



Analysis of Determining Factors that Influence the Work Discipline of SMPN Teachers in Kauman District, Ponorogo Regency

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Abstract

This research is motivated by the results of observations related to Teacher work discipline in the SMPN environment in Kauman District which shows that there are still teachers who are late and do not immediately enter the class during the change of lesson hours. Increasing the discipline of an educational institution, especially in the State Junior High School in the Kauman Ponorogo District, is necessary so that the school's graduation products can be accounted for. There are several factors that determine teacher work discipline including; 1) Punishment, 2) Motivation, 3) Exemplary Leader (Principal Leadership), 4) Conducive social environment and 5) Comfortable physical environment. The objectives to be achieved in this study: 1) To describe and analyze whether motivation has a significant effect on the work discipline of SMPN teachers in Kauman District, Ponorogo Regency. 2) To describe and analyze whether leadership has a significant effect on the work discipline of junior high school teachers in Kauman District, Ponorogo Regency. 3) To describe and analyze whether the work environment has a significant effect on the work discipline of junior high school teachers in Kauman District, Ponorogo Regency. 4) To describe and analyze whether motivation, Principal Leadership and work environment have a significant effect on the work discipline of SMPN teachers in Kauman District. This research uses a quantitative approach with an ex post facto type. The population in this study were 48 junior high school teachers in Kauman Ponorogo District. The sample technique used is saturated sample. So that the sample in this study amounted to 48 people. The data collection technique used a questionnaire. While the data analysis technique uses simple and multiple linear regression analysis. The results of the analysis show: 1) Work motivation has a significant effect on the work discipline of SMPN teachers in Kauman Ponorogo District by 56.3%. While 43.7% is influenced by several other factors that are not in the discussion of this study. 2) Principal leadership has a significant effect on the work discipline of junior high school teachers in Kauman Ponorogo District by 26.4%. While 73.6% is influenced by several other factors that are not in the discussion of this study. 3) The work environment affects the work discipline of SMPN teachers in Kauman Ponorogo District by 43.1% while 56.9% is influenced by several other factors. 4) Work motivation, Principal leadership and work environment of SMPN teachers in Kauman Ponorogo District amounted to 56.8%. While 43.2% is influenced by several other factors that are not in the discussion of this study.

Keywords: *Motivation; Principal Leadership; Work Environment; Teacher Performance*

Introduction

1. Background of the Problem

A professional teacher has a definition as a person who has special competencies and skills in the field of teacher science, thus teachers can carry out their responsibilities and functions to the fullest (R. Dewi & Khotimah, 2020). This means that the professionalism of teachers is not only obtained from formal schools but also must be able and understand various strategies in learning and be proficient in pedagogical science properly. These demands need to be supported by various efforts to improve teacher performance which are carried out by means of discipline, motivation, improving abilities, and high commitment, as well as good leaders (R. Dewi & Khotimah, 2020).

To implement good and clean government in the school environment, qualified teachers who have science and technology, faith and piety, skills, experience and professionals in their respective fields are needed so that teacher discipline can be continuously improved (Dewi & Sibawaihi, 2022). Teachers' work discipline, which has recently continued to decline, is evident from various public responses through print and electronic media to undisciplined teacher behavior such as not being at work during working hours, dressing not according to the rules, committing acts of corruption and others.

Various ways will be taken by schools in improving the work discipline of their teachers, for example by increasing teacher competence, providing compensation, promotions, good leadership and even sanctions (Musri, 2020). Based on the observations of researchers, the work discipline of teachers at SMPN Kauman sub-district has not been maximized as evidenced by the indication of being late for class, the rate of completing work and even the observance of official clothing and attributes.

The level of discipline and professionalism of teachers are factors that also affect the quality of education in a school. Newstrom in (Seriyaniti & Muchtar, 2018) defines "Discipline is management action to enforce organizational standards". The application of discipline in an organization is a management action that intends its employees to obey and obey the applicable regulations and not violate the provisions set by the organization (Salam et al., 2021). Discipline is also one of the tools used by management to change employee behavior when doing something not in accordance with the provisions (Rochimah et al., 2018).

Teacher work discipline can be realized through activities related to their work or in other words teacher work discipline can be realized through activities related to teaching and learning activities (Girsang, 2020). The success of an educational institution is highly dependent on the quality of human resources who work in it (Mubarok, 2021). Both educators and education personnel must be able to think creatively, and innovatively and be able to compete in providing their best services for students, namely educating and teaching (Mulyasa, 2021).

The work discipline of teachers as civil servants is also in the spotlight of the Secretary of Commission D of the Ponorogo Regency DPRD Relelyanda Solekha Wijayanti said that she asked for the work discipline of teachers in peripheral areas or outside the Ponorogo city district, another member of Commission D of the Ponorogo DPRD, Puryono also highlighted the same thing. Many public schools are experiencing reduced sides. One of the causes is the lack of discipline from teachers. Even though public schools are funded by the state, due to teachers who arrive late, one of the public elementary schools in Ponorogo Regency. Dozens of students had to wait for teachers who were originally scheduled to enter at 07.00 WIB. However, it was delayed until 08.00 WIB. This is a negative record for teachers in Ponorogo District regarding discipline in schools.

In Kauman Subdistrict, Ponorogo Regency, State Junior High School teachers carry out learning in the classroom, well starting from planning, and implementing to evaluating learning. However, there are still teachers who are not optimal in carrying it out as evidenced by the fact that some are still late for

class, there are teachers who do not immediately enter the class at the change of learning hours. In addition, there are still teachers who lack discipline in carrying out their duties, when the principal is not in place, teachers and staff are also sometimes less than optimal in carrying out their duties.

Based on interviews with several teachers at SMPN 1 Kauman on April 21, 2023, information related to teacher work discipline was obtained as follows: 1) With the existence of the work environment (absent jathilan) teacher tardiness has begun to decrease, 2) Work discipline is in accordance with the awareness and willingness of each teacher to carry out their duties. 3) Motivation, input, suggestions, and reprimands from the Principal. 4) Non-physical work environment (peers) influences teachers' work discipline. From the interview results, it was found that work discipline, either directly or indirectly, will affect the teacher's work discipline in the teaching and learning process.

In the implementation of education at SMPN Kauman, teacher work discipline has indeed been well identified, but there are still some gaps that make the implementation less than optimal. Teacher creativity in creating interesting media in learning is still uneven, although there are also many teachers who have issued their own innovations. In addition, there are still teachers who lack discipline in carrying out their duties, when the principal is not in place, teachers and staff are also sometimes less than optimal in carrying out their duties. Therefore, the role of the principal as a leader in an educational institution and the school supervisor, namely as a motivator and supervisor, is expected to be able to control all teachers.

Tohardi in (Mahfud, 2020) states that there are several factors that determine employee work discipline: 1) Punishment and reward, 2) motivation, 3) exemplary leadership (Principal leadership), 4) conducive social environment, 5) comfortable physical environment. Meanwhile, according to (Susilo, 2007) that the factors that influence employee work discipline include motivation, education and training, leadership, welfare and discipline enforcement.

Teacher work discipline can be realized through activities related to their work or in other words teacher work discipline can be realized through activities related to learning activities (Farnasnyah et al., 2023). Teacher work discipline needs to be cultivated, instilled and maintained early on, because discipline has a very important role in supporting success in oneself, groups, and organizations in carrying out tasks, because discipline is one of the elements to achieve future success (Chandra & Sutarnin, 2022). Teacher work discipline can be realized through activities related to their work or in other words teacher discipline can be realized through activities related to teaching and learning activities (Girsang, 2020).

Related to efforts to improve the quality of education, there is a partnership between levels and types of education, both at the practical implementational level and at the conceptual level of ideas, so that the development of students can be monitored for progress, especially increased achievement, namely teacher work discipline (Bariroh, 2017). Teachers have high work discipline and motivation, always have the urge to work hard to achieve special achievements both for themselves and for their students (standard of excellent), this is because they have good self-control so they do not need strict supervision in achieving predetermined work achievements (Bariroh, 2017).

As the spearhead in the world of education, teachers have shortcomings and advantages, for this reason, the role of the principal in leading as a motivator is expected to foster and be responsible for obtaining maximum results in accordance with the existing vision and mission. It is important to increase the motivation of the teacher himself to be able to provide the best for students in carrying out the teaching and learning process in the classroom so that they become human beings who can make the name of the school in particular and the name of education in general.

Motivation is a key element of an individual's success. When potential educational leaders or actors lack motivation they are unlikely to learn or perform well (Sidiq & Khoirussalim, 2021). In fostering the motivation of teachers to work in schools, principals must play an active role by making concepts that have been organized in their main tasks. As a leader, the principal must be an example or

role model for teachers so that teachers feel respect and reluctance to act. As a person who makes decisions and determines a policy, the principal must have a very central role in efforts to increase the motivation of his subordinates (Sidiq & Khoirussalim, 2021).

Motivation as an encouragement in a person to improve his abilities, does not escape a teacher who has the urge to be professional in carrying out his obligations as education in an effort to educate the nation's life (Umami et al., 2020). In practice, the diversity of attitudes and behaviors of each individual in an organization or school becomes its own scourge in uniting the vision and mission. Thus, motivation is an important aspect for a leader or principal, because the principal carries out his duties and functions and leads the course of the school's sustainability.

Based on the reality in the State Junior High School in Kauman sub-district, the teacher is obliged to place his position as a figure who deserves to be imitated by students and even society in general, thus that one of the factors that influence teacher discipline to be good or not is the example of a leader or in the world of education, especially in schools known as Principals, because the example of the principal will greatly affect the level of discipline of his teachers both in obedience to time, obedience to duties and obedience in official uniform. Because everyone understands that exemplary leadership is one of the important characteristics of the success of a leader. Transformational leadership theory, a new finding in the development of leadership theory, places exemplary leadership at the first rank among a number of characteristics that a leader must have. According to Bass and Riggio in (Haluti & Luwuk, 2018) stated that transformational leaders are characterized by four components known as the "Four I's": idealized influence, inspirational motivation, intellectual inspiration, and individual consideration".

Among the important factors that influence discipline is leadership. Leadership is one of the skills in influencing someone to act well, providing commitment and motivation to achieve the desired goals together (Haluti & Luwuk, 2018). In essence, every individual is a leader, and later will be held accountable. Leadership is important, especially in management. In schools, teachers are led by principals who play an important role because principals have the responsibility of processing and directing teachers to improve their performance in teaching (Haluti & Luwuk, 2018).

The work environment plays an important role in increasing morale and work discipline so that organizational goals will be realized properly. According to Sedarmayanti (Ramdhona et al., 2022) explains that the physical work environment is all the physical conditions around the workplace that affect employees either directly or indirectly. Meanwhile, the non-physical work environment is all the circumstances that occur related to work relationships, both relationships with superiors and relationships with coworkers, or relationships with subordinates.

Based on research from Nur Agus Salim, the results found that the variables that affect teacher work discipline are the Principal Leadership variable (X1) at a very strong level of closeness, which is 0.912, the teacher work motivation variable (X2) with a variable at a strong level of closeness, which is 0.865. Ha1 is in accordance with research conducted by Lia Saputri, this study is to analyze the influence between leadership factors, compensation, environment, and clear rules on employee discipline at the Aceh Jaya Social Service. The work discipline of employees at the Ponorogo Regency Education Office is indeed very important and must be inherent in each employee, because this factor will have an impact on the moral responsibility of employees on their duties and work. The application of good discipline can accelerate the achievement of targets, but if work discipline decreases it can become a barrier and slow down the achievement of organizational targets.

Based on the description above, the researcher is interested in conducting research on analyzing the determinant factors that influence the work discipline of SMPN Teachers in Kauman District, Ponorogo Regency. In this study, the authors examined whether there was a significant influence of several factors specifically examined, namely motivation, exemplary leadership and work environment on teacher work discipline. Employee motivation is needed so that employees/teachers can improve their

abilities which in turn can improve work discipline, both in the school environment and in the family and surrounding community.

2. Research Methods

This research uses a quantitative approach with an ex-post facto design. The population of this study were all teachers of SMPN 1 Kauman and SMPN 2 Kauman, Kauman District, Ponorogo Regency. The sample in this study were teachers of public junior high schools in Kauman District, Ponorogo Regency minus the teachers who had filled out a questionnaire for the reliability test as many as 30 teachers. So that the sample for this study amounted to 48 teachers. The sample technique that can be used in research is a saturated sample. The data collection techniques used in this study were observation and questionnaire. The data analysis technique used in this research is simple and multiple linear regression analysis. The following are the results of Inferential Statistics:

Uji Normalitas

Tabel 1.1 Uji normalitas Kolmogorof-Smirnov variabel X1,X2,X3 , Y

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|--------------------------|-------------------------|
| N | | 48 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 5.22531714 |
| | Most Extreme Differences | Absolute |
| | Positive | .095 |
| | Negative | -.092 |
| Test Statistic | | .095 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of *SPSS* version 23.0 above, it can be seen that the significance value of unstandardized residuals in the *Kolmogorof - Smirnov* test is 0.200. Thus it can be concluded that the significance value of the *P-Value* ($0.200 > \alpha$ (0.05)), so it fails to reject H_0 which means that the residuals of the three variables are normally distributed.

Uji Linieritas

Tabel 1.2 Linearity Test Results between Work Motivation on Work Discipline

| | | | ANOVA Table | | | | |
|------------------------------------|-----------------|--------------------------|----------------|----|-------------|--------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Disiplin Kerja * Motivasi Kerja | Betwee n Groups | (Combin ed) | 2311.551 | 20 | 115.578 | 4.739 | .000 |
| | | Linearity | 1672.677 | 1 | 1672.677 | 68.591 | .000 |
| | | Deviation from Linearity | 638.873 | 19 | 33.625 | 1.379 | .218 |
| Within Groups | | | 658.429 | 27 | 24.386 | | |
| Total | | | 2969.979 | 47 | | | |

Based on the results of the SPSS version 23.0 output above, it can be seen that the significance value of Deviation from Linearity is 0.218. Thus it can be concluded that the significance value of the *P-value* (0.218) > α (0.05), so it fails to reject H₀, which means that there is a significant linear relationship between the work motivation variable and work discipline.

Tabel 1.3 Results of Linearity Test between Principal Leadership on Work Discipline

| | | | ANOVA Table | | | | |
|-------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Disiplin Kerja * Kepemimpinan KS | Between Groups | (Combined) | 1757.509 | 17 | 103.383 | 2.558 | .012 |
| | | Linearity | 783.173 | 1 | 783.173 | 19.378 | .000 |
| | | Deviation from Linearity | 974.336 | 16 | 60.896 | 1.507 | .162 |
| Within Groups | | | 1212.470 | 30 | 40.416 | | |
| Total | | | 2969.979 | 47 | | | |

Based on the output results of SPSS version 23.0 above, it can be seen that the significance value of Deviation from Linearity is 0.162. Thus it can be concluded that the significance value of *P-value* (0.162) > α (0.05), so it fails to reject H₀, which means that there is a significant linear relationship between the Principal Leadership variable and Work Discipline.

Tabel 1.4 Linearity Test Results between Work Environment on Work Discipline

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| Disiplin Kerja * Lingkungan Kerja | Between Groups | (Combined) | 1910.479 | 18 | 106.138 | 2.905 | .005 |
| | | Linearity | 1280.572 | 1 | 1280.572 | 35.051 | .000 |
| | | Deviation from Linearity | 629.907 | 17 | 37.053 | 1.014 | .472 |
| | Within Groups | | 1059.500 | 29 | 36.534 | | |
| Total | | | 2969.979 | 47 | | | |

Based on the output results of SPSS version 23.0 above, it can be seen that the significance value of Deviation from Linearity is 0.472. Thus it can be concluded that the significance value of *P-value* ($0.472 > \alpha (0.05)$), so it fails to reject H_0 , which means that there is a significant linear relationship between the work environment variable and work discipline.

Multicollinearity Test

Tabel 1.5 Multicollinearity Test Results

| Model | | Collinearity Statistics | |
|-------|------------------|-------------------------|-------|
| | | Tolerance | VIF |
| 1 | Motivasi Kerja | .311 | 3.216 |
| | Kepemimpinan KS | .446 | 2.241 |
| | Lingkungan Kerja | .226 | 4.416 |

a. Dependent Variable: Disiplin Kerja

Based on the results of the SPSS output version 23.0 above, when viewed from the VIF value, all values are smaller than 10. Thus it can be concluded that the VIF value < 10 , which means that the independent variables in the multiple linear regression model do not occur multicollinearity.

Heteroscedasticity Test

Tabel 1.6 Heteroscedasticity Test Results

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 15.058 | 5.006 | | 3.008 | .004 |
| | Motivasi Kerja | .003 | .112 | .007 | .029 | .977 |
| | Kepemimpinan KS | .001 | .074 | .003 | .016 | .987 |
| | Lingkungan Kerja | -.158 | .123 | -.378 | -1.283 | .206 |

a. Dependent Variable: ABS

Based on the results of the SPSS version 23.0 output above, it can be seen that the P-value (Sig.) is greater than 0.05. Thus it can be concluded that the $P\text{-value (Sig.)} > \alpha (0.05)$, so it fails to reject H_0 , which means that the three independent variables do not occur heteroscedasticity.

3. Discussion

Multiple Linear Regression Equation Model on Work Discipline of SMPN Teachers in Kauman District ponorogo

From the results of data analysis, the regression equation can be obtained as follows: $Y = 19.979 + 0.690 X_1 + 0.040 X_2 + 0.071 X_3$ shows that the Work Discipline of SMPN Teachers in Kauman Ponorogo District will increase if work motivation, Principal leadership and Work Environment increase in value. So it can be seen that the value of work motivation, Principal leadership and work environment has a positive and significant influence on the work discipline of SMPN Teachers in Kauman Ponorogo District. If the value of work motivation, leadership of the Principal and Work Environment increases by 1 unit, the value of work discipline will increase by 19.979. And if the leadership value drops by 1 unit, the performance value will decrease by 0.171. From the regression equation, it can be concluded that if the Principal's leadership is good, the discipline of SMPN teachers in Kauman Ponorogo District will increase. The results of this study are in line with research conducted by Lia Saputri and Triyanto know 2022. The research shows that leadership has an effect on discipline. Compensation is concluded to have an effect on that the regression test t count of the leadership factor is $4.137 > t \text{ table } (2.571)$ and also the sig number is $0.009 < 0.05$.

Describe the Influence of Work Motivation, Principal Leadership, and Work Environment on the Work Discipline of SMPN Teachers in Kauman District, Ponorogo Regency

1. Work Motivation

From the categorization results show that 25% or 12 SMPN teachers in Kauman Ponorogo Subdistrict have good motivation and 66.7% or 32 SMPN teachers in Kauman Subdistrict have sufficient motivation and 8.3% or 4 SMPN teachers in Kauman Ponorogo Subdistrict have less motivation. So it can be concluded that the work motivation of SMPN teachers in Kauman Ponorogo sub-district has good enough motivation. The statistical test shows that the work motivation variable has an effect of 56.3% on work discipline. While the remaining 43.7% is influenced by other factors that are not included in the model (other than work motivation factors). The better the teacher's understanding of work motivation, the more his work discipline will increase.

The influence of work motivation is very large on teacher work discipline in line with Teten Syahrul Ramdhani's research. This is clearly seen with the strength of the influence of Work Motivation on Work Discipline in Teachers of SMK Muhammadiyah Tasikmalaya with a correlation coefficient of 0.669 while the coefficient of determination is 44.75%, meaning that Work Motivation has an influence contribution of 44.75% to Work Discipline, it can be concluded that Work Motivation affects Work Discipline in Teachers of SMK Muhammadiyah Tasikmalaya.

2. Head Leadership

From the results of the categorization, it shows that 29.2% or 14 teachers of SMPN in Kauman Ponorogo Subdistrict have good perceptions of Principal Leadership and 39.6% or 19 teachers of SMPN in Kauman Subdistrict with moderate perceptions of Principal leadership and 31.2% or 15 teachers of SMPN in Kauman Ponorogo Subdistrict have poor perceptions of Principal Leadership. So it can be concluded that the perceptions of SMPN Teachers in Kauman Ponorogo District towards the Leadership of SMPN Principals in Kauman Ponorogo District with a fairly good category.

The statistical test shows that the Principal Leadership variable has an effect of 26.4% on work discipline. While the remaining 73.6% is influenced by other factors that are not included in the model (other than Principal Leadership). The better the Principal's leadership perceived by SMPN Teachers in Kauman District will affect their work discipline.

The influence of Principal Leadership is very large on teacher discipline in line with Niasari Febriani's research. This is clearly seen with the strength of Principal Leadership on the discipline of public elementary school teachers in Jati District, Kudus Regency. Work Discipline The principal's leadership style has a t value of 3.143 with a significance probability of 0.001 on the discipline of public elementary school teachers in Jati District, Kudus Regency.

3. Work Environment

From the categorization results show that 20.8% or 10 middle school teachers in Kauman Ponorogo Subdistrict have a perception of a good work environment and 58.4% or 28 middle school teachers in Kauman Subdistrict have a perception of a moderate work environment and 20.8% or 10 middle school teachers in Kauman Ponorogo Subdistrict have a perception of a poor work environment. So it can be concluded that the perception of the work environment of SMPN teachers in Kauman Ponorogo District has a fairly good perception of the work environment.

The statistical test shows that the work environment variable has an effect of 43.1% on work discipline. While the remaining 56.9% is influenced by other factors that are not included in the model (other than work environment factors). The better the teacher's perception of the work environment, the more his work discipline increases.

The influence of the work environment is very large on teacher work discipline in line with Teten Syahrul Ramdhani's research. This is clearly seen with the strength of the influence of Work Motivation on Work Discipline at SMK Muhammadiyah Tasikmalaya Teachers with Work Environment have an influence contribution of 12.18% to Work Discipline, it can be concluded that the Work Environment affects Work Discipline at SMK Muhammadiyah Tasikmalaya Teachers.

Empirical Findings

The results of this study state that work motivation, Principal leadership and work environment are factors in the work discipline of SMPN Teachers in Kauman Ponorogo District. High work motivation will have an impact on teacher work discipline, while the Principal's Leadership is one that has an influence on the work discipline of SMPN teachers in Kauman District in work discipline.

Conclusion

Based on the results of research on Determinant Factors of Work Discipline of SMPN Teachers in Kauman Ponorogo District, the following conclusions can be drawn: 1. Multiple linear regression equation model on Work Motivation The regression equation is as follows: $Y = 19.979 + 0.690 X_1 + 0.040 X_2 + 0.071 X_3$ shows that the work discipline of SMPN teachers in Kauman Ponorogo District will increase if work motivation, Principal leadership and work environment increase in value. So it can be seen that the value of work motivation, Principal leadership and work environment has a positive and significant influence on the work discipline of SMPN teachers in Kauman Ponorogo sub-district. 2. Significance of the influence of work motivation, leadership of the Principal and work environment on the work discipline of SMPN teachers in Kauman Ponorogo District partially: a) Work motivation has a significant effect on the work discipline of SMPN teachers in Kauman Ponorogo District by 56.3%. While 43.7% is influenced by several other factors that are not in the discussion of this study. b) Principal leadership has a significant effect on the work discipline of SMPN teachers in Kauman Ponorogo District by 26.4%. While 73.6% is influenced by several other factors that are not in the discussion of this study. c) The work environment affects the work discipline of SMPN teachers in Kauman Ponorogo District by 43.1%, while 56.9% is influenced by several other factors. Significance of the influence of work motivation, Principal leadership and work environment on the work discipline of SMPN teachers in Kauman Ponorogo sub-district simultaneously. Work motivation, Principal leadership and work environment of SMPN teachers in Kauman Ponorogo District amounted to 56.8%. While 43.2% is influenced by several other factors that are not in the discussion of this study. 4. Contribution of work motivation, Principal leadership and work environment of SMPN teachers in Kauman Ponorogo District. Work motivation makes a dominant contribution compared to the leadership of the principal and the work environment. Collaboration between the principal's leadership and the work environment is a strength in producing good work discipline for SMPN teachers in Kauman Ponorogo District.

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