

Improving Teacher Performance By Worship Motivation and Work Discipline Case Study at Bakong Pittaya School, Thailand

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ABSTRACT

Keywords: Motivation, Work Discipline, Teacher Performance.

This study aims to determine how work discipline and motivation affect teachers' performance. This study used total sampling for data collection, which involved distributing questionnaires and measuring the results with a Likert scale. Work discipline and motivation are the study's independent variables, and Teacher Performance is the study's dependent variable. The outcomes of this study demonstrate that work discipline and motivation positively and significantly affect teachers' performance. Conclusion Teacher performance is significantly impacted by work discipline. This demonstrates that teachers' performance at Bakong Pittaya School in Thailand will improve the more work discipline they possess. With the T-statistic value of 6.947, the influence of work discipline is more significant than motivation.



Introduction

Education is one of the most vital areas of life, shaping and obtaining the highest standard of living in society. Within the field of education, the activities of teaching and learning are inextricably linked to the role of the teacher. Essentially, a teacher's primary duty is to ensure that the students they guide and assist in learning meet the established educational objectives. Teachers are also crucial to the efficiency of education since they significantly impact how all educational resources are used (Riyanto, 2017).

The 20-year National Strategy is based on Thailand's National Education Act 1999 and Amendment Version 2 2002. Number 12 of the National Economic and Social Plan (2017–2021). All of these policies, plans, and initiatives seek to mould students into flawless human beings who are disciplined, capable of taking care of their families, communities, and country, and who are intellectually, mentally, and physically strong country (Rizal, 2019). Bakong Pittaya School is a multi-level school that offers instruction from kindergarten to senior high school. It is situated in Nong Chik District, Pattani, Thailand. Thailand's government has formalised this institution. Thus, it can be

said that Bakong Pittaya School aims to develop its pupils' cognitive, moral, and behavioural skills.

According to (Alimmudin and Basuki, 2022), teacher performance factors include motivation and work discipline. The role of motivation improves teacher performance. Motivation can achieve the expected performance of another thing (Anwar et al., 2021). One of the popular theories of motivation is the hierarchy of needs theory presented by Abraham Maslow. It is explained in this theory that humans have needs that are highly dependent on individual interests. Maslow assumes that five levels of needs exist. Namely, they need psychological security, social, self-esteem, and self-actualisation (Nurhayati et al., 2022). It is also explained in the Al-Qur'an (At-Taubah: 105), which means, "Work! Then Allah and His messenger and the believers will see your work, and you will be returned to Him (Allah) who knows the unseen and the real. Then He will tell you what you have done". According to that explanation of the opinions and verse, it can be concluded that the ideal motivation is what is expected to arise in someone when carrying out work, not only motivation regarding personal needs but also there is a value of worship that is applied in their life and it is to increase faith and devotion to Allah SWT. In reality, Bakong Pittaya School still only supplied conventional motivation, namely to get rewards, and has not been motivated that working is for worship. Get rewards as evidenced by the existence of several teacher who only come to carry out their primary duties without involving the value of worship in doing it. It shows that the existing motivation is not balanced between motivation as a human being and motivation to worship God.

According to (Maryani et al., 2021), work discipline is a measuring tool to communicate with employees so that they are willing to increase awareness and obey the company regulations and applicable social norms. (Fachrunnisa & Adhiatma, 2014) Discipline is an attitude of respect and appreciation for regulation that is applied both in writing and unwritten, and it can carry out or may accept sanctions if it violates the duties and authority given. Al-Qur'an (Al-Ashr: 1-3) explains that time is the principal capital for humans. If time is used for valuable things, it will be a positive value; otherwise, if time is not used for positive things, it will be wasted, and the principal capital will be lost. So, it can be concluded that both conventional and Islamic disciplines have an attitude of respecting and using time as well as possible with awareness and not violating or wasting time.

This Relationship between Motivation and Teacher Performance

Motivation is an internal driving force that propels a person to perform specific tasks or activities (Riyanto, 2017). Recently, there has been much publicity about the relationship between motivation and performance. Motivation is still a crucial factor affecting how well people work, whether they are school teachers or business employees.

Several studies have shown that motivation significantly affects teacher performance (Riyanto, 2017). They argued that the motivation within each individual /teacher dramatically influences the progress of teacher performance, which will improve school performance. According to this opinion, a hypothesis can be formulated as

H1: Motivation has a positive influence on teacher performance.

Research Methods

The study's participants were Thai teachers at Bakong Pittaya School, including every elementary, junior, and senior high school teacher. In this study, the entire population is sampled by total sampling. (Sugiyono, 2019) defines entire sampling as a sampling technique in which every member serves as a sample. There are 74 teachers in the sample and the population in this study. IBM SPSS 25 was the analytical tool used in this study.

This study used total sampling for data collection, which involved distributing questionnaires and measuring the results with a Likert scale. Work discipline and motivation are the study's independent variables. Teacher Performance is the study's dependent variable.

Results and Discussion

Validity Test

A validity test determines whether or not a questionnaire may be taken for granted (Sugiono, 2019).

Table 1
Validity Test Results

Variables	Correlation Range	Significant	Description
Motivation	0.459** - 0.744**	<0.001	Valid
Work Discipline	0.696** - 0.761**	<0.001	Valid
Teacher Performance	0.646** - 0.837**	<0.001	Valid

Readability Test

A reliability test evaluates the dependability of a questionnaire. Cronbach's Alpha value indicates the reliability of the test results. The critical limit of the alpha value for Cronbach's Alpha calculation, which uses SPSS assistance, is 0.70. Therefore, a Cronbach alpha value greater than 0.70 indicates the reliability of the questionnaire.

Table 2
Reliability Test Results

Variables	<i>Cronbach's Alpha Based on Standardised Items</i>	sign	Alpha Limit	Description
Motivation	0,918	>	0,70	Reliable
Work Discipline	0,852	>	0,70	Reliable
Teacher Performance	0,919	>	0,70	Reliable

This table shows that all variables match the Cronbach Alpha requirements and are dependable because they are more significant than 0.70.

Normality Test

Apply the normality test to determine whether a variable is normal. The One-Sample Kolmogorov-Smirnov Test is a non-parametric statistical test employed in this study to assess normalcy.

Table 3
Normality Test Results

N		74
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,11166699
Most Extreme Differences	Absolute	,101
	Positive	,101
	Negative	-,059
Test Statistic		,101
Asymp. Sig. (2-tailed) ^c		,061
Monte Carlo Sig. (2-tailed) ^d		,059

	99% Confidence Interval		Lower	,052
			Bound	
			Upper	,065
			Bound	

The provided data indicate that they are typically distributed because the probability value is 0.61, higher than the significance level of 0.05.

Hypothesis Test

Multiple Regression Linear Analysis

This approach ascertains the impact of one dependent variable on two or more independent variables by analysing the data using SPSS.

Table 4
Multiple Linear Analysis Results Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	7,499	4,975		1,507	,136
Motivation	,126	,056	,204	2,242	,028
Work Discipline	,927	,143	,590	6,497	<,001

a. Dependent Variable: total_Y

Multiple linear regression models are produced due to the computations done using SPSS version 25.0. These results are as follows :

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

The results of the multiple linear regression equation can be obtained as follows.

$$Y = 7,499 + 0,126 + 0,927$$

This equation allows for the following conclusions to be made:

1. 7.499 is the coefficient cost (α). This implies that teacher performance will be enhanced by employing 7.499 every occasion where motivation and work discipline are regular and unaffected by motivation and the work discipline.
2. β_1 is equal to 0,126. This indicates that the motivation variable's regression coefficient (X_1) is 0.126, meaning that if all other factors remain constant, an increase in the motivation variable of one score will likewise increase teacher performance by 0.126.
3. β_2 is equal to 0,927. This indicates that the work discipline variable's (X_2) regression coefficient is 0.927, meaning that for every one-point rise in the work discipline variable, there will be a 0.927 increase in teacher performance.

The Influence of Motivation on Teacher Performance

The count value 2.242 is associated with the motivation variable at a significance level of 0.028. Based on this statistic, the count is $2.242 > t$ table 1.99346. Following that, H_0 is turned down, and H_a is accepted. This suggests a somewhat substantial relationship

between the motivation variable and instructor performance. As a result, one may say that the incentive variable has a favourable effect on repurchase interest. H1 has been accepted.

The Influence of Work Discipline on Teacher Performance

The work discipline variable has a count value of 6.497 and a significance level of 0.001. Based on this value, the count is $6.497 > t$ table 1.99346. Following that, H_0 is turned down, and H_a is accepted. This suggests a somewhat substantial relationship between the work discipline variable and teacher performance. Thus, it can be concluded that the work discipline variable positively affects teacher performance. H2 is accepted.

Dessler (2001) said that motivation, which is one's ability to meet individual needs while exerting high levels of effort to attain organisational goals, is contingent upon performance. Teachers must receive guidance and support to ensure that they complete this responsibility. Therefore, they will have a high level of commitment. In Herzberg's theory, intrinsic motivation is related to the content of the work itself, and therein lies the psychological need for growth and recognition. Humans are also by nature on this earth to worship Allah SWT, just as a teacher is motivated to teach and carry out his first worship, as explained in the Qur'an letter Azzuriyat. 56: 56.

This study suggests that motivation positively impacts teacher performance. The indications demonstrate how psychological, security, social, self-esteem, and self-actualisation needs can enhance a person's motivation for work. The results of the statistical testing on the impact of motivation on teacher performance indicate that H_a is accepted and H_0 is rejected, with a significance value of 0.028, or less than 0.05, and a count value of $2.424 >$, table 1.99346. Thus, it is evident that H1 is approved since motivation improves instructor effectiveness.

This study aligns with previous research findings. (Andriani et al., 2018) Sudirman et al. (2019) argued that each individual/teacher's motivation dramatically influences the progress of the teacher's performance, which in turn will improve school performance.

Work discipline demonstrates employees' compliance with rules to meet organisational objectives (Salim & Ernanda, 2023). Work discipline among employees can produce high-performing workers since more disciplined workers will perform better overall and conversely.

According to this study, a person's attitude toward following the established guidelines and performance expectations is a good indicator of how well he or she is performing. An individual who demonstrates high conformity with current regulations is accountable for his work. Work discipline has a significant impact on teacher performance, according to studies by Sukrisna et al. (2022), Yoel Brando (Sitopu et al., 2021), and (Fauzi & Herminingsih, 2021). Ahmad Fauzi and Anik Hermaningsih contend that raising teacher awareness of following rules and being able to succeed without escaping consequences for persistent rule violations is one way to improve teacher performance.

According to the tested variable, the measured value for work discipline indicates that $<0,001$ can explain why $<0,05$ is consistent with the outcome of count $6,497 >$.

However, the available data indicates that the ttable is 1,99346 that has been set. As a result, it is possible to see that H2 is accepted and Ho is rejected based on the presumption that strengthening work discipline will come first, then teacher performance.

Conclusion

Their motivation significantly impacts teacher performance. This indicates that teachers' performance at Bakong Pittaya School in Thailand increases with their level of motivation. When conventional and spiritual motivation are balanced, teacher performance will be of higher quality. Teacher performance is also significantly impacted by work discipline. This demonstrates that teachers' performance at Bakong Pittaya School in Thailand will improve the more work discipline they possess. With the T-statistic value of 6.947, the influence of work discipline is more significant than motivation.

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