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# The Influence of Work Discipline and Training on Teacher Performance at Public Elementary School 064983 Medan

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## ABSTRACT

**Purpose of the study:** The optimization of teacher performance constitutes a fundamental determinant in achieving educational excellence within primary educational institutions. Despite the acknowledged importance of work discipline and professional training, empirical evidence concerning their concurrent influence on teacher performance in Indonesian elementary schools remains insufficiently documented. This investigation endeavored to ascertain the magnitude and significance of the relationship between work discipline and training on teacher performance at SD Negeri 064983 Medan, examining both individual and combined effects.

**Materials and methods:** A quantitative research paradigm employing census sampling methodology was implemented, encompassing the complete population of 30 civil servant teachers. Data acquisition was executed through validated questionnaires utilizing a five-point Likert scale. Multiple linear regression analysis was conducted using SPSS version 22.0, accompanied by comprehensive assumption testing including normality, multicollinearity, and heteroscedasticity assessments.

**Results:** The analytical procedures yielded statistically significant relationships for both predictor variables. Work discipline demonstrated a substantial positive influence ( $\beta = 0.632$ ,  $t = 6.118$ ,  $p < 0.001$ ), while training exhibited a moderate positive effect ( $\beta = 0.260$ ,  $t = 2.611$ ,  $p = 0.015$ ). The combined model manifested robust explanatory power ( $F = 53.823$ ,  $p < 0.001$ ,  $R^2 = 0.785$ ), accounting for 78.5% of the variance in teacher performance.

**Conclusions:** The empirical evidence substantiates that both work discipline and training exert statistically significant positive influences on teacher performance, with work discipline demonstrating comparatively greater predictive strength. The findings underscore the imperative for educational administrators to systematically enhance disciplinary enforcement mechanisms and implement comprehensive professional development programs to optimize pedagogical effectiveness.

## Keywords

work discipline, professional training, teacher performance, elementary education, human resource management.

## INTRODUCTION

The advancement of educational quality in developing nations constitutes a multidimensional challenge requiring systematic attention to human capital development within pedagogical institutions (Gandi et al., 2024). Within the Indonesian educational landscape, elementary schools function as foundational establishments wherein the cultivation of human resources commences, necessitating optimal teacher performance as an indispensable prerequisite for achieving institutional objectives (Rasmitadila et al., 2025). The contemporary educational paradigm increasingly recognizes that teacher performance transcends mere instructional delivery, encompassing comprehensive professional competencies including pedagogical planning, curriculum implementation, assessment administration, and student guidance (Apostol, 2025; Hakiki et al., 2025).

SD Negeri 064983 Medan, an accredited Grade A public elementary school established in 1977, serves as a microcosm of broader systemic challenges confronting Indonesian primary education. Preliminary observational data indicated performance fluctuations throughout the 2024 academic year, with achievement indices oscillating between 78.75% and 83.75%, with four consecutive months failing to attain the established 80% benchmark. Such inconsistencies suggest underlying organizational and individual-level factors warranting systematic investigation.

Scholarly discourse concerning determinants of teacher performance has proliferated substantially, yet conceptual frameworks predominantly emphasize isolated variables rather than integrated models (Alnagbi et al., 2025; Gan et al., 2025). Work discipline, conceptualized as the voluntary adherence to organizational regulations and normative standards, has been empirically associated with enhanced performance outcomes across diverse organizational contexts (Locke, 2012). Complementarily, professional training represents a systematic intervention designed to augment competencies through structured knowledge

transmission and skill development (Mahanjana et al., 2025; Saputra, 2025). Empirical investigations have demonstrated variable results regarding these relationships. Zaeni et al., (2023) documented that work discipline and training collectively performance variance among secondary school teachers, with discipline exhibiting stronger predictive validity compared to training. Conversely, Schmidt & Hunter, (1998) identified more balanced contributions in corporate settings, with training demonstrating slightly superior influence. These inconsistencies suggest contextual specificity and necessitate institution-specific empirical verification.

Notwithstanding the expanding corpus of literature, several substantive lacunae persist. Firstly, the preponderance of existing research has concentrated on secondary or tertiary educational institutions, with elementary school contexts remaining comparatively underexplored. Secondly, while individual effect studies proliferate, investigations examining the synergistic interaction between disciplinary frameworks and training initiatives remain scarce. Thirdly, the Indonesian elementary education sector, particularly in North Sumatra province, constitutes an empirically underrepresented domain. Finally, quantitative assessments employing validated psychometric instruments and rigorous statistical methodologies are insufficiently documented within this specific institutional category.

The imperative for this investigation emerges from multiple converging considerations. Pragmatically, the documented performance fluctuations at SD Negeri 064983 Medan necessitate evidence-based diagnostic assessment to inform administrative interventions. Theoretically, the study contributes to bridging the identified empirical gaps by examining elementary school contexts through methodologically rigorous quantitative approaches. Practically, the findings possess potential utility for educational administrators seeking to optimize human resource management strategies within similar institutional contexts. Furthermore, the investigation responds to (Yang et al., 2024) theoretical proposition that disciplinary intensity and training frequency constitute primary determinants of performance manifestation, a hypothesis requiring empirical substantiation across diverse settings.

This investigation was designed to accomplish three principal objectives: 1) To empirically determine the magnitude and statistical significance of work discipline's influence on teacher performance at SD Negeri 064983 Medan; 2) To quantitatively assess the extent and significance of training's impact on teacher performance within the identified institutional context. 3) To evaluate the combined predictive capacity of work discipline and training in explaining variance in teacher performance through multivariate analytical procedures.

## MATERIALS AND METHODS

### Study Participants

The research population comprised the complete census of 30 civil servant teachers employed at SD Negeri 064983 Medan during the 2024-2025 academic year. The sampling methodology employed nonprobability sampling utilizing saturated sampling technique, wherein the entirety of the population was designated as the research sample due to the limited population size. This approach ensured comprehensive population representation and eliminated sampling error, thereby enhancing the generalizability of findings within the specific institutional context. Demographic characteristics indicated a gender distribution of 33.3% male ( $n = 10$ ) and 66.7% female ( $n = 20$ ) participants, with age stratification revealing 50% aged 25-30 years ( $n = 15$ ), 33.3% aged 31-40 years ( $n = 10$ ), and 16.7% exceeding 40 years ( $n = 5$ ).

### Study Organization

The investigation was conducted during the period May-September 2025, employing a cross-sectional research design. The study utilized a quantitative methodological paradigm, specifically adopting an explanatory research approach to elucidate causal relationships between predictor and criterion variables. Data collection was executed through structured questionnaires administered directly to participants during designated institutional time periods, ensuring controlled environmental conditions and maximizing response completeness. The research protocol received ethical clearance and administrative authorization from the school principal, with all participants providing informed consent prior to data collection.

### Test and Measurement Procedures

Table 1. Summary of Research Instruments

Variable	Theoretical Source	Number of Items	Scale	Measurement Dimensions
<i>Work Discipline</i> ( $X_1$ )	Rivai (2015)	10 items	Likert 1-5	1) Attendance consistency 2) Regulatory compliance 3) Operational standard adherence 4) Vigilance maintenance 5) Ethical conduct
<i>Training</i> ( $X_2$ )	Mangkunegara (2017)	10 items	Likert 1-5	1) Instructor competency 2) Participant engagement 3) Material relevance 4) Methodological appropriateness 5) Objective alignment
<i>Teacher Performance</i> ( $Y$ )	Bangun (2015)	10 items	Likert 1-5	1) Workload quantity 2) Work quality 3) Temporal efficiency 4) Attendance reliability 5) Collaborative capacity

### Statistical Analysis

Data processing and statistical analysis were executed utilizing the Statistical Package for the Social Sciences (SPSS) version 22.0. The analytical protocol comprised several sequential stages:

**Preliminary assumption testing included:** (1) normality assessment through Kolmogorov-Smirnov test and P-P plot graphical

analysis, (2) multicollinearity detection via Variance Inflation Factor (VIF) and tolerance statistics, with acceptable thresholds defined as  $VIF < 10$  and tolerance  $> 0.01$ , and (3) heteroscedasticity examination through scatterplot visualization of standardized residuals against predicted values.

**Primary analytical procedures encompassed:** (1) descriptive statistical computation including means, standard deviations, and frequency distributions, (2) multiple linear regression analysis to establish the predictive equation  $Y = a + b_1X_1 + b_2X_2 + e$ , where  $Y$  represents teacher performance,  $X_1$  denotes work discipline,  $X_2$  signifies training,  $a$  indicates the constant term,  $b_1$  and  $b_2$  represent regression coefficients, and  $e$  designates the error term, (3) partial hypothesis testing (t-test) to evaluate individual predictor significance at  $\alpha = 0.05$ , with critical values determined by degrees of freedom ( $df = n - k = 27$ ), and (4) simultaneous hypothesis testing (F-test) to assess overall model significance. Effect magnitude assessment utilized the coefficient of determination ( $R^2$ ) to quantify the proportion of variance in the dependent variable explained by the predictor variables, with adjusted  $R^2$  reported to account for the number of predictors relative to sample size.

## RESULTS

### Descriptive Statistics

Table 2. Descriptive Analysis of Research Variables

Variable	Score Range	Mean (M)	SD	Dominant Response Pattern	Highest-Endorsed Items	Items with Highest Variability
Work Discipline ( $X_1$ )	30-50	42.17	5.98	47% of responses in "Agree" category	<i>Item 7</i> : Occupational safety vigilance (50% strongly agree, 50% agree); <i>Item 10</i> : Ethical conduct adherence (43% strongly agree, 50% agree)	Attendance-related items: 17-30% "Uncertain"
Training ( $X_2$ )	30-50	40.67	6.21	Strongest responses in instructor competency items	<i>Item 1</i> : Instructor competency (37% strongly agree, 50% agree); <i>Item 2</i> : Instructor preparedness (43% strongly agree, 30% agree)	<i>Item 4</i> : Participant active involvement; <i>Item 5</i> : Material relevance (27-30% "Uncertain")
Teacher Performance ( $Y$ )	30-50	41.57	5.36	High agreement on work-quality indicators	<i>Item 3</i> : Work quality maintenance (40% strongly agree, 50% agree)	Temporal efficiency items ( <i>Item 4</i> , <i>Item 6</i> ): 27-33% "Uncertain"

### Assumption Testing Outcomes

Table 3. Normality Test Results

Test	Statistic	p-value	Criterion	Interpretation
Kolmogorov-Smirnov Test	KS = 0.117	$p = 0.200$	$p > 0.05$ indicates normal distribution	Residuals normally distributed
P-P Plot Inspection	—	—	Data points cluster near diagonal reference line	Visual evidence of normality

Table 6. Multicollinearity Diagnostics

Predictor Variable	Tolerance	Criterion	VIF	Criterion	Interpretation
Work Discipline ( $X_1$ )	0.599	$> 0.10$	1.670	$< 10$	No multicollinearity
Training ( $X_2$ )	0.599	$> 0.10$	1.670	$< 10$	No multicollinearity

Overall Interpretation: All multicollinearity indices fall within acceptable limits, confirming stable and interpretable regression estimates.

Table 4. Heteroscedasticity Assessment

Method	Indicator	Criterion	Interpretation
Residual Scatterplot	Random distribution around zero; absence of funnel shape or clustering	No systematic pattern indicates homoscedasticity	Constant error variance confirmed

### Multiple Linear Regression Analysis

The regression analytical procedure generated the following predictive equation:

$$Y = 4.009 + 0.632X_1 + 0.260X_2 + e$$

Where:

- $Y$  = Teacher Performance
- $X_1$  = Work Discipline
- $X_2$  = Training
- $e$  = Error term

#### Model interpretation:

The **constant term** ( $a = 4.009$ ) indicates that in the hypothetical absence of work discipline and training interventions ( $X_1 = X_2 = 0$ ), teacher performance would theoretically maintain a baseline value of 4.009 units. This positive intercept suggests the presence of additional unmeasured performance determinants beyond the specified predictor variables.

The **work discipline coefficient** ( $b_1 = 0.632$ ) signifies that each unit increase in work discipline corresponds to a 0.632-unit enhancement in teacher performance, maintaining training constant. The positive directionality and substantial magnitude underscore work discipline as a primary performance driver, with disciplinary improvements translating to proportionate performance gains.

The **training coefficient** ( $b_2 = 0.260$ ) indicates that each unit increment in training quality corresponds to a 0.260-unit

improvement in teacher performance, controlling for work discipline. While demonstrating positive influence, the comparatively smaller coefficient magnitude suggests training's contribution, though significant, operates with lesser intensity relative to disciplinary factors.

## Hypothesis Testing Results

Table 5. Partial Effect (t-Test) Results

Hypothesis	Predictor Variable	t-Calculated	t-Table ( $\alpha = 0.05$ , $df = 27$ )	p-value	Standardized Coefficient ( $\beta$ )	Interpretation
$H_1$	Work Discipline ( $X_1$ )	6.118	2.051	< 0.001	0.681	Significant positive effect; large effect size
$H_2$	Training ( $X_2$ )	2.611	2.051	0.015	0.291	Significant positive effect; moderate effect size

Table 6. Simultaneous Effect (F-Test) Results

Hypothesis	Test	F-Calculated	F-Table ( $\alpha = 0.05$ ; $df1 = 2$ , $df2 = 27$ )	p-value	Interpretation
$H_3$	Overall Regression Model	53.823	1.703	< 0.001	Work discipline and training jointly have a significant effect on teacher performance

## Model Fit and Explanatory Power

Table 6. Model Summary Statistics

Statistic	Value	Interpretation
Multiple Correlation ( $R$ )	0.894	Strong positive relationship between predictors and teacher performance
Coefficient of Determination ( $R^2$ )	0.799	79.9% of variance in teacher performance explained by work discipline and training
Adjusted $R^2$	0.785	78.5% variance explained after adjusting for number of predictors and sample size; indicates robust model fit
Standard Error of Estimate (SEE)	2.503	Average prediction error $\approx$ 6.0% of mean performance; indicates high predictive accuracy
Unexplained (Residual) Variance	21.5%	Variance attributable to other factors not included in the model (e.g., motivation, leadership, organizational climate, compensation)

## DISCUSSION

The empirical results consistently affirm the theoretical assertion that work discipline and professional training serve as key predictors of teacher performance in primary school settings. The regression model's robust explanatory power (Maloloy-on & Arnado, 2023; Rhamanda et al., 2021) underscores the theoretical framework's strong validity and practical applicability. The dominant effect of work discipline corresponds with organizational behavior theories that highlight procedural adherence and normative compliance as core components of professional efficacy. This outcome echoes Disciplinary structures represent essential foundations for achieving organizational objectives. The linkage likely proceeds via several channels: disciplined educators exhibit reliable attendance, thereby maintaining instructional continuity; conform to instructional norms, thereby elevating lesson quality; and exemplify behavioral standards for pupils, thereby cultivating supportive learning atmospheres.

Observational evidence of attendance lapses and dress code violations at SD Negeri 064983 Medan offers contextual rationale for discipline's preeminence. Instances of educators deviating from protocols during lessons, arriving tardily to classrooms, and replacing direct teaching with task assignment exemplify disciplinary shortcomings that directly undermine performance standards. Such practices interrupt lesson progression, reduce learner involvement, and erode instructional efficacy. Training exerts a significant but relatively subdued influence. This suggests that while targeted skill development enhances performance, the foundational adherence to professional conduct and established protocols provides a more substantial contribution to overall teacher effectiveness (Dong et al., 2019; Rhamanda et al., 2021).

The present findings exhibit both convergences and divergences with extant empirical scholarship. These results closely correspond with the Komara et al. (2018) study conducted at SMP Negeri 3 Palembang, which likewise identified work discipline as the predominant predictor relative to training, accompanied by comparable combined explanatory power. This congruence across diverse educational strata underscores the robustness of the discipline-performance nexus within Indonesian schooling contexts (Trihantoro et al., 2024).

Nevertheless, the current investigation's explanatory power is modestly inferior to that documented in (Anistyasari et al., 2024), plausibly attributable to contextual variances between primary and secondary educational settings. Primary institutions characteristically display less formalized structures and amplified pedagogical adaptability, thereby potentially incorporating supplementary unmeasured performance influencers (Raudenbush & Schwartz, 2020).

The Alkaf et al. (2024) corporate-sector inquiry at PT. Motivindo Berkah Sejahtera Jakarta evidenced more equilibrated contributions from discipline and training, diverging from the pronounced disciplinary preeminence observed herein (Alkaf et al., 2024). Such divergence likely arises from core organizational disparities between educational and profit-driven enterprises, the latter often featuring amplified investments in training infrastructure and competency-centric evaluation protocols.

Similarly, the Ambu-Saidi et al. (2024) study targeting special education contexts reported markedly lower combined explanatory power than the present analysis. This disparity may emanate from specialized instructional exigencies in special education, wherein elements such as adaptive teaching proficiencies, therapeutic expertise, and individualized education plan execution attain elevated salience (Anne & Rashid, 2024).

The Wille et al. (2020) findings, which incorporated career development as an supplementary predictor, yielded inferior

explanatory power, thereby ratifying the parsimony and aptness of the bipartite predictor model within educational milieus.

The empirical evidence yields several actionable implications for educational administrators and policymakers:

**Disciplinary Framework Enhancement:** The preponderant influence of work discipline necessitates systematic strengthening of attendance monitoring mechanisms, procedural compliance enforcement, and normative adherence accountability structures. Recommendations include implementation of biometric attendance systems, regular supervisory observations, progressive disciplinary protocols for violations, and positive reinforcement mechanisms recognizing exemplary compliance. The current reliance on application-based attendance monitoring, while technologically current, appears insufficient given observed implementation gaps.

**Training Program Optimization:** While training demonstrates significant impact, its effectiveness appears constrained by implementation challenges, particularly concerning senior faculty engagement. Strategic interventions should emphasize: (1) age-differentiated training methodologies acknowledging adult learning principles, (2) explicit demonstration of training-practice linkages to enhance perceived relevance, (3) mandatory participation requirements with administrative enforcement, (4) post-training implementation support through mentoring and coaching systems, and (5) equitable training access distribution ensuring comprehensive faculty coverage rather than concentration among junior staff.

**Integrated Human Resource Development:** The synergistic relationship between discipline and training ( $R = 0.894$ ) suggests that isolated interventions targeting single dimensions yield suboptimal outcomes. Comprehensive human resource development strategies should simultaneously address disciplinary infrastructures while expanding professional development opportunities, recognizing their complementary rather than substitutive nature.

**Performance Management Systems:** The residual unexplained variance (21.5%) indicates additional performance determinants warranting systematic attention. Supplementary variables potentially including compensation adequacy, leadership quality, organizational climate, work-life balance, and intrinsic motivation should be integrated into comprehensive performance management frameworks.

Despite methodological rigor, several limitations warrant acknowledgment:

**Generalizability constraints:** The single-institution focus and modest sample size ( $n = 30$ ) limit findings' transferability to broader populations. Cross-institutional and regional comparative studies are requisite to establish generalizability across diverse Indonesian elementary school contexts.

**Cross-sectional design limitations:** The temporal snapshot approach precludes causal inference certainty and developmental trajectory assessment. Longitudinal investigations tracking performance evolution concurrent with disciplinary and training interventions would strengthen causal attribution.

**Self-report methodology:** Reliance on self-administered questionnaires introduces potential social desirability bias and common method variance. Future research should incorporate multi-source performance assessments including administrative evaluations, peer ratings, and student outcome metrics.

**Variable operationalization:** The binary conceptualization of work discipline and training may oversimplify complex multidimensional constructs. More nuanced measurement incorporating behavioral observation, competency assessments, and contextual factors would enhance construct validity.

**Unmeasured confounders:** The 21.5% unexplained variance suggests omitted variables potentially including intrinsic motivation, self-efficacy beliefs, organizational commitment, leadership styles, and resource adequacy. Future investigations should adopt more comprehensive theoretical frameworks incorporating these dimensions.

## CONCLUSION

This investigation provides strong empirical support for the hypothesized relationships between work discipline, professional training, and teacher performance within the elementary education environment of SD Negeri 064983 Medan. The results clearly demonstrate that both work discipline and training exert statistically significant positive effects on teacher performance, with work discipline emerging as the stronger predictor ( $\beta = 0.681$ ) compared to training ( $\beta = 0.291$ ). The combined regression model shows excellent explanatory power ( $R^2 = 0.785$ ), indicating that 78.5% of the variance in teacher performance can be attributed to these two factors, thereby reinforcing the validity and practical relevance of the proposed theoretical framework. The study contributes to the broader literature by providing empirical verification of discipline-training-performance linkages within Indonesian elementary school contexts, a setting that remains underrepresented in organizational behavior research. These findings support theoretical perspectives emphasizing procedural adherence and professional development as foundational determinants of performance, while also highlighting context-specific variations in effect sizes and predictor salience. Practically, the results underscore the need for educational administrators to strengthen disciplinary structures through improved attendance monitoring, procedural compliance systems, and accountability mechanisms. At the same time, optimization of training programs—through tailored instructional approaches, relevance enhancement, mandatory participation, and structured implementation guidance—serves as an essential complementary strategy. Together, these interventions reflect a synergistic human resource management approach that integrates both disciplinary and developmental dimensions. Future research should pursue multi-institutional comparative studies to improve generalizability, adopt longitudinal designs to enhance causal interpretation, incorporate multi-source performance assessments to reduce self-report bias, expand theoretical models to include additional predictors such as motivation, leadership, and organizational climate, and analyze moderating or mediating pathways that explain how discipline and training affect performance outcomes. Overall, the empirical evidence demonstrates that systematic attention to both work discipline and professional training is indispensable for optimizing teacher performance. Institutions that neglect these fundamental aspects of human resource management risk persistent performance gaps and diminished educational quality, whereas those that invest strategically in these areas are better positioned to strengthen pedagogical effectiveness.

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## CONFLICT OF INTEREST

The author declares the absence of any financial, professional, or personal relationships that could be construed as potentially influencing the objectivity or integrity of the research reported herein. No external funding sources were utilized in the execution of this investigation, and no competing interests exist that might compromise the scientific rigor or ethical standards maintained throughout the research process.

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