.3	31	70.5	9	20.5	3	6.8	3.32	66.4	High Enough
15	I use to wear uniforms according to the schedule	-	-	-	-	11	25.0	21	47.7	12	27.3	4.02	80.4	High
16	I wearing outfit according with the existing rules	-	-	-	-	1	2.3	26	59.1	17	38.6	4.36	87.2	High
17	I obey the school rule as well.	-	-	-	-	-	-	25	56.8	19	43.2	4.43	88.6	High
18	In using the shool properties, I use it according to the step.	-	-	-	-	4	9.1	24	54.5	16	36.4	4.27	85.4	High
19	I clean up the school properties after used	-	-	-	-	2	4.5	30	68.2	12	27.3	4.23	84.6	High
	AVERAGE MEAN											4.29	85.8	High

Source: Processed from questionnaires using SPSS

Based on survey result, it can be explained that two indicator of work discipline is high enough, its item number twelve and fourteen. And another indicator are high, its means the teachers have good discipline to increase that performance and achieve the goals. In overall, the average of work discipline in SMKN 2 Padang is 4.29 and TCR is 85.8%. It showed that work discipline applied in this school is high.

Based on each dimension, the highest one is about self identification dimension with mean value is 4.60 and TCR is 92.0%. It means, self identification

at SMKN 2 Padang already high or good. And the lowest one is internalization dimension with mean value is 4.10 and TCR is 82.0%.

And based on average of each item, the highest mean of teachers answer are items number one and three that "the teachers go to school before teaching time and follow the rule of teaching time that has been determined" with similar mean value is 4.80 and TCR is 96%. Meanwhile, the lowest mean is item number fourteen that "the teachers use uniform with self identity (signpost-name)" with mean value is 3.32 and TCR is 66.4%.

Based on gender, it can be explained that all dimensions of work discipline variable between male and female are different. In overall, the average of male teachers discipline in SMKN 2 Padang is 1.08 and TCR is 21.6%. and compare with the average of female teachers discipline is 3.24 and TCR 64.2%. It showed that level of female teachers discipline of work in SMKN 2 Padang is high and good discipline better than male.

Based on age, it can be explained that all dimensions of work discipline variable between <30, 30-40, >40. In overall, the average of <30 age, they have discipline in SMKN 2 Padang is 0.29 and TCR is 5.8%. 30-40 age is 0.46 and TCR is 8.82% and this is included very low characteristic. > 40 age of teachers have a good discipline is 3.52 and TCR 70.42%. It showed that level of >40 age of teachers discipline of work in SMKN 2 Padang is high.

4.2.2 Motivation

Table 4.9
Frequency Distribution of Respondents Perception on Motivation

No	Indicator	SDA		DA		N		A		SA		Mean	TCR (%)	Result
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%			
Work Content												4.58	91.6	High
1	I am interested in my work as a teacher	-	-	-	-	-	-	8	18.2	36	81.8	4.82	96.4	High
2	I control my job itself.	-	-	-	-	-	-	17	38.6	27	61.4	4.61	92.2	High
3	I assume teaching is a teacher responsibility .	-	-	-	-	-	-	8	18.2	36	81.8	4.82	96.4	High
4	My work is the way to reach the success in the future	-	-	-	-	4	9.1	12	27.3	28	63.6	4.55	91.0	High
5	I have the opportunity to take part when made the decision.	-	-	-	-	5	11.4	30	68.2	9	20.5	4.09	81.8	High
Payment												4.25	85.0	High
6	I am satisfied with my salary because appropriate with my job.	1	2.3	1	2.3	2	4.5	21	47.7	19	43.2	4.27	85.4	High
7	I earn the same salary like other people with the same job .	2	4.5	-	-	2	4.5	21	47.7	19	43.2	4.25	85.0	High
8	Salary increases decided in a fair way	1	2.3	-	-	3	6.8	24	54.5	16	36.4	4.23	84.6	High
Promotion												4.00	80.0	High
9	I will be promoted within the next two years	2	4.5	3	6.8	19	43.2	16	36.4	4	9.1	3.39	67.8	High Enough
10	Everyone has an equal chance to be promoted	-	-	-	-	1	2.3	31	70.5	12	27.3	4.25	85.0	High
11	Teacher and staff are promoted in a fair way.	-	-	-	-	2	4.5	24	54.5	18	40.9	4.36	87.2	High
Recognition												4.26	85.2	High
12	I am proud with my teaching result	-	-	-	-	5	11.4	22	50.0	17	38.6	4.27	85.4	High
13	I receive criticism about my work.	-	-	-	-	1	2.3	22	50.0	21	47.7	4.45	89.0	High
14	I have been told that I am making progress.	-	-	-	-	7	15.9	27	61.4	10	22.7	4.07	81.4	High
Working Condition												4.34	86.8	High
15	My working hours are resonable.	-	-	-	-	3	6.8	29	65.9	12	27.3	4.20	84.0	High
16	I get opportunity to interact and communicate with other teachers in the	-	-	-	-	-	-	23	52.3	21	47.7	4.48	89.6	High

	school.													
	Benefit											4.26	85.2	High
17	The pension has good benefit	2	4.5	-	-	-	-	26	59.1	16	36.4	4.23	84.6	High
18	I never avoid from the problem	-	-	-	-	3	6.8	25	56.8	16	36.4	4.30	86.0	High
	Personal											4.52	90.4	High
19	My job based on my qualifications and skills.	-	-	-	-	-	-	19	43.2	25	56.8	4.57	91.4	High
20	It's my choice to working here	-	-	-	-	3	6.8	17	38.6	24	54.5	4.48	89.6	High
	My Leader/ Supervisor											3.32	66.4	High Enough
21	I am satisfied easily with my job	4	9.1	23	52.3	8	18.2	7	15.9	2	4.5	2.55	51.0	Quite Low
22	I'm a friendly person.	-	-	-	-	10	22.7	20	45.5	14	31.8	4.09	81.8	High
	General											1.76	35.2	Low
23	I have considered changing the job	16	36.4	22	50.0	2	4.5	2	4.5	2	4.5	1.91	38.2	Low
24	I have been looking out for another job	17	38.6	23	52.3	1	2.3	2	4.5	1	2.3	1.80	36.0	Low
25	I am thinking to resign	22	50.0	19	43.2	3	6.8	-	-	-	-	1.57	31.4	Low
	AVERAGE MEAN											3.94	78.9	High Enough

Source: Processed from questionnaires using SPSS

Based on survey result, it can be explained that one indicator of motivation is high enough, its item number nine. Any one indicator of motivation is quite low, its item number twenty one. And three indicators are low, its item number twenty three, twenty four and twenty five. In overall, the average of motivation in SMKN 2 Padang is 3.94 and TCR is 78.9%. It showed that motivation applied in this school is enough. The teachers needs more motivation to increase that performance better than before.

Based on each dimension, the highest one is about work content dimension with mean value is 4.58 and TCR is 91.6%. It means, work content at SMKN 2 Padang already high. And the lowest one is general dimension with mean value is 1.76 and TCR is 35.2%.

And based on average of each item, the highest mean of teachers answer are item number one and three that “interested in they job as a teacher and teaching is a teacher responsibility” with similar mean value is 4.82 and TCR is 96.4%. Meanwhile, the lowest mean is item number twenty five that “the teachers thinking to resign” with mean value is 1.57 and TCR is 31.4%.

Based on gender, it can be explained that all dimensions of motivation variable between male and female are different. In overall, the average of male teachers motivation in SMKN 2 Padang is 1.02 and TCR is 21.60%, and the average of female teachers motivation is 2.86 and TCR 57.44%. It showed that level of female teachers motivation of work in SMKN 2 Padang is quite low. But if we compare with male and female, female have a good motivation to achieve the goals.

Based on age, it can be explained that all dimensions of motivation variable between <30, 30-40, and >40 are different. In overall, the average of <30 age of teachers motivation in SMKN 2 Padang is 0.25 and TCR is 4.92%, the average of 30-40 age of teachers is 0.43 and TCR is 8.68%. The average of >40 age of teachers motivation is 3.26 and TCR 65.17%. It showed that level of >40 age of teachers motivation of work in SMKN 2 Padang is high.

4.2.3 Analysis of Job Performance

Table 4.10
Frequency Distribution of Respondents Job Performance

No	Indicator	SDA		DA		N		A		SA		Mean	TCR	Result
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%			
1	The result of my job fulfill the requirement of quality standards.	-	-	1	2.3	3	6.8	23	52.3	17	38.6	4.27	85.4	High
2	I can complete the entire job that given to me.	-	-	-	-	3	6.8	25	56.8	16	36.4	4.30	86.0	High
3	I was complete my job ontime.	-	-	-	-	3	6.8	23	52.3	18	40.9	4.34	86.8	High
4	I use school equipment correctly	-	-	-	-	3	6.8	25	56.8	16	36.4	4.30	86.0	High
5	I can do my task, although there is no control.	-	-	-	-	3	6.8	25	56.8	16	36.4	4.30	86.0	High
6	I can work together with other teachers.	-	-	-	-	1	2.3	20	45.5	23	52.3	4.50	90.0	High
AVERAGE MEAN												4.34	86.7	High

Source: Processed from questionnaires using SPSS

Based on survey result, it can be explained that all dimensions of job performance variable are high. In overall, the average of job performance in SMKN 2 Padang is 4.34 and TCR is 86.7%. It showed that level of performance of work in SMKN 2 Padang is high.

Based on each dimension, the highest one is about interpersonal impact dimension with mean value is 4.50 and TCR is 90.0%. It means, interpersonal impact at SMKN 2 Padang already high. And the lowest one is quality dimension with mean value is 4.27 and TCR is 85.4%.

Based on average of each item, the highest mean of teachers answer is item number six that "a teacher can work together with other teachers" with mean value is 4.50 and TCR is 90%. Meanwhile, the lowest mean of teachers answer is item number one that "The result of they job fulfill the requirement of quality

standards” with mean value is 4.27 and TCR is 85.4%. It means the teachers at SMK Negeri 2 Padang is not satisfy with quality standard.

Based on gender, it can be explained that all dimensions of job performance variable between male and female are different. In overall, the average of male teachers performance in SMKN 2 Padang is 1.18 and TCR is 23.6%. and the average of female teachers performance is 3.16 and TCR 63.1%. It showed that level of female teachers performance of work in SMKN 2 Padang is high.

Based on age, it can be explained that all dimensions of job performance variable between <30, 30-40, >40 are most different. In overall, the average of <30 age of teachers performance in SMKN 2 Padang is 0.29 and TCR is 5.77%. and the average of 30-40 age of teachers is 0.45 and TCR is 9.07%. And also the average of >40 age of teachers performance is 3.59 and TCR 71.87%. So based on age between <30 and 30-40 include very low and >40 age of teachers performance of work in SMKN 2 Padang is high.

4.3 Instrument Testing

4.3.1 Testing Validity

In analyzing this step, the validity test conducted on 44 respondents. This validity test consists of 50 questions; there are 19 questions for work discipline, 25 questions for motivation and 6 for job performance. Validity test result can be seen in the following table:

Table 4.11
Validity Testing of Work Discipline (WD)

Variable	Item	Factor Loading	Remarks
Work Discipline (WD)	WD7	0.825	5 items not valid
	WD17	0.824	
	WD19	0.739	
	WD16	0.731	
	WD15	0.699	
	WD3	0.672	
	WD6	0.663	
	WD18	0.661	
	WD5	0.647	
	WD2	0.642	
	WD4	0.586	
	WD1	0.558	
	WD10	0.493	
	WD11	0.337	
	WD14	0.141	
	WD12	0.432	
	WD13	0.622	
	WD9	0.505	
	WD8	0.350	

Source: Processed from questionnaires using SPSS

From the table 4.11, validity test of work discipline (WD) variable has showed there is five items from nineteen items which has factor loading less than 0.5; it consists of items WD10 with factor loading 0.493, WD11 with factor loading 0.337, WD14 with factor loading 0.141, WD12 with factor loading 0.432 and WD8 with factor loading 0.350. It means five factors are not valid. Therefore, the researcher erased five items on validity testing.

Table 4.12
Validity Testing of Motivation

Variable	Item	Factor Loading	Remarks
Motivation (MV)	MV13	0.774	4 item not valid
	MV15	0.759	
	MV10	0.623	
	MV16	0.618	
	MV14	0.617	
	MV18	0.603	
	MV11	0.582	
	MV20	0.582	
	MV17	0.580	
	MV19	0.553	
	MV4	0.458	
	MV23	0.672	
	MV24	0.648	
	MV6	0.637	
	MV7	0.623	
	MV8	0.585	
	MV22	0.553	
	MV21	0.542	
	MV3	0.677	
	MV1	0.602	
	MV25	0.595	
	MV2	0.565	
	MV5	0.440	
	MV9	0.259	
	MV12	0.424	

Source: Processed from questionnaires using SPSS

From the table 4.12, validity test of motivation (MV) variable has showed there is four items from twenty five items which has factor loading less than 0.5; it consists of items MV4 with factor loading 0.458, MV5 with factor loading 0.440, MV9 with factor loading 0.259, and MV12 with factor loading 0.424. It means four factors are not valid. Therefore, the researcher erased four items on validity testing.

Table 4.13
Validity Testing of Job Performance

Variable	Item	Factor Loading	Remarks
JOB PERFORMANCE (JP)	JP3	0.894	1 item not valid
	JP4	0.920	
	JP5	0.854	
	JP2	0.849	
	JP1	0.763	
	JP6	0.360	

Source: Processed from questionnaires using SPSS

From the table 4.13, validity test of Job Performance (JP) variable has showed there is one item from six items which has factor loading less than 0.5; it consists of items JP6 with factor loading 0.360. It means one factors are not valid. Therefore, the researcher erased one item on validity testing.

4.3.2 Reliability Test

Reliability test of 3 variables that have been tested are work discipline, motivation and job performance can be seen in table 4.14 below:

Table 4.14
Result of Reliability Test

Variables	Cronbach's Alpha	Items	Remark
Work Discipline (WD)	0.892	14	Very Reliable
Motivation (WV)	0.748	21	Reliable
Job Performance (JP)	0.904	5	Very Reliable

Source: Processed from questionnaires using SPSS

Based on the table 4.14 showed that the value of Cronbach's Alpha for work discipline is 0.892, the Cronbach's Alpha for motivation is 0.748 and for job performance is 0.904. Based on these data mean that variables of the study had an alpha value greater than 0.6. It means, all questionnaires are reliable statement.

4.4 Classical Test Assumption

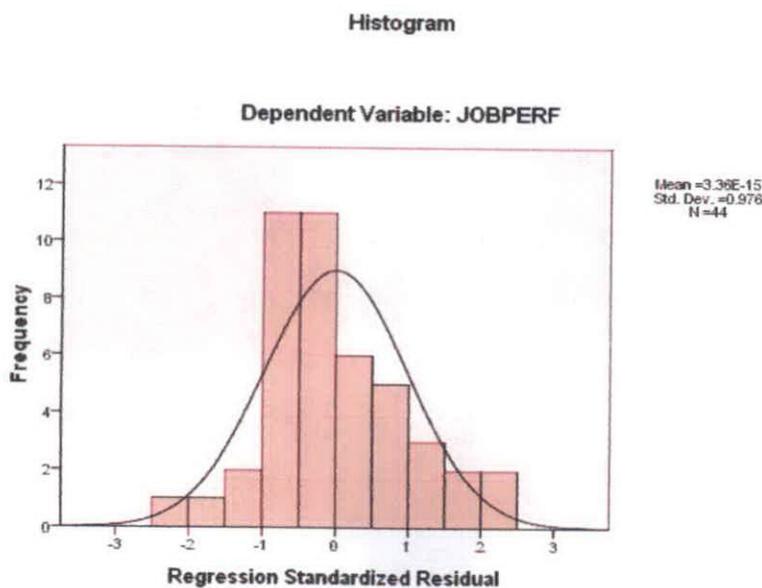
Before conducting the multiple regression analysis, first performed classical assumption test. The aim is to gain confidence that the data and variables deserve to be analyzed with multiple regression models. Classic assumption test performed consists of normality test, multicollinearity, autocorrelation test and the test heterocedastity.

4.4.1 Normality Test

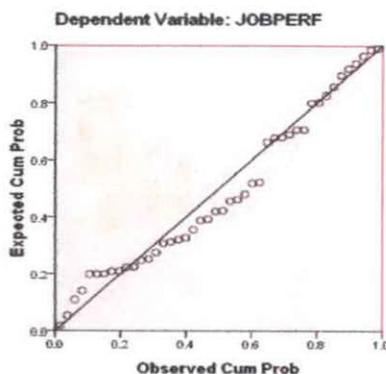
Normality test do to see whether the independent variables and the dependent variable has a normal distribution or not. A good regression model of data distribution is normal or near normal. Normality test can be done by looking at the graph. It also can use the Kolmogorov Smirnov test, whereby if the sign value > 0.05 , then it can be concluded that the data variables were tested with the normal spread. From the results of normality test conducted on this research was obtained as follows:

Figure 4.15

Normality Test



Normal P-P Plot of Regression Standardized Residual



Source: Processed from questionnaires using SPSS

In graphic 4.15, normal graph Q-Q showed the points are around the diagonal line and it followed the diagonal line. And from histogram graphic, the curve is curved perfectly.

4.4.2 Testing of Multicollinearity

This test aims to test whether the regression models found a correlation between independent variables. A good regression model should not have correlation between the independent variables, to detect the presence or absence multicollinearity it can be seen from the VIF (Variance Inflation Factor).

Ghozali (2001) suggests guidelines for a model-free regression multicollinear are:

- a) VIF value under item 10
- b) Having a number close to 1 Tolerance
- c) The correlation coefficient between independent variables should be weak (below 0.5).

Table 4.16
Result of Multicollinearity Test

Variable	Tolerance	VIF	Note
Work Discipline	0.808	1.238	No Multikolinearitas
Motivation	0.808	1.238	No Multikolinearitas

Source: Processed from questionnaires using SPSS

From the test results can be seen that the tolerance value close to 1 and VIF values are under item 10. It can be concluded that *there are no multicollinear problems between independent variables both work discipline and motivation.*

4.4.3 Autocorrelation test

Autocorrelation test is used to determine whether there is any deviation classification autocorrelation assumption, namely the correlation between residuals in one observation with another observation on the regression model. A prerequisite that must be fulfilled is the absence of autocorrelation in the regression model.

Testing method that often used to test is Durbin Watson (DW test) with the following provisions:

- If the value of D is between 1.65 and 2.35 then there is no autocorrelation in the regression model
- If value of D is between 1.21 and 1.65 or between 2.35 and 2.79 then there is no conclusion can be drawn.
- If value of D smaller than 1.21 or 2.79, D is greater value then there is autocorrelation in the regression model.

Autocorrelation test results are as follows:

Tabel 4.17
Durbin Watson test results with the predictors (Constant)

Model	Durbin Watson
1	2.231

Source: Processed from questionnaires using SPSS

From the result of Durbin-Watson test obtained 2.231 that located between 1.65 and 2.35, it can be concluded that we cannot reject H_0 , there is no positive autocorrelation or negative or we can concluded there is no autocorrelation.

4.5 Multiple Regression Analysis

Multiple regression analysis is a linear relationship between two or more independent variables with the dependent variable. This analysis was conducted to determine the direction of the relationship between independent variables with the dependent variable, whether each independent variable related to positive or negative and to predict the value of the dependent variable when the independent variable value has increased or decreased.

Testing on regression coefficient of independent variables was conducted using two-way (two tail) with 95% confidence level ($\alpha = 0.05$) with degrees of freedom (df) equal to 50 ($N - K - 1 = 44 - 2 - 1$). The results of multiple regression analysis in this discussion include the variable discipline and motivation on job performance presented in table 4.21 below:

Table 4.18
Summary results of Multiple Regression Analysis

Variable	Unstandardized Coefficient (B)	Standardized Coefficient (B)	T count	Significance
Constant	1.231		1.150	0.257
Work Discipline	0.48	0.30	0.199	0.844
Motivation	0.837	0.493	3.232	0.002
R R Square	= 0.480 = 0.230	F Count Sign	=6.140 =0.005	

Source : Data Processed in SPSS 16 Dependent Variable : Performance

From table 4.18 the constant value of 1.231 indicates that if the score value of work discipline and motivation is fixed or zero then is the score value for job performance is 1.231. Regression coefficient for work discipline is 0.48 indicated that if value score for motivation is fixed and each core value work discipline decrease by 1 (one) unit value of job performance then the score will decrease by 0.48. Regression coefficient has a negative value showed there is negative relationship between work discipline and job performance. That means if a school has minimized work discipline did not have influence on teachers job performance.

Regression coefficient for motivation is 0.837 indicate that if the score for the work discipline value fixed and the each value of motivation score increase by 1 (one) unit value of job performance then score will increase by 0.837. Regression coefficient is positive if it indicated a positive relationship between motivation and job performance. It means that good motivation will make a good job performance of teachers.

4.6 Hypotheses Testing

4.6.1 t - test

t test was conducted to examine the level of influence of each independent variable with other dependent variables. This t test is to see how much influence given the contribution of each independent variable on the dependent variable or the individual test (partial) on alpha level of 5% is a boundary error to reject the data.

4.6.1.1 The Influence of Work Discipline on Job Performance

From regression Analysis in table 4.18, obtained the value of t count for discipline based is 0.199 with significance value 0.844. If we compare with t table in the degree of freedom $(df) = N - K - 1 = 44 - 2 - 1 = 41$, where N = number of sample, and K = number of independent variable. t value table at the level of 95% (significance 5% or 0.05) is 2.021. Thus the t count < t table $(0.199 < 2.021)$ and significant value of 0.866 $(sig > 0.05)$. So, Ho1 is accepted Ha1 is rejected. *It means work discipline did not have significant impact or influence on the job performance.*

4.6.1.2 The Influence of Motivation on Job Performance

Based on the result regression analysis in table 4.18 t_{count} value for seniority are 3.232 with significance 0.002. When compared with the value t table on degrees of freedom $(df) = N - K - 1 = 44 - 2 - 1 = 41$, where N = number of samples, and K = number of independent variables, the value t tables at the level of 95% (5% significance or 0.05) is 2.021. $t_{count} > t_{table} (3.232 > 2.021)$. And the significance value 0,002 $(sig < 0, 05)$. So that Ho2 is rejected and Ha2 accepted. *It means motivation have significant impact or influence on job performance of teachers at SMKN 2 Padang.* The better motivation makes bigger job performance of teachers.

Table 4.19
Summary of Hypothesis Testing

	Hypothesis	Results
H1	Work discipline has negative influence on teachers job performance at SMK Negeri 2 Padang	Not Supported
H2	Motivation has positive influence on teachers job performance at SMK Negeri 2 Padang	Supported

4.6.2 F test

F test used to determine whether the independent variables significantly influence the dependent variable. Or finding out the regression model used to predict the dependent variable or not. Significant also means the relationship in a population. Criteria for significant level in this test is 5% on the basis of decision making is that if the probability is smaller than 0.05, means that all independent variables influence the dependent variable. And if probability bigger than 0.05, mean all independent variables are not significant on dependent variable.

Based on regression analysis in table 4.18, F count is 6.140 and significant level 0.005. If it compare with F table in the degree of freedom $(df) = N - K - 1 = 44 - 2 - 1 = 41$, where N = number of samples, and K = number of independent variables, the value t tables at the level of 95% (5% significance or 0.05) is 3.180. Thus, f count > f table ($6.140 > 3.180$) and significance value is 0,005 ($\text{sig} < 0,05$). Based on that analysis, we can conclude that H_0 rejected and H_a accepted, means *there is a significant impact between work discipline and motivation on teachers job performance at SMKN 2 Padang.*

4.6.3 R Test and R² Test

Based on the result in table 4.18, we get the value of correlation of coefficient (R) for 0.480 indicates a low relationship between independent variables (work discipline and motivation) and dependent variable (*job performance*). It means there is low relationship between job performance with work discipline and motivation (48.0 %).

The value of coefficient of determination R^2 used to measure model ability to explain variation of dependent variables. The value of R^2 between 0 and 1. The small value of R^2 means that the ability of the independent variables to explain dependent variable is limited. According *Sugiyono and Wibowo (2004)* guidelines to provide interpretation correlation coefficient is as follows:

0.00 – 0.199 = very low

0.20 – 0.399 = low

0.40 – 0.599 = medium

0.60 – 0.799 = strong

0.80 – 1.00 = very strong

In table 4.18, the R^2 value 0.230 mean that job performance have weak or low relationship with work discipline and motivation for 23.0 %. Thus, work discipline and motivation give an impact on job performance for 23.0 % and the rest 77 % (100% - 23.0 %) affected by others and not included in this research.

4.7 Discussion

4.7.1 The Effect of Work Discipline on Teachers Performance at SMKN

2 Padang

From previous study, based on the research from Narmodo and Wadji (2007) with title about The Influence of Motivation and Discipline on Staff Performance at Regency Wonogiri Area Body office, they found that *discipline has positive influence staff job performance*. So motivation and discipline variable

influenced on the job performance and discipline has dominant influence than other factor on the job performance.

Contradicted Narmodo and Wadji, based on the results of regression analysis with SPSS 16, we conclude that *work discipline has negative impact on teachers job performance at SMKN 2 Padang*. It can be seen after testing done in table 4.18 when t_{count} for work discipline $0.199 > t_{\text{tabel}} 2.021$ ($\alpha = 5\%$) with significance $0.844 < 0,05$ and regression coefficient is negative which means the performance-based has negative and no significant impact. So, H_{a1} rejected and H_{o1} accepted.

4.7.2 The Effect of Motivation on Teachers Performance at SMKN 2 Padang

A study was conducted by Marali (2008) on The influence of training, motivation and work ability on performance of civil official servant at Kementrian Negara Pembangunan Daerah Tertinggal. From the research he found that *training, motivation and work ability have significant influence on performance of staff at Kementrian Negara Pembangunan Daerah Tertinggal*.

And the results of regression analysis with SPSS program 16, we conclude that *motivation have significant impact or influence on job performance in SMKN 2 Padang*. It can be seen after testing done in table 4.18 when t_{count} for motivation $3.232 > t_{\text{tabel}} 2.021$ ($\alpha = 5\%$) with significance $0.002 < 0.05$ and regression coefficient is positive which means the motivation has positive and significant impact. So, H_{a2} accepted and H_{o2} rejected.

4.8 Implication

This research have several implication for SMK Negeri 2 Padang, it has been revealed that motivation is most potent contributor to teachers' performance to increase the quality standard at the school. In this research, researcher find the most important indicator in work discipline is self identification about the teachers go to school before teaching time and follow the rule on teaching time that has been determined with similar mean is 4.80 and TCR is 96%. It means high teaching time of teachers will make a good point in work discipline of teachers. And the better of it will make better job performance of teachers. Meanwhile, the lowest mean is item number fourteen that "the teachers also use uniform with self identity (signpost-name)" with mean value is 3.32 and TCR is 66.4%. It means many teacher at SMKN 2 Padang still have a lower to use self identity in do their work because this is not influence on performance directly.

Abut motivation, researcher found the highest average indicator in motivation is item number one and three that "interested in their work as a teacher and teaching is a teacher responsibility" with similar mean value is 4.82 and TCR is 96.4. And the lowest average indicator is item number twenty five that "the teachers thinking to resign" with mean value is 1.57 and TCR is 31.4%. It explains that most of the teachers never think to resigning they job as a teacher. And to solve this one, school should be care to their teachers. The school can give opportunity to increase that performance to make another teachers not thinking to resign the job, so it will have a good impact for both of them.

The school can take advantage because teachers have a better knowledge and skill and the teachers also will feel satisfied with their job. The teachers needs more motivation to increase that performance better than before. It can achieve by giving more motivation to teachers. If the teachers can do their work with responsibility, it can increase the working efficiency and will effect to student learning. And if school can increase their efficiency in work and also increase in giving motivation to their teachers, it will be affect in increasing the level of job performance of teachers because based on the regression analysis that already done, work discipline have a negative impact affect on job performance and motivation have a positive impact on level of teachers job performance.

CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

This chapter provides conclusions drawn from findings and discussion presented in the previous chapter, followed by assessment of the potential limitations present in this study and possible future directions for the research.

5.1 Conclusion

The study has investigated the influence of work discipline and motivation on teachers performance at SMK Negeri 2 Padang. This research is a quantitative research to get statistical data to show the influence of work discipline and motivation toward teacher job performance. It has been conducted on teachers at SMKN 2 Padang. The data used primary data with questionnaires distribution to teachers of SMKN 2 Padang. Data have been processed by using a multiple regression model with SPSS 16 software tool as previous data processing, classical assumption test has been performed in order to as certain that data are normally distributed and satisfy the normality assumption.

It was revealed that all the independent variable jointly and relatively contributed to teachers' performance. It has been revealed in this study that motivation contributed mostly to workplace performance. This implies that motivation is synonymous in bringing effective learning among teachers in the school. Work discipline was least contributor to teachers' performance. The two independent variable in this study are very important to research on by researchers

and to consider well if influence teaching learning are to be enhanced from the teachers.

1. Based on regression result, work discipline has a negative relationship and did not have influence on job performance with the coefficient regression value is 0.48 and significance value is 0.30.
2. Based on regression result, motivation has a positive relationship and have influence on job performance with the coefficient regression value from the motivation variable (X^2) is 837 and significance value is 0.493.
3. Based on regression result, we can conclude work discipline did not have impact or influence on the job performance, obtained the value of t count is 0.199 with significance value 0.844.
4. Based on regression result, we can conclude motivation have impact or influence on the job performance; obtained the value of t count is 3.232 with significance value 0.002. The better motivation makes bigger job performance of teachers.
5. Based on regression result, we can conclude that H_0 rejected H_a accepted, means there is a significant impact between both work discipline and motivation based on job performance; obtained the value of F count is 6.140 and significant level 0.005.
6. Based on regression result, the value of R^2 (R-Square), the results of data analysis known that tests the value of R^2 (R-Square) is

approximately 0.230. It means that job performance can be explained by work discipline and motivation for 23%. Thus, work discipline not give an impact on job performance for 23% and motivation give an impact on job performance for 23%. and the rest 77% (100% - 23%) affected by others and not included in this research.

5.2 Limitation

Some limitations need to be mentioned:

1. The sample of this research only teachers in SMKN 2 Padang not all of the teachers due to the limitation of time and many other problem. For the futher research, the sample of the reasearcher is teachers in the SMKN 2 Padang.
2. Responses to the questionnaires may be influenced by the individual's mood and by the working conditions in the setting at the time the questionnaires are completed.
3. Responses to the questionnaires may be influenced by the individual's theoretical knowledge about work discipline and motivation as indicator of job performance.

5.3 Suggestion

Based on SPSS result, show that work discipline did not have impact on job performance and motivation has significant impact on job performance of teachers. It means that the teachers of SMKN 2 Padang disagree about work

discipline like always using self-identity (signpost-name) and the teachers agree about motivation should bases for job performance.

Based on SPSS result in chapter IV, it described the analysis of this research showed teachers felt unperformed with work discipline system in SMKN 2 Padang, but they still felt performed with motivation system that already applied in this school. So, it's better for school or SMKN 2 Padang to make a better motivation system because some of teachers still feel confuse about the motivation system that applied in this school, and also to increase in giving a work discipline based on performance of teachers. It will make the teachers feel performed with their job and also will increase the student learning in order to increase the school performance and achieve the school vision and mission.

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APPENDIX 1

QUESTIONNAIRE RESEARCH

Dear Respondents,

At this moment we are conducting research about the effect of work discipline and motivation on teachers performance at SMKN 2 Padang. This study only for scientific purposes, for the development of science in the field of human resources management. We are looking forward to your participation to the smooth running of this research. For your participation, we thank you. Hopefully this research was useful for us all.

Instructions:

Choose the best answer by checking: [√]

1. Gender

Male

Female

2. Age

<30

>40

30-40

3. Status

Married

Single

4. Length of Teaching Experience

1-5 years

>10 years

6-10 years

5. Educational Background

Diploma III

S2

S1

Others :.....

6. Subject Taught

:

.....

Instructions:

Choose the best answer by checking: [√]

Work Discipline

No	Question	Linkert Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Self Identification						
1	I go to school before teaching time					
2	When I coming late, I will informs the supervisor/ staffs immediately.					
3	I follow the rules of teaching time that has been determined					
4	I take optimum time to take a rest					
5	I am going home as my schedule, if there is no additional task.					
6	I will come immediately to the class after ceremony.					
Compliance						
7	When head principle giving tasks, I will my best.					
8	In my job, I am not trying to interefes the principal's of authority.					
9	If I participated in other field, I will ask opinion and suggestion directly from supervisor.					
10	If the supervisor faced the other business, and the job should be done, i will report the activities directly, before the supervisor asking					
11	I will give suggestion to my principal for indicated violation norm in the school activities.					
12	When principal give me some task, I will do it soon although i have another duties.					
Internalization						

13	I use the uniform with suitable attributes that determined.					
14	I also use uniform with self identity (signpost-name).					
15	I use to wear uniforms according to the schedule					
16	I wearing outfit according with the existing rules					
17	I obey the school rule as well.					
18	In using the shool properties, I use it according to the step.					
19	I clean up the school properties after used					

Source: Dedi Andizal (2008)

MOTIVATION

No	Question	Linkert Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Work Content						
1	I am interested in my work as a teacher					
2	I control my job itself.					
3	I assume teaching is a teacher responsibility .					
4	My work is the way to reach the success in the future					
5	I have the opportunity to take part when made the decision.					
Payment						
6	I am satisfied with my salary because appropriate with my job.					
7	I earn the same salary like other people with the same job.					
8	Salary increases decided in a fair way					
Promotion						
9	I will be promoted within the next two years					
10	Everyone has an equal chance to be promoted					
11	Teacher and staff are promoted in a fair way.					
Recognition						
12	I am proud with my teaching					

	result					
13	I receive criticism about my work.					
14	I have been told that I am making progress.					
Working Condition						
15	My working hours are resonable.					
16	I get opportunity to interact and communicate with other teachers in the school.					
Benefits						
17	The pension has good benefit.					
18	I never avoid from the problem.					
Personnel						
19	My job based on my qualifications and skills.					
20	It's my choice to working here.					
My Leader/Supervisor						
21	I am satisfied easily with my job					
22	I'm a friendly person.					
General						
23	I have considered changing the job.					
24	I have been looking out for another job.					
25	I am thinking to resign.					

Source: De Beer (1987)

JOB PERFORMANCE

No	Question	Linkert Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Quality						
1	The result of my job fulfill the requirement of quality standards.					
Quantity						
2	I can complete the entire job that given to me.					
Timeliness						
3	I was complete my job ontime.					
Cost Effectiveness						
4	I use school equipment correctly.					
Need for Supervision						
5	I can do my task, although there is no control.					
Interpersonal Impact						
6	I can work together with other teachers.					

Source: Bernardin and Russell (1998)

KUISIONER PENELITIAN

Responden yang terhormat,

Pada saat ini kami sedang mengadakan penelitian pengaruh disiplin kerja dan motivasi terhadap kinerja guru di SMKN 2 Padang. Penelitian ini hanya untuk keperluan ilmiah, untuk pengembangan ilmu pengetahuan di bidang manajemen sumber daya manusia.

Kami sangat mengharapkan partisipasi anda untuk kelancaran penelitian ini. Atas partisipasi anda, kami ucapkan terima kasih. Semoga penelitian ini bermanfaat bagi kita semua.

Petunjuk:

Berikan tanda cheklist (✓) pada satu dari pilihan jawaban yang tersedia.

1. Jenis Kelamin

Laki-laki Perempuan

2. Umur

<30 >40
 30-40

3. Status

Menikah Belum menikah

4. Pengalaman mengajar

1-5 tahun >10 tahun
 6-10 tahun

5. Pendidikan formal

Akademi (D3) Magister (S2)
 Sarjana (S1) Lainnya :.....

6. Mata Pelajaran yang diajari saat ini :

.....

Petunjuk:

Berikan tanda checklist (✓) pada satu dari pilihan jawaban yang tersedia.

DISIPLIN KERJA

No	Pertanyaan	Linkert Scale				
		Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat Tidak Setuju
Identifikasi Diri						
1	Saya mengupayakan sampai disekolah sebelum waktu mengajar.					
2	Apabila dalam keadaan mendadak dan saya akan merasa terlambat, saya segera memberitahukan atasan atau rekan kerja.					
3	Saya mematuhi jam kerja/mengajar yang telah ditentukan.					
4	Saya memanfaatkan jam istirahat seoptimal mungkin.					
5	Saya pulang dari sekolah minimal sesuai dengan jadwal, apabila tidak ada tugas yang terbengkalai.					
6	Setelah upacara saya langsung ke kelas untuk mengajar.					
Kepatuhan Diri						
7	Apabila kepala sekolah memberikan tugas, saya akan melaksanakannya sebaik mungkin.					
8	Dalam pekerjaan, saya tidak pernah melangkahi kewenangan atasan.					
9	Apabila diikutkan dalam kegiatan dibidang lain, saya akan meminta pendapat atau saran atasan langsung.					
10	Apabila atasan sedang berhalangan sementara pekerjaan harus segera dilaksanakan saya akan melaporkan tindakan yang telah dibuat segera mungkin, sebelum atasan menanyakannya.					
11	Saya akan memberikan masukan dan saran kepada pemimpin untuk kegiatan yang terindikasi mengarah pada pelanggaran norma yang berlaku.					
12	Pada saat atasan memberikan perintah untuk mengerjakan suatu tugas, saya segera mengerjakannya meskipun sedang mengerjakan suatu tugas.					
Internalisasi						
13	Saya menggunakan seragam					

	dilengkapi dengan atribut yang telah ditentukan.					
14	Saya juga melengkapi diri dengan identitas diri (plang nama).					
15	Saya menggunakan seragam dinas sesuai dengan jadwal pemakaiannya.					
16	Saya berpakaian rapi kesekolah sesuai dengan aturan yang ada.					
17	Saya mematuhi aturan sekolah dengan baik.					
18	Dalam menggunakan peralatan sekolah, saya sesuaikan dengan tahapan penggunaannya.					
19	Saya tidak lupa membersihkan peralatan sekolah setelah menggunakannya.					

Source: Dedi Andizal (2008)

MOTIVASI

No	Pertanyaan	Linkert Scale				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
Isi Kerja						
1	Saya tertarik dengan pekerjaan saya sebagai guru					
2	Saya mengontrol pekerjaan mengajar itu sendiri					
3	Saya menganggap mengajar adalah tanggung jawab sebagai seorang guru					
4	Pekerjaan saya merupakan cara untuk meraih kesuksesan dimasa yang akan datang					
5	Saya memiliki kesempatan untuk mengambil bagian ketika pembuatan keputusan disekolah.					
Gaji						
6	Gaji saya memuaskan karena sesuai dengan pekerjaan.					
7	Dalam pekerjaan yang sama dengan orang lain, saya memperoleh pendapatan yang sama juga.					
8	Kenaikan gaji diputuskan secara adil.					
Promosi						
9	Saya akan dipromosikan 2 tahun kedepan.					
10	Setiap orang mempunyai kesempatan yang sama untuk dipromosikan.					
11	Guru dan staf dipromosikan harus					

	secara adil.					
Penghargaan						
12	Saya bangga dengan hasil mengajar saya.					
13	Saya menerima kritik yang membangun mengenai pekerjaan dan cara mengajar saya.					
14	Saya diberitahu bahwa saya membuat kemajuan.					
Kondisi Kerja						
15	Jam kerja saya itu wajar.					
16	Saya mendapatkan kesempatan untuk bergaul dan berkomunikasi dengan guru-guru yang lain.					
Keuntungan						
17	Pensiun itu mempunyai manfaat yang baik.					
18	Saya tidak pernah meninggalkan atau bahkan menghindari dari masalah yang ada.					
Personalia						
19	Pekerjaan saya sesuai dengan kualifikasi dan keterampilan yang saya miliki.					
20	Menjadi guru adalah keinginan saya.					
Pimpinan Saya						
21	Saya mudah puas dengan pekerjaan ini.					
22	Saya adalah orang yang bersahabat.					
Umum						
23	Saya sudah mempertimbangkan untuk mengganti pekerjaan.					
24	Saya telah melirik pekerjaan lain.					
25	Saya sedang berfikir untuk mengundurkan diri.					

Source: De Beer (1987)

KINERJA

No	Pertanyaan	Linkert Scale				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
Kualitas						
1	Hasil pekerjaan saya sesuai dengan standar kualitas yang telah ditetapkan					
Kuantitas						
2	Saya dapat menyelesaikan seluruh pekerjaan yang diberikan.					

<i>Ketepatan Waktu</i>						
3	Saya selalu tepat waktu dalam menyelesaikan pekerjaan.					
<i>Keefektifan Biaya</i>						
4	Saya dapat menggunakan peralatan kerja dengan benar.					
<i>Pengawasan</i>						
5	Saya dapat menyelesaikan pekerjaan dengan baik tanpa diawasi dengan ketat.					
<i>Dampak Perseorangan</i>						
6	Saya dapat bekerja sama dengan rekan kerja.					

Source: Bernardin and Russell (1998)

APPENDIX B

☞ DESCRIPTION OF RESPONDENTS

★ Respondent Characteristics Based on Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "laki-laki"	12	27.3	27.3	27.3
"perempuan"	32	72.7	72.7	100.0
Total	44	100.0	100.0	

★ Respondent Characteristics Based on Age

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "<30"	3	6.8	6.8	6.8
"30-40"	5	11.4	11.4	18.2
">40"	36	81.8	81.8	100.0
Total	44	100.0	100.0	

★ Respondent Characteristics Based on Status

Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "menikah"	42	95.5	95.5	95.5
"belum menikah"	2	4.5	4.5	100.0
Total	44	100.0	100.0	

★ Respondent Characteristics Based on Length of Teaching Experience

Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "1-5tahun"	5	11.4	11.4	11.4
"6-10tahun"	3	6.8	6.8	18.2
">10tahun"	36	81.8	81.8	100.0
Total	44	100.0	100.0	

★ Respondent Characteristics Based on Educational Background

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "S1"	40	90.9	90.9	90.9
"S2"	4	9.1	9.1	100.0
Total	44	100.0	100.0	

★ Respondent Characteristics Based on Subject Taught

		Subject			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"agama"	2	4.5	4.5	4.5
	"pkn"	3	6.8	6.8	11.4
	"seni budaya"	1	2.3	2.3	13.6
	"matematika"	4	9.1	9.1	22.7
	"bahasa inggris"	2	4.5	4.5	27.3
	"bahasa indonesia"	4	9.1	9.1	36.4
	"IPS"	1	2.3	2.3	38.6
	"olahraga"	1	2.3	2.3	40.9
	"kewirausahaan"	2	4.5	4.5	45.5
	"ekonomi"	2	4.5	4.5	50.0
	"computer"	2	4.5	4.5	54.5
	"pemasaran"	8	18.2	18.2	72.7
	"perkantoran"	3	6.8	6.8	79.5
	"akuntansi"	3	6.8	6.8	86.4
	"teknologi informasi"	2	4.5	4.5	90.9
	"rek. perangkat lunak"	1	2.3	2.3	93.2
	"pariwisata"	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

☞ **FREQUENCIES DISTRIBUTION**

★ **Work Discipline**

WD1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	9	20.5	20.5	20.5
"strongly agree"	35	79.5	79.5	100.0
Total	44	100.0	100.0	

WD2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	19	43.2	43.2	43.2
"strongly agree"	25	56.8	56.8	100.0
Total	44	100.0	100.0	

WD3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	9	20.5	20.5	20.5
"strongly agree"	35	79.5	79.5	100.0
Total	44	100.0	100.0	

WD4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	25	56.8	56.8	56.8
"strongly agree"	19	43.2	43.2	100.0
Total	44	100.0	100.0	

WD5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	19	43.2	43.2	45.5
"strongly agree"	24	54.5	54.5	100.0
Total	44	100.0	100.0	

WD6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	22	50.0	50.0	50.0
"strongly agree"	22	50.0	50.0	100.0
Total	44	100.0	100.0	

WD7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	19	43.2	43.2	43.2
"strongly agree"	25	56.8	56.8	100.0
Total	44	100.0	100.0	

WD8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	18	40.9	40.9	40.9
"strongly agree"	26	59.1	59.1	100.0
Total	44	100.0	100.0	

WD9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "disagree"	1	2.3	2.3	2.3
"neutral"	5	11.4	11.4	13.6
"agree"	29	65.9	65.9	79.5
"strongly agree"	9	20.5	20.5	100.0
Total	44	100.0	100.0	

WD10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	4	9.1	9.1	9.1
"agree"	32	72.7	72.7	81.8
"strongly agree"	8	18.2	18.2	100.0
Total	44	100.0	100.0	

WD11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	34	77.3	77.3	79.5
"strongly agree"	9	20.5	20.5	100.0
Total	44	100.0	100.0	

WD12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "disagree"	2	4.5	4.5	4.5
"neutral"	13	29.5	29.5	34.1
"agree"	24	54.5	54.5	88.6
"strongly agree"	5	11.4	11.4	100.0
Total	44	100.0	100.0	

WD13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	7	15.9	15.9	15.9
"agree"	27	61.4	61.4	77.3
"strongly agree"	10	22.7	22.7	100.0
Total	44	100.0	100.0	

WD14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "disagree"	1	2.3	2.3	2.3
"neutral"	31	70.5	70.5	72.7
"agree"	9	20.5	20.5	93.2
"strongly agree"	3	6.8	6.8	100.0
Total	44	100.0	100.0	

WD15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	11	25.0	25.0	25.0
"agree"	21	47.7	47.7	72.7
"strongly agree"	12	27.3	27.3	100.0
Total	44	100.0	100.0	

WD16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	26	59.1	59.1	61.4
"strongly agree"	17	38.6	38.6	100.0
Total	44	100.0	100.0	

WD17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	25	56.8	56.8	56.8
"strongly agree"	19	43.2	43.2	100.0
Total	44	100.0	100.0	

WD18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	4	9.1	9.1	9.1
"agree"	24	54.5	54.5	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

WD19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	2	4.5	4.5	4.5
"agree"	30	68.2	68.2	72.7
"strongly agree"	12	27.3	27.3	100.0
Total	44	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
WD1	44	4	5	4.80	.408
WD2	44	4	5	4.57	.501
WD3	44	4	5	4.80	.408
WD4	44	4	5	4.43	.501
WD5	44	3	5	4.52	.549
WD6	44	4	5	4.50	.506
WD7	44	4	5	4.57	.501
WD8	44	4	5	4.59	.497
WD9	44	2	5	4.05	.645
WD10	44	3	5	4.09	.520
WD11	44	3	5	4.18	.446
WD12	44	2	5	3.73	.727
WD13	44	3	5	4.07	.625
WD14	44	2	5	3.32	.639
WD15	44	3	5	4.02	.731
WD16	44	3	5	4.36	.532
WD17	44	4	5	4.43	.501
WD18	44	3	5	4.27	.624
WD19	44	3	5	4.23	.522
Valid N (listwise)	44				

★ **Motivation**

MOTIV1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	8	18.2	18.2	18.2
"strongly agree"	36	81.8	81.8	100.0
Total	44	100.0	100.0	

MOTIV2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	17	38.6	38.6	38.6
"strongly agree"	27	61.4	61.4	100.0
Total	44	100.0	100.0	

MOTIV3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	8	18.2	18.2	18.2
"strongly agree"	36	81.8	81.8	100.0
Total	44	100.0	100.0	

MOTIV4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	4	9.1	9.1	9.1
"agree"	12	27.3	27.3	36.4
"strongly agree"	28	63.6	63.6	100.0
Total	44	100.0	100.0	

MOTIV5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	5	11.4	11.4	11.4
"agree"	30	68.2	68.2	79.5
"strongly agree"	9	20.5	20.5	100.0
Total	44	100.0	100.0	

MOTIV6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	1	2.3	2.3	2.3
"disagree"	1	2.3	2.3	4.5
"neutral"	2	4.5	4.5	9.1
"agree"	21	47.7	47.7	56.8
"strongly agree"	19	43.2	43.2	100.0
Total	44	100.0	100.0	

MOTIV7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	2	4.5	4.5	4.5
"neutral"	2	4.5	4.5	9.1
"agree"	21	47.7	47.7	56.8
"strongly agree"	19	43.2	43.2	100.0
Total	44	100.0	100.0	

MOTIV8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	1	2.3	2.3	2.3
"neutral"	3	6.8	6.8	9.1
"agree"	24	54.5	54.5	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

MOTIV9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	2	4.5	4.5	4.5
"disagree"	3	6.8	6.8	11.4
"neutral"	19	43.2	43.2	54.5
"agree"	16	36.4	36.4	90.9
"strongly agree"	4	9.1	9.1	100.0
Total	44	100.0	100.0	

MOTIV10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	31	70.5	70.5	72.7
"strongly agree"	12	27.3	27.3	100.0
Total	44	100.0	100.0	

MOTIV11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	2	4.5	4.5	4.5
"agree"	24	54.5	54.5	59.1
"strongly agree"	18	40.9	40.9	100.0
Total	44	100.0	100.0	

MOTIV 12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	5	11.4	11.4	11.4
"agree"	22	50.0	50.0	61.4
"strongly agree"	17	38.6	38.6	100.0
Total	44	100.0	100.0	

MOTIV13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	22	50.0	50.0	52.3
"strongly agree"	21	47.7	47.7	100.0
Total	44	100.0	100.0	

MOTIV14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	7	15.9	15.9	15.9
"agree"	27	61.4	61.4	77.3
"strongly agree"	10	22.7	22.7	100.0
Total	44	100.0	100.0	

MOTIV15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	29	65.9	65.9	72.7
"strongly agree"	12	27.3	27.3	100.0
Total	44	100.0	100.0	

MOTIV16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	23	52.3	52.3	52.3
"strongly agree"	21	47.7	47.7	100.0
Total	44	100.0	100.0	

MOTIV17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	2	4.5	4.5	4.5
"agree"	26	59.1	59.1	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

MOTIV18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	25	56.8	56.8	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

MOTIV19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "agree"	19	43.2	43.2	43.2
"strongly agree"	25	56.8	56.8	100.0
Total	44	100.0	100.0	

MOTIV20

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	"neutral"	3	6.8	6.8	6.8
	"agree"	17	38.6	38.6	45.5
	"strongly agree"	24	54.5	54.5	100.0
	Total	44	100.0	100.0	

MOTIV21

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	"strongly disagree"	4	9.1	9.1	9.1
	"disagree"	23	52.3	52.3	61.4
	"neutral"	8	18.2	18.2	79.5
	"agree"	7	15.9	15.9	95.5
	"strongly agree"	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

MOTIV22

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	"neutral"	10	22.7	22.7	22.7
	"agree"	20	45.5	45.5	68.2
	"strongly agree"	14	31.8	31.8	100.0
	Total	44	100.0	100.0	

MOTIV23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	16	36.4	36.4	36.4
"disagree"	22	50.0	50.0	86.4
"neutral"	2	4.5	4.5	90.9
"agree"	2	4.5	4.5	95.5
"strongly agree"	2	4.5	4.5	100.0
Total	44	100.0	100.0	

MOTIV24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	17	38.6	38.6	38.6
"disagree"	23	52.3	52.3	90.9
"neutral"	1	2.3	2.3	93.2
"agree"	2	4.5	4.5	97.7
"strongly agree"	1	2.3	2.3	100.0
Total	44	100.0	100.0	

MOTIV25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "strongly disagree"	22	50.0	50.0	50.0
"disagree"	19	43.2	43.2	93.2
"neutral"	3	6.8	6.8	100.0
Total	44	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MOTIV1	44	4	5	4.82	.390
MOTIV2	44	4	5	4.61	.493
MOTIV3	44	4	5	4.82	.390
MOTIV4	44	3	5	4.55	.663
MOTIV5	44	3	5	4.09	.563
MOTIV6	44	1	5	4.27	.845
MOTIV7	44	1	5	4.25	.918
MOTIV8	44	1	5	4.23	.774
MOTIV9	44	1	5	3.39	.920
MOTIV10	44	□□5	5	4.25	.488
MOTIV11	44	3	5	4.36	.574
MOTIV12	44	3	5	4.27	.660
MOTIV13	44	3	5	4.45	.548
MOTIV14	44	3	5	4.07	.625
MOTIV15	44	3	5	4.20	.553
MOTIV16	44	4	5	4.48	.505
MOTIV17	44	1	5	4.23	.859
MOTIV18	44	3	5	4.30	.594
MOTIV19	44	4	5	4.57	.501
MOTIV20	44	3	5	4.48	.628
MOTIV21	44	1	5	2.55	1.022
MOTIV22	44	3	5	4.09	.741
MOTIV23	44	1	5	1.91	1.007
MOTIV24	44	1	5	1.80	.878
MOTIV25	44	1	3	1.57	.625
Valid N (listwise)	44				

★ Job Performance

JOBPER1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "disagree"	1	2.3	2.3	2.3
"neutral"	3	6.8	6.8	9.1
"agree"	23	52.3	52.3	61.4
"strongly agree"	17	38.6	38.6	100.0
Total	44	100.0	100.0	

JOBPER2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	25	56.8	56.8	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

JOBPER3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	23	52.3	52.3	59.1
"strongly agree"	18	40.9	40.9	100.0
Total	44	100.0	100.0	

JOBPER4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	25	56.8	56.8	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

JOBPER5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	3	6.8	6.8	6.8
"agree"	25	56.8	56.8	63.6
"strongly agree"	16	36.4	36.4	100.0
Total	44	100.0	100.0	

JOBPER6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid "neutral"	1	2.3	2.3	2.3
"agree"	20	45.5	45.5	47.7
"strongly agree"	23	52.3	52.3	100.0
Total	44	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
JOBPER1	44	2	5	4.27	.694
JOBPER2	44	3	5	4.30	.594
JOBPER3	44	3	5	4.34	.608
JOBPER4	44	3	5	4.30	.594
JOBPER5	44	3	5	4.30	.594
JOBPER6	44	3	5	4.50	.550
Valid N (listwise)	44				

☞ INSTRUMENT TESTING

★ Validity Testing

- Work Discipline

Component Matrix^a

	Component					
	1	2	3	4	5	6
WD7	.825	.026	.154	-.053	-.094	.032
WD17	.824	-.135	-.284	.008	-.341	-.083
WD19	.739	-.298	.064	.259	.071	-.250
WD16	.731	-.213	-.415	.084	-.258	.004
WD15	.699	.108	-.498	.086	-.046	-.031
WD3	.672	.277	.122	-.509	.098	-.074
WD6	.663	.323	.353	.037	-.200	.098
WD18	.661	-.535	-.079	.007	-.028	-.195
WD5	.647	.481	.332	.151	-.190	-.005
WD2	.642	-.022	.064	-.318	.387	.205
WD4	.586	.500	.212	.033	-.257	-.150
WD1	.558	.290	-.095	-.551	.397	-.028
WD10	.493	-.436	.023	.136	.407	.289
WD11	.337	-.612	.393	-.136	.175	-.131
WD14	.141	.302	-.667	-.031	.347	-.276
WD12	.432	-.330	.453	-.030	-.127	-.192
WD13	.565	.152	-.306	.622	.253	.069
WD9	.251	.292	.469	.505	.438	.166
WD8	.350	-.128	-.201	-.143	-.263	.791

Component Matrix^a

	Component					
	1	2	3	4	5	6
WD7	.825	.026	.154	-.053	-.094	.032
WD17	.824	-.135	-.284	.008	-.341	-.083
WD19	.739	-.298	.064	.259	.071	-.250
WD16	.731	-.213	-.415	.084	-.258	.004
WD15	.699	.108	-.498	.086	-.046	-.031
WD3	.672	.277	.122	-.509	.098	-.074
WD6	.663	.323	.353	.037	-.200	.098
WD18	.661	-.535	-.079	.007	-.028	-.195
WD5	.647	.481	.332	.151	-.190	-.005
WD2	.642	-.022	.064	-.318	.387	.205
WD4	.586	.500	.212	.033	-.257	-.150
WD1	.558	.290	-.095	-.551	.397	-.028
WD10	.493	-.436	.023	.136	.407	.289
WD11	.337	-.612	.393	-.136	.175	-.131
WD14	.141	.302	-.667	-.031	.347	-.276
WD12	.432	-.330	.453	-.030	-.127	-.192
WD13	.565	.152	-.306	.622	.253	.069
WD9	.251	.292	.469	.505	.438	.166
WD8	.350	-.128	-.201	-.143	-.263	.791

- Motivation

Component Matrix^a

	Component						
	1	2	3	4	5	6	7
MOTIV13	.774	.068	-.026	-.262	.336	-.011	-.118
MOTIV15	.759	-.051	.325	.027	.176	-.080	.218
MOTIV10	.623	-.117	.176	-.284	.425	.299	-.119
MOTIV16	.618	.500	-.058	-.360	-.029	.111	-.012
MOTIV14	.617	.000	.416	.360	-.166	-.092	-.142
MOTIV18	.603	.411	.131	-.053	-.017	-.199	.207
MOTIV11	.582	-.106	-.023	-.387	.067	.346	.069
MOTIV20	.582	.497	.034	.039	-.270	-.191	.312
MOTIV17	.580	-.150	.342	-.011	.142	-.415	.429
MOTIV19	.553	.407	-.109	-.506	-.122	.087	-.027
MOTIV4	.458	.293	-.229	.242	.175	.026	-.320
MOTIV23	-.158	.672	.397	.359	.181	.214	.051
MOTIV24	-.235	.648	.216	-.040	-.080	.417	.373
MOTIV6	.489	-.637	.179	.224	-.027	-.003	.243
MOTIV7	.593	-.623	-.063	.241	.014	.000	-.115
MOTIV8	.535	-.585	.226	.070	.206	.215	-.219
MOTIV22	.402	.553	.276	.021	-.372	-.275	-.213
MOTIV21	-.356	.542	.250	.381	.366	-.279	-.113
MOTIV3	.442	.317	-.677	.275	.104	.026	.088
MOTIV1	.436	.338	-.602	.359	.135	.046	.145
MOTIV25	-.212	.278	.595	.259	.086	.572	.018
MOTIV2	.336	.077	-.565	.413	-.159	.344	.134
MOTIV5	.440	-.356	.124	.624	-.217	.123	.054
MOTIV9	.259	-.198	.128	-.117	-.788	.214	-.069
MOTIV12	.421	.424	.083	.113	-.131	-.059	-.664

- **Job Performance**

Component Matrix^a

	Component
	1
JOBPER3	.894
JOBPER4	.892
JOBPER5	.854
JOBPER2	.849
JOBPER1	.763
JOBPER6	.360

★ **Reability Testing**

- **Work Discipline**

Reliability Statistics

Cronbach's Alpha	N of Items
.892	14

- **Motivation**

Reliability Statistics

Cronbach's Alpha	N of Items
.748	21

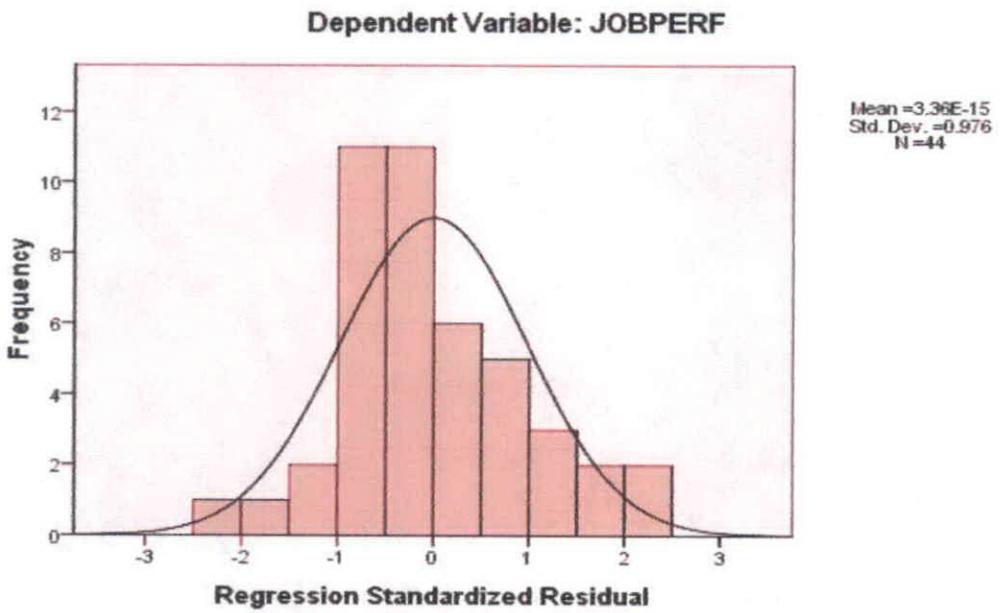
- **Job Performance**

Reliability Statistics

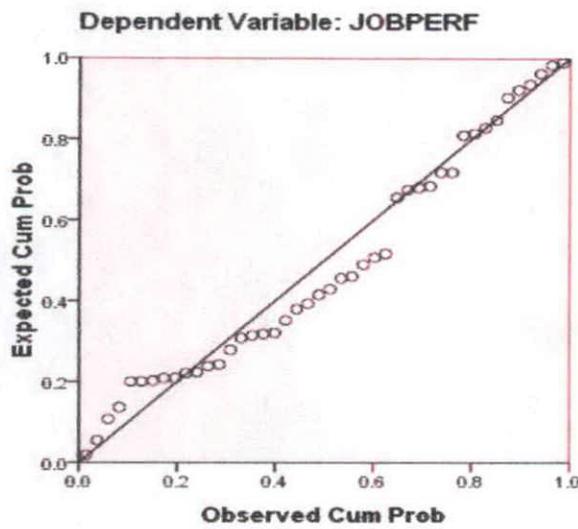
Cronbach's Alpha	N of Items
.904	5

☞ NORMALITY TEST

Histogram



Normal P-P Plot of Regression Standardized Residual



☞ REGRESSION

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	MOTIV, DK ^a		. Enter

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.480 ^a	.230	.193	.41923	2.231

a. Predictors: (Constant), MOTIV, DK

b. Dependent Variable: JOBPERF

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.158	2	1.079	6.140	.005 ^a
	Residual	7.206	41	.176		
	Total	9.364	43			

a. Predictors: (Constant), MOTIV, DK

b. Dependent Variable: JOBPERF

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.231	1.070		1.150	.257		
DK	-.048	.241	-.030	-.199	.844	.808	1.238
MOTIV	.837	.259	.493	3.232	.002	.808	1.238

a. Dependent Variable: JOBPFR

Frequency Distribution of Respondents Work Discipline Based on Gender

No	Indicator	SDA		DA		N		A		SA		Mean		TCR (%)		Result	
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	Male	Female	Male	Female	Male	Female
<i>Self Identification</i>																	
1	I go to school before teaching time	-	-	-	-	-	-	9	20.5	35	79.5	1.27	3.53	25.4	70.6	Low	High enough
2	When I coming late, I will informs the supervisor/ staffs immediately.	-	-	-	-	-	-	19	43.2	25	56.8	1.23	3.34	24.6	66.8	Low	High enough
3	I follow the rules of teaching time that has been determined	-	-	-	-	-	-	9	20.5	35	79.5	1.27	3.53	25.4	70.6	Low	High enough
4	I take optimum time to take a rest	-	-	-	-	-	-	25	56.8	19	43.2	1.18	3.25	23.6	65	Low	High enough
5	I am going home as my schedule, if there is no additional task.	-	-	-	-	1	2.3	19	43.2	24	54.5	1.16	3.36	23.2	67.2	Low	High enough
6	I will come immediately to the class after ceremony.	-	-	-	-	-	-	22	50.0	22	50.0	1.20	3.30	24	66	Low	High enough
<i>Compliance</i>																	
7	When head principle giving tasks, I will my best.	-	-	-	-	-	-	19	43.2	25	56.8	1.11	3.46	22.2	69.2	Low	High enough
8	In my job, I am not trying to interferes the principal's of authority.	-	-	-	-	-	-	18	40.9	26	59.1	0.34	4.25	6.8	85	Very low	High
9	If I participated in other field, I will ask opinion and suggestion directly from supervisor.	-	-	1	2.3	5	11.4	29	65.9	9	20.5	1.05	3.00	21	60	Low	High enough
10	If the supervisor faced the other business, and the job should be done, I will report the activities directly, before the supervisor asking	-	-	-	-	4	9.1	32	72.7	8	18.2	1.14	2.95	22.8	59	Low	Quite low

11	I will give suggestion to my principal for indicated violation norm in the school activities.	-	-	-	-	1	2.3	34	77.3	9	20.5	1.11	3.07	22.2	61.4	Low	High enough
12	When principal give me some task, I will do it soon although I have another duties.	-	-	2	4.5	13	29.5	24	54.5	5	11.4	0.98	2.75	19.6	55	Very low	Quite low
Internalization																	
13	I use the uniform with suitable attributes that determined.	-	-	-	-	7	15.9	27	61.4	10	22.7	1.05	3.02	21	60.4	Low	High enough
14	I also use uniform with self identity (signpost-name).	-	-	1	2.3	31	70.5	9	20.5	3	6.8	1.00	2.32	20	46.4	Low	Quite low
15	I use to wear uniforms according to the schedule	-	-	-	-	11	25.0	21	47.7	12	27.3	1.00	3.02	20	60.4	Low	High enough
16	I wearing outfit according with the existing rules	-	-	-	-	1	2.3	26	59.1	17	38.6	1.11	3.25	22.2	65	Low	High enough
17	I obey the school rule as well.	-	-	-	-	-	-	25	56.8	19	43.2	1.07	3.36	21.4	67.2	Low	High enoguh
18	In using the shool properties, I use it according to the step.	-	-	-	-	4	9.1	24	54.5	16	36.4	1.16	3.11	23.2	62.2	Low	High enough
19	I clean up the school properties after used	-	-	-	-	2	4.5	30	68.2	12	27.3	1.11	3.12	22.2	62.4	Low	High enough
AVERAGE MEAN												1.08	3.24	21.6	64.2	Low	High Enough

Source: Processed from questionnaires using SPSS

Frequency Distribution of Respondents Perception on Motivation Based on Gender

No	Indicator	SDA		DA		N		A		SA		Mean		TCR (%)		Result	
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	Male	Female	Male	Female	Male	Female
Work Content																	
1	I am interested in my work as a teacher	-	-	-	-	-	-	8	18.2	36	81.8	1.50	3.32	30	66.4	Low	High enough
2	I control my job itself.	-	-	-	-	-	-	17	38.6	27	61.4	1.18	3.43	23.6	68.6	Low	High enough
3	I assume teaching is a teacher responsibility .	-	-	-	-	-	-	8	18.2	36	81.8	1.50	3.32	30	66.4	Low	High enough
4	My work is the way to reach the success in the future	-	-	-	-	4	9.1	12	27.3	28	63.6	1.07	3.48	21.4	69.6	Low	High enough
5	I have the opportunity to take part when made the decision.	-	-	-	-	5	11.4	30	68.2	9	20.5	1.21	2.88	24.2	57.6	Low	Quite Low
Payment																	
6	I am satisfied with my salary because appropriate with my job.	1	2.3	1	2.3	2	4.5	21	47.7	19	43.2	1.11	3.16	22.2	63.2	Low	High enough
7	I earn the same salary like other people with the same job .	2	4.5	-	-	2	4.5	21	47.7	19	43.2	1.10	3.15	22	63	Low	High enough
8	Salary increases decided in a fair way	1	2.3	-	-	3	6.8	24	54.5	16	36.4	1.16	3.07	23.2	61.4	Low	High enough
Promotion																	
9	I will be promoted within the next two years	2	4.5	3	6.8	19	43.2	16	36.4	4	9.1	1.00	2.39	20	47.8	Low	Quite Low
10	Everyone has an equal chance to be promoted	-	-	-	-	1	2.3	31	70.5	12	27.3	1.16	3.09	23.2	61.8	Low	High enough
11	Teacher and staff are promoted in a fair way.	-	-	-	-	2	4.5	24	54.5	18	40.9	1.20	3.16	24	63.2	Low	High enough
Recognition																	
12	I am proud with my teaching result	-	-	-	-	5	11.4	22	50.0	17	38.6	1.20	3.07	24	61.4	Low	High enough

13	I receive criticism about my work.	-	-	-	-	1	2.3	22	50.0	21	47.7	1.16	3.29	23.2	65.8	Low	High enough
14	I have been told that I am making progress.	-	-	-	-	7	15.9	27	61.4	10	22.7	1.11	2.96	22.2	59.2	Low	Quite Low
Working Condition																	
15	My working hours are resonable.	-	-	-	-	3	6.8	29	65.9	12	27.3	1.18	3.02	23.6	60.4	Low	High enough
16	I get opportunity to interact and communicate with other teachers in the school.	-	-	-	-	-	-	23	52.3	21	47.7	1.10	3.38	22	67.6	Low	High enough
Benefit																	
17	The pension has good benefit	2	4.5	-	-	-	-	26	59.1	16	36.4	1.14	3.09	22.8	61.8	Low	High enough
18	I never avoid from the problem	-	-	-	-	3	6.8	25	56.8	16	36.4	1.11	3.19	22.2	63.8	Low	High enough
Personal																	
19	My job based on my qualifications and skills.	-	-	-	-	-	-	19	43.2	25	56.8	1.20	3.37	24	67.4	Low	High enough
20	It's my choice to working here	-	-	-	-	3	6.8	17	38.6	24	54.5	1.07	3.41	21.4	68.2	Low	High enough
My Leader/ Supervisor																	
21	I am satisfied easily with my job	4	9.1	23	52.3	8	18.2	7	15.9	2	4.5	0.80	1.75	16	35	Very Low	Low
22	I'm a friendly person.	-	-	-	-	10	22.7	20	45.5	14	31.8	1.14	2.95	22.8	59	Low	Quite low
General																	
23	I have considered changing the job	16	36.4	22	50.0	2	4.5	2	4.5	2	4.5	0.61	1.30	12.2	26	Very Low	Low
24	I have been looking out for another job	17	38.6	23	52.3	1	2.3	2	4.5	1	2.3	0.52	1.28	10.4	25.6	Very Low	Low
25	I am thinking to resign	22	50.0	19	43.2	3	6.8	-	-	-	-	0.48	1.09	9.6	21.8	Very Low	Low
AVERAGE MEAN												1.02	2.86	21.60	57.44	Low	Quite Low

Frequency Distribution of Respondents Job Performance Based on Gender

No	Indicator	SDA		DA		N		A		SA		Mean		TCR		Result	
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	Male	Female	Male	Female	Male	Female
1	The result of my job fulfill the requirement of quality standards.	-	-	1	2.3	3	6.8	23	52.3	17	38.6	1.11	3.16	22.2	63.2	Low	High enough
2	I can complete the entire job that given to me.	-	-	-	-	3	6.8	25	56.8	16	36.4	1.20	3.10	24	62	Low	High enough
3	I was complete my job ontime.	-	-	-	-	3	6.8	23	52.3	18	40.9	1.20	3.14	24	62.8	Low	High enough
4	I use school equipment correctly	-	-	-	-	3	6.8	25	56.8	16	36.4	1.16	3.14	23.2	62.8	Low	High enough
5	I can do my task, although there is no control.	-	-	-	-	3	6.8	25	56.8	16	36.4	1.18	3.12	23.6	62.4	Low	High enough
6	I can work together with other teachers.	-	-	-	-	1	2.3	20	45.5	23	52.3	1.23	3.27	24.6	65.4	Low	High enough
AVERAGE MEAN												1.18	3.16	23.6	63.1	Low	High enough

Source: Processed from questionnaires using SPSS

Frequency Distribution of Respondents Work Discipline based on Age

No	Indicator	SDA		DA		N		A		SA		Mean			TCR (%)			Result		
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	<30	30-40	>40	<30	30-40	>40	<30	30-40	>40
Self Identification																				
1	I go to school before teaching time	-	-	-	-	-	-	9	20.5	35	79.5	0.34	0.52	3.94	6.8	10.4	78.8	Very low	Very low	High enough
2	When I coming late, I will informs the supervisor/ staffs immediately.	-	-	-	-	-	-	19	43.2	25	56.8	0.32	0.52	3.73	6.4	10.4	74.6	Very low	Very low	High enough
3	I follow the rules of teaching time that has been determined	-	-	-	-	-	-	9	20.5	35	79.5	0.34	0.52	3.94	6.8	10.4	78.8	Very low	Very low	High enough
4	I take optimum time to take a rest	-	-	-	-	-	-	25	56.8	19	43.2	0.34	0.50	3.59	6.8	10	71.8	Very low	Very low	High enough
5	I am going home as my schedule, if there is no additional task.	-	-	-	-	1	2.3	19	43.2	24	54.5	0.32	0.50	3.70	6.4	10	74	Very low	Very low	High enough
6	I will come immediately to the class after ceremony.	-	-	-	-	-	-	22	50.0	22	50.0	0.20	0.50	3.80	4	10	76	Very low	Very low	High enough
Compliance																				
7	When head principle giving tasks, I will my best.	-	-	-	-	-	-	19	43.2	25	56.8	0.34	0.50	3.73	6.8	10	74.6	Very low	Very low	High enough
8	In my job, I am not trying to interferes the principal's of authority.	-	-	-	-	-	-	18	40.9	26	59.1	0.10	0.18	4.31	2	3.6	86.2	Very low	Very low	High
9	If I participated in other field, I will ask opinion and suggestion directly from supervisor.	-	-	1	2.3	5	11.4	29	65.9	9	20.5	0.25	0.50	3.3	5	10	66	Very low	Very low	High enough
10	If the supervisor faced the other business, and the job should be done, I will report the activities directly, before	-	-	-	-	4	9.1	32	72.7	8	18.2	0.27	0.45	3.37	5.4	9	67.4	Very low	Very low	High enough

	the supervisor asking																				
11	I will give suggestion to my principal for indicated violation norm in the school activities.	-	-	-	-	1	2.3	34	77.3	9	20.5	0.25	0.48	3.45	5	9.6	69	Very low	Very low	High enough	
12	When principal give me some task, I will do it soon although I have another duties.	-	-	2	4.5	13	29.5	24	54.5	5	11.4	0.23	0.41	3.09	4.6	8.2	61.8	Very low	Very low	High enough	
Internalization																					
13	I use the uniform with suitable attributes that determined.	-	-	-	-	7	15.9	27	61.4	10	22.7	0.32	0.45	3.3	6.4	9	66	Very low	Very low	High enough	
14	I also use uniform with self identity (signpost-name).	-	-	1	2.3	31	70.5	9	20.5	3	6.8	0.27	0.34	2.71	5.4	6.8	54.2	Very low	Very low	Quite Low	
15	I use to wear uniforms according to the schedule	-	-	-	-	11	25.0	21	47.7	12	27.3	0.32	0.43	3.27	6.4	8.6	65.4	Very low	Very low	High enough	
16	I wearing outfit according with the existing rules	-	-	-	-	1	2.3	26	59.1	17	38.6	0.34	0.50	3.18	6.8	10	63.6	Very low	Very low	High enough	
17	I obey the school rule as well.	-	-	-	-	-	-	25	56.8	19	43.2	0.34	0.50	3.59	6.8	10	71.8	Very low	Very low	High enough	
18	In using the shool properties, I use it according to the step.	-	-	-	-	4	9.1	24	54.5	16	36.4	0.32	0.48	3.47	6.4	9.6	69.4	Very low	Very low	High enough	
19	I clean up the school properties after used	-	-	-	-	2	4.5	30	68.2	12	27.3	0.30	0.50	3.43	6	10	68.6	Very low	Very low	High enough	
AVERAGE MEAN												0.29	0.46	3.52	5.8	8.82	70.42	Very low	very low	High enough	

Source: Processed from questionnaires using SPSS

Frequency Distribution of Respondents Perception on Motivation Based on Age

No	Indicator	SDA		DA		N		A		SA		Mean			TCR (%)			Result		
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	<30	30-40	>40	<30	30-40	>40	<30	30-40	>40
Work Content																				
1	I am interested in my work as a teacher	-	-	-	-	-	-	8	18.2	36	81.8	0.32	0.55	3.95	6.4	11	79	Very Low	Very Low	High enough
2	I control my job itself.	-	-	-	-	-	-	17	38.6	27	61.4	0.32	0.5	3.79	6.4	10	75.8	Very Low	Very Low	High enough
3	I assume teaching is a teacher responsibility .	-	-	-	-	-	-	8	18.2	36	81.8	0.32	0.57	3.39	6.4	11.4	67.8	Very Low	Very Low	High enough
4	My work is the way to reach the success in the future	-	-	-	-	4	9.1	12	27.3	28	63.6	0.23	0.57	3.75	4.6	11.4	75	Very Low	Very Low	High enough
5	I have the opportunity to take part when made the decision.	-	-	-	-	5	11.4	30	68.2	9	20.5	0.23	0.45	3.41	4.6	9	68.2	Very Low	Very Low	High enough
Payment																				
6	I am satisfied with my salary because appropriate with my job.	1	2.3	1	2.3	2	4.5	21	47.7	19	43.2	0.10	0.48	3.69	2	9.6	73.8	Very Low	Very Low	High enough
7	I earn the same salary like other people with the same job .	2	4.5	-	-	2	4.5	21	47.7	19	43.2	0.23	0.45	3.57	4.6	9	71.4	Very Low	Very Low	High enough
8	Salary increases decided in a fair way	1	2.3	-	-	3	6.8	24	54.5	16	36.4	0.23	0.48	3.52	4.6	9.6	70.4	Very Low	Very Low	High enough
Promotion																				
9	I will be promoted within the next two years	2	4.5	3	6.8	19	43.2	16	36.4	4	9.1	0.23	0.34	2.82	4.6	6.8	56.4	Very Low	Very Low	Quite Low
10	Everyone has an equal chance to be promoted	-	-	-	-	1	2.3	31	70.5	12	27.3	0.27	0.48	3.5	5.4	9.6	70	Very Low	Very Low	High enough
11	Teacher and staff are promoted in a fair way.	-	-	-	-	2	4.5	24	54.5	18	40.9	0.30	0.5	3.56	6	10	71.2	Very Low	Very Low	High enough
Recognition																				
12	I am proud with my teaching result	-	-	-	-	5	11.4	22	50.0	17	38.6	0.32	0.45	3.5	6.4	9	70	Very Low	Very Low	High enough
13	I receive criticism about my work.	-	-	-	-	1	2.3	22	50.0	21	47.7	0.27	0.5	3.68	5.4	10	73.6	Very Low	Very Low	High enough

14	I have been told that I am making progress.	-	-	-	-	7	15.9	27	61.4	10	22.7	0.23	0.41	3.43	4.6	8.2	68.6	Very Low	Very Low	High enough
<i>Working Condition</i>																				
15	My working hours are resonable.	-	-	-	-	3	6.8	29	65.9	12	27.3	0.23	0.48	3.49	4.6	9.6	69.8	Very Low	Very Low	High enough
16	I get opportunity to interact and communicate with other teachers in the school.	-	-	-	-	-	-	23	52.3	21	47.7	0.32	0.5	3.6	6.4	10	73.2	Very Low	Very Low	High enough
<i>Benefit</i>																				
17	The pension has good benefit	2	4.5	-	-	-	-	26	59.1	16	36.4	0.14	0.5	3.59	2.8	10	71.8	Very Low	Very Low	High enough
18	I never avoid from the problem	-	-	-	-	3	6.8	25	56.8	16	36.4	0.27	0.48	3.55	5.4	9.6	71	Very Low	Very Low	High enough
<i>Personal</i>																				
19	My job based on my qualifications and skills.	-	-	-	-	-	-	19	43.2	25	56.8	0.34	0.55	3.68	6.8	11	73.6	Very Low	Very Low	High enough
20	It's my choice to working here	-	-	-	-	3	6.8	17	38.6	24	54.5	0.27	0.41	3.8	5.4	8.2	76	Very Low	Very Low	High enough
<i>My Leader/ Supervisor</i>																				
21	I am satisfied easily with my job	4	9.1	23	52.3	8	18.2	7	15.9	2	4.5	0.18	0.27	4.03	3.6	5.4	80.6	Very Low	Very Low	High enough
22	I'm a friendly person.	-	-	-	-	10	22.7	20	45.5	14	31.8	0.30	0.45	1.80	6	9	36	Very Low	Very Low	Low
<i>General</i>																				
23	I have considered changing the job	16	36.4	22	50.0	2	4.5	2	4.5	2	4.5	0.18	0.16	1.57	3.6	3.2	31.4	Very Low	Very Low	Low
24	I have been looking out for another job	17	38.6	23	52.3	1	2.3	2	4.5	1	2.3	0.18	0.18	1.44	3.6	3.6	28.8	Very Low	Very Low	Low
25	I am thinking to resign	22	50.0	19	43.2	3	6.8	-	-	-	-	0.14	0.14	1.29	2.8	2.8	25.8	Very Low	Very Low	Low
AVERAGE MEAN												0.25	0.43	3.26	4.92	8.68	65.17	Very low	Very low	High enough

Frequency Distribution of Respondents Job Performance Based on Gender

No	Indicator	SDA		DA		N		A		SA		Mean			TCR			Result		
		Fi	%	Fi	%	Fi	%	Fi	%	Fi	%	<30	30-40	>40	<30	30-40	>40	<30	30-40	>40
1	The result of my job fulfill the requirement of quality standards.	-	-	1	2.3	3	6.8	23	52.3	17	38.6	0.30	0.41	3.56	6	8.2	71.2	Very Low	Very Low	High enough
2	I can complete the entire job that given to me.	-	-	-	-	3	6.8	25	56.8	16	36.4	0.27	0.45	3.58	5.4	9	71.6	Very Low	Very Low	High enough
3	I was complete my job ontime.	-	-	-	-	3	6.8	23	52.3	18	40.9	0.30	0.45	3.59	6	9	71.8	Very Low	Very Low	High enough
4	I use school equipment correctly	-	-	-	-	3	6.8	25	56.8	16	36.4	0.27	0.43	3.6	5.4	8.6	72	Very Low	Very Low	High enough
5	I can do my task, although there is no control.	-	-	-	-	3	6.8	25	56.8	16	36.4	0.27	0.48	3.55	5.4	9.6	71	Very Low	Very Low	High enough
6	I can work together with other teachers.	-	-	-	-	1	2.3	20	45.5	23	52.3	0.32	0.50	3.68	6.4	10	73.6	Very Low	Very Low	High enough
AVERAGE MEAN												0.29	0.45	3.59	5.77	9.07	71.9	Very Low	Very Low	High enough

Source: Processed from questionnaires using SPSS