



The Influence of Discipline Factors, Work Culture, and Motivation on the Performance of Teachers in State Vocational Schools in Malang City

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ABSTRACT

This study aims to describe the variables of Performance, Discipline, work culture and motivation, and to analyze the significant influence of discipline factors, work culture, and motivation simultaneously on teacher performance. The results of the analysis show that the factors of discipline, work culture and motivation simultaneously affect the teacher's performance. Discipline affects teacher performance, work culture affects teacher performance. Motivation has an effect on teacher performance. Discipline has a dominant effect on teacher performance.

Keywords: Performance, Discipline, Work Culture, Motivation.

1. INTRODUCTION

High performance is a manifestation of the quality of civil servants and this is quite important in order to support the smooth achievement of organizational goals. With high performance means that civil servants must really be able to function as a producer of work that is effective and effective in accordance with the goals of the organization to be achieved. If the goal of improving the performance of civil servants is met, then the development goal of creating a just and prosperous society in accordance with Pancasila and the 1945 Constitution will be achieved.

Vocational High School is formal education who organizes vocational education at level middle education as a continuation of Junior High School/MTs or other equivalent or advanced forms of learning outcomes that are recognized as equal/equivalent to Junior High School/MTs. Vocational High School has a lot of Expertise Programs provided, so that students can choose their interests and talents according to their wishes. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2018 that Vocational High School, hereinafter abbreviated as SMK, is a formal education at the secondary education level that organizes vocational programs. The National Standard for Vocational High School Education, hereinafter abbreviated as SNP SMK, is the minimum criteria for the education system at the Vocational High School level in all jurisdictions of the Unitary State of the Republic of Indonesia in order to achieve graduate competence according to the needs of graduate users. SNP SMK consists of: competency standards of graduates; content standards; learning process standards; educational assessment standards; standards of educators and education personnel; standard of facilities and infrastructure; management standards; and standard operating costs.

Vocational High Schools are expected to provide a competency that is in accordance with the needs of the community. So that with the existence of SMK, graduates can have competence as a provision for work, entrepreneurship or continuing higher education. Maintenance Good governance demands that the state apparatus work better in a government that is able to realize the implementation of an efficient and effective mechanism through creating, describing and maintaining constructive synergies to improve services to the community. Therefore, the strategic steps taken as a form of responsibility and coordination in the field of education, the State Vocational Schools in Malang City have a clear vision, mission, and goals in developing education in Indonesia.

For realize the vision and mission of SMK Malang seeks to increase the participation of qualified and accomplished Human Resources to achieve the best results in their work. In providing these services, it must be able to satisfy the parties. parties served, especially students and parents. This kind of thing will happen if those who serve consist of qualified teachers, who understand their function as public servants and servants of the state. For this reason, the discipline and motivation of teachers at State Vocational Schools throughout the city of Malang needs to be carried out effectively and sustainably so that optimal performance will be achieved.

And based on a cursory observation of the phenomenon that occurs in teachers throughout the city of Malang is the role of discipline and motivation of teachers who have not worked well especially during the COVID 19 pandemic. This is

due to the presence of teachers who are late or absent, rarely provide online learning or just come to tell stories that are less useful for the benefit of the service.

State Vocational Schools in Malang is one of the educational units with the largest number of students and automatically there are also many teachers and education personnel. So it is very interesting to study in improving the quality (the improvement quality) of the teachers, both coaching in improving work discipline, work culture and work motivation. Because by managing more Human Resources (HR), of course, many challenge. This is what is interesting to study, so to focus the study, this problem is formulated in a title: "The Influence of Discipline, Work Culture, and Motivation Factors on the Performance of State Vocational High School Teachers in Malang)."

2. LITERATURE REVIEW

2.1. Performance

Employee performance was conveyed by Bernardin and Russell (2014), that performance is a record of the acquisition resulting from the function of a particular job or activity during a certain period of time. If the employees of an organization feel confident that the organization where they work can meet their needs and life goals, then this is an encouragement for them to give the best of themselves to the organization where they work by carrying out their work as well as possible, which in turn ultimately results in good performance.

Meanwhile, Law Number 23 of 2014 states that: Provinces and regencies/municipalities that have been fostered as referred to in paragraphs (1) and (2) do not indicate improvement in performance and have the potential to harm the public interest at large, the Central Government shall take over the implementation of certain Government Affairs at costs calculated from the relevant APBD. . In Law number 14 of 2005 it is also explained that the profession of teachers and lecturers must signify professionalism in their performance. The emphasis on these two meanings is only to the extent of the results of the work, even though the results of the work are achieved in the unit of time and the size that has been determined.

2.2. Discipline

Teachers are employees who are in the educational environment. The definition of teacher discipline is basically the obedience, obedience, loyalty of an employee to the applicable provisions, regulations, or norms (Nainggolan, 2002). According to Wursanto (1988) discipline is a condition that causes or gives encouragement to employees to do or carry out an activity in accordance with the norms or rules that have been established set. Discipline can also be interpreted as a procedure that corrects or punishes subordinates for violating rules or procedures (Simamora, 1996).

2.3. Work Culture

Work culture is a philosophy based on a view of life as values that become traits, habits and also drivers that are cultivated in a group and are reflected in attitudes into behaviors, ideals, opinions, views and actions that manifest as work. Robbins (2017:11) says work culture is "a system of shared understanding held by members of an organization that distinguishes the organization from other organizations". According to Robbins (2017:520) the role or function in a culture is "As a boundary that clearly distinguishes an organization from other organizations; Provides a sense of identity for the members of the organization; Facilitate the continuation of commitments to reach boundaries that are wider than individual interests; Promote the stability of the social system, is a social tool that helps unite the organization; Establish a sense and control that provides guidance and shapes employee attitudes and behavior; As a pattern of behavior that contains behavioral norms and outlines the limits of social tolerance and is also a means of communication between superiors and subordinates and vice versa. According to Robbins (2017: 523) it takes a long time to form a work culture. Once formed, culture tends to be entrenched,

2.4. Motivation

The definition of motivation is interpreted differently by experts according to their respective places and circumstances, but in essence there are similarities in principle. The Liang Gie (1992) states that motivation is the work done by a manager in providing inspiration, enthusiasm and encouragement to others to take actions. Giving this encouragement aims to activate people or employees so that they are enthusiastic and can achieve the desired results from these people. According to Hasibuan (2016) motivation is the provision of a driving force that creates one's work enthusiasm, they are willing to work together, work effectively and are integrated with all their efforts to achieve satisfaction.

While Chung and Megginson (1991) expresses his opinion on motivation as follows: "Motivation is defined as goal directed behavior. It concerns the level of effort one exerts in pursuing a goal. It is closely related to employee satisfaction a job performance. on the target. Motivation is related to the level of effort made by a person in pursuing a goal. Motivation is related to worker satisfaction and job performance).

Gibson et al. (2013) expressed his opinion that motivation is defined as a force that encourages a worker/employee that causes and directs behavior. Then Koontz quoted from Hasibuan (2016) states that motivation refers to the drive and effort to satisfy a need or a goal.

2.5. Hypothesis

Based on the discussion of existing research based on the framework of thinking and theoretical descriptions that have been described in the previous section, the formulation of the hypothesis is as follows:

1. It is suspected that there is a significant influence between discipline, work culture, and motivation simultaneously on the performance of State Vocational High School teachers in Malang.
2. There is a significant influence between discipline, work culture, and motivation partially on the performance of State Vocational High School teachers in Malang.
3. Discipline is the dominant influence on the performance of State Vocational High School teachers in Malang.

3. RESEARCH METHODS

3.1. Research Population

The population or the whole of the object to be studied are all permanent teachers of State Vocational High Schools in Malang, totaling 1,332 teachers. Arikunto (2017:173) suggests that if the subject is less than 100, then the entire population becomes the research sample. However, if the subject exceeds 100, it can be taken 10-15% or 15-25%. Based on this, the number of samples for this study is $1332 \times 15\% = 200$ teachers.

3.2. Variable Operational Definition

a. Performance

Performance is the result of work achieved by a civil servant in carrying out the tasks assigned to him, which is also the ability of civil servants to carry out their work duties in a predetermined time.

- 1) There is an increasing work productivity.
- 2) Good work results in accordance with the plans and targets that have been set.
- 3) There is a change in behavior for the better

b. Discipline

Discipline is an activity of Teachers and Education Personnel (GTK) related to compliance, the obedience of an employee's loyalty to applicable provisions, regulations, or norms. So the discipline in question includes the attitude of an employee to always obey and comply with applicable regulations and to be loyal and obedient to the State and Government. Leaders to move employees to work together in order to improve the skills and abilities of subordinates to carry out work so that the expected results are obtained in accordance with organizational goals. Discipline indicators in this study consist of:

- 1) A sense of belonging
- 2) Appreciation Against Time
- 3) Fulfillment of Work Standards
- 4) Compliance with regulations

c. Work Culture

Work culture is a routine that is carried out by the teacher in the context of carrying out tasks to achieve goals. The indicators of work culture are as follows:

- 1) Attitude towards work
- 2) Behavior at work

d. Motivation

Motivation is a factor that encourages GTK to perform certain activities in order to achieve a goal. The motivation indicators in this study consist of:

- 1) Existence Need
- 2) Linkage Needs
- 3) Growth Needs

3.3. Data Analysis Technique

The data analysis technique used was descriptive statistical analysis and multiple linear regression analysis. Descriptive analysis in this study will be used to determine the frequency distribution of respondents' answers to the results of questionnaire collection. This analysis is needed to describe or describe the data collected from the questionnaires. Multiple regression analysis to determine the magnitude of the influence of the independent variable on the dependent variable.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Research result

Respondents in this study amounted to 200 respondents, while the characteristics of respondents based on last education, teaching subjects, and age. The characteristics of the respondents are presented in the following table:

Table 1. Characteristics of Respondents

	Description	Number of (people)	Percentage
Last education			
1	S1	167	83.5
2	S2	33	16.5
3	S3	0	0
Teaching Maple			
1	Vocational	57	26.5
2	Non-Vocational	143	71.5
Age			
1	24 – 32.5 years	63	31.5
2	33 – 41.5 years	64	32
3	42 – 50.5 years	35	17.5
4	51 – 59.5 years	38	19

Source: Primary data processed, 2022.

4.2. Multiple Linear Regression Analysis

According to Supranto (2014) in order to estimate or predict the value of the dependent variable (Y), it is necessary to calculate other variables that also influence Y. Thus, both dependent and independent variables must have a relationship or correlation. In this study the dependent/bound variable (Y) is the teacher's performance, then the independent/independent variables are discipline (X1), work culture (X2) and motivation (X3). The results of correlation and multiple regression analysis using SPSS 12.00 are as follows:

Table 2. Results of Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.042	.271		-.154	.877
	Discipline	.400	.077	.300	5,180	.000
	Work Culture	.344	.070	.343	4,915	.000
	Motivation	.239	.052	.276	4,564	.000

a. Dependent Variable: Performance of Teachers

Data source: Primary data processed 2022

The dependent variable in this regression is the teacher's performance (Y) while the independent variables are the discipline variable (X1), work culture (X2) and motivation (X3). The regression model based on the results of the above analysis are:

$$Y = -0.042 + 0.400 X1 + 0.344 X2 + 0.239 X3 + e$$

It can be seen that the equation indicates a significant number on the Discipline variable (X1), work culture (X2) and the Motivation variable (X2). The interpretations of these equations are:

bo = -0.042

This constant value indicates that if there are no discipline and motivation variables (X1 = 0, X2 = 0 and X3 = 0), then the performance of SMK teachers in Malang is -0.042 times. In the sense of the word teacher performance of 88.9% before or without the discipline variable, work culture variable and motivation variable (X1, X2 and X3 = 0).

b1 = 0.400

The value of the parameter or regression coefficient b1 indicates that each discipline variable increases 1 time (meaning the value of X1 = 1), then the teacher's performance will increase by 0.400 times (40%) or in other words, every performance increase requires a discipline variable of 0.400 (40%) , assuming the other variables are fixed (X2. = X3 = 0) or *Ceteris Paribus*. It can also be said that the discipline variable has a positive influence and is in the same direction as the teacher's performance variable (Y) by 40%.

b2 = 0.344

The value of the parameter or regression coefficient b2 indicates that each work culture variable increases 1 time (meaning the value of X2 = 1), then the teacher's performance will increase by 0.344 times (34.4%) or in other words, every increase in teacher performance requires a work culture variable. of 0.344 (34.4%) with the assumption that the other variables are fixed (X1 = X3 = 0) or *Ceteris Paribus*. It can also be said that the motivation variable has a positive influence and is in the same direction as the teacher's performance variable (Y) of 34.4%.

b3 = 0.239

The value of the parameter or regression coefficient b2 indicates that each motivation variable increases 1 time (meaning the value of X3 = 1), then the teacher's performance will increase by 0.239 times (23.9%) or in other words, every increase in teacher performance requires a motivation variable of 0.239 (23.9%) assuming the other variables are fixed (X1 = X2 = 0) or *Ceteris Paribus*. It can also be said that the motivation variable has a positive influence and is in the same direction as the teacher's performance variable (Y) of 23.9%.

4.3. Hypothesis Testing Results

This hypothesis will be tested using multiple regression. The aim is to find out whether the variables of discipline and motivation affect the performance of SMK teachers in Malang City. The following are the results of the F, t and R2 tests.

4.3.1. First Hypothesis Testing

To indicate whether all the variables included in this research model have a significant effect simultaneously (simultaneously/together) on the dependent variable, the F test is used. The following table indicates the results of the F test and the magnitude of the F table with the degree of freedom (df) = 3.

Table 3. First Hypothesis Testing

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27,741	3	9,247	114,784	,000 ^a
	Residual	15,790	196	,081		
	Total	43,531	199			

- a. Predictors: (Constant), Motivation, Discipline, Work Culture
- b. Dependent Variable: Performance of Teachers

Data source: Primary data processed 2022

Based on the table above, for the first hypothesis, the F test was carried out, namely simultaneous testing of the influence of discipline and motivation variables on the performance of State Vocational School teachers throughout Malang. In this test, H_0 is rejected or H_a is accepted, indicated by the magnitude of F_{count} of 114,784. This value is greater than F table ($114,784 > 3.1866$), with a significance level of 0.000 or < 0.05 , this indicates that there is a significant influence of the discipline and motivation variables on teacher performance. Thus the first hypothesis is statistically tested.

4.3.2. Second Hypothesis Testing

To indicate whether the independent variable partially has a significant effect on the dependent variable, the t test is used. The following is a table indicating the results of the t-test and the magnitude of the t-table at a two-sided 5% significance:

Table 4. Second Hypothesis Testing

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,042	,271		-,154	,877
	Discipline	,400	,077	,300	5,180	,000
	Work Culture	,344	,070	,343	4,915	,000
	Motivation	,239	,052	,276	4,564	,000

- a. Dependent Variable: Performance of Teachers

Data source: Primary data processed in 2022.

1) Discipline Variable (X1)

The discipline variable (X1) has a $t_{statistic}$ value of 5.180. This value is greater than t_{table} ($5.180 > 2.00665$), at the significance level of 0.000 or $0.000 < 0.05$. Thus the test indicates H_0 is rejected or H_a is accepted. These results show that the discipline variable has a significant effect on the performance of State Vocational High School teachers throughout the city of Malang.

2) Work Culture Variable (X2)

The work culture variable (X2) has a $t_{statistic}$ value of 4.915. This value is greater than t_{table} ($4.915 > 2.00665$), at the significance level of 0.000 or $0.000 < 0.05$. Thus the test indicates H_0 is rejected or H_a is accepted. These results show that the work culture variable has a significant effect on the performance of State Vocational High School teachers throughout Malang.

3) Motivation Variable (X3)

The motivation variable (X3) has a $t_{statistic}$ value of 4.564. This value is greater than t_{table} ($4.564 > 2.00665$) at the significance level of 0.000 or $0.000 < 0.05$. Thus the test indicates H_0 is rejected or H_a is accepted. These results show that the motivation variable has a significant effect on the performance of State Vocational High School teachers in Malang.

The conclusion that can be drawn based on the results of testing the hypothesis above is that the discipline variable (X1), work culture variable (X2) and motivation variable (X3) have a partially significant effect on teacher performance. Thus the second hypothesis is statistically tested.

4.3.3. Third Hypothesis Testing

To indicate which independent variable is the most dominant, it can be seen in table 18 above. It is known that the dominant variable is the discipline variable (X1) which is indicated by the largest standardized beta coefficient value of $\beta = 0.077$. This hypothesis is supported by Arief (2019), namely to determine the dominant independent variable in influencing the value of the dependent variable in a linear regression model, then use the Beta coefficient (Beta Coefficient). These coefficients are called standardized coefficients. Thus the third hypothesis is statistically tested.

After testing the model, the next step is to calculate the correlation to measure the accuracy of the regression line in explaining the variation in the value of the independent variable. The results of the correlation analysis obtained from the regression output, correlated the influence represented by the variables of discipline, work culture and motivation on teacher performance, the adjusted $R^2 = 0.632$. This figure indicates that the variation in teacher performance values that can be explained by the regression equation obtained is 63.2% while the rest, which is 26.8%, is explained by other variables outside the research model. The R value of 0.798 means that the influence between the discipline variable (X1), the work culture variable (X2) and the motivation variable (X3) on the teacher's performance is quite strong.

4.4. Discussion Research Result

4.4.1. Description of Discipline, Work Culture, Motivation and Teacher Performance

Discipline is formed by a sense of belonging, respect for time, compliance with work standards and compliance with regulations. The main thing in the formation of discipline is a sense of belonging to take care of existing infrastructure, and never use facilities and positions for personal gain. Without good teacher discipline, it is difficult for schools to achieve optimal results. Discipline is the teacher's effort to carry out work activities in school seriously. Discipline in this case is in the form of time, for example coming to work is always on time. The existence of discipline is very necessary in a school because in a disciplined atmosphere the school will be able to carry out its work programs to achieve the goals that have been set.

Work culture is formed by attitudes towards work and behavior at work. The indicator of work culture that is most appreciated by respondents, namely behavior at work is reflected in the culture and nuances of work at school, which is a necessity that continues to be carried out regularly. Teachers who have a high work culture will work better than those who have a low work culture. The success of the school cannot be separated from the role of the teacher involved in it, because with a good work culture, the quality of work will increase, and in the end will support the achievement of school goals. As opinion Robbins (2003:11) which states that work culture is a shared system held by members of an organization that distinguishes the organization from other organizations.

Motivation is shaped by existence needs, relatedness needs and growth needs. The motivation indicator most appreciated by respondents is the need for interrelationships as reflected in the relationship between personnel and other work units in terms of working well and harmoniously. Teachers with high work motivation will work as determined by the school and work optimally. As the opinion of Hasibuan (2016) which states that motivation is the provision of a driving force that creates one's work enthusiasm, they are willing to work together, work effectively and are integrated with all their efforts to achieve satisfaction.

Teacher performance is formed from productivity, work results and changes in attitudes. The teacher's performance indicator that is most appreciated is the work reflected by the teacher who always tries to maintain accuracy in every job. Performance is an achievement achieved by the teacher in carrying out his duties or work, in accordance with the standard criteria specified in the task. Performance by Bernardin and Russell (2014), namely records of acquisitions resulting from the function of a particular job or activity during a certain period of time.

4.4.2. The Influence of Discipline, Culture and Motivation Factors on the Performance of State Vocational High School Teachers in Malang City

In order to meet the goal of improving teacher performance in accordance with the demands of development and the new era, efforts to increase the independent variables in this research need to be maximized. Without efforts to increase the discipline factor, work culture and work motivation, teachers will not be able to answer future challenges.

Based on the analysis and interpretation of the data above, the teacher's performance (Y) is indicated by: 1. productivity (Y1) as measured by optimal work results and provides profits and benefits, 2. work results (Y2) as measured by quality, quantity and timeliness in its fulfillment, and 3. changes in the attitude of a teacher (Y3) as measured by work spirit, strong personality and courage to make decisions, are simultaneously determined by: First, the discipline (X1) of a teacher in responding to the assigned tasks identified with a sense of belonging (X1.1) which is indicated by a sense of participating in maintaining, maintaining and repairing when necessary. Appreciate the time (X1.2) indicated by coming, working and doing activities and going home on time.

At work and at home, always on time, even if it is necessary to overtime for overtime if urgent and necessary. Always meet the work standards that have been determined (X1.3) which is manifested by the existence of responsibilities and work results in accordance with applicable work standards. Compliance with existing regulations (X1.4) which is demonstrated by understanding, obeying and always enforcing existing regulations. Second, the work culture (X2) of a teacher in responding to work (X2.1) is very enthusiastic in pursuing his competencies, and is acknowledging his daily work culture. Behavior at work (X2.2) is shown in enthusiasm in doing all the work that is routine and charged and the culture and nuances of work at school become a necessity that continues to be carried out regularly.

Third, the motivation (X3) of a teacher is indicated by the fulfillment of existence needs (X3.1) through salary and allowances or incentives if any as an award, giving trust by the leadership, providing security and safety guarantees at work. The need for linkage (X3.2) which is indicated by the establishment of interpersonal relationships with colleagues, relationships between superiors and subordinates, as well as personal relationships with other work units. The need for growth (X3.3) is identified by giving awards, giving responsibilities and promotions, as well as increasing achievement in work.

Simultaneously, the findings of this research indicate that the factors of discipline and motivation affect the performance of teachers at State Vocational Schools in Malang with the coefficient of termination (R²) with a value of 0.578 or 57.8%, thus it can be said that the influence of the two research variables are: discipline factors, work culture and motivation have an effect of 57.8% while the rest is the influence of other variables that are not included in the observed variables, possibly leadership and work environment or other variables.

4.4.3. The Influence of Discipline Factors on the Performance of State Vocational High School Teachers in Malang City

By accepting H_a on the disciplinary factors variable, it indicates that there is an influence of the independent variable on the dependent variable, with an increasing effect of 0.268 or 26.8%, meaning that if the disciplinary factors variable is increased it will increase the teacher's performance level by 0.400 units or 26.8 %. And the results of the t test indicate that the disciplinary factors variable (X1) has a t_{count} value of 5.180, exceeding the t_{table} value (5.180 > 2.00665). These results show that the variables of disciplinary factors have a significant effect on the performance of SMK Negeri teachers throughout the city of Malang. The indicators that exist in the variables of disciplinary factors include: sense of belonging, respect for time, fulfillment of work standards and compliance with regulations,

There are several things that indicate a low level of employee discipline including: 1. the high number of teachers who are late, 2. the number of violations of administrative discipline and other disciplines, 3. the high rate of absenteeism during working hours or not coming to work for artificial reasons.

Cameron in Timpe (2019) says that discipline is perhaps the least preferred management responsibility. Employee discipline is a difficult managerial task and is disliked by the majority of supervisors. Even potential disciplinary cases cause concern. Discenza and Smith in Timpe (2019) say that employee discipline has been neglected by managers for various reasons, namely:

- a. Managers are sometimes reluctant to enforce their authority.
- b. Organizational policies and regulations are often not clearly defined.
- c. Current collective bargaining contracts and managerial education emphasize motivation (positive) over punitive action (negative).

This is reiterated by Discenza and Smith (2019) that some organizations avoid the need to discipline or punish their employees. Yet discipline is a topic that is more often avoided than enforced. As a result managers may not be sufficiently prepared to enforce discipline, but the success of disciplinary action still depends on its skillful execution. Disciplining employees can improve organizational performance better, or it can accelerate organizational crises. The results of this study support Oktaviani and Putra (2021), Sutrisno (2019), which state that work discipline affects performance. However, the results of this study do not support Astuti (2017) which states that work discipline does not affect teacher performance.

4.4.4. The Influence of Work Culture on the Performance of State Vocational High School Teachers in Malang City

With the acceptance of H_a on the work culture variable, it indicates that there is an influence of the work culture variable on the teacher performance variable, with an increasing effect of 0.344 or 34.4%, meaning that if the work culture variable is increased it will increase the teacher's performance level by 0.344 units or 34.4%. And the results of the t test indicate the motivation variable (X2) has a t_{count} value of 4.915, this value is greater than the t-table value (4.915 > 2.00665). This finding

indicates that the work culture variable has a significant effect on the performance of State Vocational High School teachers throughout Malang. The indicators that exist in the work culture variables include: attitudes towards work and behavior at work. As Rivai's opinion (2005:430) states that work culture has a role in setting boundaries, meaning that culture creates clear differences between an organization and other organizations; work culture provides identity for the organization; work culture facilitates the emergence of a broader commitment than individual interests; work culture reminds the stability of the social system; and work culture as a meaning-making and control mechanism that guides and shapes employee attitudes and behavior. Work culture is closely related to the teacher's behavior or attitude and the paradigm of thinking in creating maximum work productivity. Therefore, teachers must be able to build a conducive work culture, where this is a fundamental demand in improving teacher performance. The results of this study support Hasdiah et al (2018), Adha et al. (2019) and Siregar et al. (2020) which states that work culture affects performance.

4.4.5. The Effect of Motivation on the Performance of State Vocational High School Teachers in Malang City

With the acceptance of H_a on the motivation variable, it indicates that there is an influence of the motivational variable on the teacher's performance variable, with an increasing effect of 0.239 or 23.9%, meaning that if the motivation variable is increased it will increase the teacher's performance level by 0.239 units or 23.9%. And the results of the t test indicate that the motivation variable (X3) has a t_{count} value of 4,564, exceeding the t_{table} value ($4,564 > 2,00665$). These results show that the motivation variable has a significant effect on the performance of State Vocational High School teachers throughout the city of Malang. The indicators that exist in the motivational variables include: existence needs, linkage needs and growth needs, from these indicators there is a real influence on teacher performance.

Motivation, namely the teacher's behavior has a reason why the teacher does it and this behavior is assisted by encouragement as an effort to achieve goals. The problem of work motivation is a strategic problem, both for each organization and for individuals. For organizations, research on work motivation is carried out in order to improve the teacher's individual performance. For individuals, with good work motivation can make a good contribution to the work they do, in terms of the quality and quantity (output) they do.

Wexley and Yukl (1998) suggest that work motivation can be defined as a process in which behavior is directed and driven. This limitation can be interpreted that motivation is giving or generating a motive or it can also be interpreted as a thing or condition that becomes a motive. Thus the notion of work motivation is something that evokes enthusiasm or encouragement to work (As'ad, 1999). These limitations result in work motivation in work psychology being referred to as a driver of work performance. The above definition can explain why an employee is willing to do a job in an organization. This willingness is, of course, due to the encouragement, motive or stimulation in an employee. More specifically, The drive or motive is in the form of a need that arises in an employee that must be fulfilled by working. Heidjrachman (1997) Motivation can be categorized into 3, among others: This theory emphasizes the importance of understanding the factors that exist "inside" individuals that cause them to behave in certain ways. The theory tries to answer questions such as: a. What needs are people trying to fulfill. b. What's the reason they did it?

In this study also that motivation will not be able to increase commitment or high commitment can also reduce a person's performance in achieving goals. Based on this understanding, it can be concluded that performance is a predetermined degree of performance measurement, both positive and negative towards the work.

The performance possessed by a person is everything that has been known about a particular object. Knowledge is a generic terminology that covers all branches of knowledge based on their performance as beings who feel, think, and sense. In this study, performance is a variable that has a deep meaning on the performance of State Vocational High School teachers throughout the city of Malang. In addition, Bolaman et.al (1999) also argues that individual performance to become more controlled, valuable, and more effective should be with experience, training support, and opportunities to participate in the process of organizational change, thus a teacher will be much stronger in the future. future. Likewise, the opinion of Deierlein and Bob (1996) which states that in order to determine the performance of an employee, a pre-employment test is carried out, where one of the aspects of testing is the experience and training that has been followed. The results of this study support Oktaviani and Putra (2021), Agustina et al. (2022), Sutrisno (2019), Hasdiah et al. (2018), Mahardika et al (2017), Astuti (2017) which state that motivation affects performance. However, the results of this study do not support Adha et al. (2019) which states that work motivation does not affect performance. Astuti (2017) which states that motivation affects performance. However, the results of this study do not support Adha et al. (2019) which states that work motivation does not affect performance. Astuti (2017) which states that motivation affects performance. However, the results of this study do not support Adha et al. (2019) which states that work motivation does not affect performance.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

Based on the results of data analysis and discussion of research results in the previous chapter, the following conclusions can be drawn:

- 1) Discipline is formed by a sense of belonging, respect for time, compliance with work standards and compliance with regulations. The main thing in the formation of discipline is a sense of belonging to take care of existing infrastructure, and never use facilities and positions for personal gain. Work culture is formed by attitudes towards work and behavior at work. The indicator of work culture that is most appreciated by respondents, namely behavior at work is reflected in the culture and nuances of work at school, which is a necessity that continues to be carried out regularly. Motivation is shaped by existence needs, relatedness needs and growth needs. The motivation indicator most appreciated by respondents is the need for interrelationships as reflected in the relationship between personnel and other work units in terms of working well and harmoniously. Teacher performance is formed from productivity, work results and changes in attitudes. The teacher's performance indicator that is most appreciated is the work reflected by the teacher who always tries to maintain accuracy in every job.
- 2) That the discipline variable, work culture variable and motivation variable simultaneously affect the teacher's performance variable, it means that the more disciplined the teacher has and has a good work culture, and supported by the teacher having high work motivation can improve teacher performance.
- 3) That the discipline variable, work culture variable and motivation variable partially affect the teacher's performance variable. This indicates that teachers who have a high level of discipline can improve teacher performance. Work culture that is implemented in schools well can improve teacher performance. Teachers who have a high level of motivation will be able to complete the work in accordance with what the school has set so as to improve teacher performance.
- 4) That the discipline variable has a dominant effect on the teacher's performance variable, this indicates that the main thing that can improve the teacher's performance is discipline, because discipline plays an important role in completing work both in terms of productivity, work results and changes in attitude.

5.2. Suggestions

Based on the findings of data analysis and discussion of research findings as well as drawing conclusions above, it can be suggested to leaders within the State Vocational Schools in Malang, to:

- 1) Increase the motivation of a teacher by paying attention and fulfilling: 1). existence needs, 2). linkage needs, and 3). growth needs.
- 2) The kinds of behavior of State Vocational School teachers throughout Malang are basically good, as long as the leader can motivate them to be even more active in carrying out their duties. Thus, efforts to achieve goals in terms of personal goals, and organizational goals become more effective.
- 3) It is important to give the award to teachers, as long as the award is addressed to those who excel (loyal, accuracy in doing work, and can be held accountable). Because there are awards given by superiors only to gain recognition from employees in order to maintain their position.
- 4) Encourage, generate and provide good examples of discipline as a leader so that subordinates can imitate, so that the expected work performance can grow with full awareness. Paths that can be taken: 1). good communication, 2). coaching that educates towards improving performance in order to achieve good work, 3). firm and fair orders and 4). supervision attached to strict sanctions.
- 5) Further research is needed to examine the influence of independent variables other than motivation and job satisfaction that affect teacher performance, possibly from other variables such as communication, individual characteristics, leadership, organizational climate and others.

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