



The Influence of Discipline and Job Satisfaction on the Performance of Teachers at SD Negeri 1 Bumi Kencana Central Lampung

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Article Info

Article history:

Received: Mar 17th, 2025

Accepted: July 18th, 2025

Published: July 21st, 2025

Keywords:

Discipline; Job Satisfaction;
Performance; Teacher

Abstract

Discipline, as adherence to rules, and job satisfaction, reflected in positive feelings toward work, were considered crucial for creating a conducive educational environment. However, issues such as tardiness and limited facilities remained challenges. This study aimed to investigate the influence of discipline and job satisfaction on the performance of teachers at SD Negeri 1 Bumi Kencana, Central Lampung. The research was conducted at SD Negeri 1 Bumi Kencana due to its accessibility, data availability, and the relevance of observed issues. A descriptive quantitative method was used with a sample of 15 teachers. The independent variables were Discipline (X1) and Job Satisfaction (X2), while the dependent variable was Teacher Performance (Y). Data were collected through questionnaires and analyzed statistically. The results showed that Discipline (X1) had a significant effect of 61.1 persen on Teacher Performance (Y), while Job Satisfaction (X2) contributed 53.9 persen. When analyzed simultaneously, both Discipline and Job Satisfaction influenced Teacher Performance by 54.9 persen, with the remaining 45.1 persen attributed to other unexamined factors. These findings highlighted the importance of improving teacher discipline and job satisfaction as strategic efforts to enhance educational quality.

To cite this article: Marsiska, L., & Ahmaludin, A. (2024). The Influence of Discipline and Job Satisfaction on the Performance of Teachers at SD Negeri 1 Bumi Kencana Central Lampung. *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*, 4(02), 100-108. <https://doi.org/10.24967/esp.v4i02.3939>

INTRODUCTION

In general, the quality of education is strongly influenced by the performance of educators, in this case teachers. Optimal performance of a teacher is not only determined by academic competence and teaching experience, but also by their level of discipline and job satisfaction. Discipline and job satisfaction are two interrelated factors that have a significant impact on teachers' performance in carrying out their duties and responsibilities.

Discipline is an important aspect that reflects teachers' compliance with the

rules and standards set by educational institutions. Good discipline reflects teachers' commitment and responsibility in carrying out their tasks. Disciplined teachers tend to be more organized, punctual and consistent in teaching, which in turn can create a conducive learning environment for students. However, at SD Negeri 1 Bumi Kencana, there are still some teachers who have not fully demonstrated discipline in various aspects of their duties, be it in terms of attendance, time management, or the implementation of administrative tasks.

In addition to discipline, job satisfaction is also an important factor

affecting teacher performance. Job satisfaction encompasses the positive feelings and satisfaction felt by teachers towards their jobs, including the work environment, relationships with coworkers, compensation, and professional development opportunities. Teachers who are satisfied with their jobs tend to be more motivated, passionate, and committed in carrying out their teaching duties. However, job satisfaction at SD Negeri 1 Bumi Kencana still needs to be improved, given that there are several complaints related to school facilities, administrative support, and work-life balance.

Teacher performance at the UPTD Education Unit of SD Negeri 1 Bumi Kencana is a key component in efforts to improve the quality of education. However, various challenges remain, including a lack of discipline and suboptimal levels of job satisfaction. Lack of discipline can be seen from teachers arriving late, lack of preparation in teaching, and inconsistency in applying planned learning methods. Meanwhile, low levels of job satisfaction can be caused by various factors, such as high workloads, lack of rewards and recognition, and limited career development opportunities.

To overcome these problems, efforts to improve teacher discipline and job satisfaction must be an integral part of the performance improvement strategy at SD Negeri 1 Bumi Kencana. Improving

discipline can be done through various means, such as applying stricter rules, more intensive supervision, and fair sanctions and rewards. In addition, job satisfaction can be improved by improving teacher welfare, providing adequate facilities, creating a conducive work environment, and providing opportunities for teachers to attend training and professional development.

Research on the influence of discipline and job satisfaction on teacher performance at SD Negeri 1 Bumi Kencana will provide a clearer picture of how these two factors are interconnected and affect teacher performance. The results of this study are expected to be the basis for schools and policy makers to formulate appropriate strategies and policies to improve teacher performance. With optimal teacher performance, it is expected that the quality of education at SD Negeri 1 Bumi Kencana will also improve, which in turn will have a positive impact on students' academic and character development.

Based on observations made at the UPTD Education Unit of SD Negeri 1 Bumi Kencana Central Lampung, it was found that some teachers have a low level of discipline, with many teachers often coming late to school. This is evidenced by teacher attendance data from January to April 2023. The researcher suspects that this undisciplined behavior may be caused by the dissatisfaction felt by the teachers.

Table 1. Teacher Absence Data

No.	Bulan	Jumlah Tenaga Pendidik	Tidak Hadir			Terlambat
			Sakit	Izin	Alfa	
1	Januari	15	1	3	1	5
2	Februari	15	0	2	2	4
3	Maret	15	2	4	1	3
4	April	15	3	2	4	5
5	Mei	15	3	1	1	3
Total			9	12	9	20

From the table above, it can be concluded that teacher absenteeism and tardiness are still high with a total of 20 tardiness during January to May 2024. With this indiscipline, it shows that there is an attitude of dissatisfaction felt by the

teachers of the UPTD Education Unit of SD Negeri 1 Bumi Kencana Central Lampung.

Furthermore, from the documentation data, the results of the teacher performance assessment in 2023 are as follows:

Table 2. Summary of Teacher Performance Assessment at SD Negeri 1 Bumi Kencana

No	Nilai	Jumlah Orang	Persentase (%)
1	75	5	33,3%
2	80	4	26,6%
3	85	4	26,6%
4	90	2	13,3%
Total		15	100%

Of the 15 teachers, it is known that only 5 teachers got the KKM score. From KKM 75 these results are said to reach a minimum, but still need to be improved so that teacher performance becomes better.

Previous research underlying this research was conducted by Fiannisa with the title The Effect of Principal Leadership Style and Motivation on Teacher Performance with Work Discipline as a Mediating Variable. The purpose of this study was to determine the effect of the principal's leadership style and work motivation on teacher performance mediated by work discipline at SMK Delima Nusantara.

The results of the study showed several key findings: (1) the effect of leadership style on teacher performance was positive and significant with a value of 0.657, (2) the effect of motivation on teacher performance was negative and insignificant with a value of -0.455, (3) the effect of leadership style on teacher work discipline was positive and significant with a value of 0.302, and (4) the effect of motivation on teacher work discipline was positive and significant with a value of 0.703.

Furthermore, the study found that (5) the effect of discipline on teacher performance was positive and significant with a value of 0.788, (6) the effect of leadership style on teacher performance through work discipline was positive and significant with a value of 0.238, indicating that work discipline acted as a mediating variable, and (7) the effect of motivation on performance through work discipline was also positive and significant with a value of 0.554, further confirming the mediating role of work discipline (Muharani Fiannisa, Bahril Datuk, 2024).

Based on the opinion of Keith Davis, work discipline can be defined as the implementation of management to reinforce organizational guidelines. (Sinambela, 2015). Hasibuan in Putra states that "Discipline is a person's awareness and willingness to obey all company regulations and applicable social norms". (Ratnawati et al., 2022). Hasibuan and Silvya stated that "Discipline in its full sense is a condition or attitude in all who submit and obey the rules of the organization" (Intan Syahdillah, 2023).

According to Melowdies and FoEh, Job Satisfaction is an employee's attitude towards work related to work situations,

cooperation between employees, rewards received at work, and matters concerning physical and psychological factors (Febriantina et al., 2025). According to Prasetyo and Marlina, everyone who works expects to get satisfaction from where they work. Job Satisfaction will affect the productivity that managers expect. For this reason, managers need to understand what must be done to create job satisfaction for their employees (Mawirampakel & Resi, 2024).

Performance is a result of work produced by an employee or employee to achieve the expected goals for the achievement of organizational goals. Employees or employees in order to carry out work properly need supervision and provision of abilities and expertise in their fields (Fransiska & Tupti, 2020).

Sofyan stated that performance is the result of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, not against the law and not against morals and ethics (Amirullah et al., 2023).

Fahmi said that performance is the result obtained by an organization, both profit oriented and non-profit oriented organizations produced during one period of time (Fahmi, 2021). More explicitly Amstron and Baron say performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and contributes to the economy (Hartati et al., 2020).

Furthermore, Bastian stated that performance is a description of the level of achievement of the implementation of an activity, program, policy, in realizing the goals, objectives, vision and mission of the organization as stated in the formulation of an organization's strategic planning scheme (Susanty & Bastian, 2018).

RESEARCH METHODS

This research will be conducted at the SD Negeri 1 Bumi Kencana Central Lampung. With research time that will adjust to the needs and to be located research at JL Raya Bumi Kencana Seputih Agung District, Central Lampung Regency.

The choice of this place is based on several reasons: 1) Data availability, 2) Accessibility: The easily accessible location makes it easier for the research team to collect data through observations, interviews, and surveys, 3) Case Complexity.

The research carried out is quantitative descriptive research. This type of research is research that intends to make a systematic, factual, and accurate description of the facts and characteristics of a particular population. The type of research used in this research is field research (field reseach), quantitative in nature where the explanation is objective by explaining the approaches that exist (Purnama & Syaipuddin, 2020).

According to Jogiyanto, population is the entire research subject (Md et al., 2019). If the researcher wants to examine all the elements in the research area, his research is population research. Objects in the population are studied, the results are analyzed, concluded and the conclusions apply to the entire population. The population in this study were all teachers of the UPTD Education Unit of SD Negeri 1 Bumi Kencana Central Lampung as many as 15 teachers.

The sample is part of the number and characteristics possessed by the population (Syarifuddin et al., 2021). The sample is selected as a representative of the entire population to be studied. According to Arikunto, if the number of research subjects is less than 100, then the entire population is sampled (Ali et al., 2019).

However, if the number of subjects is more than 100, then 10-15% or 15-25% of

the population can be taken. Based on this definition, the sample used in this study was the entire population, namely 15 respondents.

Data collection methods with primary data and secondary data. Data collection techniques using observation and questionnaires / surveys. The analytical tools used are validity test, reliability test, normality test, T test, F test,

multiple linear regression test and determination coefficient test.

RESULTS AND DISCUSSION

T Test X_1

Based on the research results, the following results were obtained regarding the influence of the work environment on teacher performance:

Table 3. Results of the t-test for Variable X_1

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27,406	8,171		3,354	,004
X1	,015	,277	,013	2,254	,003

a. Dependent Variable: Y

The results of data processing obtained calculations on Work Discipline (X_1) obtained a tcount value of 2.254 while the ttable value with dk ($dk = 15 - 3 = 12$) is 1.782 so tcount ($2.254 > ttable$ (1.782) and sig value ($0.03 < \alpha$ (0.05) thus H_0 is rejected and H_a is accepted so it is concluded that Work Discipline (X_1) partially affects Teacher Performance (Y)

SD Negeri Bumi Kencana Lampung Tengah.

T Test X_2

Based on the results of the study, the data obtained on the effect of Work Environment on Job Satisfaction are as follows:

Table 4. Results of the t-test for Variable X_2

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30,927	7,809		3,961	,001
X2	,107	,267	,597	3,402	,003

a. Dependent Variable: Y

Based on the above, the calculation on Job Satisfaction (X_2) obtained a tcount value of 3.402 while the ttable value with dk ($dk = 15 - 3 = 12$) is 1.782 so the tcount ($3.402 > ttable$ (1.782) and sig value ($0.03 < \alpha$ (0.05) thus H_0 is rejected and H_a is accepted so it is concluded that Job Satisfaction (X_2) partially affects Teacher Performance (Y) SD Negeri Bumi Kencana Lampung Tengah.

F Test

The F test is used to determine whether there is a significant influence between the independent variables together on the dependent variable.

Table 5. F-Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,990	2	2,995	6,076	,004 ^b
	Residual	628,536	16	39,284		
	Total	634,526	18			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Anova testing is used to describe the level of influence between the Work Discipline (X1) and Job Satisfaction (X2) variables on the Teacher Performance (Y) variable together. To test F with a confidence level of 95% or alpha 5% and a numerator degree of freedom of k - 1, namely the number of variables minus 1.

For degrees of freedom, n-k is used, namely the number of samples minus the number of variables. The number of variables is 3, namely X1, X2, and Y while the number of samples = 21. So the degree of freedom of the numerator is 3- 1 = 2 and the degree of freedom of the denominator is 15 - 2 = 13 with a real level of 5% so that Ftable is 3.81 and Fcount 6.079.

The table above is the result of multiple linear regression calculations and the regression equation results are as follows:

$$Y = 31.201 + 0.508 X1 + 0.509 X2 + et$$

The interpretation of these results is:

1) If the amount of Work Discipline increases by one unit, the Teacher Performance will increase by 0.508 one unit or in a percentage value of 50.8%, 2) If the amount of Job Satisfaction increases by one unit, the Teacher Performance will decrease by 0.509 one unit or in a percentage value of 50.9%,

Next we see the coefficient of determination in this study as follows:

Table 6. Multiple Linear Regression test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,201	12,904		2,418	,002
	X1	,508	,290	,213	2,254	,003
	X2	,509	,281	,598	3,402	,004

a. Dependent Variable: Y

The table above is the result of multiple linear regression calculations and the regression equation results are as follows:

$$Y = 31.201 + 0.508 X1 + 0.509 X2 + et$$

The interpretation of these results is:

1) If the amount of Work Discipline increases by one unit, the Teacher

Performance will increase by 0.508 one unit or in a percentage value of 50.8%, 2) If the amount of Job Satisfaction increases by one unit, the Teacher Performance will decrease by 0.509 one unit or in a percentage value of 50.9%,

Next we see the coefficient of determination in this study as follows:

Table 7. Results of the coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.097 ^a	.549	.114	6,268

a. Predictors: (Constant), X2, X1

The table above shows that the coefficient of determination R Squares is 0.549, meaning that the variables of Work Discipline (X1) and Job Satisfaction (X2) affect the Performance (Y) of the UPTD of SD Negeri 1 Bumi Kencana Central Lampung Education Unit by 54.9% and the remaining 45.1% is influenced by other variables. Furthermore, the R value shows that the direction of the relationship between Work Discipline (X1), Job Satisfaction (X2) and Teacher Performance (Y) is positive, meaning that if Work Discipline (X1) and Job Satisfaction (X2) increase, Teacher Performance (Y) will also increase.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and hypothesis testing that has been carried out, regarding the factors (Work Discipline and Job Satisfaction) that affect Teacher performance (Y) UPTD SD Negeri 1 Bumi Kencana Central Lampung Education Unit, the following conclusions can be drawn : a. From the results of quantitative analysis, it shows that the Work Discipline variable (X1) affects the performance of Teachers (Y) UPTD State Elementary Education Unit 1 Bumi Kencana Central Lampung by 61.1%b. The second test variable Job Satisfaction (X2) affects the performance of Teachers (Y) UPTD State Elementary Education Unit 1 Bumi Kencana Central Lampung by 53.9%; c. Testing the third hypothesis shows that Work Discipline (X1) and Job Satisfaction (X2) simultaneously affect the performance of Teachers (Y) UPTD State

Elementary Education Unit 1 Bumi Kencana Central Lampung by 54.9% and the remaining 45.1% is not researched by several other factors.

The suggestions in this study are as follows: 1. Schools can set measurable performance targets and provide regular feedback to ensure each task is completed properly. In addition, rewarding teachers who consistently meet their obligations can encourage more responsible behavior. The school needs to organize activities that strengthen cooperation and communication among teachers, such as workshops or team-building. The school could also provide a regular forum or discussion space to resolve differences of opinion constructively. By creating an environment that supports cooperation and mutual understanding, it is expected that relationships between teachers will improve and productivity will increase, 3. Schools can enforce a policy that requires all teachers to submit lesson plans regularly to the principal or coordinator. In addition, schools can provide training and guidance on the importance of lesson planning and how to develop it effectively. By ensuring that teachers understand the benefits of good planning, it is expected that they will be more disciplined in preparing materials, thus improving the quality of teaching.

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