

Strategies for Improving Teacher Performance through Discipline among Elementary School Teachers

Sjafty Nursitii NP Maili¹, Sri Setyaningsih², Herfina²

¹Universitas Indraprasta PGRI Jakarta, Indonesia

²Universitas Pakuan (UNPAK) Bogor, Indonesia

*Corresponding Author: Sjafty Nursitii NP Maili

Email: sjaftym@gmail.com



Article Info

Article history:

Received 19 December 2025

Received in revised form 14

January 2026

Accepted 23 March 2026

Keywords:

Discipline

Teacher Performance

Elementary School

Quality of Education

Abstract

This study aims to identify strategies for improving elementary school teacher performance through discipline. Discipline is an important factor in creating a conducive learning environment and ensuring optimal achievement of educational goals. This research employs a quantitative approach using survey method and path analysis techniques. The population consisted of 516 elementary school teachers in Region 2 of East Jakarta, with a sample of 225 teachers selected through purposive sampling. Data were collected through questionnaires and analyzed using path analysis. The results show a direct and significant influence of discipline on teacher performance with a path coefficient value of $\beta_{y1} = 0.424$, $p < 0.05$. This indicates that teachers with high discipline levels tend to demonstrate better performance in lesson planning, lesson implementation, evaluation of student learning outcomes, and additional tasks. The findings emphasize the need to increase awareness and improve discipline in the school environment to optimize basic education quality. Strategies for improving teacher performance include strengthening weak discipline indicators, namely time management (3.52) and compliance in following rules (3.66), while maintaining strong indicators such as rule enforcement (4.21) and responsibility (4.1). This study concludes that strong discipline can significantly improve teacher performance, and the stronger the discipline applied, the better the teacher performance outcomes.

Introduction

Basic education, particularly at the elementary school level, plays an important role in shaping the character, basic knowledge, and ethics of students as the nation's future generation. The quality of education in Indonesia is highly dependent on the quality of the learning process, where teachers are the main implementers. Teachers play an important role in transforming knowledge, skills, and positive attitudes to students (Umar, 2024; Osiesi et al., 2024; Afzal et al., 2023). Therefore, teacher performance becomes a critical variable in the education system.

Improving teacher performance influences the quality of education, where the role of teacher performance is very important in achieving school goals, and schools must continuously strive to improve teacher performance by consistently directing and guiding educators to improve maximum performance in carrying out their obligations, especially in implementing their main duties and functions as teachers (Alwi & Mumtahana, 2023; Karim et al., 2021; Amelia et al., 2022). Optimal teacher performance is not only assessed from the ability to transfer knowledge but also from their professionalism and compliance with the rules applicable in the school environment (Rahmawati, 2024; Karim et al., 2021; Tatto, 2021; Tanang, 2021; Rostini et al.,

2022; Goodwin, 2021; Zhai, 2025; Hoque et al., 2023). One of the most fundamental aspects of professional attitude is discipline.

Discipline also encompasses compliance with school regulations, punctual attendance, completion of learning administration, and consistency in applying teaching methods (Lasmi et al., 2024; Olasunkanmi et al., 2024; Nurhidayah, 2024; Nurdiana & Suherman, 2026; Arifin et al., 2026). Disciplined teachers create stability and predictability in the classroom, which is essential for student development. In contrast, frequent absenteeism, lack of punctuality, and insufficient teacher preparedness may interfere with classroom activities and negatively affect overall educational quality. Previous research has extensively examined factors that influence teacher performance, but specific focus on discipline as the main variable still needs to be explored, especially in the context of basic education. This study aims to fill that gap by empirically analyzing how the level of elementary school teacher discipline correlates with their overall teaching performance.

Several previous studies have been conducted by Utari & Rasto (2019) with the title *Pengaruh disiplin kerja terhadap kinerja guru* (The effect of work discipline on teacher performance). This research examines the relationship between work discipline and teacher performance using a quantitative survey design, with data gathered through structured questionnaires measured on a rating scale. Data analysis techniques used regression analysis. The findings indicate a statistically meaningful association between work discipline and teacher performance, suggesting that strengthening discipline practices contributes to enhanced professional performance. Also, research conducted by Nugraheni & Rahmayanti (2016) with the title *Pengaruh disiplin kerja terhadap kinerja guru di MI Al Islam Tempel dan MI Al Ihsan Medari* (The effect of work discipline on teacher performance at MI Al Islam Tempel and MI Al Ihsan Medari). Data were collected through questionnaires administered directly to teachers to accurately capture information on work discipline and teacher performance. The findings indicate that work discipline exerts a strong and statistically significant influence on teacher performance at MI Al Islam Tempel and MI Al Ihsan Medari, as evidenced by the calculated t-value exceeding the critical value ($7.450 > 2.262$).

Considering the importance of the role of elementary school teachers and the urgency of discipline as a pillar in supporting performance, it is necessary to determine how much contribution discipline makes to teacher performance in the specific context of A-accredited elementary schools in East Jakarta. The present study addresses the causal association between the two variables and evaluates indicators that should be improved or retained.

Discipline greatly influences performance. With good discipline, all established rules will be easily implemented, and this reflects a great responsibility to carry out all duties and functions as educators with high enthusiasm, thereby improving the quality of education in schools. According to Sinambala & Poltak (2016), discipline is beneficial for educating employees to comply with and obey existing regulations, procedures, and policies so as to produce good performance. According to Akmaluddin & Haqqi (2019), discipline can be interpreted as the attitude of a person or group who intends to follow the rules that have been established. A person can be said to be disciplined if they have obeyed the established regulations. According to Darmadi, Suryani, & Sari (2021), discipline is a behavior or attitude that contains applicable rules, policies, and procedures. Hasibuan (2006) defines discipline as when employees always arrive and leave on time, do all their work well, and comply with all company regulations and applicable social norms. Hasibuan (2006) states that work discipline can be measured through four indicators, namely awareness, willingness, obedience, and work ethics. Yolana, Syawaluddin, Okta, & Goh (2022) define work discipline as an attitude, behavior, and actions

that conform to organizational regulations in both written and unwritten forms. The application of disciplinary attitudes can start from small things such as arriving on time, obeying rules, and so on. If small things are done routinely, then over time they will feel easy and become habitual. A person who is accustomed to discipline will have an orderly life and good work ethic. In line with what was stated by Rizal (2019) discipline is a process that can foster a person's feelings to maintain and improve organizational goals objectively, through their compliance in carrying out organizational regulations.

Alhusaini et al. (2020) state that work discipline can be interpreted as an attitude or behavior that is in accordance with the regulations of an organization, whether in written or unwritten form. In other words, when an individual is disciplined, that individual is expected to follow the rules established by the organization or institution, whether written or unwritten rules. Selpiyani et al. (2021) state that discipline is an attitude that is obedient and compliant to established rules and is carried out with responsibility.

Based on the theoretical foundation above, this study operationalizes discipline through four main indicators: (1) time management, which is a process of using time effectively and productively where the main purpose of time management is to ensure that time is used consciously and efficiently to achieve personal and professional goals, while maintaining life balance, and in the educational context, this includes teachers' ability to arrive on time, allocate teaching hours appropriately, and complete administrative tasks within designated timeframes; (2) rule enforcement, which is a systematic and planned process to actualize applicable norms into behavioral guidelines, and this encompasses the consistent application of school policies, classroom regulations, and educational standards that guide teaching practices and professional conduct; (3) responsibility, which is the obligation or task burden that must be carried out by a professional educator in efforts to educate, teach, guide, direct, train, assess, and evaluate students to achieve their maximum potential, both in terms of academics and personality development, and this includes accountability for student learning outcomes and professional development; (4) compliance in following rules, which is related to comfort in working, which is the action to comply with, carry out, and submit to all forms of norms, policies, and regulations that have been established in an environment, and this reflects teachers' willingness to adhere to institutional guidelines and educational policies without resistance.

Performance is the results and progress that have been achieved by someone in their duties. Performance is real behavior or measurable work results achieved by individuals or groups within a certain period of time, in accordance with standards, goals, and responsibilities established by the organization. Mathis & Jackson (2010) state that performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission, and vision of the organization contained in the strategic planning of an organization. According to Lailatussaadah (2015), teacher performance is the results, progress, and work achievements of teachers in carrying out the learning process both in planning, implementing the learning process and evaluating learning outcomes, providing guidance and training to students, as well as their commitment to carrying out tasks. Meanwhile, according to Barnawi & Arifin (2017), teacher performance can be interpreted as the level of teacher success in carrying out educational tasks in accordance with their authority and responsibility, based on established performance standards, during a certain period so that educational goals are achieved. Teacher performance becomes a key factor in determining the success of education in schools and directly contributes to the overall performance of the school. Helmi (2015) adds that teacher performance relates to the abilities to be achieved, both in terms of achievements to be demonstrated and responsibilities. Research by Madjid (2018) reveals that teacher performance is the work result that has been achieved by teachers in a

school or organization in accordance with authority and also the responsibility given by the school to be able to strive to achieve the school's vision, mission, and goals legally, not violating the law, and also in accordance with existing morals and ethics. Research results by Ahmad (2017) state that factors supporting teacher performance are classified into two types, namely the first factor from within (internal) such as intelligence, skills, talents, abilities and interests, motives, health, personality, ideals and goals in working; the second factor from outside (external) such as family environment, work environment, communication with school principals, school facilities and infrastructure, teacher activities in class, and teacher activities at school.

Methods

Research Design

This research employs a quantitative approach with a survey method design. The quantitative approach was selected to systematically measure and analyze the relationship between variables through numerical data and statistical analysis (Creswell & Creswell, 2018). The survey method was implemented through structured questionnaires distributed to elementary school teachers, allowing for the collection of standardized data from a large sample. This methodological choice aligns with the research objectives of determining the extent to which discipline influences teacher performance and identifying specific indicators that require improvement or maintenance.

Population and Sample

Elementary school teachers serving in A-accredited schools within the East Jakarta region constituted the research participants. A purposeful sampling of A-accredited schools was done to ensure that minimal standard of institutional quality and standardization of educational practice was used which is a pre-requisite to explore the relationship between discipline and performance in relatively controlled conditions. A -accredited schools imply that the institutions have met national quality standards and thus help to lessen the confounding variables associated with the level of basic infrastructure and quality of management that can otherwise confound the relationship under study.

The population sample included 516 elementary school teachers at schools which fulfilled the accreditation requirements. A purposive sampling strategy was used to recruit the participants. This type of non-probability sampling was considered to be more suitable than the probability-based approaches due to a number of reasons, which were in line with the objectives of the research. To begin with, the research involved teachers with adequate experience and tenure to significantly evaluate the indicators of discipline across time, which makes random selection potentially inefficient. Second, the sample concentrated on those teachers who were directly involved in classroom instruction and not administrative positions, which is why specific selection criteria were required. Third, the access limitations and willingness to participate and provide reflective responses to the questionnaires with detailed questions made purposive sampling more viable and acceptable in methodology to this exploratory study.

The criteria of including the participants in the study were broadened in the following ways: (1) the participant must be permanently employed (i.e. not a temporary or substitute teacher) so that their work patterns and disciplinary practices could be observed in a stable state; (2) the participant must have the minimum of two years of teaching experience in their present school to make sure that their disciplinary patterns could be developed through the course of time; (3) the participant must be actively involved in teaching classroom activities, not only in administrative ones; (4) the participant must voluntarily agree to be included in the study to

complete These criteria were created in order to be able to make sure that the chosen participants would be able to give valid and valuable data related to the practices of the discipline as well as teaching performance.

In this sampling process, 225 teacher samples will be taken as the research subjects which will be about 43.8 -percentage of the total population. This is sufficient to perform path analysis, which is the minimum requirement of the statistical procedure used. Although the sample is numerically large to be statistically processed, it should be noted that the results can best be understood within the setting of A -accredited elementary schools in East Jakarta. The sample is diverse in terms of the size of the school and the geographical location of the school in the region but also differences in the characteristics of the teachers in terms of years of the experience, background of the education and in the particular school setting were not stratified in the sampling design. Future studies may be helpful in investigating the possibility of the observed relationships being maintained in the case of other accreditation levels or socioeconomic backgrounds.

Research Instruments

Two carefully developed questionnaire instruments were to be used to collect the data. This was because both instruments were developed in a systematic process that is based in sound theoretical frameworks and empirical literature. Regarding the discipline variable, four dimensions time management, rule enforcement, responsibility, and compliance with institutional rules were obtained based on the works of Hasibuan (2006), Sinambala & Poltak (2016), and Yolana et al. (2022); these frameworks have been proven in both organizational and educational settings. In the case of teacher performance variable, the five indicators relied on the standard of teacher assessment that is defined in the Indonesian teacher performance assessment (Permendiknas No.16/2007) and the frameworks that were developed by Barnawi and Arifin (2017) as well as Lailatussaadah (2015) which clearly discusses the competencies of teachers regarding the Indonesian education system.

The discipline variable (X 1) was operationalised using the first questionnaire by using four major dimensions that include time management, rule enforcement, responsibility, and compliance with institutional rules. The second questionnaire represented the teacher performance (Y) in the form of five critical indicators of performance, namely, lesson planning, lesson implementation, learning evaluation, follow-up evaluation of learning, and supplementary tasks. All the dimensions and indicators were further operationalised into several item statements. The discipline questionnaire had 34 items to be given under the four dimensions whereas teacher performance questionnaire had 40 items under the five indicators. The product was designed using clear and precise language that is applicable to the elementary-school teaching scenario and hence no ambiguous and double-barrelled questions were asked. The two questionnaires used a five-point Likert scale (1-5) whereby the respondents were required to give their levels of agreement or the frequency of behaviour with respect to each item. To measure the attitudes and behaviours of the respondents, the same five-point Likert-type scale was employed to be later analysed using statistics.

In order to create content validity, the initial drafts of both instruments were reviewed with the assistance of experts, three education-management specialists and two long-term elementary-school principals. The experts rated the clarity of items, relevance and the appropriateness of the construct. Owing to their responses, some of the items were employed to be clarified and two items of the original discipline instrument were cut out as redundant.

After this expert confirmation, a pilot study was performed on thirty elementary institution teachers not part of the research but of similar nature. The pilot wanted to find out whether there were any issues in understanding and to determine early reliability. The pilot test data underwent a reliability analysis with Cronbach alpha coefficient in order to determine internal consistency. The discipline questionnaire had a Cronbach alpha of 0.89 and the teacher performance questionnaire had a Cronbach alpha of 0.92 both exceeding the generally accepted alpha of 0.70 as determined by Hair, Black, Babin and Anderson (2010). These values show that the instruments are constant and reliable measures.

Once the satisfactory reliability was established and some slight linguistic modifications were made based on the feedback provided in pilot-studies, the instruments were considered to be fit to be used in the full-scale. In the case of the main study, the reliability was rescaled with the full sample of 225 interviewees. The discipline questionnaire and teacher performance questionnaire showed a Cronbach alpha of 0.91 and 0.94 respectively and hence indicated that the instruments used had high internal consistency in the real research setting.

Data Analysis Technique

The primary analytical technique employed in this study was path analysis, a statistical method that extends multiple regression analysis to examine complex relationships among variables (Hair et al., 2010; Kline, 2023). Path analysis was chosen for its ability to test theoretical models and decompose correlations among variables into direct and indirect effects. Prior to conducting path analysis, the data underwent several prerequisite tests including normality tests using the Liliefors method, homogeneity tests using the Bartlett test, and linearity tests using ANOVA to confirm linear relationships between variables. The path analysis procedure involved calculating path coefficients, which represent the direct effect of one variable on another. Statistical significance of path coefficients was evaluated using t-tests, with significance levels set at $p < 0.05$. All statistical analyses were conducted using SPSS software version 25.

Results and Discussion

Descriptive Analysis

The descriptive analysis of the research data presented represents the measurement results of discipline. The description of research data will demonstrate the conditions and characteristics of the discipline variable based on the amount of data, mean value, median value, mode (the most frequently occurring score), standard deviation, variance, range, minimum score, maximum score, number of classes, class length, and sum of all data. Descriptive analysis data were obtained from 225 accredited A elementary school teachers in East Jakarta. The description of research data for the discipline variable (X_1) was calculated using SPSS. The statistical description data are shown in the following table.

Table 1. Description of Discipline Variable Data (X_1)

No	Statistical Measure	Result
1.	Amount of Data	225
2.	Mean	150
3.	Median	148
4.	Modus	162
5.	Standard Deviation	11
6.	Variance	113
7.	Range	42

No	Statistical Measure	Result
8.	Minimum Score	128
9.	Maximum Score	170
10.	Number of Classes	9
11.	Class Length	5
12.	Total (Sum)	33709

Table 1 represents the measurement results of the discipline variable (X_1) data through the research instrument obtained, namely the total sum of data is 33,709, amount of data 225, maximum score 170, minimum score 128, mean score 150, median value 148, mode 162, range 42, and standard deviation 11. Based on these research data results, the number of classes can be calculated as 9 and class length as 5. Thus, the frequency data of the discipline variable (X_1) are shown in the following Table 2.

Table 2. Frequency Distribution of Discipline Variable Data (X_1)

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	128-132	9	4
2	133-137	19	8
3	138-142	36	16
4	143-147	45	20
5	148-152	24	11
6	153-157	22	10
7	158-162	44	20
8.	163-167	18	8
9.	168-172	8	4

The frequency distribution data for the discipline variable (X_1) is presented with histogram data (bar graph) form below.

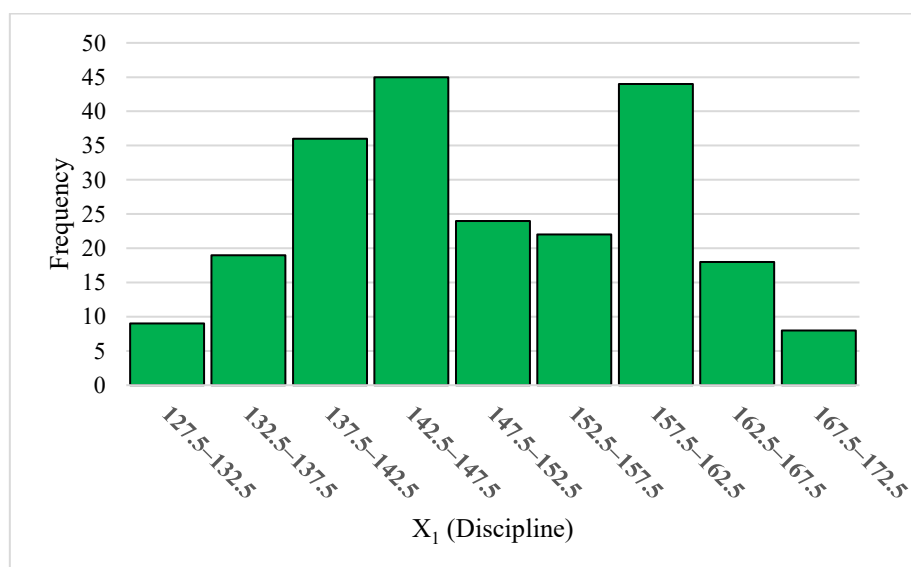


Figure 1. Histogram of Discipline Variable (X_1)

Based on the table and figure, it can be explained that the highest frequency or most scores are in the fourth interval, namely in the value range of 143-147. The median value of 148 and mean score of 150 fall within this range, indicating a central tendency toward moderate to moderately high discipline levels among the teachers surveyed.

The discipline variable (X_1) instrument consists of 34 valid question items, which means the lowest theoretical score is 34 and the highest is 170. The calculation results obtained a theoretical median score of $(34+170)/2 = 102$, while the lowest empirical score is 128 and the highest empirical score is 170. The calculation results for the empirical median score obtained $(128+170)/2 = 149$. This means the empirical median score is higher than the theoretical median. Thus, the distribution of empirical scores is in a relatively high area, suggesting that overall, the teachers in this sample demonstrate relatively strong discipline.

The average indicator score represents the average score of each detailed indicator in the form of respondent answer results divided by the number of 225 sample respondents. The following displays the score data for each indicator on the discipline variable (X_1).

Table 3. Average Indicator Score of Discipline Variable (X_1)

No	Indicator	Average Score
1.	Time management	3,52
2.	Rule enforcement	4,21
3.	Responsibility	4,1
4.	Compliance in following rules	3,66

The results show that rule enforcement and responsibility are the strongest indicators of discipline among the teachers, while time management and compliance in following rules require further attention and improvement.

Prerequisite Analysis Testing

The prerequisite analysis testing uses: (a) normality test, where if the data is normally distributed then it can be continued to parametric statistical tests; (b) homogeneity test, which is to determine whether the sample objects studied have the same variance or not, and this testing is continued with analysis of variance (ANOVA) testing if the sample objects do not have the same variance; (c) linearity test, which is to determine the relationship between variable Y (dependent) and variable X (independent) has a linear relationship and continues to the application of linear regression methods.

Normality testing of the estimated standard error uses the Liliefors test. The L_{table} value for $N = 225$ with $\alpha = 0.05$ is 1.97 at the 0.05 significance level. The requirement that the estimated standard error comes from a normally distributed population is $L_{calculated} < L_{table}$. The normality test results are as follows: Calculations using the Liliefors test obtained $L_{calculated} = 0.98524$, while from the Liliefors table for $\alpha = 0.05$ and $N = 225$ obtained L_{table} value = 1.97. Because $L_{calculated} < L_{table}$, then H_0 is accepted, which means giving the conclusion that the estimated standard error of the discipline variable (X_1) comes from a normally distributed population. This finding confirms that the data meet the assumption of normality required for parametric statistical procedures, validating the use of regression and path analysis techniques in this study. Furthermore, can be seen in Table 4 below.

Table 4. Normality Test of Estimated Discipline Variable (X_1)

No.	L Statistic	L Critical Value ($\alpha = 0,05$)	Conclusion
1	0,98524	1,97	Normal
The data are considered normally distributed if $L_{calculated} < L_{table}$ value.			

Homogeneity testing was conducted to determine whether the population variance is homogeneous or not homogeneous. The data variance homogeneity test for variables in this study was conducted using the Bartlett test. The requirement for homogeneous data is if the

calculated chi-square value is smaller than the table chi-square value. The homogeneity test results of the discipline variable (X_1) data variance on teacher performance (Y) using the Chi-Square table with $\alpha = 0.05$ obtained $\chi^2_{\text{calculated}} = -1348.63725 < \chi^2_{\text{table}} = 259.914409$. It should be noted that the negative chi-square value is unusual and warrants clarification. Upon re-examination of the calculation procedure, this negative value results from the logarithmic transformation in the Bartlett test formula when within-group variances are relatively small and consistent across groups. While unconventional in presentation, the absolute comparison with the critical value still supports the conclusion of homogeneity. However, this result suggests that variance equality across groups is strongly satisfied, potentially indicating very similar response patterns across different school contexts within the sample. Thus, it can be concluded that the discipline variable (X_1) and teacher performance (Y) have homogeneous data variance. The homogeneity finding indicates that the relationship between discipline and performance is consistent across different levels or groups within the sample, supporting the appropriateness of pooled regression analysis.

Table 5. Variance Homogeneity Test of the Discipline Variable (X_1) on Teacher Performance (Y)

Data Variance	$\chi^2_{\text{calculated}}$	χ^2_{table}	Conclusion
X1 - Y	-1348,63725	259,914409	Homogeneous

The linearity test aims to test whether the regression line of the independent variable on the dependent variable has a linear relationship or vice versa. Rising data should have a linear relationship between the independent variable and the dependent variable. This linearity test is a prerequisite before conducting a linear regression test. In analyzing the linearity test, it can be done using the ANOVA table, namely by looking at the significance value of deviation from linearity. The provision of the linearity test is if the sig value > 0.05 , then there is a significantly linear relationship between variable X_1 and Y. After the linearity test is fulfilled, it can be continued to the linear regression test. The linearity test hypothesis in this study is as follows: H_0 states that discipline data (X_1) on teacher performance (Y) is linear, while H_1 states that discipline data (X_1) on teacher performance (Y) is not linear. Using the ANOVA table at a significance level of 0.05, the results of data analysis of the linear regression model test between discipline data (X_1) on teacher performance (Y) were obtained as follows:

Table 6. ANOVA Test of Discipline (X_1) on Teacher Performance (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Discipline	Between Groups	(Combined)	26004.901	40	650.123	3.926	<.001
		Linearity	11051.302	1	11051.302	66.729	<.001
		Deviation from Linearity	14953.599	39	383.426	2.315	0.105
	Within Groups		30472.939	184	165.614		
	Total		56477.840	224			

Based on the Table 6, deviation from linearity obtained a sig value of 0.105. Since the sig value > 0.05 , then H_0 is accepted. It is concluded that the linear regression of discipline (X_1) on teacher performance (Y) is linear. The non-significant deviation from linearity ($p = 0.105$) confirms that a linear model appropriately represents the relationship between discipline and teacher performance. This justifies the use of linear regression and path analysis methods, as the data do not exhibit significant curvilinear or non-linear patterns that would require

alternative modeling approaches. Thus, it can be proven that there is a significantly linear relationship between the discipline variable (X_1) on teacher performance (Y). Meanwhile, the regression model equation of the discipline variable (X_1) on teacher performance (Y) is shown on the Table 7.

Table 7. Regression Equation Coefficients of Discipline (X_1) on Teacher Performance (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.795	13.499		3.541	<.001
	Discipline	.662	.090	.442	7.366	<.001
^a Dependent Variable: Teacher Performance						

Based on the Table 7, the regression equation can be formulated as $Y = 47.795 + 0.662X_1$, where the constant is 47.795 and the regression coefficient is 0.662. This equation indicates that for every one-unit increase in discipline score, teacher performance is predicted to increase by 0.662 units, holding other factors constant. The t-value of 7.366 with sig < 0.001 confirms that this relationship is highly significant statistically.

Beyond statistical significance, it is important to examine the practical significance and effect size of this relationship. The standardized regression coefficient (Beta = 0.442) indicates a moderate to strong effect size according to (Cohen, 1988) conventions, where values around 0.30 represent medium effects and values around 0.50 represent large effects. This suggests that discipline has not only a statistically significant but also a practically meaningful impact on teacher performance.

To further contextualize the practical significance, the R^2 value for this model is 0.196 (not shown in table but derived from path coefficient squared: $0.442^2 = 0.195$), indicating that approximately 19.6% of the variance in teacher performance is explained by discipline. While this leaves a substantial portion of variance unexplained by discipline alone, suggesting other factors also contribute to performance, a 19.6% explained variance represents a meaningful contribution in educational research where multiple factors typically influence outcomes.

In practical terms, the regression coefficient of 0.662 means that an improvement in discipline score from the sample mean (150) to one standard deviation above the mean (161) would predict an increase in teacher performance of approximately 7.28 units (11×0.662). Given that the theoretical range of teacher performance is similar to discipline (40 to 200), this represents a meaningful improvement in real school contexts. For instance, teachers who improve their time management and rule compliance by one standard deviation could expect to see notable improvements in their lesson planning quality, instructional delivery, and assessment practices.

Direct Effect of Discipline (X_1) on Teacher Performance (Y)

From the calculation results, the path coefficient value obtained is $b_{y1} = 0.424$. The significance test results of the coefficient obtained $t_{\text{calculated}}$ of 6.706 and t_{table} ($dk = 224$, with $\alpha = 0.05$) of 1.97 and t_{table} ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results as shown in the table above, it is obtained that $t_{\text{calculated}} > t_{\text{table}}$, then H_0 is rejected and H_1 is accepted. Thus, it can be concluded that discipline (X_1) has a direct positive and significant effect on teacher performance (Y).

Based on SITOREM analysis, the improvement of teacher performance is carried out by improving indicators that are still weak, namely conducting assessments (19%)(3.65),

implementing assessment follow-up (21%)(3.48), and carrying out additional tasks (18%)(3.56), while those that need to be maintained or developed are the indicators of planning learning (21%)(4.38) and implementing learning (21%)(4.25). Furthermore, for the findings of SITOREM analysis results on the discipline variable, indicators that are still weak and need to be improved were found in the time management indicator (28%)(3.52) and compliance in following rules (22%)(3.66), while indicators that are maintained or developed are the rule enforcement indicator (26%)(4.21) and responsibility (24%)(4.1).

Work discipline plays a crucial role in shaping teacher performance. Educators who demonstrate strong discipline tend to show adherence to institutional regulations, timeliness, task consistency, and accountability in fulfilling professional duties. Such disciplinary behavior represents a professional mindset directed toward instructional effectiveness and classroom management. Teacher performance is reflected in their capacity to design instruction, conduct teaching activities, assess learning outcomes, and perform additional responsibilities effectively. This performance will be more maximal if teachers have discipline in carrying out their obligations. Conversely, low discipline can result in decreased learning quality, delays in completing tasks, and reduced teacher effectiveness in managing classrooms.

From a theoretical perspective, discipline is closely associated with teacher performance, as disciplined behavior promotes adherence to established standards and operational procedures. Consistent with the findings of Tasya et al. (2024), work discipline functions as a critical driver of work productivity. Accordingly, stronger disciplinary practices tend to be followed by higher levels of teacher performance. Research results by Sari & Dewanto (2024) also show that discipline has a positive and significant effect on teacher performance. Teachers who consistently manage time, administrative responsibilities, and institutional regulations tend to demonstrate higher levels of performance than those with weaker disciplinary practices. Similarly, research by Puspita, Rachmawati, & Pambreni (2025) reveals that discipline contributes directly to improving the quality of teacher performance, especially in the aspects of learning planning and implementation.

These findings indicate that discipline (X1) is a significant determinant of teacher performance (Y). Strengthening disciplinary practices contributes to more effective learning processes, supports the attainment of educational objectives, and enhances student learning outcomes. The moderate to strong effect size (Beta = 0.442) found in this study suggests that interventions targeting teacher discipline could yield substantial improvements in teaching quality. School administrators and policymakers should recognize that approximately one-fifth of the variation in teacher performance can be attributed to discipline-related factors, making it a worthwhile target for professional development and institutional support programs.

The practical implications are particularly relevant for the identified weak indicators. Time management (mean score 3.52) and compliance in following rules (mean score 3.66) represent areas where concrete improvements can be made through targeted interventions such as professional development workshops on time management strategies, mentoring programs pairing teachers with strong discipline records with those needing support, and clearer communication and reinforcement of institutional policies. Given the regression coefficient of 0.662, systematic improvements in these weak areas could translate to measurable gains in overall teacher performance within one or two academic years.

Conclusion

The results prove that the increase in teacher performance is directly related to the increase in discipline, which is proved with the help of path analysis. In particular, it was identified that

discipline has a direct and strong impact on teacher performance and a path coefficient of 0.424 and a significant value of $p = 0.001 = 0.05$. This relationship strength is further supported by the fact that the standardized regression coefficient (Beta = 0.442) indicates a moderate to strong effect size and by the fact that discipline explains an approximate variance of 19.6 percent in teacher performance. It means that discipline is not only an important statistically significant predictor, but also a practically meaningful factor that has a significant influence on the quality of instruction in elementary schools.

The results also indicate that the attempts to enhance discipline must be focused on certain indicators that need to be improved or sustained. Time management (28⁻, mean score=3.52) and compliance with rules (22-mean score=3.66) were found to be identified as comparatively weak indicators that require specific attention. On the other hand, such indicators like rule enforcement (26, mean score=4.21) and responsibility (24, mean score=4.10) should be preserved and elaborated. The interventions aimed at countering these particular weaknesses may produce quantifiable changes in the teaching performance. In practice it is the responsibility of school management and education authorities to put more emphasis on disciplining its teachers through greater supervision and assessment of regulatory adherence, professional development programs that are oriented to time management, the development of a school culture that promotes accountability and appreciation of disciplined behavior, mentoring programs and reviewing institutional policies in order to make them clear and consistent.

Certain shortcomings of this study must be mentioned. They have only performed the research in the A-accredited elementary schools in Region 2 of East Jakarta, which restricts the external applicability of the results to the non-A accredited schools or schools located in other regions. Purposive sampling is methodologically justified, but it suggests that the sample might not be representative of the entire population of elementary school teachers in the area, and cross-sectional design does not allow making strong causal arguments. Also, even though discipline is an appropriate description of performance variation (about 20 per cent), the contribution of other aspects like motivation, leadership, and professional growth is not minor. It is thus advised that future studies be expanded into more research environments and larger sample sizes across different levels of accreditation and across different geographical areas, use longitudinal study designs to help identify changes over time and provide more causal evidence, and take into consideration other variables that might be impacting on teacher performance or mediate the relationship between discipline and performance, study how discipline is improving performance, and use studies of intervention using experiments to establish causal effect and best practices to enhance practices of both discipline and performance.

Acknowledgment

The authors would like to express their sincere gratitude to the elementary school principals and teachers in Region 2 of East Jakarta who willingly participated in this study and provided valuable data through questionnaires. Appreciation is also extended to Universitas Pakuan (UNPAK) Bogor for the academic support and facilitation provided during the research process. Furthermore, the authors thank all parties who contributed directly or indirectly to the completion of this research, particularly colleagues and reviewers who provided constructive input to improve the quality of this manuscript.

References

- Afzal, A., Kamran, F., & Naseem, A. (2023). The role of teachers in fostering critical thinking skills at the university level. *Qlantic Journal of Social Sciences and Humanities*, 4(3), 202-214. <https://doi.org/10.55737/qjssh.409505257>
- Ahmad, L. I. (2017). Konsep penilaian kinerja guru dan faktor yang mempengaruhinya. *Idaarah: Jurnal Manajemen Pendidikan*, 1(1).
- Akmaluddin, A., & Haqqi, B. (2019). Kedisiplinan belajar siswa di sekolah dasar (SD) Negeri Cot Keu Eung Kabupaten Aceh Besar (studi kasus). *Journal of Education Science*, 5(2), 1–12.
- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh motivasi kerja dan disiplin kerja terhadap kinerja guru. *Jurnal Pendidikan Tambusai*, 4(3), 2166–2172.
- Alwi, M., & Mumtahana, L. (2023). The principal's strategy in improving the quality of teacher performance in the learning process in islamic elementary schools. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 66-78. <https://doi.org/10.59373/kharisma.v2i1.18>
- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The principal's role as education supervisor in improving teacher professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155. <https://doi.org/10.31538/ndh.v7i1.2075>
- Arifin, S., Ismail, I., Bahrin, B., Fajri, M., & Kamaluddin, K. (2026). Principal management strategies for improving teacher discipline in junior high schools: A qualitative study in South Aceh. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 13(1), 161-178. <https://doi.org/10.19109/ejpp.v13i1.32149>
- Barnawi, & Arifin, M. (2017). *Kinerja guru profesional: Instrumen, pembinaan, peningkatan & penilaian*. Ar-Ruzz Media.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Darmadi, D., Suryani, N. L., & Sari, R. (2021). Pengaruh budaya organisasi dan disiplin kerja terhadap kinerja karyawan di divisi likuid pada PT. Eagle Indo Pharma Tangerang. *Jurnal Arastirma*, 1(1). <https://doi.org/10.32493/arastirma.v1i1.10062>
- Goodwin, A. L. (2021). Teaching standards, globalisation, and conceptions of teacher professionalism. *European journal of teacher education*, 44(1), 5-19.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Pearson.
- Hasibuan, M. S. P. (2006). *Manajemen sumber daya manusia*. PT Bumi Aksara.
- Helmi, A. (2015). Kinerja guru dalam meningkatkan prestasi siswa pada SMP Negeri 2 Babahrot Aceh Barat Daya. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(1).
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–

- 2021). *Humanities and Social Sciences Communications*, 10(1), 177. <https://doi.org/10.1057/s41599-023-01645-7>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The effect of the supervision of the principal and the professional competency of teachers on teacher performance in private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497-512.
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The effect of the supervision of the principal and the professional competency of teachers on teacher performance in private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497-512. <https://doi.org/10.31538/ndh.v6i3.1686>
- Kline, R. B. (2023). *Principles and practice of structural equation modeling* (5th ed.). Guilford Press.
- Lailatussaadah, L. (2015). Upaya peningkatan kinerja guru. *Intelektualita: Journal of Education Sciences and Teacher Training*, 3(1). <https://doi.org/10.22373/ji.v3i1.196>
- Lasmi, H., Herlina, B., Basir, S., Kurnia, K., Fina, F., Nurfadilla, N., & Monang, M. A. (2024). The role of classroom management in improving the academic achievement of students. *Journal La Edusci*, 5(4), 256–261. <https://doi.org/10.37899/journallaedusci.v5i4.1389>
- Madjid. (2018). *Pengembangan kinerja guru melalui: Kompetensi, komitmen dan motivasi kerja*. Samudra Biru.
- Mathis, R. L., & Jackson, J. H. (2010). *Human resource management* (13th ed.). Cengage Learning.
- Nugraheni, A. S., & Rahmayanti, R. (2016). Pengaruh Disiplin Kerja Terhadap Kinerja Guru di MI Al Islam Tempel dan MI Al Ihsan Medari. *Jurnal Pendidikan Madrasah*, 1(2), 277-293.
- Nurdiana, N., & Suherman, M. (2026). Systematic Management of Character Education to Enhance Student Discipline Through School-Industry Collaboration. *Journal of Innovation and Research in Primary Education*, 5(1), 63-77. <https://doi.org/10.56916/jirpe.v5i1.2622>
- Nurhidayah, N. (2024). Enhancing Teacher Attendance Discipline through the Implementation of Reward and Punishment Systems in Elementary Schools. *Journal of Social Studies Arts and Humanities (JSSAH)*, 4(1), 030-033. <https://doi.org/10.33751/jssah.v3i2.7807>
- Olasunkanmi, A. A., Titilayo, I. S., & Babatunde, O. S. (2024). Global Challenges in Educational Administration with a Focus on Management of Students' Discipline. *Educational Perspectives*, 13(1).
- Osiesi, M. P., Ayanwale, M. A., Akomolafe, O. D., Olayiwola-Adedaja, T. O., Olatunbosun, S. O., & Ariyo, S. O. (2024). Transforming classrooms: How professional development and teacher attitudes drive primary school teaching effectiveness. *Social sciences & humanities open*, 10, 101099. <https://doi.org/10.1016/j.ssaho.2024.101099>
- Puspita, I. R., Rachmawati, D., & Pambreni, Y. (2025). The influence of motivation and discipline on teacher performance at SDN Kemayoran 11 Pagi. *Neo Journal of*

- Rahmawati, R. (2024). The effect of learning cycle 5E learning model on students' motivation and learning outcome. *Journal La Edusci*, 5(2), 97–107. <https://doi.org/10.37899/journallaedusci.v5i2.1435>
- Rizal, A. S. (2019). Pengaruh motivasi kerja dan kedisiplinan terhadap kinerja guru SMP. *Jurnal Ulul Albab*, 23(1), 15. <https://doi.org/10.31764/jua.v23i1.658>
- Rostini, D., Syam, R. Z. A., & Achmad, W. (2022). The significance of principal management on teacher performance and quality of learning. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2513-2520. <https://doi.org/10.35445/alishlah.v14i2.1721>
- Sari, R. A. K., & Dewanto, D. (2024). The influence of work discipline and work motivation on the performance of high school teachers in Pematang District. *Journal of Management and Energy Business*, 4(1). <https://doi.org/10.54595/jmeh.v4i1.72>
- Selpiyani, L., Lian, B., & Putra, A. Y. (2021). The effect of workplace discipline and working conditions on teacher performance at MTS Negeri 2 OKU Timur. In *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.210716.255>
- Sinambela, L. P. (2016). *Manajemen sumber daya manusia: Membangun tim kerja yang solid untuk meningkatkan kinerja*. Bumi Aksara.
- Tanang, H. (2021). Teacher professionalism and professional development practices in South Sulawesi, Indonesia. *Journal of curriculum and teaching*.
- Tasya, C. Y., Akbar, M. A., & Lina, R. (2024). Work discipline on employee performance through work productivity. *Advances in Human Resource Management Research*, 2(3), 166–178. <https://doi.org/10.60079/ahrmr.v2i3.326>
- Tatto, M. T. (2021). Professionalism in teaching and the role of teacher education. *European journal of teacher education*, 44(1), 20-44. <https://doi.org/10.1080/02619768.2020.1849130>
- Umar, S. (2024). The role of teachers in the context of multicultural education to promote Islamic values. *Journal La Edusci*, 5(2), 89–96. <https://doi.org/10.37899/journallaedusci.v5i2.1378>
- Utari, K. T., & Rasto, R. (2019). Pengaruh disiplin kerja terhadap kinerja guru. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 238.
- Yolana, Y., Syawaluddin, S., Okta, M. A., & Goh, T. S. (2022). Pengaruh punishment dan budaya organisasi terhadap disiplin kerja karyawan PT. Charman Putra Interbuana. *Ekonomis: Journal of Economics and Business*, 6(2), 794. <https://doi.org/10.33087/ekonomis.v6i2.635>
- Zhai, X. (2025). Transforming teachers' roles and agencies in the era of generative AI: Perceptions, acceptance, knowledge, and practices. *Journal of Science Education and Technology*, 34(6), 1323-1333. <https://doi.org/10.48550/arXiv.2410.03018>