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THE EFFECT OF MOTIVATION, TEACHING AND LEARNING PROCESS FACILITIES, AND THE DISCIPLINE ON THE TEACHERS' PERFORMANCE IN THE STATE SENIOR HIGH SCHOOL (SMAN) 1 JULOK, EAST ACEH REGENCY

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Abstract. *This study aims to find out how the influence of each of the motivational variables, teaching and learning facilities, and discipline on the performance of teachers in SMA N 1 Julok, East Aceh Regency. This research uses quantitative methods using statistical data analysis. Data collection techniques in this study used a questionnaireaire. The results showed: (1) Because tcount (X1) = 4.648 while ttable = 1.684 then tcount> ttable, the hypothesis was accepted and the Sign value was 0,000 <0.05 and a regression equation model Y = 11.388 + 0.594 X1 + 0.128 was obtained. So, there is a significant influence between motivation on teacher performance in Julok State 1 High School, East Aceh Regency. (2). Because the value of tcount (X2) = 0.250 while ttable = 1.684 then tcount <ttable, the hypothesis is accepted and the Sign value is 0.804> 0.05 and a regression equation model Y = 11.338 + 0.032X2 + 0.127 is obtained. Therefore, there is no significant influence between the teaching and learning process facilities on the performance of teachers in the State High School 1 Julok, East Aceh Regency. (3). Because the value of tcount (X3) = 0.417 while ttable = 1.684 then tcount <ttable, the hypothesis is accepted and the Sign value is 0.679> 0.05 and a regression equation model Y = 11.388 + 0.64X3 + 0.154 is obtained. Thus, there is no significant influence between discipline on the performance of teachers in the State High School 1 Julok, East Aceh Regency. (4). Because the value of Fthitung = 19.530 while Ftable = 2.84 then Fcount> Ftable, the hypothesis is accepted and the value of Sig. 0,000 <0.05 and the regression equation model Y = 11.389 + 0.594 X1 + 0.032 X2 + 0.064 X3 + 4.496 is obtained. Therefore, it can be concluded that there is a significant influence between motivation, teaching and learning process facilities, and discipline on teacher performance in the Julok State High School 1 East Aceh Regency.*

Keywords*: Motivation, Teaching and Learning Process Facilities, Discipline, Teacher Work, SMAN 1 Julok, East Aceh Regency.*

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INTRODUCTION

There are several phenomena that researchers can observe in the Middle School (SMA) 1 Julok East Aceh Regency, such as the classroom not all use fans, the lighting in the classroom is still lacking light, the level of class cleanliness is also less of a concern. In addition to learning facilities that still need attention, the professional attitude of the teachers also shows that there are still teachers who teach by dictating, or leaving the classroom by giving notes to students.

Teacher competencies in State High Schools (SMA) 1 Julok, East Aceh Regency have not fully met the criteria as required by professional teacher requirements. Therefore, the government held a teacher certification program by requiring teachers to have a minimum education qualification of S1 in accordance with their respective fields Apart from that the discipline factor is also one of the other factors that can improve performance. According to Soejono (2007: 172), "Discipline is the most important function of operative management of Human Resources because the better the discipline of the employee or teacher, the better the performance. Without good discipline, it is difficult for organizations to achieve optimal results. Discipline must be upheld in a school organization, because without the support of good teacher discipline, it is difficult to realize its objectives ".

From the initial research that the author carried out at the State High School (SMA) 1 Julok, East Aceh Regency, that in reality there were teachers who were still lacking discipline, it was seen from the arrival of teachers to school not on time, in teaching there were teachers who only gave assignments after that it was just left unattended. What happens if a school does not enforce work discipline, there will be many teachers who often play truant and do not obey the rules in the school. So that it will affect student learning outcomes. Teachers who are not disciplined will make students become lazy in learning so that in the future it will make student learning achievements be decreased. Apart from that the level of teacher income as a civil servant is inadequate so the teacher's motivation to teach is less than optimal. Then the facilities

at the school still need improvement so that teachers and students are motivated in the teaching and learning process.

A teacher must be able to carry out school rules or regulations properly, because the rules that apply are rules in the provisions that must be obeyed by anyone for the smooth process of education in the school. Based on the background of the problem above, the authors are interested in conducting research on: "The Effect of Motivation, Teaching and Learning Process Facilities, and Discipline on the Teachers' Performance in State Senior High Schools (SMAN) 1 Julok, East Aceh Regency".

LITERATURE REVIEW

Motivation

Motivation can simply be interpreted as "Motivating" which implicitly means that the leadership of an organization is in the midst of his subordinates, thus can provide guidance, instruction, advice and correction if necessary (Siagian, 2005: 129). While other opinions say that motivation is the desire found in an individual who is stimulating to take action. (Winardi, 2002: 321).

Motivation is the impulse that exists in man that causes him to do something (Wursanto, 2007: 132). From the various opinions above, it can be concluded that motivation is an impetus / power that arises from oneself, without coercion from anyone to do a job.

The Facilities of Teaching and Learning Process

Many factors affect learning, one of them is learning facilities. Although learning facilities are only a small part of the factors that influence learning, their existence cannot be ignored. Because, without the learning facilities teaching and learning activities (KBM) will not be carried out properly in accordance with the expected goals. Learning facilities are very much needed in formal teaching and learning activities which generally take place at school. When talking about learning facility issues and before discussing more about learning facilities, it is necessary to know in advance the

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definition or understanding of learning facilities. Sanusi (2005: 44) states that, learning facilities are the completeness of learning that schools must have.

Pidarta (2002: 14) divides learning facilities into two types, namely: facilities and infrastructure. Furthermore Pidarta (2002: 15) revealed the definition of facilities is everything that is directly related to students and supports the smooth and successful learning process of students which includes learning media, learning tools, school supplies, and others. While infrastructure is everything that is not directly related to students, but can support the smooth and successful learning process of students which includes the path to school, school lighting, restrooms and so forth. Educational facilities are all things that are used by educators in the implementation of education.

Discipline on the Working

Discipline is the attitude of a person / group of people who always want to follow / obey all the rules / decisions set (M. Sinungan, 2000: 135). Work discipline is a mental attitude that is reflected in the actions or behavior of a person, community groups in the form of obedience (obedience) to the rules, norms that apply in society (Siagian 1996: 145).

Types of Work Discipline are including:

a. Self-discipline
b. Command Dicipline (GR. Terry, 2003: 218).

Discipline refers to patterns of behavior with the following characteristics:

a. There is a strong desire to carry out fully what has become the norm, ethics, and applicable rules
b. Controlled behavior
c. There is obedience

To find out whether there is a work discipline of a teacher / teacher can be seen from:

a. Teachers / teachers' compliance with applicable regulations, including timely and responsibility for their work.

b. Work according to existing procedures
c. Good maintenance of school facilities and equipment

There are three types of disciplinary activities:

a. Preventive discipline is an activity that encourages teachers to follow various standards and rules, so that abuse can be prevented. The main objective of this activity is to encourage self-discipline among teachers. In this way the teachers / teachers work sincerely, not because of coercion by management.
b. Corrective discipline is an activity taken to deal with violations committed by teachers / teachers against applicable regulations and to prevent further violations. Corrective activity is often in the form of punishment and is called disciplinary action. For example, with a suspension of the teacher.
c. progressive discipline is the act of giving severe penalties for repeated violations.

Examples of progressive disciplinary actions include:

a) Verbal reprimand by the employer
b) Written warning
c) Suspension from work for several days
d) Lowered rank
e) Fired.

Teachers' Performance

Teacher performance or teaching achievement is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, then experience and excellence as well as the use of time. Teacher performance will be good if the teacher has carried out elements which consist of high loyalty and commitment in the teaching task. Teacher performance can be seen from the extent to which the teacher carries out his duties in an orderly and responsible manner, the ability to move and motivate students to learn and cooperate with other teachers.

The teacher's performance as a real behavioral device is shown by the teacher when giving lessons to his students. In this study, teacher performance in teaching and

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learning is the result of teaching or achievement. Teacher performance is not only in the teaching and learning process, but more broadly includes the rights and authority of the teacher owned. However, the teaching and learning process is seen as a position where all teacher performance is accommodated in it.

METHODOLOGY

In this study the dependent variable is Teacher Performance (Y) and the independent variables are Motivation (X1), PBM Facilities (X2) and Discipline (X3). Data collection techniques in this study used a research instrument in the form of a questionnaire / questionnaire. Each item on the instrument uses a Likert scale that has been modified with five alternative choices, namely option a (always), option b (often), option c (sometimes), option d (rarely), and option e (never). The score for each positive statement is 5,4,3,2,1, while the score for each negative statement is 1,2,3,4,5.

The instrument trials in this case were carried out to determine the validity and reliability. Test the validity and reliability in this study using the SPSS 23.0 program for Windows or Microsoft Excel.

Data Analysis Techniques in this study used several methods. For testing the first and second hypotheses using simple linear regression. Simple linear regression is based on the functional or causal relationship of an independent variable with a dependent variable. Simple linear regression test results in this study using the SPSS 23.0 for Windows program.

FINDINGS AND DISCUSSION

Validity and Reliability

Based on the results of the calculation of the validity test that has been done, it can be stated that for 10 items about the motivational variable (X1), all are valid, out of 10 items about the teaching and learning process variable (X2) 8 items are declared valid and 2 items are declared not valid namely questions number 8 and number 10, and from 10 items about the variable of discipline (X3) all of which are declared valid, and from 10

items about the variable of teacher performance (Y) there are 1 question that is invalid ie questions number 9 and 9 items the other is declared valid. From the results of the reliability test calculation, it can be seen that the results of the reliability calculation with the Alpha correlation coefficient (r11) that is equal to 0.90353047 then interpreted the correlation coefficient. So that it is in the coefficient interval 0,800 - 1,000 with a very high level of relationship. Thus it can be concluded that the questionnaire instrument is very reliable.

Normality test

Table 4.1 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	
X1	,204	44	,000	,879	44	,000
X2	,191	44	,000	,832	44	,000
X3	,212	44	,000	,874	44	,000
Y	,208	44	,000	,784	44	,000

a. Lilliefors Significance Correction

Based on table 4.1, normality testing is conducted with Kolmogorov-Smirnov and Shapiro-Wilk for each motivational variable (X1), teaching and learning process facilities (X2), and discipline (X3) and teacher performance (y) obtained a significance value of 0,000. This means that the significance value is smaller than 0.005, it can be concluded that the data is not normally distributed. Therefore it will affect the processing of further data, non-parametric statistics are used.

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Linearity Test

Linearity test in this research is a prerequisite before linear regression test.

Table 4.2 Anova Table

ANOVA Table

			Sum of	Df	Mean	F	Sign.
X1 * Y	Between	(Combined)	291,299	9	32,367	9,918	,000
		Linearity	236,619	1	236,619	72,510	,000
		Deviation from	54,680	8	6,835	2,095	,064
	Within		110,951	34	3,263		
	Total		402,250	43			
X2 * Y	Between	(Combined)	362,140	9	40,238	5,941	,000
		Linearity	195,881	1	195,881	28,920	,000
		Deviation from	166,258	8	20,782	3,068	,010
	Within		230,292	34	6,773		
	Total		592,432	43			
X3 * Y	Between	(Combined)	227,980	9	25,331	4,632	,000
		Linearity	142,859	1	142,859	26,124	,000
		Deviation from	85,121	8	10,640	1,946	,085
	Within		185,929	34	5,469		
	Total		413,909	43			

Based on table 4.2, the linearity test results in this study can be interpreted as follows:

1. From the SPSS output between the motivation variable (X1) and the teacher performance variable (Y), a significance value of 0.064 ≥ 0.05 is obtained, so it can be concluded that there is a significantly linear relationship between the motivation variable (X1) and the teacher performance variable (Y). In the distribution table, the value of F0.05 with df 8.34 was found Ftable = 2.23 while the calculated Fcount was 2.095. Thus the value of Fcount ≤ Ftable, it can be concluded that there is a significantly linear relationship between the Motivation variable (X1) and the criterion variable (Y).
2. From the SPSS output between teaching and learning process facility variables (X2) and teacher performance variables (Y), a significance value of 0.10 ≥ 0.05 is obtained, so it can be concluded that there is a significant linear relationship between teaching and learning facility facilities variables (X1) with teacher performance variables (Y).

In the distribution table, the value of F0.05 with df 8.34 is found Ftable = 2.23 while the Fcount value is 3.068. Thus the value of Fcount ≥ Ftable, it can be concluded that there is no significant linear relationship between the variables of teaching and learning process facilities (X2) with the criterion variable (Y).

3. From the SPSS output between the discipline variable (X3) and the teacher performance variable (Y), a significance value of 0.85 ≥ 0.05 is obtained, so it can be concluded that there is a significantly linear relationship between the discipline variable (X3) and the teacher performance variable (Y)). In the distribution table, the value of F0.05 with df 8.34 is found Ftable = 2.23 while the Fcount value is 1.946. Thus the value of Fcount ≤ Ftable, it can be concluded that there is a significantly linear relationship between the disciplinary variable (X3) and the criterion variable (Y).

Multicollinearity Test

Table 4.3 Correlations

Correlations

		Y	X1	X2	X3
Pearson Correlation	Y	1,000	,767	,575	,587
	X1	,767	1,000	,688	,697
	X2	,575	,688	1,000	,803
	X3	,587	,697	,803	1,000
Sig. (1-tailed)	Y	.	,000	,000	,000
	X1	,000	.	,000	,000
	X2	,000	,000	.	,000
	X3	,000	,000	,000	.
N	Y	44	44	44	44
	X1	44	44	44	44
	X2	44	44	44	44
	X3	44	44	44	44

Based on Table 4.3 in the correlation table shows the results of the analysis of intercorrelation between independent variables marked by the Pearson correlation coefficient. In this case the SPSS Output can be seen in the crossing between independent variables. The results of the correlation between the independent variables X1 with X2 amounted to r = 0.688. The correlation between the independent variables X1 and X3 is r = 0.697. The results of the correlation between the independent variables X2 with X3 = 0.803. Because each of these values is ≤ 0.8, multicollinearity symptoms are not detected.

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Next we will make sure by looking at other ways of detection of multicollinearity, which is based on the standard error value and the partial regression coefficient beta.

Table 4.4 Coefficient[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	11,359	4,496		2,533	,015	2,303	20,475					
	X1	,594	,128	,684	4,648	,000	,336	,852	,787	,592	,468	,468	2,137
	X2	,032	,127	,044	,250	,804	-,224	,288	,575	,039	,025	,323	3,096
	X3	,064	,154	,075	,417	,679	-,246	,374	,597	,066	,042	,315	3,175

a. Dependent Variable: Y

Based on table 4.4 in the coefficient table it can be seen that the standard error value is less than one, namely X1 = 0.128 and X2 = 0.127 and X3 = 0.154 where all three are less than one. And the beta coefficient value is also less than one where X1 = 0.684 and X2 = 0.044 and X3 = 0.075. Then it can be said that the standard error value is low and multicollinearity is not detected.

Next, look at the upper and lowerbound confidence interval values to determine whether it is wide or narrow. In the coefficient table above, that the value of the narrow range, namely at X1 = 0.468 to 2.137. Whereas at X2 = 0,323 up to 3,096 and at X3 = 0,315 up to 3,175. Because of its narrow range, multicollinearity is not detected.

In the same table above as a result of the linear regression test there are VIF and Tolerance values. Both of these are strong indications for inferring the phenomenon of interrelation of independent variables. From the test results in table 4.4 it can be seen that the VIF and Tolerance value is less than 10 and or the Tolerance value is more than 0.01 so it can be concluded that there is no multicollinearity problem.

Furthermore, look at the values of collinearity diagnostics in the table below:

Tabel 4.5 Collinierity Diagnostics[a]

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	X1	X2	X3
1	1	3,992	1,000	,00	,00	,00	,00
	2	,005	27,411	,31	,00	,33	,00
	3	,002	49,884	,37	,96	,17	,02
	4	,001	60,949	,31	,04	,50	,98

a. Dependent Variable: Y

In the collinearity diagnostics table above as a result of the linear regression test, we also note the eigenvalue and condition index values. From Table 4.5, the eigenvalue value is 0.01 = 0.01, although collinearity diagnostics is 60,949, which is more than 30. Overall, the conclusion of the multicollinearity test in this study is that there is no multicollinearity problem based on the assumptions of the VIF and tolerance values which are strong indications for inferring the phenomenon whether or not the interrelation of independent variables occurs. So the test results in this study are said to be reliable or reliable. Then the partial regression coefficient is said to be reliable and robust or immune to changes that occur in other variables in the multiple regression model.

Data Analysis Test

Regression Test

Regression test results can be seen in table 4.6 below:

Tabel 4.6 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,771[a]	,594	,564	1,753

a. Predictors: (Constant), X3, X1, X2

Based on table 4.6, the R value which is a symbol of the correlation coefficient value is obtained. The correlation value is 0.771. This value can be interpreted that the relationship between the four research variables is in the strong category.

Tabel 4.7 Anova[a]

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ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	180,054	3	60,018	19,530	,000[b]
	Residual	122,924	40	3,073		
	Total	302,977	43			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on table 4.7, the table can be seen the level of significance or linearity of the regression. The criteria can be determined based on the F test or the Significance value test (Sig.). In this study conducted by Sig. Test, with the provisions, if the Sig. <0.05, then the regression model is linear, and vice versa. Based on table 4.7, the Sig. = 0,000 which means <significant criteria (0.05), thus the regression equation model based on research data is significant, meaning that the linear regression model meets the linearity criteria.

Tabel 4.8 Coefficients[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,389	4,496		2,533	,015
	X1	,594	,128	,684	4,648	,000
	X2	,032	,127	,044	,250	,804
	X3	,064	,154	,075	,417	,679

a. Dependent Variable: Y

Based on table 4.8 the regression equation model is obtained through constant coefficients and variable coefficients in the Unstandardized Coefficients column B. Based on this table the regression equation models are obtained: (1) Y = 11,389 + 0.594 X1 + 0.032 X2 + 0.064 X3 + 4.496. (2) Y = 11,389 + 0,594 X1 + 0,128. (3). Y = 11,389 + 0.032 X2 + 0.127. (4) Y = 11,389 + 0,64 X3 + 0,154

t- Test

Tabel 4.9 Coefficients[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,389	4,496		2,533	,015
	X1	,594	,128	,684	4,648	,000
	X2	,032	,127	,044	,250	,804
	X3	,064	,154	,075	,417	,679

a. Dependent Variable: Y

Based on table 4.9 obtained:

1. tcount (X1) = 4,648 while table = 1,684. Thus, tcount> ttable = hypothesis is accepted so that it can be concluded that there is a significant influence between the independent variable / motivation (X1) on the dependent variable / teacher performance (Y) partially. It is known that the Sign value is 0,000 <0.05, then (X1) on the significant influence on the dependent variable / teacher performance (Y).
2. tcount (X2) = 0,250 while table = 1,684. Thus, tcount <ttable = Hypothesis is rejected so that it can be concluded that there is no significant effect between the independent variables / teaching and learning process facilities (X2) on the dependent variable / teacher performance (Y) partially. Sign value is 0.804> 0.05, so the independent variables / teaching and learning process facilities (X2) do not affect the dependent variable / teacher performance (Y)
3. tcount (X3) = 0.417 while table = 1.684. Thus, tcount <ttable = Hypothesis is rejected so it can be concluded that there is no significant influence between the independent variable / discipline (X2) on the dependent variable / teacher performance (Y) partially. Sign value is 0.679> 0.05, then the independent variable / discipline (X3) does not affect the dependent variable / teacher performance (Y).

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Tabel 4.10 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,771[a]	,594	,564	1,753

a. Predictors: (Constant), X3, X1, X2

Through table 4.10 also obtained the value of R Square or the coefficient of determination (KD) which shows how good the regression model is formed by the interaction of independent variables and dependent variables. The KD value obtained is 59.4% which can be interpreted that the motivation independent variable (X1), teaching and learning process facilities (X2), discipline (X3) have a contribution of 59.4% to the teacher performance variable (Y) and 40, The other 6% is influenced by other factors outside the variables X1, X2, X3.

F- Test

Tabel 4.11 Anova[a]

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	180,054	3	60,018	19,530	,000[b]
	Residual	122,924	40	3,073		
	Total	302,977	43			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on table 4.11 obtained Fthitung = 19.530 while Ftable = 2.84. Thus, Fcount> Ftable = hypothesis is accepted so that it can be concluded that there is a significant influence between the independent variables / motivation (X1) teaching and learning process facilities (X2) and discipline (X3) on the dependent variable of teacher performance (Y) simultaneously. From table 4.11 it can be seen the value of Sig. 0,000 <0.05, the independent variable / motivation (X1) teaching and learning process facilities (X2) and discipline (X3) significantly influence the dependent variable / teacher performance (Y). Thus if motivation (X1) teaching and learning process facilities (X2) and discipline (X3) if tested together will have a significant effect on teacher performance (Y).

CONCLUSION

Based on the results of the study it can be concluded that:

1. 5.1.1. Tcount (X1) = 4.648 while ttable = 1.684 then tcount> ttable = hypothesis is accepted and the Sign value is 0.000 <0.05 and a regression equation model Y = 11.389 + 0.594X1 + 0.128 is obtained. Thus there is a significant influence between motivation on teacher performance in Julok State 1 High School, East Aceh Regency. 5.1.2 Tcount (X2) = 0.250 while ttable = 1.684 then tcount <ttable = hypothesis is accepted and Sign value is 0.804> 0.05 and a regression equation model Y = 11.338 + 0.032X2 + 0.127 is obtained. Thus there is no significant influence between the teaching and learning process facilities on the performance of teachers in the State High School 1 Julok, East Aceh Regency. 5.1.3 Tcount (X3) = 0.417 while ttable = 1.684 then tcount <ttable = hypothesis is accepted and Sign value 0.679> 0.05 and the regression equation model Y = 11.338 + 0.64X3 + 0.154 is obtained. Thus there is no significant influence between discipline on the performance of teachers in the State High School 1 Julok, East Aceh Regency
2. 5.1.4. Fcount = 19.530 while Ftable = 2.84 then Fcount> Ftable = hypothesis accepted and Sig. 0,000 <0.05 and the regression equation model Y = 11.389 + 0.594 X1 + 0.032 X2 + 0.064 X3 + 4.496 is obtained. Thus it can be concluded that there is a significant influence between motivation, teaching and learning process facilities, and discipline on teacher performance in the Julok State High School 1 East Aceh Regency.

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