

The Effect of Discipline and Motivation on Teacher Achievement in Elementary Schools

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ABSTRACT

Competency tests were conducted to obtain information about mastery of teaching materials (substances) and learning methods for each teacher. This research was conducted with one dependent variable, namely teacher teaching performance (Y), and two independent variables, namely discipline (X1) and motivation (X2). This study uses a descriptive method with a quantitative approach. The temporary design research used is survey design research. The research instrument used was a questionnaire using a Likert scale as an assessment of the score for each question, with a score range of 1–5. The study population was all schools in Lebak Regency, totalling 775 schools. The research sample used a stratified random sampling technique. The results of this Discipline study have an influence and are significant on the performance of teaching teachers, including the high category. Motivation has a significant effect on teacher teaching performance in the high category. It can be concluded that discipline and motivation have high cross-category scores in achieving teacher-teaching performance.

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1. INTRODUCTION

Teachers, as professional educators, are primarily responsible for imparting education, teaching, guiding, assessing, directing, nurturing, and evaluating pupils. This includes early childhood education, formal educational channels, educational foundations, and educational media. The reference is from Strelan et al. (2020). The master, as identified by Tampubolon et al. (2021), is considered the primary factor that exerts the most impact on the success of the educational process. The significant impact of this instructor has prompted extensive research on the function of teachers in achieving educational objectives (Rose et al., 2020). Teachers are regarded as managers responsible for overseeing and guiding the process of learning in schools. Therefore, teachers are also seen as implementers of the primary educational goals

within the school setting (Scales et al., 2020). Hence, it is imperative for the teacher to possess the capacity to guide the process of acquiring knowledge by adhering to the school's objectives, which in turn contributes to the instructor's commendable performance. To implement a goal-oriented school, refer to Toropova et al. (2021). The teacher's performance may be observed through the data table of teacher competency tests in each district in Banten Province.

Table 1. Data on competency test for elementary school teachers in Bandung district

Regency	Pedagogic UKG Value	Professional UKG Value	Average
Pandeglang	48.55	52.85	51.56
Lebak	49.34	54.02	52.61
Kab. Tangerang	51.36	57.48	55.64
Kab. Serang	50.05	54.89	53.44
Cilegon	55.06	60.73	59.03
Kota Tangerang	53.78	61.40	59.11
Kota Serang	53.37	59.01	57.32
Kota Tangerang Selatan	56.27	64.37	61.94

From the table above, the lowest average score of the teacher competency test is regency Pandeglang and Lebak. A competency test is done to obtain information about mastery of teaching materials (substance) and methods of learning every teacher. Competency test results this is decisive a teacher is still in the category worthy to teach or Not yet worthy to teach. Moreover, teachers are classified as inexperienced educators who require comprehensive training to enhance their knowledge of the subject matter (Stiller & Schworm, 2019). The Teacher Competency Test assesses a teacher's proficiency in teaching materials, procedures, and the ability to gauge the degree of learning in their lessons. It serves as a minimal prerequisite for teachers to be able to teach effectively (Wolomasi et al., 2019). The term "development test" pertains to the Standard Teacher Competency established by the Ministry of National Education (Sulaimah, Riyanto, & Aminin, 2021). The performance of teachers is influenced by both internal and external factors. Internal factors include discipline and motivation, while external factors include the leadership of the school head and the facilities provided by the school (Heyder et al., 2020; Purwanto & Evicasari, 2021).

This research discussed influencing internal factors performance teaching teachers i.e. discipline and motivation (Fransiska et al., 2020). The word "discipline" originates from the Latin term "disciplina," which means to acquire knowledge via careful instruction and training. The word "Disciplina" derives from the Latin word meaning "teaching" or "training." The word "discipline" encompasses the process of developing skills and knowledge via experience, leading to a deeper understanding. Discipline is initially seen as the act of adhering to regulations or being under supervision and control. The second discipline is engaging in deliberate exercises to enhance self-development and cultivate ordered behaviour (Shepard et al., 2018). The term motivation derives from the Latin word "motivus," which meaning "to move." Motivation is a crucial factor in attaining desired goals or fulfilling one's needs. Put simply, motivation is the internal force that stems from one's desires, drives, needs, hopes, objectives, and purpose (Fan & Williams, 2018; Juniarti et al., 2020).

Teacher performance is the ability demonstrated by the teacher in carrying out task or his job well done inside class nor outside class. Performance said good and satisfying if achieved goals in accordance with standards that have been established (Razak et al., 2018). Colquit et al. (2021) in Prasetya an Kato (in Suhrah et al., 2021) defined performance as "a set behavior contributing employees to achievement objective company. Barnawi and Mohammad Arifin (in Asterina & Sukoco, 2019) teacher performance can interpreted as level success Teacher in carry out assignments and education in accordance with not quite enough responsibility and authority his based on standard performance that has set during period certain in framework reach objective education. Teacher teaching performance is influenced by 2 factors, namely internal and external factors. Internal factors that influence the performance of teaching teachers

are discipline and motivation, and external factors are leadership head schools and facilities school (Syafii, 2021).

Table 2. Banten Province School Enrollment Figures

Regency /City	Participation Figures School (APS)					
	According to District /City and Group Age in Banten Province					
	7-12			13-15		
	2019	2020	2021	2019	2020	2021
Regency Pandeglang	99.47	99.38	99.51	94.94	95.47	95.03
Lebak Regency	98.29	98.21	98.11	92.99	93.10	93.07
Tangerang Regency	99.80	99.70	99.83	95.49	94.30	97.90
Regency attack	99.30	98.94	99.26	95.37	95.08	96.27
Tangerine City	99.71	99.38	99.70	98.40	97.91	98.64
Cilegon City	99.79	99.19	99.51	98.01	98.22	97.97
Attack City	99.68	99.54	99.64	94.14	93.97	94.88
South Tangerang City	99.20	99.30	99.50	98.80	98.57	98.27
Banten Province	99.44	99.28	99.45	95.79	95.55	96.77

According to the provided table, the number of students transitioning from elementary school to middle school in Lebak Regency has consistently declined from 2019 to 2021. The participation rate of children in elementary school decreased from 98% to 93%. Out of the remaining 100 individuals who attend school regularly, only 93 people attend school through a medium. The residents of the Lebak Regency face challenges in accessing education due to the lack of primary schools in all subdistricts and secondary schools in all villages. This is primarily because these educational institutions are concentrated in the central subdistrict, making it difficult for students to reach them due to the lack of transportation and the poor condition of the roads (<https://www.ombudsman.go.id/>, 2020). The assessment results of Kemendes PDTT in 2020 for Lebak Regency indicate that out of the 340 villages, none are classified as autonomous, 17 are classified as advanced, 163 are classified as growing, 148 are classified as underdeveloped, and 12 are classified as highly underdeveloped. The quality of education in the district swamp is adversely affected due to the presence of a challenging teacher and limited access to technological advancements. This is mostly because the school is located in a remote place with few resources. Approximately 166 schools in Lebak Regency are situated in remote or isolated areas with limited communication access (Kustanto et al., 2021; Na'im & Ahsani, 2021).

In a study conducted by Edi Hidayat (2014) entitled "Factors Affecting School Quality (Influence of Teacher Teaching Performance Factors and Utilization of Source Learning)" at SDN Margadadi VII – Kab. Indramayu. Research results show that the description general from quality school base in the District Indramayu and performance teacher teaching is in the very high category while utilization source learned by category high (Alhusaini, Kristiawan, & Eddy, 2020). Both kindness and partiality have a big impact on the quality of a school. Please provide information about the collaboration, effectiveness of the teacher's instruction, and the use of resources. Studying has a substantial impact on the quality of a school. The study conducted by Ni Kadek Widya Oktaviani and Made Putra is titled "Motivation and Discipline's Impact on Teaching Performance of Elementary School Teachers in Bali." Research findings indicate a strong correlation between motivation and discipline. Examine teacher performance at a significance level of 5%, specifically comparing the F count of 57.817 to the F table value of 3.33. Implications of the study findings can be referenced. To strengthen motivation and discipline among instructors, efforts should be made to support their work and improve their performance. This will ultimately lead to more meaningful teaching. I have built a source that promotes access to high-quality education and learning. Human power quality. The study named "Motivation, Teacher Work, and School Facilities in Relation to Teacher Teaching Performance" was undertaken by Bukhori and Karnawati in 2023 and Azka in 2019. Investigation This is carried out in Public Elementary Schools

around Manado City, located in the North Sulawesi Province. Research findings indicate that motivation plays a significant role in contributing to work performance. Ample strength, while also being a facility. The study found that teacher performance is minimally influenced by studying. Both of them possess substantial and important attributes that greatly contribute to the effectiveness of teaching.

Based on the provided data and publications, the researcher simply demonstrates the positive impact and influence of each variable without acknowledging the magnitude of the influence between the dependent and independent variables. The researcher was strongly encouraged to do a study titled "The Impact of Discipline and Motivation on the Performance of School Teachers in Lebak Regency."

2. METHODS

Engage in academic pursuits or acquire knowledge through focused and intentional learning. This study focuses on one dependent variable, specifically the teaching performance of teachers (Y), which has an influence on the independent factors of school quality (Z). The study also considers four independent variables, including Discipline Performance (X1), Motivation (X2), School Facilities (X3), and Head School Leadership (X4). Research employed in the study This method is descriptive in nature and employs a quantitative approach. The temporary research method employed is design survey research. The research employed a questionnaire as the primary instrument, utilising a Likert scale to assess the score of each item. The Likert scale ranged from 1 to 5. Extensive research was conducted across the school. Lebak Regency has a total of 775 primary schools. The population under investigation consists of all instructors in schools. The sampling process involves selecting a sample of teachers from each school. The study employed the approach of stratified random sampling, with a sample size of 100 teachers. The formula used to determine the sample size was Slovin's (Manik & Siahaan, 2021).

2.1 Data Collection Techniques

Essential Facts and Figures The administration, faculty, and alumni can all benefit from utilising the data and information that has been processed and reported to them. There are two types of sources from which data and information can be gleaned: primary sources and secondary sources. The study's primary data Secondary data obtained from studies' decisions will supplement primary data collected from the respondent, who is a powerful instructor at a school based in the Lebak Regency (Rivai, 2021).

How to collect primary data is done by submitting a questionnaire to respondents. The questionnaire was constructed in seven types which include instruments on : (1) discipline, (2) motivation teaching, 3) performance teaching. Furthermore, employing data gathering methodologies involving surveys To ensure impartiality and obtain collaborative data, it is necessary to study with a focus on objectivity and curiosity. Data gathering was additionally conducted through interview methodologies at the National Education Office.

2.2 Data Analysis

Data analysis refers to the process of inspecting, cleaning, transforming, and modelling data in order to discover useful information, draw conclusions, and support decision-making. In-depth investigation of data This study involved the analysis of score data from various variables in research conducted on Public Elementary Schools in Lebak Regency. The WMS approach is used to calculate the average score in descriptive statistics. In addition, when comparing the average score to the ideal score for the general outcomes assessment of each variable in the research description. If the results of WMS calculations for a single variable yield an average score within the range of 1.00 to 5.00, then the average score falls into the low group, and so on.

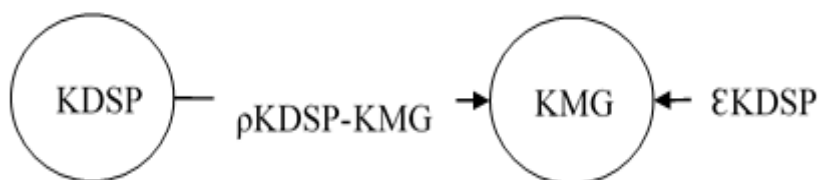
Table 3. Criteria and Interpretation of Data Description

Range	Interpretation
1.00 – 1.79	Very Bad/Very Low/Very No conducive
1.80 – 2.59	Not Good/Low/No conducive
2.60 – 3.39	Enough/Moderate/Enough conducive
3.40 – 4.19	Good/High/Conductive
4.20 – 5.00	Very Good/Very High/Very Conductive

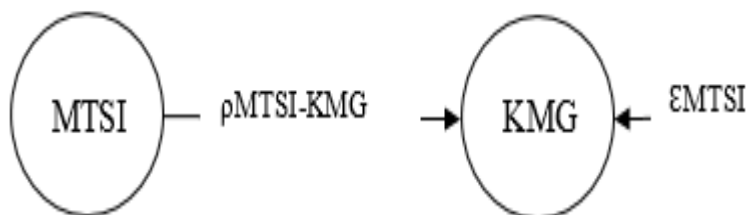
To conduct an interest analysis, it is necessary to perform data analysis using parametric statistical analysis, specifically the multiple regression technique (also known as double regression). Prior to conducting data analysis using multiple regression (also known as double regression), the research data must meet the following conditions: 1) Data that is measured on an interval or random scale; 2) Data that is chosen in a random manner; 3) The data that is utilised in the study. This necessitates that the data being analysed must be derived from a population that follows a normal distribution or is very close to normal. Additionally, the distribution of the data should result in a linear relationship. To assist with data processing for research purposes, computer-based stone tools were utilised using the SPSS version 14 software. Within the realm of scientific investigation This study employed a normality testing approach to assess the data from each group's score variable. A data distribution is considered "good" if it follows a normal distribution (Basalamah & As'ad, 2021).

2.3 Hypothesis Test Design

This research aimed to analyse the causal connections between factors including school discipline, teacher motivation, school resources, and administrative leadership, and to determine how these factors affect education standards in the district of Lebak Banten. Figure 1 presents an initial hypothesis diagram, which shows how a teacher's discipline can positively affect their students' performance in the classroom.

**Figure 1.** First Hypothesis Diagram

Description : = variable i against j, describe magnitude mark variable i to variable j. ϵ_j = epsilon, which shows mark residue from coefficient determination. Figure 3.1 shows influence One independent variable on dependent variable. Looked at from corner regression, this diagram No another is simple linear regression. Thus coefficient correlation, that is $\rho_{YX1} = r_{YX1}$. Diagrams for hypothesis second, as presented in Figure 2 illustrates proposition hypothetical motivation influential to performance teach teacher.

**Figure 2.** Second Hypothesis Diagram

Description : = variable i against j, describe magnitude mark variable i to variable j. ϵ_j = epsilon, which shows mark residue from coefficient determination. Figure shows the influence of one variable independent to variable dependent. Looked at from corner regression, this diagram nothing else is simple linear regression. With this coefficient correlation, that is $\rho_{yx2} = \rho_{xy2}$. Diagrams for hypothesis illustrate proposition hypothetical influence discipline (KDSP) and variables motivation (MTSI) against performance teaching teacher (KMG).

Description :

ρ_{ij} = variable i against j, describe magnitude mark variable i to variable j

r_{ij} = Coefficient correlation variable i with variable j, describes intensity closeness connection between a variable i with j.

ϵ_j = epsilon, which shows mark residue from coefficient determination.

The figure shows influence a number of variable independent to One variable dependent Equality from structure This are : $KMG = \rho_{KDSP} + \rho_{MTSI} + \rho_{FS} + \rho_{KKS}$.

hypothesis Study :

1. Teacher discipline has an effect on the performance of the teacher.
2. Influential teacher motivation significant to performance teach the teacher
3. Discipline and motivation are influential and significant to the performance of teacher

3. FINDINGS AND DISCUSSION

3.1 Analysis Descriptive Discipline

Discipline is a mental attitude somebody has to follow to comply with applicable regulations and norms in duties and responsibilities. Not quite enough answer, fine relate with right nor to obligation as well as time. Description of the variable obtained based on average score of answers respondent to school teacher discipline base in the district lebak 15 grains statement.

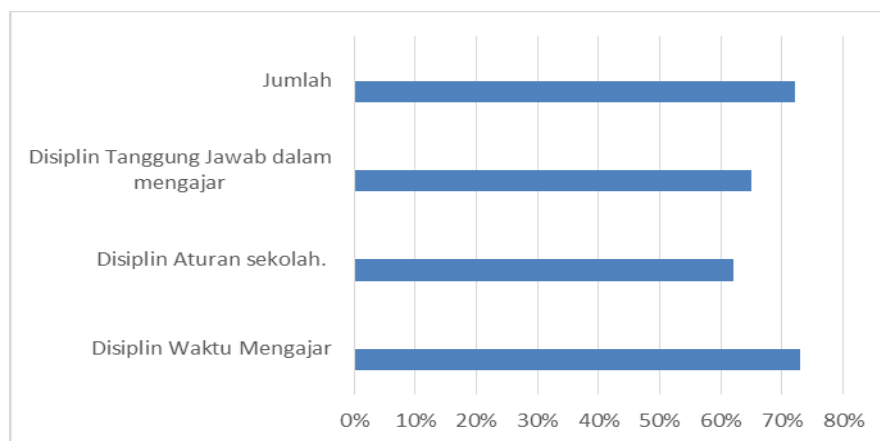


Figure 3. Chart Achievements Discipline of Elementary School Teachers in Lebak Regency

Figure 3 above point out that dimensions discipline not quite enough answer in teach own score 65%. But dimensions rule school own score 62% over low. Whereas dimensions discipline time teach own score 72% and the highest. this showing that school teacher performance base in the District valley been very good. Teacher discipline at the time implementation learning started from start until end lessons , to proper attitudes shown the teacher at the time learning currently takes place in spurred by 3 dimensions the. Because all school teachers based in Lebak district learn according to the recommendations of the head school and the rules that apply (Rasmitadila et al., 2020).

3.2 Analysis Descriptive Motivation

Motivation is a compelling force that drives an individual. In order to engage in a specific activity, individuals frequently view motivation as a driving force behind their behaviour. Every activity carried out by a person is driven by a certain reason. The variable acquired is a description of the average score of responses from respondents about the motivation of school teachers in the Lebak area, consisting of 15 statements.

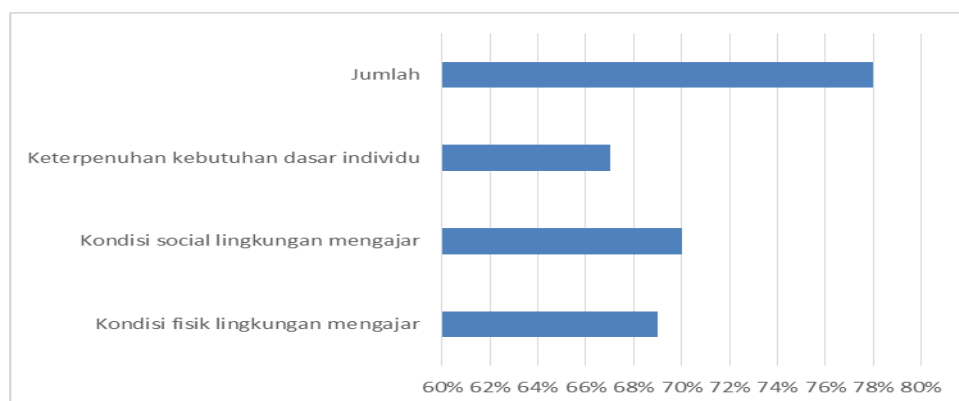


Figure 4. Achievements Motivation Teaching Elementary School Teachers in Lebak District

The dimensions can be determined based on the figure shown above. The individual's fulfilment needs are based on their own score of 67%. Dimensions of the edge The physical condition of the environment is rated as 69%. While the dimensions of the social environment can influence one's ability to learn, it is important to note that individual effort and aptitude also play a significant role. In this case, the individual's score is 70%, which is the highest. This demonstrates the influence of motivation on the instruction provided by school teachers. The foundation in Lebak Regency has been highly commendable. The presence of individuals with a strong sense of fulfilment in the educational institution in Lebak Regency has reached a satisfactory level, enabling teachers to effectively provide incentive to students. There are connections between the physical condition of the environment and the social environment in teaching. In the district of Lebak, the neighbourhood school provides a highly supportive environment for teachers, who collaborate and share information on motivating students (Efendi et al., 2020).

3.3 Analysis Descriptive Teacher Teaching Performance

Teacher is an element key in system education, especially at school, all other components start from curriculum, facilities and infrastructure No will Lots means if essence learning that is interaction between participant students and educators No quality . All other components especially curriculum will life if carried out by the teacher. Principal and Superintendent school sometimes No easy For get the data and observe the teacher in performance daily life with students. Description of the variable obtained based on the average score of answers respondent on School Teacher Performance base in the district lebak 15 grains statement

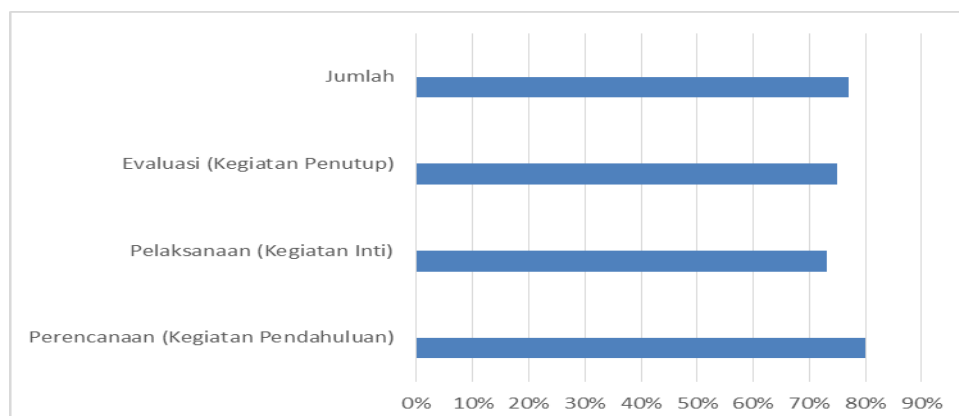


Figure 5. Chart Achievements Elementary School Teacher Discipline in Lebak District

Figure 5 shows that 73% of the time was spent on the dimension Implementation (Core Activities). Evaluation (Activity Cover) scored 75%, which is the highest possible score. In contrast, the Planning (Activities Preface) section earned a moderate grade of 80%. Teachers have varying personalities and motivations, as seen by the fact that some are enthusiastic yet unable to provide adequate responses, while others work deeply without providing a responsible foundation for their actions. No just in time, no rule following, no planning and programming Preparation Every school has a problem with ordinary teaching because of the state of the teachers there. If a teacher isn't doing well, students won't be able to learn as well as they should. The social and intellectual growth of students cannot be separated from their teachers (Sitopu et al., 2021).

3.4 Testing hypothesis

Table 4. Significance Test Results hypothesis

Variable	F-test	F- table	t- count	t- table	Information
Discipline	18,746	2.47	2006	1.98525	Significant
Motivation			2021	($\alpha = 0.025$)	Significant
Facility			2.083		Significant
Leadership			2.226		Significant

Significance test results (f-test) for hypothesis second showing that f- count more big from the f- table ($18.746 > 2.47$), which means that the model is significant. Similarly for the t-test for hypothesis second showing that tcount For all variables more big from the t- table of 1.98525. matter This showing that the variables of discipline and motivation influential in a manner significant to performance teach teacher (Fahmi et al., 2022).

3.5 Discussion

3.5.1 Factors Affecting Teacher Discipline and Elementary School Quality

The problem that will be discussed in this study is "whether the construction model of the relationship between variables that have a direct or indirect or indirect influence on teacher discipline and the quality of primary schools in Lebak Regency". These variables include discipline, motivation, school facilities, leadership of primary school principals, teacher teaching performance, and primary school quality. Primary school quality is the end result of how the quality of the primary school itself. This cannot be separated from the fact that the school principal is an actor in creating a conducive situation and climate in the school environment. Principal leadership has a central role in organising, setting school rules and policies, so the success of the school depends on the leadership of the principal. Teachers are members of the school who are led directly by the principal, teachers in carrying out their rights and obligations at school are led directly by the principal, especially in teaching and learning activities to remain in accordance with the competency standards and basic competencies in accordance

with the established curriculum (Zaini & Syafaruddin, 2020) . Given that the role of the teacher is so central and all facilities must be fulfilled to support all teaching needs, the school provides school facilities. School facilities are a supporting medium to make it easier for a teacher to be able to convey the content of the material as a whole. And delivered to students well. Based on this, there is a leadership role of the principal in managing school facilities for use by teachers in the classroom. Motivation is the result of the interaction of the principal's leadership, teachers' teaching performance and school facilities. Therefore, it can be concluded that to create a good motivation, it is necessary to have good leadership, teachers' teaching performance and school facilities, so that it has a positive impact on the quality of primary schools, especially primary schools in Lebak Regency. Based on this, it can be concluded that in creating good quality elementary schools, school principals' leadership, teachers' teaching performance, school facilities management and conducive motivation are needed (Malik, 2018).

In the construction model, the relationship between these variables is grouped into four parts, including driver variables, process variables and output variables. Driver variables include principal leadership, process variables include teacher teaching performance, school facility management and motivation and output variables include teacher teaching performance and primary school quality. Data processing in the field can provide information that the principal's leadership variable as a driver variable is proven to provide positive reinforcement to the process variables including teacher teaching performance, school facility management and motivation. Positive reinforcement does not affect the learning process. Positive reinforcement does not affect the quality of elementary schools and has a positive impact on teacher teaching performance and elementary school quality.

The quality of elementary schools is well created and supported by effective motivation. The effectiveness of motivation is supported by teacher teaching performance and good school facilities management. The role of teacher teaching performance is very important in the creation of conducive motivation. The teacher has an important role that can control the condition of the class and the creation of effective motivation. The role of the principal's leadership as a driver (driver) can positively influence the teaching performance of teachers to continue to achieve competency standards and basic competencies in accordance with the needs of students. School facilities also support the effectiveness of motivation as a process variable. Good school facilities management will make it easier for a teacher to carry out learning activities, thus supporting effective learning. In this case, this proves that the driver variable as the driving variable of the process variable and the output variable. Between variables synergize mutual influence to provide positive reinforcement to improve the quality of elementary schools (Kaso et al., 2021).

The construction model of the relationship between these variables can explain that the high quality of elementary schools as output variables is influenced by teacher teaching performance, management of school facilities and motivation as a variable process of synergizing with the leadership of the principal as a driver variable, together to form unity that can create a conducive motivation , thus providing positive reinforcement to the quality of elementary school. Thus, based on the explanation above, it can be concluded that improving the quality of elementary schools as (output variables) can be increased by several factors, including variables including drivers (principal leadership), process variables (teacher teaching performance, management of learning facilities and motivational variables. So, the problem with regard to the quality of the elementary school can be solved based on the Grandtheory that has been described in a literature review, namely the theory of behavioristic learning (classical/operandian conditioning) from B.F Skinner. In this study, the stimulus factor is the driver variable (principal's leadership), the process variable (teacher teaching performance, management of school facilities and motivational variables created from the results of the interaction of the principal's leadership as a driver variable and teaching performance of teachers and management of school facilities and management of school facilities As a process variable that interacts raises a response to students, so that there is motivation and the result of what is caused by stimulus and response is the

creation of student learning outcomes. And this is reflected in the quality of elementary school as an output variable (Wu, Gao, & Shen, 2020).

Thus, stimulus and response factors are part of the creation of desired student learning outcomes. These factors are developed and constructed based on international journals relevant to the variables studied, national journals that are relevant to the variables under study, prepositions and supporting theories between variables. And this is the basis of making instrument tools to measure driver variables, processes, and outputs. The impact caused by stimulus treatment as an external factor and response as a result of the interaction of the stimulus factor positively has an impact on improving the quality of elementary school. Thus the better the stimulus given, in this case the principal's leadership, teacher teaching performance, management of school facilities and motivation also have a positive impact on the quality of elementary schools. The quality of a good elementary school will have a positive impact on the trust of students, parents and parties concerned on the school, this has an impact on the quality of the school in creating superior graduates to continue their education to the secondary school stage (Zaini & Syafaruddin, 2020).

3.5.2 The Effect of The Driver Variable on The Process Variable

The problem to be revealed in this study is "whether the leadership of the principal as a driver variable directly affects the teaching performance of teachers, management of school facilities and motivation as a process variable in the Lebak District Elementary School. Based on data that has been processed in the field, it can be made three The sub -hypothesis that has been tested for the truth by using statistics in order to answer the problem.

Based on empirical evidence derived from field data that has been analysed using Path Analysis. The findings from the initial sub-hypothesis test indicate that the principal's leadership has a positive and significant impact on the teaching performance of teachers, specifically as a process variable. The level of influence stands at 87%. The findings of this study indicate that the principal's leadership exerts a significant impact on the teaching performance of teachers. The results indicate that the effectiveness of teachers in teaching is greatly influenced by the leadership of the principle. This leadership includes the establishment of a common direction, the development of human resources, and the creation of an organisational culture. There is a positive correlation between the leadership level of the principal and the quality of teaching performance among elementary school teachers in Lebak Regency. The objective of Teaching Performance for Teachers is to develop instructional strategies, execute educational activities, foster interpersonal connections, evaluate learning achievements, enhance learning experiences, and apply corrective measures.

In general, the teacher as respondent in this study assumes that the leadership of the principal affects the teacher's teaching performance. The role of the principal as a leader who can move his subordinates and all members of the learning activity in the school environment, must be able to determine the direction together, empower human resources and develop organizational culture in the school environment. The higher the contribution given by the principal, the high response will also be produced to the teacher's teaching performance. The resulting response will have a strong influence on the quality of teacher teaching performance. Empirically, based on field data that has been processed using Analysis Path (Path Analysis). The results of the second sub -hypothesis test show that the leadership of the principal has a positive and significant effect on the management of school facilities as a process variable. The magnitude of the influence is 47%. And the influence of leadership on motivation of 81.2%. The results of the percentage show that the principal's leadership has a strong influence on the management of school facilities and motivation. These results identify the management of school facilities are strongly influenced by the leadership of the principal, which consists of setting a shared direction, developing human resources and building organizational culture. The higher the leadership of the principal the higher the management of school facilities and motivation in elementary schools throughout Lebak Regency. Management of school facilities including the availability, use, maintenance, inventory (Malik, 2018).

In general, teachers, as respondents in this study, assume that the leadership of the principal affects the management of school facilities. The role of the principal as a leader who can move his subordinates and all members of the learning activity in the school environment, must be able to manage and manage all school facilities to support every learning activity. This ability is summarized in establishing a shared direction, empowering human resources and developing organizational culture in the school environment. The higher the contribution given by the principal, the high response will also be produced to the management of school facilities. The resulting response will strongly affect the quality of school facilities management. The results of testing two sub hypotheses showed the leadership of the principal, positive and significant effect on teacher teaching performance and management of school facilities (Hamka, Wahyudi, & Chiar, 2019). These results emphasize that the role of the principal is very important in creating a conducive school environment and achieving the goals of the school vision and mission in accordance with established standards.

3.5.3 Influence of Driver Variables, Process Variables on Output Variables

The problem to be revealed in this research is "Does the principal's leadership as a driver variable, teacher's teaching performance, school facilities management and motivation as a process variable have a direct and indirect effect on the quality of elementary schools as an output variable in schools in Lebak Regency"? Based on the data that has been processed in the field, four sub-hypotheses can be made that have been tested using statistics in order to answer these problems.

Empirically, based on field data that has been processed using path analysis. The test results show that the principal's leadership as a driver variable and teacher teaching performance, school facilities management and motivation as process variables have a positive and significant effect on the quality of elementary schools. The magnitude of the direct effect is 44.2%, the indirect effect of X, on Y through X2, X, and X4 is 13.9%, 21.5% and 14.6%. The percentage results show that the principal's leadership as a driver variable and teacher teaching performance, school facility management and motivation as process variables have a significant influence on the quality of elementary schools as an output variable. These results identify the quality of primary schools as an output variable is influenced by the principal's leadership as a driver variable, teacher teaching performance, management of school facilities and motivation as a process variable. Principal leadership variables as drivers consist of "setting a common direction, developing human resources and managing school facilities", teacher teaching performance variables and school facilities management as process variables consist of "preparing lesson plans, implementing learning, conducting interpersonal relationships, assessing learning outcomes, enrichment, conducting remedial" and "availability, use, maintenance, inventory". Motivation as a process variable includes planning, implementing and evaluating. Primary school quality variables as output variables include planning, implementing and evaluating.

3.5.4 Primary School Quality Improvement Model

Based on the reconstruction of various relevant research results, the author recommends the findings in this study through the Primary School Quality improvement model. Based on the results of calculations that have been processed based on field data, the factors that can affect the quality of elementary schools in this model include the principal's leadership with an R2 value of 0.446, teacher teaching performance with an R2 value of 0.150, school facilities management with an R2 value of 0.314 and motivation with an R2 value of 0.163. Structural model between factors that can improve Primary School Quality. Based on the model of improving Primary School Quality above, it can be explained that Primary School Quality is influenced by principal leadership, teacher teaching performance, school facility management and motivation. The influence that has the greatest value is the management of school facilities and the lowest is the teaching performance of teachers, according to the results of respondents' answers explaining that the facility as a learning medium that helps a teacher to convey the content of the material well has the greatest influence in the model of improving the Quality of Primary Schools, considering that the facility has a function as a mediator to help a teacher to facilitate

the delivery of material content. Thus, with well-managed facilities, a teacher can easily explain in full regarding the material to be delivered, when viewed from the point of view of the use of learning media in teaching and learning activities. And in this case it is inseparable from the teacher's teaching performance in carrying out his obligations in providing learning in accordance with the achievement of competency standards and basic competencies. Based on this, it will have an impact on motivation, and motivation becomes the result of the interaction of the principal's leadership, teacher teaching performance and management of school facilities. The results resulting from these conducive interactions create superior Primary School Quality. The consequence that can occur if the model of improving the quality of primary schools is applied is that the improvement of the quality of primary schools can be well directed, in accordance with the vision and mission of the education unit. A conducive learning environment is created, and the progress and development of primary school quality can be thoroughly evaluated and controlled. Problems related to primary school quality can be addressed at the source of the problem. Key aspects of the primary school quality improvement model can be improved as a whole, such as improving principals' leadership, teachers' teaching performance, management of school facilities and motivation.

4. CONCLUSION

Results management and data analysis on the debate yielded the following conclusion. Teacher discipline is extremely important when teaching, thus teachers must comply when teaching to achieve their goals. Hypothesis test results suggest that discipline affects high-performing teachers in Lebak Regency. Teacher motivation is very important in teaching conditions, and good teaching conditions develop good teachers. Hypothesis test results reveal that Motivation influences high-performance school teachers in Lebak Regency. High school teachers in Lebak Regency are affected by discipline and motivation. Head schools and the Education Office of Lebak Dalam Regency must punish and motivate teachers to improve performance. The researcher reported several things about efforts to improve teacher performance and school quality in Lebak Regency, Banten, after implementing the effect of discipline, motivation, elementary school facilities, and the Primary School Principal's leadership on the teaching performance of elementary school teachers and their impact on school quality: Teacher performance is the result, progress, and work performance of instructors in planning, implementing, and evaluating learning outcomes, guiding and teaching pupils, and completing tasks. In addition to academic qualifications, teacher success can be measured by their competency implementation. The government continues to improve teacher performance through teacher certification programmes, developing national and local curriculum, training teachers, purchasing books and learning tools, improving educational facilities and infrastructure, and improving school management. Quality teacher performance affects learning, graduates, education, and educational goals.

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