

# Implementation of Motivation and Work Discipline Policy in Order to Improve Teacher Performance at SDN Gading IV Surabaya

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## ABSTRACT

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*Teacher Performance, Work Motivation, Work Discipline, Educational Management, Public Elementary School*

This study aims to examine the implementation of work motivation and work discipline policies and their influence on teacher performance at SDN Gading IV Surabaya. Employing a quantitative descriptive research design, data were collected from 25 respondents using a structured questionnaire based on a 5-point Likert scale. The variables were measured using established theoretical frameworks: Maslow and Herzberg for motivation, Hasibuan and Sutrisno for discipline, and Mangkunegara for performance indicators. Descriptive statistical analysis revealed high average scores across all variables: work motivation (4.38), work discipline (4.39), and teacher performance (4.32). The results indicate that teachers at SDN Gading IV demonstrate a strong commitment to professional standards, compliance with institutional policies, and consistent teaching effectiveness. These findings support previous research that links internal behavioral factors with performance outcomes in education. The study concludes that sustained efforts to enhance teacher motivation and discipline can contribute significantly to improving the quality of education. Further research is recommended to explore comparative contexts and integrate additional influencing factors such as leadership and job satisfaction.

## INTRODUCTION

Teacher performance plays a pivotal role in determining the quality of education, particularly at the elementary school level, where students undergo critical cognitive, emotional, and social development (Prawirosentono as cited in Pettalolo, 2013). In this formative stage, primary school teachers not only serve as deliverers of academic content but also as role models who instill discipline, ethical values, and foundational habits. However, despite various educational reforms, challenges surrounding teacher performance remain persistent, especially within public primary schools in Indonesia.

Recent national assessments, including the Asesmen Nasional conducted by the Indonesian Ministry of Education, reveal that many public elementary schools continue to struggle with

suboptimal teaching quality, largely due to inadequate teacher motivation and work discipline (Kemendikbud, 2022). Preliminary observations at SDN Gading IV Surabaya reflect this national trend, where issues such as tardiness, limited engagement in professional development activities, and inconsistency in classroom delivery have been documented. These performance gaps suggest a disjunction between policy intentions and implementation at the school level.

This research is therefore essential as it responds to the urgent need for localized studies that explore how internal school policies on motivation and discipline can be effectively implemented to address such gaps. From a human resource management perspective, motivation and discipline are foundational to workforce productivity and educational outcomes (Hasibuan, 2015; Mangkunegara, 2015). While

motivation refers to the internal or external drive that stimulates individuals to achieve specific goals, discipline entails adherence to institutional rules, procedures, and behavioral norms (Rivai, 2009). Within the educational context, high motivation enables teachers to actively improve their teaching competencies and student engagement, whereas strong discipline ensures that duties are fulfilled consistently and professionally (Hidayat et al., 2020).

Numerous empirical studies support the significant influence of motivation and discipline on employee performance. For example, Melinda (2020), Wardana (2020), and Tarigan & Aria (2021) found that both variables positively affect staff performance in various organizational contexts. Nonetheless, inconsistencies also exist. Nadapdap et al. (2022), for instance, concluded that motivation alone does not directly influence performance without the mediation of other factors such as job satisfaction. These divergent findings highlight the importance of further investigation, particularly in specific educational settings with unique organizational cultures and challenges. By addressing this research gap, the current study offers not only theoretical contributions but also practical implications for school-level policy implementation.

This study therefore aims to examine the implementation of motivation and work discipline policies in enhancing teacher performance at SDN Gading IV Surabaya. The study adopts indicators of motivation based on Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory (as cited in Sedarmayanti, 2017), while work discipline is assessed through indicators such as attendance, compliance with rules, and professional ethics (Hasibuan, 2002; Sutrisno, 2015). Teacher performance itself is measured using key indicators including work quantity, quality, punctuality, and instructional effectiveness (Mangkunegara, 2015; Robbins as cited in Glorianismus et al., 2023).

By contextualizing the analysis within a real school environment, this research is expected to contribute empirical insights to the field of educational human resource management and offer practical recommendations for improving teacher performance in public schools.

## **LITERATURE REVIEW**

### ***Human Resource Management (HRM)***

Human Resource Management (HRM) refers to the strategic and coherent approach to managing an organization's most valued assets—its people. The primary function of HRM is to ensure that the organization acquires, develops, and retains a competent and motivated workforce that can contribute effectively to its objectives. According to Kristanti et al. (2023, as cited in Hasanudin & Santiko, 2023), HRM is both an art and a science involving the regulation of relationships and roles within the workplace to enhance efficiency and support institutional goals. Flippo and Edwin (1999, as cited in Nuraeni, 2019) elaborate that HRM encompasses various managerial functions, including recruitment, training, compensation, and termination, all of which are essential for achieving organizational coherence.

In the context of education, HRM ensures that teachers are well-positioned to deliver quality instruction by aligning their skills, roles, and motivations with institutional needs. Mangkunegara (2004, as cited in Irpan Nurhab, 2022) emphasizes that human resources are the core capital of any institution, and their management must focus on optimization and empowerment. HRM in schools involves creating a culture that promotes professional growth, evaluates performance fairly, and motivates teachers to contribute meaningfully to student outcomes. A structured HRM system also enables schools to manage teacher workloads, address absenteeism, and implement professional development programs effectively (Bintoro & Daryanto, 2017).

### ***Work Motivation***

Work motivation is a psychological force that energizes and sustains behavior toward achieving goals. In an educational institution, motivated teachers demonstrate greater enthusiasm, creativity, and resilience, which directly impacts the learning environment. Hasibuan (2015, as cited in Puspita & Widodo, 2020) defines motivation as the process of encouraging subordinates to work efficiently by fulfilling their physical and emotional needs. Maslow's Hierarchy of Needs theory (as cited in Sedarmayanti, 2017) posits that individuals are driven by a sequence of needs, ranging from physiological to self-actualization. These needs must be addressed

systematically to foster long-term employee engagement.

Furthermore, Herzberg's Two-Factor Theory distinguishes between hygiene factors (e.g., salary, job security) and motivators (e.g., recognition, achievement) as essential to job satisfaction and performance (Priansa & Donni, 2017). In the school setting, teachers who experience professional recognition, opportunities for growth, and supportive leadership are more likely to exceed performance expectations. Hidayat et al. (2020) assert that intrinsic motivation, such as the desire to help students grow, is often a more powerful driver than external rewards. Therefore, an institution's ability to stimulate both extrinsic and intrinsic motivation is crucial to sustaining high levels of teacher performance.

### Work Discipline

Work discipline refers to the behavioral norms that employees follow to maintain order and effectiveness within an organization. It involves not only compliance with rules and regulations but also a sense of responsibility and ethical conduct. Hasibuan (2002, as cited in Syahputra et al., 2020) defines discipline as an individual's awareness and willingness to adhere to organizational policies and social norms. This includes punctuality, honesty, accountability, and respect for institutional procedures. Discipline ensures that teachers fulfill their roles consistently and reliably, which is especially important in managing students and maintaining the quality of education delivery.

Discipline in the educational setting is closely tied to leadership, organizational culture, and clarity of expectations. Siagian (as cited in Wau et al., 2021) argues that discipline is not only about compliance but also about cultivating a culture of respect for institutional norms. Sutrisno (2015) emphasizes that effective supervision, fair punishment systems, and exemplary leadership significantly influence employee discipline. In schools, disciplined teachers demonstrate regular attendance, punctual class delivery, and adherence to instructional standards, which fosters student achievement and institutional credibility (Sinambela, as cited in Siahaya et al., 2023). Therefore, discipline must be viewed as both a structural and cultural component of school effectiveness.

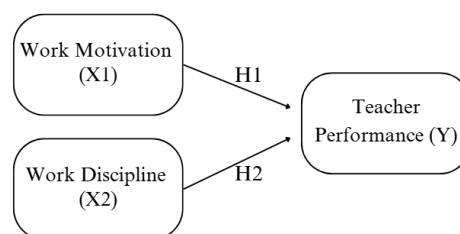
### Teacher Performance

Teacher performance reflects the effectiveness of educators in delivering instruction, managing classrooms, and contributing to institutional goals. It is typically measured by the quality and quantity of work output, punctuality, and instructional effectiveness. Mangkunegara (2015) defines performance as the result of work in terms of both quality and quantity, achieved by an employee in accordance with their roles and responsibilities. Afandi (2018) similarly states that performance encompasses both behavior and results, and must align with legal, ethical, and organizational standards. Good teacher performance is essential for improving student outcomes and achieving curriculum objectives.

Several factors influence teacher performance, including motivation, discipline, work environment, and institutional support. According to Gibson, Ivancevich, and Donnelly (as cited in Sally et al., 2024), performance is affected by individual attributes (e.g., skills, background), psychological factors (e.g., attitudes, motivation), and organizational aspects (e.g., leadership, rewards, and job design). Prawirosentono (as cited in Gultom, 2014) adds that effective performance is achieved when individuals perform tasks in accordance with their authority and responsibilities, without violating legal or ethical norms. For schools, systematic performance evaluations help identify professional development needs and support career progression, while also holding teachers accountable for their instructional outcomes (Wibowo, as cited in Nabila & Syarvina, 2022).

### Framework

**Figure 1.** Research framework



### Information

X = Independent Variables, namely Work motivation, and work discipline

Y = Dependent Variables, namely Teacher Performance

## METHOD

This study employs a quantitative descriptive research design, aimed at systematically explaining the implementation of internal management policies related to work motivation and discipline, and how these policies influence teacher performance in a public elementary school setting. According to Sugiyono (2013), quantitative descriptive research is used to objectively measure variables through numerical data and statistical analysis in order to provide a factual and comprehensive understanding of a phenomenon. This approach is particularly suitable for evaluating how internal behavioral factors—such as motivation and discipline—are reflected in the actual performance of teachers at SDN Gading IV Surabaya.

Data collection was conducted through a structured questionnaire based on a five-point Likert scale, allowing respondents to indicate their level of agreement with statements related to work motivation, work discipline, and teacher performance. The questionnaire consisted of items representing three major constructs: (1) work motivation, based on Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory; (2) work discipline, based on indicators from Hasibuan and Sutrisno; and (3) teacher performance, based on indicators from Mangkunegara, including work quality, quantity, punctuality, and instructional effectiveness. These constructs form the conceptual framework of the study, where motivation and discipline are treated as independent variables, and teacher performance as the dependent variable.

The population in this study consisted of all 25 teachers employed at SDN Gading IV Surabaya. Given the manageable size of the population, total sampling was used, which enabled full coverage and eliminated sampling bias, ensuring the data accurately represent the internal conditions of the school.

Prior to full distribution, a pre-test was conducted to evaluate the reliability and clarity of the instrument. Necessary revisions were made based on pre-test results to ensure the neutrality, coherence, and consistency of the items. The collected data were then processed and analyzed using descriptive statistical techniques, including frequency distributions,

percentage analysis, and calculation of mean scores for each variable. These methods were chosen to identify patterns and trends across the three constructs and to assess the extent to which motivational and disciplinary practices align with actual teacher performance.

Standard data handling procedures—such as editing, coding, and tabulating—were also applied to maintain data accuracy and interpretability. All results are presented in both tables and descriptive narratives to facilitate clarity and accessibility of interpretation.

By incorporating a well-defined conceptual framework and applying rigorous descriptive analysis, this study offers both theoretical and practical insights into how internal policy mechanisms can shape teacher performance. The findings are expected to inform the development of more effective, data-driven human resource strategies in public elementary schools.

## RESULT

### *Respondent Characteristics*

*Table 1. Respondent Characteristics*

No	Respondent Characteristics		Freq	%
1	Gender	Male	5	20%
		Female	20	80%
2	Age	21–30 Years	3	12%
		31–40 Years	5	20%
		>40 years old	17	68%
3	Years of Service	< 1 year	1	4%
		1–5 years	5	20%
		6–10 years	1	4%
		> 10 years	18	72%

This study involved 25 teachers from SDN Gading IV Surabaya who responded to a structured questionnaire. The gender distribution is dominated by female teachers (80%), while male teachers accounted for 20% of the respondents. This suggests that female educators play a more prominent role in carrying out educational activities at this institution, though the gender gap is not excessively disproportionate. In terms of age, the majority of teachers (68%) are above 40 years old, followed by 20% aged 31–40, and 12% aged 21–30. This shows that the teaching staff is generally mature and experienced, which may contribute to a stable and well-managed educational environment. With regard to tenure, 72% of the

teachers have worked for more than 10 years, indicating a workforce with deep institutional knowledge and commitment. Only a small fraction (8%) have less than 6 years of experience. This composition provides a strong foundation for sustaining professional standards and mentoring junior teachers

### **Mean Score of Each Variable**

**Table 2.** Mean Score of Each SERVQUAL Dimension

Variables	State ment	Response Scores					Mean	Mean Varia bles
		1	2	3	4	5		
Work Motivation	X1.1	0	0	2	14	9	4,28	4,38
	X1.2	0	0	1	13	11	4,40	
	X1.3	0	0	0	14	11	4,44	
	X1.4	0	0	1	13	11	4,40	
	X1.5	0	0	0	15	10	4,40	
Work Discipline	X2.1	0	0	0	16	9	4,36	4,39
	X2.2	0	0	0	15	10	4,40	
	X2.3	0	0	0	16	9	4,36	
	X2.4	0	0	0	15	10	4,40	
	X2.5	0	0	0	14	11	4,44	
Teacher Performance	Y1.1	0	0	1	14	10	4,36	4,31
	Y1.2	0	0	3	14	8	4,20	
	Y1.3	0	0	1	14	10	4,36	

The analysis revealed consistently high levels across all three measured dimensions—work motivation, work discipline, and teacher performance—using a 5-point Likert scale. The mean scores for each variable were as follows:

- Work Motivation: 4.38
- Work Discipline: 4.39
- Teacher Performance: 4.32

These results indicate that teachers at SDN Gading IV Surabaya demonstrated strong agreement with positive statements regarding their professional attitude, regulatory compliance, and instructional effectiveness. The minimal difference between mean scores suggests a stable and well-integrated school work culture.

### **Interpretation of Each Variable**

Work Discipline emerged as the highest-rated dimension (4.39), indicating a strong level of commitment among teachers to institutional norms and professional conduct. Respondents rated highest on the item related to "consistently exhibiting professional behavior with students" (4.44), reflecting a well-established ethical culture. Other indicators—such as punctuality and readiness to perform tasks—

also received near-uniform high ratings (4.36–4.40), signaling disciplined behavior that supports operational efficiency within the school.

Work Motivation followed closely, with an average score of 4.38. The strongest agreement was seen in statements such as "I have good relationships with fellow teachers" (4.44) and "My job provides opportunities for learning and development" (4.40). These results highlight a positive social environment and a sense of professional growth, both of which are critical drivers of intrinsic motivation. The lowest-scoring item (4.28) referred to rest time, potentially pointing to workload concerns or scheduling constraints, which may warrant future review by school administrators.

Teacher Performance, while slightly lower at 4.32, still reflects high professional standards. Respondents reported strong time management skills (4.36), punctuality (4.36), and effective instructional methods (4.36). However, the item regarding alignment with school and parent expectations scored lower (4.20), suggesting potential communication gaps or differing perceptions of performance outcomes. This dimension may benefit from enhanced stakeholder engagement and regular feedback mechanisms to strengthen teacher-community alignment.

Overall, the findings suggest that SDN Gading IV Surabaya fosters a high-performing teaching environment underpinned by strong motivation and disciplined work behavior. Teachers report not only feeling competent and supported but also demonstrate consistent adherence to professional standards. The narrow range of mean values across variables indicates institutional harmony and minimal internal disparity.

## **DISCUSSION**

### **Work Motivation**

The findings reveal that teacher motivation at SDN Gading IV Surabaya is relatively high, with an average score of 4.38 on a 5-point Likert scale. Teachers reported strong agreement with statements such as "having a good relationship with fellow teachers" and "opportunities for personal development." These results indicate that the school environment supports both the psychological and professional dimensions of motivation.

This finding is consistent with Maslow's Hierarchy of Needs, which posits that individuals are motivated when their needs for belonging, safety, and self-

actualization are fulfilled (Sedarmayanti, 2017). The presence of collegial relationships and opportunities for growth at SDN Gading IV reflects a working environment where those needs are met. Herzberg's Two-Factor Theory also supports this, identifying intrinsic motivators like achievement and personal development as key to job satisfaction and performance.

Previous empirical studies have reached similar conclusions. Lantara (2018), Kurniawan (2020), and Pariyanti, Rinnanik, and Mardiono (2019) found that both intrinsic and extrinsic motivational factors significantly improve employee performance, particularly in organizations that emphasize recognition and learning opportunities. The current study adds to this literature by confirming that motivated teachers are more likely to exhibit higher performance levels in instructional delivery and task fulfillment.

### ***Work Discipline***

Work discipline received the highest average score in the study (4.39), indicating that teachers consistently adhere to institutional norms, exhibit punctuality, and uphold professionalism in their roles. Respondents demonstrated strong commitment to behavioral consistency, reflecting a well-internalized sense of organizational responsibility.

This result aligns with Hasibuan's (2002) conceptualization of discipline as an employee's willingness to obey all organizational rules and norms. Sutrisno (as cited in Hafiz, Hastari, & Rizqi, 2020) adds that discipline encompasses punctuality, compliance with work standards, and ethical behavior—dimensions that were consistently rated highly by teachers in this study.

Empirical support is also found in the studies of Ainunnisha (2022) and Tarigan and Aria (2021), both of whom concluded that discipline has a strong influence on employee performance, especially in regulated environments such as educational institutions. The present study reinforces this notion by demonstrating that disciplined behavior among teachers contributes directly to operational effectiveness and institutional credibility.

### ***Teacher Performance***

Teacher performance was rated with an average score of 4.32, reflecting strong self-assessed competence in areas such as time management, punctuality, and instructional effectiveness. However, the lowest subscore (4.20) was recorded on the item related to alignment with school and stakeholder expectations, indicating a potential need for improved communication or performance feedback mechanisms.

This finding is in accordance with Mangkunegara's (2015) definition of performance as the outcome of quality and quantity of work achieved through task execution aligned with one's role and responsibilities. It also matches the framework developed by Afandi (as cited in Nurjaya, 2021), who emphasizes discipline, initiative, and compliance as key indicators of performance.

In addition, the study confirms the role of motivation and discipline as critical drivers of performance. This is supported by research from Melinda (2020), which found that the combination of strong motivation and effective discipline improved performance outcomes by over 85% in a similar public-sector context. Thus, the findings offer robust theoretical and empirical validation for integrating motivation and discipline enhancement into school-level human resource strategies.

## **CONCLUSION**

The findings of this study emphasize the crucial impact of internal management factors—namely work motivation and work discipline—on teacher performance in public elementary education. The high average scores across all measured variables indicate a strong institutional culture at SDN Gading IV Surabaya, where professional commitment, ethical behavior, and peer collaboration are consistently demonstrated. These results support and extend established theoretical frameworks from Maslow, Herzberg, and Mangkunegara, and align with previous empirical studies that associate motivation and discipline with enhanced performance. The study offers valuable practical implications for school leaders and education policymakers, particularly

in the design and implementation of policies that foster a motivated and disciplined teaching workforce through structured recognition systems, performance monitoring, and supportive professional environments.

Nonetheless, this study has certain limitations that should be acknowledged. The research was confined to a single school, with a relatively small sample size of 25 teachers, which limits the generalizability of the findings to other educational institutions. The context-specific nature of the results suggests that they may not fully capture the dynamics present in schools with different organizational cultures or resource conditions. Therefore, future research is encouraged to conduct comparative or multi-site studies across various educational levels and geographic settings. Additionally, incorporating moderating or mediating variables such as leadership style, job satisfaction, or school climate, and employing mixed-method or longitudinal approaches, could provide deeper insights into the causal relationships and broader applicability of these findings.

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