

RINGKASAN

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi kerja dan disiplin kerja terhadap kinerja guru pada Sekolah Menengah Pertama Negeri di Kota Padang bagian timur. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui penyebaran kuesioner kepada 150 guru SMP Negeri di wilayah tersebut. Analisis data dilakukan menggunakan metode Partial Least Squares–Structural Equation Modeling (PLS-SEM) dengan bantuan aplikasi SmartPLS.

Hasil penelitian menunjukkan bahwa Disiplin Kerja berpengaruh positif dan signifikan terhadap Kinerja Guru dengan nilai koefisien jalur sebesar 0,364, nilai t-statistik sebesar 2,464, dan nilai p sebesar 0,007. Selain itu, Motivasi Kerja juga berpengaruh positif dan signifikan terhadap Kinerja Guru dengan nilai koefisien jalur sebesar 0,440, nilai t-statistik sebesar 2,782, dan nilai p sebesar 0,003. Kedua nilai tersebut memenuhi kriteria signifikansi ($t > 1,645$ dan $p < 0,05$), sehingga kedua hipotesis penelitian dinyatakan diterima.

Nilai R Square (R^2) sebesar 0,612 menunjukkan bahwa Motivasi Kerja dan Disiplin Kerja secara simultan mampu menjelaskan sebesar 61,2% variasi Kinerja Guru, sedangkan 38,8% sisanya dipengaruhi oleh variabel lain di luar model penelitian ini.

Temuan ini mengindikasikan bahwa semakin tinggi motivasi kerja dan semakin baik disiplin kerja guru, maka semakin tinggi pula kinerja guru dalam melaksanakan tugas dan tanggung jawab profesionalnya. Oleh karena itu, peningkatan kinerja guru dapat dilakukan melalui penguatan motivasi kerja serta penerapan disiplin kerja yang konsisten dan efektif di lingkungan sekolah.

Penelitian ini diharapkan dapat menjadi bahan pertimbangan bagi pihak sekolah dalam merumuskan kebijakan yang mendukung peningkatan motivasi dan disiplin kerja guru, serta menjadi referensi bagi penelitian selanjutnya dengan memperluas variabel maupun cakupan penelitian.

Kata Kunci: Motivasi Kerja, Disiplin Kerja, Kinerja Guru.

SUMMARY

This study aims to analyze the influence of work motivation and work discipline on teacher performance at public junior high schools in the eastern part of Padang City. This study uses a quantitative approach with a survey method. Data were collected through the distribution of questionnaires to 150 public junior high school teachers in the area. Data analysis was carried out using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method with the help of the SmartPLS application.

The research results show that Work Discipline has a positive and significant effect on Teacher Performance with a path coefficient value of 0.364, a t-statistic value of 2.464, and a p-value of 0.007. In addition, Work Motivation also has a positive and significant effect on Teacher Performance with a path coefficient value of 0.440, a t-statistic value of 2.782, and a p-value of 0.003. Both values meet the significance criteria ($t > 1.645$ and $p < 0.05$), so both research hypotheses are accepted.

The R Square (R^2) value of 0.612 indicates that Work Motivation and Work Discipline simultaneously can explain 61.2% of the variation in Teacher Performance, while the remaining 38.8% is influenced by other variables outside this research model.

These findings indicate that the higher the work motivation and the better the teachers' work discipline, the higher the teachers' performance in carrying out their professional duties and responsibilities. Therefore, improving teachers' performance can be achieved through strengthening work motivation and applying consistent and effective work discipline in the school environment.

This research is expected to serve as a consideration for schools in formulating policies that support the enhancement of teachers' motivation and work discipline, as well as to be a reference for future research by expanding the variables and scope of the study.

Keywords: Work Motivation, Work Discipline, Teacher Performance.