The Effect of Recruitment and Achievement Motivation on Discipline of Teacher Work at Private Kristen Kindergarten (TK) in Pontianak City

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Abstract. This study aims to describe (1) Recruitment in Pontianak City Private Christian Kindergarten; (2) Achievement motivation in Pontianak City Private Christian Kindergarten; (3) work discipline of teachers in Pontianak City Private Christian Kindergarten; (4) The effect of recruitment on the work discipline of teachers in Pontianak City Private Christian Kindergarten; (5) The effect of achievement motivation on the work discipline of teachers in Pontianak City Private Christian Kindergarten; (6) The influence of recruitment and achievement motivation together on the work discipline of teachers in Pontianak City Private Christian Kindergarten. This research includes associative research with the approach used is a quantitative approach. The research method used in this study is a method of survey and analysis of research data using correlational study methods. The results obtained from this study are (1) Recruitment of teachers in Private City Christian Kindergarten in Pontianak through selection conducted by the school with the medium category score 107.61, and the obtained frequency is significant; (2) Achievement motivation of teachers in Private City Christian Kindergarten in Pontianak in terms of external motivation, and internal motivation is included in the low category with a score of 121.95; (3) The work discipline of teachers in Private Christian Kindergarten in Pontianak in terms of regular working hours, how to dress and how to work are in the medium category with a score of 144.00; (4) There is a significant influence between recruitment and teacher work discipline; (5) There is a significant influence between achievement motivation and teacher work discipline; (6) There is a significant relationship between recruitment and achievement motivation with teacher work discipline.

Keywords: Recruitment; Achievement motivation; Work Discipline

I. INTRODUCTION

The teacher is a determinant of educational success through its performance at the institutional and instructional level. The strategic role is in line with Law Number 14 of 2005 concerning teachers and lecturers, which places the position of teachers as professionals as well as agents of learning. In Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 1 emphasizes that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education, and secondary education.

The level of success of teachers in completing work is called the term "level performance" or level of performance. Teachers who have a high level of performance are teachers whose productivity is high and vice versa. Karwati and Priansa (2013), stated that "teacher teaching performance involves several things such as quality, skill level, cultural and educational background, attitudes, interests and motivation, discipline, work ethic, work structure, expertise, and age of the workforce. "

One of the criteria for teaching teachers is discipline. Discipline can be interpreted as an act that is right and regulated. The purpose of discipline itself is to form good behavior and can become a habit. The need for discipline so that every human being can develop an attitude of honesty, awareness of his obligations, and develop morale.

Work discipline according to Saydam (2004: 13) is the regularity aspect of the hours of admission, returning to work and rest, aspects of how to dress, aspects of the way of work, aspects of order and permissibility. What is meant by the presence of someone who is scheduled to work must come or be present on time without any reason? Working time is the period when an employee must be present to start work, and he or she can leave work, minus the rest period between the beginning and the end of work. Compliance with orders occurs if someone does what is said to him, work productivity is defined as a superior service to the suitability of the services provided as a whole. Compliance with regulations is a set of rules that a group has in an organization, may be a pressure for a person or employee to be obedient which will shape the individual's beliefs, attitudes and behavior according to the standards of the group in an organization. The use of the uniform referred to is that each employee uses uniform clothing that has been determined and given by an organization.

Discipline is the most important operative function of human resource management because of the better the discipline of employees, the higher the work performance that can be achieved. Without good discipline, it is difficult for organizations to achieve optimal results. In general, when people think about discipline, what is imagined is in the form of severe punishment, whereas punishment is only part of all disciplinary issues. With good performance discipline, it is hoped that an orderly, efficient and effective environment will be realized through a set of clear and precise regulations. Generally this discipline can be seen from indicators such as: teachers come to work on time; neatly dressed, polite, pay attention to the ethics of how to dress like an employee should; teachers use tools and equipment according to the provisions, they work vigorously and work according to the rules set by the institution. The above habits will be realized if the employees have good discipline.

According to Hasibuan (2005), the function of human resource management is planning (planning), direction (directing), control (controlling), procurement (procurement), development (development), compensation, integration (integration), maintenance, discipline, neutralization. While recruitment is one of the human resource management processes. So that it can be said that recruitment is one of the influences on work discipline.

Achievement motivation is an encouragement with the characteristics of someone doing a good job and high performance. The need for high achievement is an impulse that arises in a person to try to achieve a set target, work hard to achieve success and have the desire to do something better than before.

Work motivation is something that encourages a person to do a job, or in other words works, motivation is called the motivator of work. It is in line with Siagian's (2012) opinion that employee work motivation is an employee's work will arise due to encouragement from the employee's self. As a result, the overall integration of personal needs, the influence of the physical and social environment on its strength depends on the process of integration. Whereas Hasibuan (2005) argued that motivation questions how to encourage subordinate work passion, so they want to work hard by giving all their abilities and skills to achieve company goals. Employees with high achievement motivation are very fond of challenges, dare to take risks, are able to take over responsibility, like to work hard. This encouragement will lead to the need for employee achievement that differs from others because they always want to do things better.

Based on experience and anticipation of pleasant results and if previous achievements are considered good, the teacher prefers to be involved in achievement behavior. Conversely, if the teacher has been convicted of failure, then the feeling of fear of failure will develop and lead to an urge to avoid failure. Motivation is important because with this motivation it is hoped that everyone will want to work hard and enthusiastically to achieve high productivity. Individually or as a group of organizations as a whole which will influence teacher discipline to improve education services.

Based on a preliminary study, performance discipline in private Christian kindergartens in the city of Pontianak shows the following symptoms: some schools set salary deductions if teachers do not enter, give warning letters if teachers often permit during class hours, are warned when teachers are late, use fingerprint attendance so the teacher cannot change the hours of entry and return to work. In the case of the teacher's dress is determined to dress modestly, wear uniforms according to the specified day, there are also schools that apply footwear or shoes used must be black. In improving discipline there is additional money from basic salary, this is not only intended to increase discipline but also motivates teachers to teach, if the teacher does not enter the money will be deducted according to how long the teacher permits. And if it is connected with the recruitment pattern carried out very tightly, it can be seen that if you want to become a teacher in the private school it will be a long selection process starting from conducting classroom observations, if you receive training for several months, and then sign a contract. During this recruitment process, teachers are asked to follow the rules in the contract that will be signed and the

sanctions that will be given if they violate the rules. But there are also some problems that are faced, such as the increasingly stressed employees with the demands of the work, making the impact of dislike of the leader or rule maker, the lack of freedom of employees in carrying out the work.

Based on this background, this study was conducted to examine more deeply the influence of recruitment and achievement motivation on the work discipline of teachers in Pontianak City Private Christian Kindergarten.

II. RESEARCH METHOD

This research is a type of associative research, which is research that emphasizes the analysis of relationships or correlations between variables. The approach used is a quantitative approach considering the data in the form of numbers or data from the predicted variables (scoring) and processed in a measurement scale with statistical methods (Sugiyono, 2012: 14). Called a quantitative approach because this study takes samples from large and small populations to find relationships between variables using questionnaires (questionnaires) as the main data collection tool (Kerlinger in Sugiyono, 2012: 7).

In addition, according to the research that has been formulated that the research method used in this study is a method of survey and analysis of research data using correlational study methods. The use of survey methods through correlational studies is because these methods can be used to develop the relationship between variables or more. It is consistent with the opinion of Asrori and Ali (2014: 301) which explains that in general correlation analysis is grouped into two categories, namely the category of bivariate correlation and multivariate correlation.

III. RESULT AND DISCUSSION

A. Result

The data described is data obtained from the results of filling out questionnaires or questionnaires using developed instruments. The data in this study consisted of three variables, namely recruitment (X1), achievement motivation (X2) and teacher's work discipline variable (Y). Recruitment variables and achievement motivation are independent variables while the teacher's work discipline is the dependent variable. From the results of the research data can be explained as follows:

a. Recruitment of Teachers in Private Christian Kindergarten in Pontianak City

Based on the results of data analysis of teacher recruitment obtained through a questionnaire of 80 respondents data collected 77 it can be concluded that the recruitment of teachers in Private City Christian Kindergarten in Pontianak obtained an average of 107.61, a standard deviation of 10,085 with a variance of 101,715. It means that the recruitment of teachers in Private Christian Kindergarten is in the medium category. For histograms can be seen in the figure below:
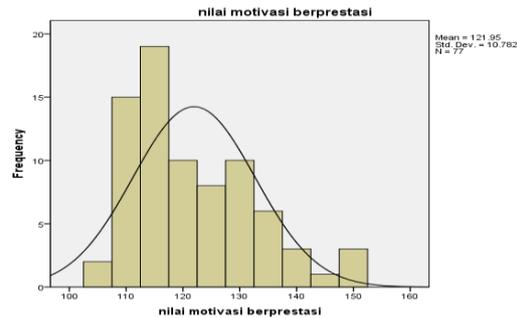

Fig.1 Histogram of Free Variable (X1) Recruitment

Based on the results of calculations, teacher recruitment can be divided into three categories: low, medium, and high ranges. With a range of low 86-101 categories, medium 102-116, and 117-131 high.

From the results of the analysis stated that the average recruitment of teachers in Private City Christian Kindergarten in Pontianak is 107.61. When viewed from the recruitment range it can be said that the recruitment conducted was in the low category of 23 with a percentage of 30%, medium 43 with a percentage of 56%, and a high of 11 with a percentage of 14%. From the description, it can be said that recruitment carried out in Private Christian Kindergarten in Pontianak City is in the medium category and the frequency obtained is significant.

b. Motivation of Achievement of Teachers in Private City Christian Kindergarten in Pontianak City

Based on the results of questionnaires or questionnaires given to 77 respondents, the sample of the research about achievement motivation obtained the following calculation results: average 121.95, standard deviation 10.782, variant 116.260, minimum value of 105 and maximum 152. Histogram of teacher achievement motivation can be seen in the figure below:
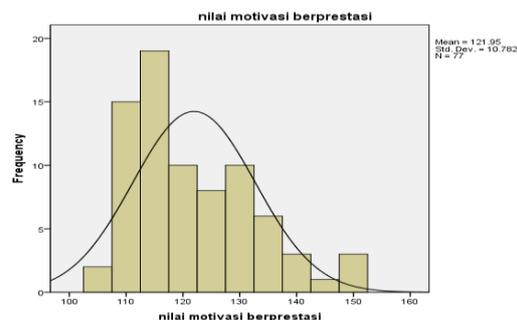

Fig. 2 Histogram of Free Variable (X2) Achievement Motivation

Based on the results of statistical calculations, achievement motivation can be divided into three categories: low, medium, and high ranges.

With a range of categories 105-120.7 low, 120.8-136.7 moderate, and 136.8-152 high. The average score of teacher achievement motivation (mean) = 121.95. Thus the motivation of the presentation in Private Christian Kindergarten in Pontianak City is in the range of 105-120.7. It means that it can be interpreted that the achievement motivation in Private Christian Kindergarten in Pontianak City is in a low category.

c. Teacher's Work Discipline

Based on the results of questionnaires or questionnaires given to 77 respondents, the sample of the study about teacher work discipline obtained the following calculation results: average 144.00, standard deviation 12,587, variant 158,421, minimum value 119 and maximum 170.
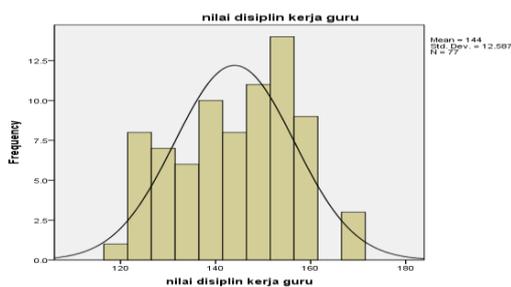

Fig. 3 Histogram of Variable Bonded Teacher Work Discipline

Based on the results of statistical calculations the teacher's work discipline can be divided into four categories, namely the low, medium, high, and very high ranges. With the range of categories 0% -25% low, 26% -50% moderate, 51% -75% high and 76% - 100% very high. From the frequency table, the teacher's work discipline can be seen in a table based on the following categories:

Table I
Results of Teacher's Work Discipline Research by Category

No.	Range	Category	Frequency	Percentage
1.	119-136	Low	22	29%
2.	137-153	Medium	36	47%
3.	154-170	High	19	25%
	Total		77	100%

Based on the category benchmark in table 4.9, the average working discipline of teachers in Private Christian Kindergarten in Pontianak City is 144.00. Thus the work discipline of teachers in Private Christian Kindergarten in Pontianak City is in the range of 137-153. From the description, it can be said that the work discipline of teachers held in Private Christian Kindergarten in Pontianak City is in the medium category.

A. Test Requirements Analysis
   1. Normality Test

Normality test is used to find out whether the data is normally distributed or not. Interpretation of the results of 77 teachers in the normality test shows the value of "Asymp. Sig (2-

tailed)", if 50.05 means that the data is normally distributed, while if <0.05 the data is not normally distributed. The results of the normality test of the study were 77 Pontianak private Christian kindergarten teachers.

Teacher recruitment (X1) with a significance of 0.791> 0.5 can be said to be normal. Teacher's achievement motivation (X2) with a significance of 0.081> 0.05, it can be said that the data is normal, while for the significance of the work discipline of teacher (Y) 0,512> 0,05 the data is normal.

Looking at the results of the statistical output of Kolmogorov Smirnov on testing for normality, the price of sig variable Y is 0.512, the price of sig variable X1 is 0.791, and the variable X2 is 0.081. From the results of the test note that all the data significance is above the error level of 5% or the price of sig 0.05, this means that all data variables are normally distributed.

B. Linearity Test

Linearity test aims to determine whether two variables have a linear relationship or not. Another requirement for multiple linear testing is that there is a linear relationship with the linear relationship of each independent variable to the dependent variable. The following is the result of the linearity test of recruitment variables (X1) on teacher work discipline (Y) and achievement motivation (X2) on teacher work discipline (Y). So in the next test, these variables must first be transformed linearly. Priyatno (2016: 109) method for decision making that is if the significance is on deviation from linearity 5 0.05, then the relationship between two variables is not linear, and if the significance is 5 0.05, the relationship between the two variables is linear. In this linearity, researchers used the help of SPSS version 18 using test for linearity.

Table II
Research Test Results of the Work Discipline Linearity (Y) Achievement Motivation (X2), and Recruitment (X1) with Achievement Motivation (X2)

ANOVA Table

			Sum of Squares	df	Mean Squares	F	Sig.
Recruitment Value Motivation Score	Between Groups	(combined)	4.038.653	32	126.208	1.504	.104
		Linearity	1.412.227	1	1.412.227	16.832	.000
Learning		Deviation From Linearity	2.626.426	31	84.723	1.010	.481
	Within Groups		3.691.658	44	83.901		
Total			7.730.312	76			
Work Discipline Score Learning Motivation Score	Between Groups	(combined)	7.147.258	32	223.352	2.009	.016
		Linearity	1.634.262	1	1.634.262	14.697	.000
		Deviation From Linearity	5.512.996	31	177.839	1.599	.075
	Within Groups		4.892.742	44	111.199		
Total			12.040.000	76			

Table III
Results of Linieriatas Research Test on Teacher (Y)
Work Discipline with Achievement Recruitment and
Motivation (X2) with Recruitment (X1)

ANOVA Table

			Sum of Squares	df	Mean Squares	F	Sig.
Work Discipline Score Recruitment Score	Between Groups	(combined)	6.028.571	30	200.952	1.538	.092
		Linearity	174.368	1	174.368	1.334	.254
Learning		Deviation From Linearity	5.854.203	29	201.869	1.545	**.092**
	Within Groups		6.011.429	46	130.683		
	Total		12.040.000	76			
Learning Motivation Score Recruitment Score	Between Groups	(combined)	4.548.018	30	151.601	1.626	.067
		Linearity	1.614.184	1	1.614.184	17.317	.000
		Deviation From Linearity	2.933.835	29	101.167	1.085	**.394**
	Within Groups		4.287.774	46	93.212		
	Total		8.835.792	76			

Table IV
Linearity Recruitment Research Test Results with
Teacher's Work Discipline

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig
Recruitment Score Learning Motivation Score	Between Groups	(combined)	4.038.653	32	126.208	1.504	.104
		linearity	1.412.227	1	1.412.227	16.832	.000
		Deviation From Linearity	2.626.426	31	84.723	1.010	0.481
	Within Groups		3.691.658	44	83.901		
	Total		7.730.312	76			

C.   Research Hypothesis Testing
1.   The Influence of Recruitment of Teachers' Work Discipline in Private City Christian Kindergarten in Pontianak
   a.   Simple Regression Analysis (X1) against (Y)

This regression analysis is used to test how the dependent variable (Y) can be predicted through an independent variable (X1). Simple regression linearity calculations using the equation:

$$\bar{Y} = a + bx1$$

Information:
$\bar{Y}$ = Linearity regression
a   = The value of regression linearity when the price of X is manipulated
b   = regression coefficient value
X1   = variable value X1

The following is the result of X1 testing with Y. In this calculation, the researcher uses the help of SPSS version 18. From this result, the researcher will see whether there is an influence on recruitment (X1) on teacher work discipline (Y).

The price of component a = 127,838, and the component price b = 0,150.

Price a is the price of Y if the price of X1 = 0. While the price of b is the regression coefficient Y on X1. Based on the results of simple regression calculations, the regression equation is obtained as shown in the following table:

Table V
Recruitment Regression Equation (X1) of
the Teacher's Work Discipline (Y)

a	127.838 (constant)	Regression Equations
b	0,150	$\bar{Y} = 127.838 + 0,150\,X1$

From the results of these tests can be predicted if the individual ability factor in the predictor variable (X1) is increased, there will be a significant increase in the variable criterion (Y) as the impact of the level of correlation (variable effect) variable X1 to Y. from the table above illustrates Y gain predictions increased by 0.150.

Based on the results of the calculation of the significance test obtained the value of p-value sig is 0.004 5 0.05. It shows the acceptance of Ha so that it can be concluded that the regression of X1 relationship with Y is significant.

Next, testing the F price with an ANOVA model analysis approach. This F test aims to see the real direction at the 95% confidence level of probability the price of F is, $f\_$ (count) > $f\_$ (table.) In this study, researchers used the help of SPSS version 18.

From the calculation results or the F, test output produces $f\_$ (count) = 4.102 and = 3.12, according to the provisions that $f\_$ (count) > $f\_$ (table.) Then the calculation results obtained 4,102 > 3,12 this gives meaning that the real direction at 95% confidence level is real. With these results, it can be concluded that the acceptance of the alternative or Ha hypothesis.
   b.   Correlation of Recruitment (X1) to Teacher's Work Discipline (Y)

To find out the correlation of Recruitment (X1) to the work discipline of teacher (Y) in Private Christian Kindergarten, Pontianak City was analyzed using product moment correlation with Pearson. The correlation of X1 with Y produces the correlation coefficient r_{yx1} = 0.220. The significance coefficient t count = 2.050 while the table price at the error level of 5% = 1.664 can be said that, t count > t table (2.050 64 1.664)

Value r. The document against teacher work discipline = 0.220 is significant at 0.05. It means that there is a significant positive correlation between recruitment and teacher work discipline. It can be interpreted

that the better the teacher recruitment, the better the work discipline of the teacher, on the contrary, the less good teacher recruitment, the less good the teacher's work discipline. From these data, it can be concluded that Ho was rejected by Ha accepted. Because the research hypothesis states that there is a positive correlation between variables X1 and Y significantly.

2. Effect of Achievement Motivation on Teachers' Employment in Pontianak Private Christian Kindergarten

   a. Simple Motivation for Achievement (X2) Regression Analysis on Teacher's Work Discipline (Y)

   This regression analysis is used to test how the dependent variable (Y) can be predicted through an independent variable (X2). Simple regression linearity calculations using the equation:

$$\bar{Y} = a + bx2$$

Information:
$\bar{Y}$ = Linearity regression
a = The value of regression linearity when the price of X is manipulated
b = regression coefficient value
X2 = X2 variable value.

   The following are the results of X2 testing with Y. From this result, the researcher will see whether there is an effect of achievement motivation (X2) on teacher work discipline (Y).

   From the regression coefficient table, the component price a = 91,554, and the component price b = 0,376. Price a is the price of Y if the price of X2 = 0. While the price of b is the regression coefficient Y on X2. Based on the results of simple regression calculations, the regression equation is shown as shown in the following Table VI:

Table VI
Regression Equation (X2) of (Y)

a	91.554 (constant)	Regression Equations
b	0,430	$\bar{Y}=91.554+ 0,430X2$

   From the results of these tests can be predicted if the individual ability factors in achievement motivation (X2) is increased, there will be a significant increase in the teacher's work discipline (Y) as the impact of the correlation effect of the X2 variable on Y. From the table above illustrates acquisition predictions increase by 0.430.

   Based on the results of the calculation of the significance test obtained p-value sig of 0.001 and 5 0.05. It shows that Ha acceptance can be concluded that

regression of achievement motivation (X1) with significant teacher (Y) work discipline.

   Next, test the F price with the Anova Model Analysis approach. This F test aims to see the real direction at the 95% confidence level the probability criteria for the F price is, f_count > f_ (table).

   From the calculation of the F, test produces f_count = 11.777 and f_ (table) = 3.12, according to the provisions that f_count > f_ (table), then the calculation results obtained 11.777 > 3.12. It gives the meaning that the real direction at 95% confidence level is real. With these results, it can be concluded that the acceptance of the alternative or Ha hypothesis.

   b. Correlation of Achievement Motivation (X2) on Teacher's Work Discipline (Y)

   Based on the results of correlation analysis of achievement motivation (X2) with the teacher's work discipline (Y) in the table above produces a correlation coefficient of ryx2 = 0.368. The significant coefficient t count = 3,432 while the price of t table at the error level 5% = 1,664, it can be said that t counts > t table (3,432 > 1,664). By using the product moment correlation equation, r count and t count price are obtained.

   Value of achievement motivation for teacher work discipline = 0,368 significance 0,05. It means that there is a significant positive correlation between achievement motivation and teacher work discipline. It can be interpreted that the better the teacher's achievement motivation, the better the teacher's work discipline, on the contrary, the less good the teacher's achievement motivation will be the less good teacher's work discipline. From these data, it can be concluded that Ho is rejected and Ha is accepted. Therefore the research hypothesis states that there is a significant positive correlation between achievement motivation (X2) and the work discipline of teacher (Y) in Pontianak City Private Christian Kindergarten.

3. The Effect of Recruitment and Achievement Motivation on Teachers' Work Discipline in Pontianak City Private Christian Kindergarten

   The hypothesis proposed is that there is a positive influence between recruitment (X1) and achievement motivation (X2) together on the teacher's work discipline (Y). Researchers can prove this hypothesis by using multiple regression analysis through the equation:

a. Multiple Regression Analysis

The following is shown the results of multiple regression tests obtained the price of component a = 94,891, and the component price b1 = 0,457 and b2 = 0,453. Price is the price of Y if the price of X1 and X2 = 0, while the price of b is the regression coefficient Y of X1 and X2. From the results of multiple regression testing can be predicted if the ability factor of the individual, namely recruitment (X1) and achievement motivation (X2) is increased, there will be a significant increase in teacher work discipline (Y) as the impact of the level of connectivity of variables X1 and X2 to Y.

Based on the results of the calculation of the significance test, it was found that the p-value was 0.002 5 0.05. It shows that Ha is accepted so that it can be concluded that the regression of relations X1 and X2 with Y is significant.

The following is the F price test with the ANOVA model analysis approach. The F test aims to see the real direction at the 95% confidence level the probability criteria for the price of F is, f_count > f_ (table). The result of the calculation of the significance f_count = 5.895, f_ (table) = 3.12. Thus h = significance value f_count > f_ (table) shows that the acceptance of Ha (alternative hypothesis) so that it can be concluded that the recruitment relationship regression (X1) and achievement motivation (X2) on teacher (Y) work discipline are significant. It gives the meaning that the real direction at 95% confidence level is real.

To give clarity, all linear regression can be summarized in the following Table VII:

Table VII
Summary of Linear Regression

Variabel	Nilai Pengujian	Persamaan Regresi
Recruitment Regression with Teacher's Work Discipline	a = 127,838 b = 0,150	$\bar{Y}$=127,838+ 0,150.X1
Achievement Motivation Regression with Teacher's Work Discipline	a= 91,554 b = 0,430	$\bar{Y}$=91,554+ 0,430.X2
Recruitment Regression and Achievement Motivation with Teacher's Work Discipline	a = 94,891 b1= 0,457 b2= 0,453	$\bar{Y}$=94,891+ 0,457.X1+ 0,453. X2

b. Dual Correlation of Recruitment and Achievement Motivation towards Teacher's Work Discipline

Based on the calculation results, the significance coefficient t counts = 3.380 while the price of t table at the error level 5% = 1.664 can be said that, t score t table (3.380 3 1.664). Value r. recruitment and achievement motivation for teacher work discipline = 0,371 significance 0,05.

It means that there is a significant positive correlation between recruitment and achievement motivation with teacher work discipline. It can be interpreted that the better the recruitment and achievement motivation of teachers, the better the work discipline of the teacher, on the contrary, the less good recruitment and achievement motivation of teachers will be less good teacher's work discipline. From these data, it can be concluded that Ho is rejected and Ha is accepted.

Based on the results of the calculation of the significance test obtained p sig value of 0.004 5 0.05 this indicates that the acceptance of Ha, so it can be concluded that the correlation of X1 and X2 together with Y is significant.

$$\bar{Y} = 94,891 + 0,457. X1 + 0,453. X2$$

B. *Discussion*

1. Recruitment in Pontianak City Private Christian Kindergarten

The results of this study indicate that the average recruitment of teachers in Private City Christian Kindergarten Pontianak recruitment conducted in Private Christian Kindergarten Pontianak City is in the medium category and the frequency obtained is significant. It can be seen from some indicators such as recruitment sources, namely on the aspect of internal sources that are rarely used; there are still many schools that recruit from external sources, making teacher changes every year. It would be better if the school paid more attention to existing teachers, perhaps by holding a promotion or opening up opportunities for all teachers. As well as indicators for the implementation of recruitment in the aspects of administering the exam several tests are still not implemented in schools such as psychological tests. To get a very high category is not easy, it means that the school must increase the productivity of the school. This is in accordance with the opinion of Hasibuan (2005: 42), is an employee who will fill vacant vacancies taken from within the company, namely by mutating or moving employees who meet the job specifications of the job. Employee transfers are vertical (promotion or demotion) or horizontal. If there are still employees who meet job specifications, it is better to fill the work taken from within the company, especially for managerial positions. It is important to provide promotional opportunities for existing employees.

The goodness of internal sources According to Rivai (2009: 162), the advantages of internal sources are as follows:

a. Not too expensive.
b. Can maintain loyalty and encourage greater effort.
c. It's already available with its atmosphere.

It is often forgotten that recruitment takes place in two directions in the sense that the organization that uses the workforce selects the applicants and on the other hand the applicants choose the organization where he hopes to work. This first

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step is an important step. James and Walters (2008: 147) district officials must process all applications received, both requested and unsolicited. The district is responsible for conducting correspondence related to the recruitment process.

Therefore both parties need to take it carefully. The labor user organization takes this step to obtain the first impression of the applicant through observations about appearance, attitude, and other factors that are considered relevant. From this first impression, the recruiter decides whether to continue the next step or not. Instead, with his first visit to the organization, applicants can decide whether to continue their desire to work in the organization or not. That is, during the first visit the applicant will have a general view of the organization that will employ him. Surely a meeting point will be obtained if both parties have a positive impression about each other. If this is the case, recruiters will take the next step.

2. The motivation for Achievement in Private City Christian Kindergarten in Pontianak City

From the results of the study, it can be concluded that the achievement motivation in Private Christian Kindergarten in Pontianak City is included in the low category. It can be because in internal motivation there are still many teachers who do not like challenges so that they always work in safe zones, and there are still some schools whose teachers have not been too smoothly operating computers so that they cannot adjust the development of science and technology. Judging from the external motivation, compensation is still one reason for the lack of teacher achievement motivation, especially the uncertainty of future employment agreements where every teacher does not keep the foundation using a timed contract system. So that makes a feeling of insecurity at work, and there are still some schools that do not provide certainty when they will be appointed as permanent teachers. In addition, the reason for this is the working conditions, where the work environment is not conducive, such as competing but not in a healthy manner which raises suspicion between teachers.

It must be increased again in a very high position, of course not apart from the recruitment held by schools and the working discipline of teachers who work. In line with the above opinion, Santrock (2009: 103) explained that achievement motivation is a desire to accomplish something to achieve a standard of success and to make an effort with the aim of achieving success. Achievement motivation or achievement motivation is an encouragement related to how to do things better, faster, more efficiently than what was done before, as an effort to achieve success or succeed in competition with a measure of excellence that can be in the form of other people's achievements or own achievement.

Supported by the opinion of McClelland (in Robbins 2008: 77) suggests that there are six characteristics of individuals who have high achievement motivation, namely:

a. A strong feeling to achieve goals, namely the desire to complete the task with the best results.
b. Responsible, namely being able to take responsibility for himself and determine his future, so that what is reported is achieved successfully.
c. Evaluative, that is using feedback to determine more effective actions to achieve achievement, failure experienced does not make him despair, but as a lesson to succeed.
d. Take the risk of "medium," in the sense that the action is in accordance with the limits of its capabilities.
e. Creative and innovative, namely being able to find opportunities and use opportunities to be able to show their potential.
f. Liked the challenge, which is to enjoy the activities that are prestigious and competitive.

From the above opinion, it can be concluded that people who have the characteristics of achievement motivation are feelings that are strong in achieving goals, responsible, evaluative, taking risks, creative and innovative.

3. Work Discipline of Teachers in Pontianak City Private Christian Kindergarten

From the results of data analysis, it was found that the work discipline of teachers in Private Christian Kindergarten in Pontianak City is in the medium category. There are several indicators that are still not optimally implemented by the teacher, such as regular working hours that are not yet on time, because of some things such as the condition of the house far from school, or traffic jams that make it difficult for teachers to go to school on time. And also there are aspects of how to work such as making learning devices that are still not implemented regularly every day, especially in making RPPH.

According to Butchart (1998: 54) "discipline is required if we are to take same activity seriously, or if we are to be effective in accomplishing something we find important and meaningful." Which explains that the whole discipline aims to shape behavior in such a way that it will be in accordance with the roles set by the cultural group, where the individual works. In line with the above opinion, Fathoni (2006: 172) defines discipline as awareness and willingness to obey all organizational rules and prevailing social norms.

The description above means that work discipline is the attitude and actions of employees/teachers in obeying all the guidelines and regulations that have been determined to achieve organizational goals.

4. Effect of Recruitment on Teacher's Work Discipline in Private City Christian Kindergarten in Pontianak

From the results of the study, there is a significant positive correlation between recruitment and teacher work discipline. It can be interpreted that the better the teacher recruitment, the better the work discipline of the teacher, on the contrary, the less good teacher recruitment, the less good the teacher's work discipline. From these data, it can be concluded that Ho was rejected by Ha accepted. Because the research hypothesis states that there is a positive correlation between variables X1 and Y significantly.

The function of recruitment requires both professional and organizational socialization. They need to develop their identify as a teacher and find their feet within a particular institution. Being socialized into a particular discipline or subject area (Mercer, Barker, and Bird, 2010: 112). If the function of recruitment and selection is defined, the beginner teacher requires professionalism of the organization and professionals. They need to develop their identity as teachers and find their footing within certain institutions. It is socialized into the discipline. It can be explained that where each new teacher must be taught by the school or a teacher who is more senior at work, so they are used to being disciplined.

5. Effect of Achievement Motivation on Teachers' Worthe k Discipline in Pontianak City Private Christian Kindergarten

There is a significant positive correlation between achievement motivation and teacher work discipline. It can be interpreted that the better the teacher's achievement motivation, the better the teacher's work discipline, on the contrary, the less good the teacher's achievement motivation will be the less good teacher's work discipline. From these data, it can be concluded that Ho is rejected and Ha is accepted. Therefore the research hypothesis states that there is a significant positive correlation between achievement motivation (X2) and the work discipline of teacher (Y) in Pontianak City Private Christian Kindergarten.

It is consistent with the research conducted by Kaliri (2008) on the influence of discipline and motivation on teacher work on teacher performance in public high schools in Pemalang District indicating that there is a significant influence on the teacher performance of public high schools in Pemalang District. It means that the higher the work discipline and teacher work motivation, the better the teacher's performance will be. Conversely, the lower the discipline and work motivation of the teacher, the teacher's performance will be less good. It is supported by Marchrany (in Fahmi, 2016) motivation as a mental state and a human mental attitude that provides energy encourages activities and moves and directs or channels behavior towards achieving needs that satisfy or reduce imbalances, with high motivation, will build high level of discipline.

6. Effect of Recruitment and Achievement Motivation Together on Teachers' Discipline in Private City Christian Kindergarten

From the results of research and data analysis, there is a significant positive correlation between recruitment and achievement motivation with teacher work discipline. It can be interpreted that the better the recruitment and achievement motivation of teachers, the better the work discipline of the teacher, on the contrary, the less good recruitment and achievement motivation of teachers will be less good teacher's work discipline. From these data, it can be concluded that Ho is rejected and Ha is accepted.

It is in accordance with the outstanding opinion of Hasibuan (2005: 27) that employee recruitment is the first step and that reflects the success or failure of a company to achieve its objectives. If the employee is competent, the effort to reach the destination is relatively easy. Conversely, if the employee obtained does not meet the difficult requirements for the company to achieve its objectives. Capable, capable and skilled employees have not guaranteed good work productivity if moral and discipline are low.

However, the level of influence is practically dependent on the object of research, meaning that between one object and another will produce a different output.

From the results of the study, it was found that recruitment in the Pontianak City Private Kindergarten in the range of categories while this can indeed be seen from the selective recruitment process, but it still has to be considered that the recruitment pattern has an impact on teacher welfare. With a selective process that is expected to have a good impact on the school where the teacher's achievement motivation becomes high, and the teacher's work discipline is also good.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In general, it can be concluded that there are significant influences of documents and achievement motivation on the work discipline of teachers in Pontianak City Private Christian Kindergarten. The specific conclusions that can be drawn by the researcher are as follows:

1. Recruitment of teachers in Private City Christian Kindergarten in Pontianak through selection conducted by the school through the selection team with the medium category score 107.61 and the obtained frequency is significant.
2. The achievement motivation of teachers in Private City Christian Kindergarten in Pontianak in terms of external motivation and internal motivation is included in the low category with a score of 121.95.

3. The work discipline of teachers in Private Christian Kindergarten in Pontianak in terms of regular working hours, how to dress and how to work are in the medium category with a score of 144.00.
4. There is significant influence between recruitment and teacher work discipline. It means that the better the teacher recruitment, the better the work discipline of the teacher, on the contrary, the less good teacher recruitment, the less good teacher's work discipline.
5. There is significant influence between achievement motivation and teacher work discipline. It means that the better the teacher's achievement motivation, the better the teacher's work discipline, on the contrary, the less good the teacher's achievement motivation will be, the less good the teacher's work discipline
6. There is a significant relationship between recruitment and achievement motivation with teacher work discipline. It can be interpreted that the better the recruitment and achievement motivation of teachers, the better the work discipline of the teacher, on the contrary, the less good recruitment and achievement motivation of teachers will be less good teacher's work discipline.

B. Suggestions

Based on the results of research conducted on teachers in Private Christian Kindergarten, it is suggested to:

1. Teachers to increase their desire to excel, especially in terms of internal motivation. Teachers to further improve work discipline, especially in terms of regularity of entry hours, so that the process of teaching and learning activities will be more conducive and have an impact on performance.
2. The head of kindergarten can further improve recruitment patterns, especially in terms of internal recruitment sources and the implementation of selection tests.
3. The head of kindergarten motivates the teacher to be motivated to achieve; this can be done by creating a conducive environment.
4. For future research, it is expected that this thesis can contribute to the development of science.

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