The influence of work discipline and work climate on teacher performance in public elementary schools in Tanah Merah district, Indragiri Hilir regency

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Article info	Abstract
	This research aims to analyze the influence of work discipline and work climate on the performance of state elementary school teachers in Tanah Merah District, Indragiri Hilir Regency. The type of research carried out was descriptive quantitative. The choice of descriptive quantitative in this research is the ex post facto method with correlational research techniques, namely a correlation study that aims to test hypotheses. The population and sample in this research were state elementary schools in Tanah Merah District, Indragiri Hilir Regency, totaling 91 people. The data collection technique used to obtain data is by administering a questionnaire. The questionnaire is closed; an answer is provided for each question item and is measured using a Likert scale. The data analysis technique used in this research is quantitative descriptive analysis. Hypothesis testing in this research was conducted after testing classical assumptions using SPSS Version 24.0 software. The testing stages are carried out using analysis: (a) descriptive statistics, (b) inferential statistics, and (c) multiple linear regression analysis. Based on the results of data analysis and hypothesis testing in this research, the following conclusions can be drawn: (a) first, there is an influence of work discipline and work climate on teacher performance; (b) second, there is an influence of work discipline on teacher performance; and (c) there is an influence of work climate on the performance of state elementary school teachers in Tanah Merah District, Indragiri Hilir Regency.

1.   Introduction

Education plays a crucial role in shaping the future of a nation. As key educational system actors, teachers are responsible for shaping the next generation of quality individuals. Therefore, teachers' performance in elementary schools plays a key role in determining the quality of education provided to students. The quality of teacher performance is influenced by various factors, including teacher work discipline and the work climate in the school.

Teacher work discipline is one of the most critical factors in determining teacher performance. Work discipline includes how well a teacher can adhere to the rules and regulations in the school.

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Teachers with a high level of work discipline tend to be more focused and efficient in performing their tasks, which can ultimately improve the quality of teaching and learning in the school.

In addition to work discipline, the teacher's work climate significantly influences teacher performance. The work climate includes the school environment, teacher relationships, school management support, and other factors affecting the teacher's work atmosphere. A positive and supportive work climate can motivate teachers to give their best in their tasks.

Previous research has extensively studied the influence of teacher work discipline and teacher work climate on teacher performance in elementary schools. A study by Johnson (2017) showed that the level of teacher work discipline is positively related to improved student learning outcomes. Additionally, research by Smith et al. (2019) found that a conducive work climate can improve teachers' job satisfaction and directly impact their performance. However, although previous studies have provided valuable insights into this topic, many aspects still need further exploration. Furthermore, the school context and the different characteristics of teachers may affect the influence of work discipline and work climate on their performance. Therefore, this study investigates the impact of teacher work discipline and teacher work climate on teacher performance in elementary schools, considering relevant contextual factors.

Through this research, we hope to provide a deeper understanding of how teacher work discipline and work climate can influence their performance at the elementary school level. The findings of this study are expected to offer valuable insights to decision-makers in the education sector, including teachers, school principals, and other parties involved in educational policy development. In this way, it will be possible to identify strategies and measures to improve the quality of education in elementary schools by enhancing work discipline and creating a conducive work climate for teachers.

2.   Method

The research approach uses a quantitative approach with a correlational method. This study will explain the relationship between independent and dependent variables and seek to determine whether there is a pattern or influence between the variables of work discipline and work climate on teacher performance. The variables studied in this research consist of the independent variables, which are work discipline (X1) and work climate (X2), while the dependent variable is teacher performance (Y). The relationship between the variables is illustrated in the following diagram (**Figure 1**). The research was conducted at elementary schools in the Tanah Merah sub-district, Indragiri Hilir Regency. The study was conducted over seven months, from December 2022 to June 2023. The population and sample consisted of elementary school teachers in public elementary schools in the Tanah Merah sub-district, Indragiri Hilir Regency (**Table 1**), totaling 91 individuals.
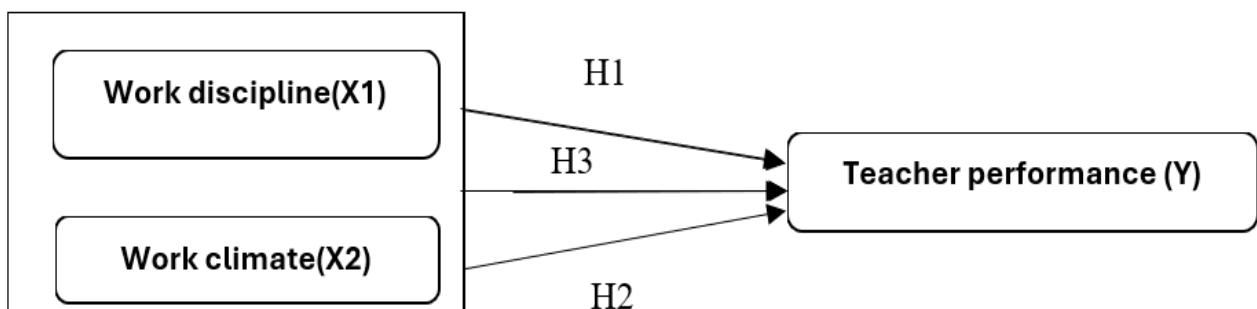
Figure 1. Relationship between research variables

Table 1. Population and Sample

No	School Name	T
1	SDN 001	9
2	SDN 003	9
3	SDN 004	1
4	SDN 005	1
5	SDN 007	8
6	SDN 008	1
7	SDN 009	8
8	SDN 013	9
9	SDN 017	3
	Total	**9**

The data collection technique used to obtain data was distributing questionnaires. The questionnaires (**Tables 2-4**) were closed-ended, meaning that each question item had pre-determined answer options and was measured using a Likert scale.

Table 2. Work discipline instrument

No	Indicator	Amount
1	Discipline in time management	9
2	Discipline in work loyalty	11
3	Discipline in fulfilling responsibilities	9
4	Discipline in complying with office regulations	9
	Total	**37**

Table 3. Work climate instrument

No	Indicator	Amount
1	Discipline	7
2	Ecology/Physical	8
3	Milieu/Social Aspects	6
4	Social Systems in the Organization	5
5	School Culture	8
	Total	**34**

Table 4. Teacher performance instrument

No	Indicator	Amount
1	Preparing Learning Programs	4
2	Implementing Learning Programs	5
3	Work Quality	7
4	Work Quality	7
5	Ability to Manage Classroom Climate	6
6	Assigning Tasks to Students	4
	Total	**33**

The data analysis technique used in this study is quantitative descriptive analysis. Hypothesis testing in this research was conducted after performing classical assumption tests using SPSS software Version 24.0. The steps carried out in the testing include (a) descriptive statistics, (b) inferential statistics, and (c) multiple linear regression analysis.

3. Results

Based on the descriptive analysis, the teacher performance variable obtained an average score of 50, which falls within the score interval range of 88–103, categorized as good. Thus, it can be concluded that the average teacher performance in the Tanah Merah sub-district elementary schools is good. Based on the descriptive analysis, the work discipline variable obtained an average score of 46, which falls within the score interval range of 104–199, categorized as moderate. Therefore, it can be concluded that the teachers in the Tanah Merah sub-district elementary schools generally have moderate work discipline.

Based on the descriptive analysis, the work climate variable obtained an average score of 71, which falls within the score interval range of 101–117, categorized as good. Thus, it can be concluded that the teachers in the Tanah Merah sub-district elementary schools generally have a good work climate. The normality test results showed a Kolmogorov-Smirnov value of 0.300 with a significance of 1.000. Since the significance value (asymp. sig. 2-tailed) is above 0.05, it can be concluded that the data is usually distributed.

The multicollinearity test yielded a VIF value of less than 10 and a tolerance value greater than 0.1. Therefore, it can be concluded that there is no multicollinearity issue among the independent variables in the research data. The heteroscedasticity test using the Glejser test showed that the unstandardized residuals of the two variables had a significance value greater than 0.05. Thus, it can be concluded that there is no heteroscedasticity issue in the research data. The multiple regression analysis using SPSS yielded the regression equation: $Y = 0.140 + 0.940X_1 + 0.029X_2$. The coefficient value for work discipline (X_1) is 0.940, meaning that for each increase of one unit in work discipline, the performance variable (Y) will increase by 0.940, assuming that the other independent variables in the regression model remain constant. The coefficient value for the work climate (X_2) is 0.029, meaning that for each increase of one unit in the work climate, the performance variable (Y) will increase by 0.029, assuming that the other independent variables remain constant. This result is consistent with the SPSS output shown in **Table 5** below.

Table 5. Data Analysis Results of Variable Influence Test

		Coefficients				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.047	1.023		1.023	.309
	Work Discipline	.940	.009	.982	103.119	.000
	Work Climate	.029	.009	.031	3.205	.002
a. Dependent Variable: Performance						

Based on **Table 5**, the statistical test results using SPSS for the work discipline variable (X_1) show a t-value of 103.119 with a significance of 0.000 < 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This means that work discipline has a significant effect on teacher performance. For the work climate variable (X_2), the t-value obtained is 3.205 with a significance of 0.000 < 0.05. Thus, Ho is rejected, and Ha is accepted, indicating that the work climate significantly influences teacher performance. Furthermore, the SPSS output results are shown in **Table 6** below:

Table 6. Simultaneous Test Results (F-test) between Variables

		ANOVA^a				
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5058.872	2	2529.436	6983.076	.000^b
	Residual	31.876	88	.362		
	Total	5090.747	90			

Table 6 shows that the significance value for the F-test is 0.000, which is less than 0.05. Based on this data, the results of the study indicate that work discipline (X1) and work climate (X2) affect teacher performance (Y). The effect size of the work discipline (X1) and work climate (X2) variables on teacher performance (Y) is 99.4%. This can be observed in **Table 7** below.

Table 7. The Influence of work discipline and work climate on teacher performance

R	R Square	Pengaruh (%)
0,997[a]	0,994	99,4%

Table 7 above shows that the R Square (r^2) value is 0.994 or 99.4%, meaning that the influence of the work discipline (X1) and work climate (X2) variables on teacher performance (Y) is 99.4%, while the remaining percentage is determined by other factors not included in this study.

4. Discussion

4.1 The effect of work discipline on teacher performance

The results of this study found a positive and significant effect of work discipline (X1) on teacher performance (Y), as indicated by the significance value being smaller than the probability value of 0.05, or 0.000 < 0.05. This result is supported by research (Utari & Rasto, 2019), which found that teacher work discipline significantly influences teacher performance. Based on these findings, it can be concluded that the discipline teachers possess, both internally and externally, greatly determines their ability to carry out their duties and responsibilities as educators. Therefore, the level of teacher performance is determined by the strength or weakness of the discipline they possess.

Good work discipline leads to an improvement in the quality and outcomes of work. This is also stated by Pala'langan (2021), who found that work discipline positively affects job satisfaction. Work discipline has a significant influence on teacher performance. Teachers with high work discipline consistently work hard to overcome problems, hoping to achieve better results. Work discipline becomes a factor influencing performance due to the growth of a sense of responsibility and understanding of the purpose or meaning of the work being performed, thereby improving teacher performance.

4.2 The effect of work climate on teacher performance

The results of this study found a positive and significant effect of work climate (X2) on teacher performance (Y), as indicated by the significance value of 0.000. The significance value is smaller than the probability value of 0.05, or 0.000 < 0.05, meaning H1 is accepted and H0 is rejected. This result aligns with research by Hamsah et al. (2019), which states that a conducive work climate makes the school environment more comfortable, thus motivating teachers to perform their duties well.

This finding explains that a good work climate helps teachers feel comfortable and reduces fatigue in their work, enabling them to improve their performance. Good relationships among school members, including between teachers and principals, among teachers themselves, and with students, create a harmonious atmosphere, allowing teachers to feel more comfortable at work and thus perform at their best. Effective organization within the school, evidenced by clear task assignments from the principal, helps teachers better understand their responsibilities. Research by Novia and Thomas (2015) also revealed that improving the work climate positively impacts teacher performance: the better the work climate, the better the teacher performance.

4.3 The effect of work discipline and work climate on teacher performance (Y)

Based on the research findings, there is a positive and significant effect of work discipline (X1) and work climate (X2) on teacher performance (Y), as shown in the F-test table, where the significance value is 0.000. This value is smaller than 0.05. Other studies supporting these findings include

research by Eliyanto (2018), which found that work discipline and work climate significantly influence teacher performance when considered together. From these findings, it can be concluded that work discipline and work climate are essential factors in achieving goals, such as teacher performance. On the other hand, the condition of the work climate is also a key determinant of teacher performance. A positive work climate will support the smooth execution a teacher's tasks. Therefore, maintaining work discipline and climate is essential for ensuring smooth and comfortable working conditions and achieving optimal teacher performance.

5.   Conclusion and Implications

The following conclusions can be described based on this study's data analysis and hypothesis testing. First, work discipline and work climate affect teacher performance. Second, work discipline affects teacher performance. Third, the work climate affects teacher performance at public elementary schools in Tanah Merah District, Indragiri Hilir Regency.

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