THE EFFECT OF MOTIVATION AND WORK DISCIPLINE ON TEACHER PERFORMANCE WITH STUDENT LEARNING OUTCOMES AS INTERVENING VARIABLES FOR TEACHERS IN SUB RAYON 05 SELESAI

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Abstract

This study aims to analyze the effect of motivation and work discipline on teacher performance with student learning outcomes as intervening variables. This type of research is associative quantitative. The location was carried out at SMA Sub Rayon 05 Selesai. The population in this study was 81 teachers and the sample taken was a saturated sample. The data collection was carried out by distributing questionnaires. The research model used is Path Analysis and the measuring tool is Smart PLS 3.3.3. The results of his research are that Work Discipline has a positive and significant effect. Work Discipline has a positive and significant effect on teacher performance. Learning outcomes have no significant positive effect on teacher performance with the original sample value. Motivation has a positive and significant effect on learning outcomes. Motivation has a positive and insignificant effect on teacher performance. Work Discipline has a positive and insignificant effect on Teacher Performance through Learning Outcomes. Motivation has no significant positive effect on teacher performance through learning outcomes.

Keywords: Motivation, Performance Discipline, Learning Outcomes, Teacher Performance

INTRODUCTION

Education is a human need. Education always experiences changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include the various components involved in it, both education implementers in the field (teacher competence and quality of teaching staff), quality of education, curriculum tools, educational facilities and infrastructure and quality of education management including changes in learning methods and strategies that more innovative. The change and improvement efforts are aimed at bringing the quality of InSelesaisian education to a better level. The teacher is one of the keys to the success of education, especially at the school level, especially for school students, for teachers to advance students and create more and more knowledge about the theory that is presented by the school. that student. The teacher is the person who has the most influence on his students, in school the teacher will be a role model or example for his students. Motivation is a driving force from within a person's heart to do or achieve a goal. Motivation will provide maximum desire and encouragement (Marpaung, 2007). Motivation can also be said as a plan or desire to go to success and avoid life's failures. At school the teacher will be a role model or example for their students. Motivation is a driving force from within a person's heart to do or achieve a goal. Motivation will provide maximum desire and encouragement (Marpaung, 2007). Motivation can also be said as a plan or desire to go to success and avoid life's failures. At school the teacher will be a role model or example for their students. Motivation is a driving force from within a person's heart to do or achieve a goal. Motivation will provide

maximum desire and encouragement (Marpaung, 2007). Motivation can also be said as a plan or desire to go to success and avoid life's failures.

In other words, motivation is a process to achieve a goal. Someone who has motivation means that he already has the power to gain success in life. Work discipline can be interpreted as a condition that is created and shaped through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and order. In this case such attitudes and behavior are created through the process of family development, education and experience from the example of their environment. Discipline is a mental attitude that with awareness and conviction obeys the orders or prohibitions that exist in something because it understands very well the importance of these orders and prohibitions. Learning outcomes are a picture of how students understand the material presented by the teacher. Learning outcomes are output values in the form of numbers or letters that students get after receiving learning material through a test or exam delivered by the teacher.

From these learning outcomes the teacher can receive information on how far students understand the material being studied. Performance is a very important and interesting part because it is proven to have very important benefits, an institution wants employees to work seriously according to their abilities to achieve good work results, without good performance from all employees, success in achieving goals will hard to achieve.

LITERATURE REVIEW
Motivation
According to Robbins (2016) motivation is the willingness to make high efforts to achieve organizational goals conditioned by the ability to meet certain individual needs. According to Wibowo (2016) Motivation is the encouragement of a series of processes of human behavior in achieving goals. Meanwhile, motivation according to Sutrisno (2010) in Arief Yusuf Hamali, SS, MM (2018) is as follows: "Motivation is a factor that encourages someone to carry out a particular activity, therefore motivation is often interpreted as a driving factor for one's behavior.

Motivation Indicator
According to Robbins (20016) the indicators of work motivation are as follows:
1. Awards
2. Social relations
3. Life Needs
4. Success in work

Work Discipline
According to Agustini (2019) Work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase employee constancy in achieving company/organizational goals. According to Hasibuan (2017) suggests that work discipline is a person's awareness and willingness to comply with all applicable company regulations and social norms. It can be concluded that work discipline is an attitude of obedience to the

rules and norms that apply in a company in order to increase the steadfastness of employees in achieving company/organizational goals.

Work Discipline Indicator

According to Agustini (2019) Basically there are many indicators that affect the level of discipline of employees of an organization. Some of the discipline indicators are as follows:

1. The attendance rate, namely the number of employees in attendance to carry out work activities in a company, is characterized by a low level of employee absence.
2. Work procedures, namely rules or conditions that must be obeyed by all members of the organization.
3. Obedience to superiors, namely following what is directed by superiors to get good results.
4. Awareness of work, namely the attitude of someone who voluntarily does his job well, not because of coercion.
5. Responsibility, namely the willingness of employees to be responsible for their work, the facilities and infrastructure used, and their work behavior.

Student learning outcomes

Learning outcomes are student abilities that are obtained after learning activities (Adi Nugraha, 2020). Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills (Wulandari, 2021). Opinion from Mustakim (2020) learning outcomes are everything that is achieved by students with certain assessments that have been determined by the curriculum of previous educational institutions. From the several opinions above, learning outcomes can be interpreted as the result of the teaching and learning process both cognitive, affective, and psychomotor with an assessment that is in accordance with the educational institution's learning curriculum. According to Sudjana (2016) Learning outcomes are the abilities possessed by students after students receive their learning experience.

Indicators of Student Learning Outcomes

Indicators of student learning outcomes according to Sudjana (2016):

1. Describe students' learning skills so that they can identify their strengths and weaknesses in various fields of study or subjects they take. By describing these skills, it can also be seen the position of students' abilities compared to other students.
2. Knowing the success of the education and teaching process in schools, namely how far the effectiveness is in changing student behavior towards the expected educational goals.
3. Determine the follow-up of the results of the assessment, namely making improvements and improvements in terms of education and teaching programs and their implementation systems.
4. Provide accountability from the school to interested parties.

Performance

Performance is the result of a process that refers to and is measured over a certain period of time based on predetermined conditions or agreements. According to Sutrisno (2016) "Performance is the result of employee work seen from the aspects of quality, quantity, working time, and cooperation to achieve the goals set by the organization." According to Afandi (2018) Performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, does not violate the law and does not conflict with morals and ethics.

Performance Indicator

According to Afandi (2018) employee performance indicators are as follows:

1. Quantity of work. All kinds of units of measurement related to the amount of work that can be expressed in numbers or other numerical equivalents.
2. Quality of work. All kinds of units of measurement related to the quality or quality of work that can be expressed in numbers or other numerical equivalents.
3. Efficiency in carrying out tasks. Multiple resources wisely and in a cost-effective manner.
4. Work discipline Comply with applicable laws and regulations.
5. Initiative The ability to decide and do the right thing without being told, being able to find what should be Selesai with something around us, trying to keep moving to do things even though things are getting more difficult.
6. Accuracy The level of suitability of the results of work measurements whether the work has reached its goals or not.
7. Leadership The process of influencing or giving examples by leaders to their followers in an effort to achieve organizational goals.
8. Honesty One of human nature that is quite difficult to apply.
9. Creativity Mental processes that involve the generation of ideas or that involve the generation of ideas.

METHOD

The type of research that will be used is quantitative associative, namely research that aims to determine the relationship between two or more variables (Sugiyono, 2013). In this study, the exogenous variables were motivation (X1) and work discipline (X2). Meanwhile, the endogenous variable is Performance (Y) and the Intervening Variable is Student Learning Outcomes (Z). This research was conducted at SMA Negeri 1 located at Jl. Binjai - Selayang, Padang Brahrang, Kec. Selesai, Langkat Regency, North Sumatra 20761. The time of this research was carried out from May 2023 to July 2023.

According to Sugiyono (2013), population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study were civil servant teachers and honorary teachers at SMA Sub Rayon 05Selasai totaling 81 teachers for the details as follows:

Table 1 Number of Teachers

Teacher Class	Amount
Esa Prakasa Private High School	35
Community Service High School	21
Darma Bakti High School	25
Total	**81**

According to Sugiyono (2013), the sample is part of the number and characteristics possessed by the population. The sampling technique used is the saturated sample technique, which involves all respondents to become the sample, meaning that the sample to be used is 81 teachers.

The data analysis technique used in this study is a quantitative data analysis method. Data analysis in this study used Partial Least Square (PLS) based Structural Equation Modeling (SEM) using SmartPLS 3.3.3 software

Measurement Model (Outer Model)

The procedure for testing the measurement model consists of a validity test and a reliability test.

1. Validity Test

   The validity test is used to assess whether or not a questionnaire is valid. A questionnaire is said to be valid if the questionnaire questions are able to reveal something that is measured by the questionnaire. Validity testing is applied to all question items in each variable.

2. Reliability Test

   In general, reliability is defined as a series of tests to assess the reliability of statement items. The reliability test is used to measure the consistency of measuring instruments in measuring a concept or measuring the consistency of respondents in answering statement items in questionnaires or research instruments. To measure the level of reliability of research variables in PLS, you can use the value of the alpha coefficient or Cronbach's alpha and composite reliability). Cronbach's alpha value is suggested to be greater than 0.7 and composite reliability is also suggested to be greater than 0.7. (Now, 2014)

Structural Model (Inner Model)

This test was conducted to determine the relationship between exogenous and endogenous constructs which has become a hypothesis in this study (Hair et al., 2017). To produce inner model test values, steps in SmartPLS are carried out using the bootstrapping method. The structural model is evaluated using the R-square for the dependent variable, the

Stone-Geisser Q-square test for predictive elevation and the t test and the significance of the structural path parameter coefficients with the following explanation:

1. Coefficient of Determination / R Square (R2)

   In assessing the model with PLS begins by looking at the R-square for each dependent latent variable. The interpretation is the same as the interpretation in regression. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the dependent latent variable whether it has a substantive effect (Ghozali, 2012). The value of R2 is generally between 0 and 1.

2. Predictive Relevance (Q2)

   This test is used to measure how well the observed values are generated by the model and also the parameter estimates. If the Q2 value is greater than 0, it indicates that the model has predictive relevance, which means it has a good observation value, whereas if the value is less than 0, it indicates that the model does not have predictive relevance (Ghozali, 2014).

3. t-Statistics

   at this stage it is used for hypothesis testing, namely to determine the significance of the relationship between variables in research using the bootstrapping method. In the full Structural Equation Modeling model besides confirming the theory, it also explains whether or not there is a relationship between latent variables (Ghozali, 2012). The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Latan and Ghozali, 2012) the criteria for a t table value of 1.96 with a significance level of 5%

4. Path Coefficient (Path Coefficient)

   This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative.

5. Model Fit

   This test is used to determine the level of suitability (fit) of the research model with the ideal model for this study, by looking at the NFI value in the program. If the value is closer to 1, the better (good fit).

RESULTS AND DISCUSSION
Outer Model Analysis

Testing the measurement model (outer model) is used to determine the specification of the relationship between latent variables and their manifest variables. This test includes convergent validity, discriminant validity and reliability.

1. Convergent Validity

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the score of the item/indicator and the score of the construct. An indicator that has an individual correlation value greater than 0.7 is considered valid but at the research development stage. Indicator values of 0.5 and 0.6 are still acceptable. Based

on the results for outer loading, it shows that there is an indicator that has a loading below 0.60 and is not significant. The structural model in this study is shown in the following figure:
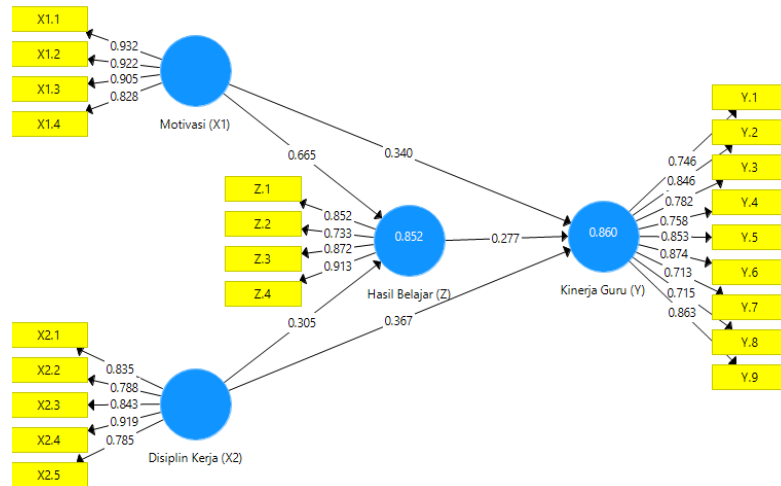

Figure 1. Outer Model
Source: Smart PLS 3.3.3

The Smart PLS output for the loading factor gives the results in the following table:
Outer Loadings

In this study consists of two substructures for substructure 1

Z = b1X1 + b2X2 + e1

Z = 0.665 + 0.305 + e1

For substructure 2

Y = b3X1 + b4X2 + b5Z + e2

Y = 0.340 + 0.367 + 0.277 + e2

Table 2. Outer Loadings

	Work Discipline (X2)	Learning Outcomes (Z)	Teacher Performance (Y)	Motivation (X1)
X1.1				0.932
X1.2				0.922
X1.3				0.905
X1.4				0.828
X2.1	0.835			
X2.2	0.788			
X2.3	0.843			
X2.4	0.919			
X2.5	0.785			
Y. 1			0.746	

Y.2			**0.846**	
Y.3			**0.782**	
Y.4			**0.758**	
Y.5			**0.853**	
Y.6			**0.874**	
Y.7			**0.713**	
Y. 8			**0.715**	
Y.9			**0.863**	
Z. 1		**0.852**		
Z. 2		**0.733**		
Z. 3		**0.872**		
Z. 4		**0.913**		

Source: Smart PLS 3.3.3

Based on table 2 above, it can be seen that the outer loading of each indicator has a value for each indicator greater than 0.7 so that it can be explained that each indicator gets a value greater than 0.7, so the data is considered valid and the table above all indicators is valid and can be carried out further research.

2. Discriminatory Validity

The next test is to test discriminant validity. This test aims to determine whether a reflective indicator is a good measurement for the construct based on the principle that the indicator has a high correlation with the construct. Table 3 shows the results of the cross loading of the discriminant validity test as follows:

Table 3. Discriminant Validity

	Work Discipline (X2)	**Learning Outcomes (Z)**	**Teacher Performance (Y)**	**Motivation (X1)**
X1.1	0.799	0.890	0.861	**0.932**
X1.2	0.723	0.876	0.825	0.922
X1.3	0.690	0.756	0.741	0.905
X1.4	0.570	0.702	0.708	0.828
X2.1	0.835	0.629	0.723	0.564
X2.2	0.788	0.663	0.642	0.633
X2.3	0.843	0.740	0.740	0.670
X2.4	**0.919**	0.731	0.757	0.711
X2.5	0.785	0.671	0.727	0.673
Y. 1	0.601	0.609	0.746	0.610
Y.2	0.816	0.763	0.846	0.669

Y.3	0.620	0.687	0.782	0.717
Y.4	0.706	0.592	0.758	0.598
Y.5	0.683	0.815	0.853	0.799
Y.6	0.698	0.861	**0.874**	0.851
Y.7	0.720	0.611	0.713	0.630
Y. 8	0.536	0.590	0.715	0.663
Y.9	0.771	0.772	0.863	0.719
Z. 1	0.644	0.852	0.688	0.771
Z. 2	0.619	0.733	0.572	0.652
Z. 3	0.745	0.872	0.839	0.782
Z. 4	0.764	**0.913**	0.860	0.835

Source: Smart PLS 3.3.3

Based on table 3 above, it can be seen that the cross loading in each indicator and variable is greater than other variables and indicators. The cross loading of the Work Discipline variable shows that the cross loading of the variable is greater than the cross loading of other latent variables. the loading is greater than the other latent variables, the cross loading of teacher performance shows a greater value of cross loading indicators than the cross loading of the late variable, the cross loading of the motivational variable is greater than the other latent variables, this means that discriminately the results of cross loading are considered valid.

3. Composite reliability

The next test determines the reliable value with composite reliability from the indicator block that measures the construct. A construct value is said to be reliable if the composite reliability value is above 0.60. Apart from looking at the composite reliability value, the reliable value can be seen in the value of the construct variable with cronbachs alpha from the indicator block that measures the construct. A construct is declared reliable if the Cronbachs alpha value is above 0.7. The following is a table of loading values for the research variable construct resulting from running the Smart PLS program in table 4 below:

Table 4. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Work Discipline (X2)	**0.891**	**0.920**	**0.698**
Learning Outcomes (Z)	**0.865**	**0.908**	**0.714**
Teacher Performance (Y)	**0.927**	**0.940**	**0.635**
Motivation (X1)	**0.919**	**0.943**	**0.806**

Source: Smart PLS 3.3.3

Based on table 4 above, it can be seen that the Cronbach's Alpha value for each variable has a value greater than 0.7 and it is assumed that all variables have a reliable distribution. It can be seen from the composite reliability column that each variable has a value above 0.6 so that it can be explained that each variable is considered reliable in the composite reliability column. Another method for testing discriminant validity is by looking at the AVE value and the square root of the AVE, provided that each construct has a greater correlation than the correlation between other constructs. Before looking at the correlation, the AVE value is said to be valid if it is greater than 0.7. In this study all values are considered reliable because all values are greater than the specified value.

Inner Model Analysis

Evaluation of the structural model (inner model) is carried out to ensure that the structural model built is robust and accurate. The stages of analysis carried out in the evaluation of the structural model are seen from several indicators, namely:

1. Coefficient of Determination (R2)

Based on the data processing that has been Selesai using the SmartPLS 3.0 program, the R Square value is obtained as follows:

Table.5 R Square Results

	R Square	Adjusted R Square
Learning Outcomes (Z)	0.852	0.848
Teacher Performance (Y)	0.860	0.854

Source: Smart PLS 3.3.3

Based on the results of the R square variable learning outcomes of 0.852 and a percentage of 85.2, it means that the effect of work motivation and work discipline on learning outcomes is 85.2% and the remaining 14.8% is in other variables and other research. The results of the R square value of the Teacher Performance variable are 0.860 and are percentaged at 86.0%, meaning that the influence of Work Motivation, Work Discipline and Learning Outcomes on Teacher Performance is 86.0%, the remaining 14.0% is in other variables and other research.

2. Assessment of Goodness of Fit (GoF)

The goodness of fit model test can be seen from the NFI value ≥ 0.697 which is declared fit. Based on the data processing that has been Selesai using the SmartPLS 3.3 program, the Fit Model values are obtained as follows:

Table 6. Model Fit

	Saturated Model	Estimation Models
SRMR	0.087	0.087
d_ULS	1,895	1,895
d_G	11,545	11,545
Chi-Square	1756,825	1756,825
NFIs	0.776	0.776

Source: Smart PLS 3.3.3

The results of the goodness of fit test for the PLS model in table 6 above show that the NFI value is 0.776, meaning that this study is considered FIT because the NFI value is greater than 0.819. Thus, from these results it can be concluded that the model in this study has high goodness of fit and feasible to use to test the research hypothesis.

3. Hypothesis Testing

After assessing the inner model, the next thing is to evaluate the relationship between latent constructs as hypothesized in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and the P-Values are <0.05. The following are the results of the Path Coefficients of direct influence:

Table 7. Path Coefficients (Direct Effects)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Work Discipline (X2) -> Learning Outcomes (Z)	0.305	3,380	0.001	Accepted
Work Discipline (X2) -> Teacher Performance (Y)	0.367	4,457	0.000	Accepted
Learning Outcomes (Z) -> Teacher Performance (Y)	0.277	1.455	0.146	Rejected
Motivation (X1) -> Learning Outcomes (Z)	0.665	8.006	0.000	Accepted
Motivation (X1) -> Teacher Performance (Y)	0.340	1,646	0.100	Rejected

Source: Smart PLS 3.3.3

Based on the research and table above, it is found that the Work Discipline Hypothesis has a positive and significant effect on Learning Outcomes with an original sample value of 0.305 and P values 0.001 <0.05. This means that if work discipline increases, learning outcomes will increase if decreased work results also decrease. Work Discipline has a

positive and significant effect on teacher performance with an original sample value of 0.367 and a P value of 0.000 <0.05. This means that the work discipline increases, the teacher's performance also increases, if it decreases, the teacher's performance decreases. Learning outcomes have no significant positive effect on teacher performance with an original sample value of 0.277 and P values of 0.146 > 0.05 meaning that learning outcomes are not solely due to teacher performance, but the role of parents also determines student learning outcomes. Motivation has a positive and significant effect on learning outcomes with an original sample value of 0.665 P values 0.000 <0.05, meaning that the motivation given is able to increase student learning enthusiasm to become better. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.340 and a P value of 0.100 > 0.05 meaning that the motivation given is not necessarily that teacher performance is improving, and it is not necessarily that teacher performance is deteriorating.

Table 8 Path Coefficients (Indirect Effects)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Work Discipline (X2) -> Learning Outcomes (Z) -> Teacher Performance (Y)	0.084	1,457	**0.146**	**Rejected**
Motivation (X1) -> Learning Outcomes (Z) -> Teacher Performance (Y)	0.184	1,334	**0.183**	**Rejected**

Source: Smart PLS 3.3.3

It can be seen from table 8 that indirectly shows that P values are not significant, which means that learning outcomes are not intervening variables and cannot affect the independent and dependent variables indirectly.

CLOSING
Conclusion
1. Work Discipline has a positive and significant effect with the original sample value of 0.305 and P values of 0.001 <0.05.
2. Work Discipline has a positive and significant effect on teacher performance with an original sample value of 0.367 and a P value of 0.000 <0.05.
3. Learning outcomes have no significant positive effect on teacher performance with an original sample value of 0.277 and P values of 0.146 > 0.05
4. Motivation has a positive and significant effect on learning outcomes with an original sample value of 0.665 P values 0.000 <0.05.
5. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.340 and P values of 0.100 > 0.05.

6. Work Discipline has a positive and insignificant effect on Teacher Performance through Learning Outcomes with an original sample value of 0.084 and a P value of 0.146 > 0.000,

7. Motivation has no significant positive effect on teacher performance through learning outcomes with an original sample value of 0.184 and P values of 0.183 > 0.000.

Suggestion

1. Organizations must motivate employees to be even better than before and with influential people who provide motivation.

2. The organization must make all employees disciplined at work and time not to make mistakes at work.

3. Each teacher must evaluate in improving student learning outcomes.

4. As a teacher, he must provide good teaching in his performance which makes student learning increase.

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