

## The Effect Of Discipline, Job Promotion, And Work Achievement On The Performance Of Primary School Teachers

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**ABSTRACT:** A descriptive analysis revealed that the variables of discipline and job promotion have been properly implemented, while the variable of work achievement and teacher's performance have not yielded an optimal result. In the structural Model I, it was obtained that discipline has a significant effect on work achievement. Standardized coefficient value of 0,247 shows that if the discipline increases by 100%, then work achievement will improve by 24,7%. This indicates that job promotion has a direct significant effect on work achievement. Standardized coefficient value of 0,622 shows that if job promotion increases by 100%, work achievement will improve by 62,2%. Structural Model I indicates that the variable of discipline is more significant than the variable of job promotion in increasing work achievement. Discipline has a direct significant effect on teacher's performance. Standardized coefficient value of 0,492 showed that if the discipline increases by 100%, then the work performance will improve by 16.7%. Job promotion has a direct significant impact on teacher's performance. Standardized coefficient value of -0,223 showed that job promotion has experienced performance degradation of as much as 22.3%. This indicates that job promotion has a significant impact on teacher's performance. Standardized coefficient value of 0,643 showed that if work achievement increased by 100%, performance will improve by 64.4%. Indirectly, discipline has a significant impact on teacher's performance through work achievement of as much as 0,158. The percentage of indirect impact is 15.8%. Indirectly, job promotion has a significant impact on teacher's performance through work achievement of 0,399. The percentage of indirect impact is 39.9%. The variable of work achievement is more significant than the variables of discipline and job promotion in improving performance. Indirectly through the variable of work achievement, variable of discipline is more significant than the variable of job promotion in improving teacher's performance

**Keywords :** Discipline , Job Promotion , Job Performance and Teacher Performance

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Date of Submission: 08-11-2017

Date of acceptance: 17-11-2017

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### I. INTRODUCTION

Each institution or organization has an organizational goal. To achieve these goals and objectives, teachers are required to be more professional and responsible for the job they perform. The purpose of work in an organization must be clearly and ideally set and challenging enough for each teacher to solve education problems in their school. This means that the purpose of work imposed on a teacher must be within teacher's competency, which will allow him/her to work seriously and disciplined. When the work performed is beyond teachers' capability and the seriousness and discipline of teachers becomes low, for example, the work of teachers with high school education background is handed over to teachers with bachelor's degree or vice versa. This of course will make the teacher less disciplined in performing the job.

In an effort to take advantage of human resources in an effective and efficient manner, good human resources management is required since human are social creatures that have different characteristics, behavior, and needs as compared to other factors of production. All of these boil down to increasing better human resources. In general, each institution or organization hopes that each and every its teachers to work well and have high productivity. This can be achieved only if the teachers own the skills and display good performance. With a high level of performance, teachers will be encouraged to always work effectively so that organizational goals will be well achieved and accomplished

### II. THEORETICAL BASIS

#### Discipline

According to Budiono (2006), discipline is an attitude or behavior that represents compliance to an order or terms. Discipline can also be defined as a demand to the sustainability of the same, organized and orderly life, which serves as a compulsory requirement for the continuation of progress and changes towards a better direction.

#### Job Promotion

Hasibuan (2007) states that : "Promotion is a transition from one job position to another job position with a higher degree of status. It is not uncommon that a higher job promotion is accompanied by a pay raise or other remuneration, although it is not always so.

Work Achievement

According to Mangkunegara (2008), work achievement is "The results of work in quality and quantity achieved by a teacher in carrying out their tasks in accordance with the responsibility borne upon him.

Teacher's Performance

According to Hasibuan (2007) "performance is the result of works achieved by a person in carrying out the duties borne upon him according to his skills, experiences, seriousness and time)

### **III. RESEARCH METHOD**

This research applied a quantitative descriptive approach with survey method, where the samples were gathered from a population and uses questionnaires as the main data collection instrument. The data were collected through distribution of research instruments in the form of questionnaires and the data processing used linear regression. The data in this research were collected by taking all population as the sample of respondents with 388 questionnaires. That way, it can be calculated that the size of the sample of this research out of the whole population of 13.438 teachers in the City of Medan, with the level of an error (d) of 5 percent using slovin formula, amounted to 388 respondents

### **IV. RESULTS AND DISCUSSION**

#### **OPERATIONAL DEFINITION OF VARIABLES**

Discipline

Discipline is a condition that is created and formed through the process of a series of behavior that shows the values of obedience, submissiveness, loyalty, regularity and orderly. While the indicators in the discipline are comprised of Attendance List , Compensation, Bound Supervision and Legal Sanctions.

Job Promotion

Job promotion is the transition of an authority and responsibility to a higher positions in an organization followed by greater obligation, rights status, and income. While the indicators of job promotion include Customer Loyalty, Work Experience, Levels of Education and Initiatives.

Work Achievement

Work achievement is work outputs achieved by an individual in carrying out the duties given to him based on the skills, experiences, seriousness and time. While the indicators of work achievement include quality of work, quantity of work and timeliness.

Teacher's Performance

Teacher's performance is the work output in quality and quantity achieved by a teacher in carrying out his/her tasks in accordance with the responsibility given to him. While the indicators of teacher's performance include spirit, cooperation, responsibility initiatives and work target.

### **V. DATA ANALYSIS**

#### **Normality Test**

While the normality test in this research used Chi-Square test . The results of normality test with *Chi-Square* from each variable, including discipline = 86,593; job promotion = 119,371 ; work achievement = 148,412 ; and performance = 140,412 which is greater than 0.05. This means that the normality assumption has been met.

#### **Linearity Test**

Linearity Test was conducted to see whether the two variables have a significant linear relationship. This test is done by using the *Test for Linearity* with significance level of 0.05. With the testing criteria that the two variables have a linear relationship if the Linearity value is less than 0.05.

#### **1. Structural Model I**

Structural Model I is an estimation of discipline and job promotion on work achievement. Linearity test results revealed that the linearity significant value of 0,000 is smaller than 0.05; which indicate that the linearity requirements of discipline with work achievement are met.

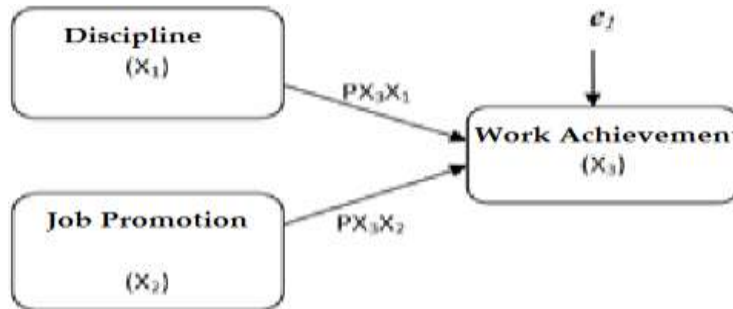
#### **2. Structural Model II**

Structural Model II estimates the effect of discipline and job promotion on performance through work achievement. The Linearity test results revealed that the linearity significant value of 0,000 is smaller than 0.05 ; which can be said that the linearity requirements of discipline on performance are met.

**HYPOTHESIS TEST**

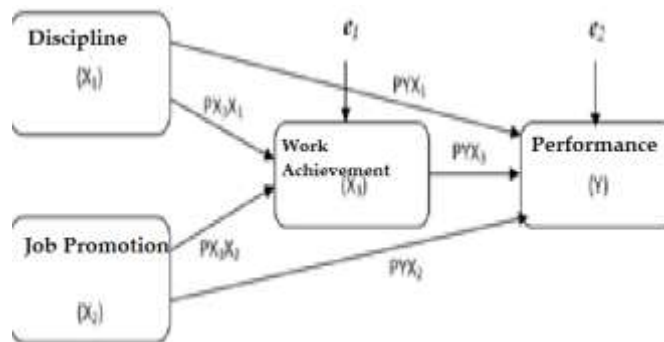
**a. Forming Structural Equation Model**

1) Structural Model I



With Equation Model :  $X_3 = P_{X_3X_1} + P_{X_3X_2} + e_1$

2. Structural Model II



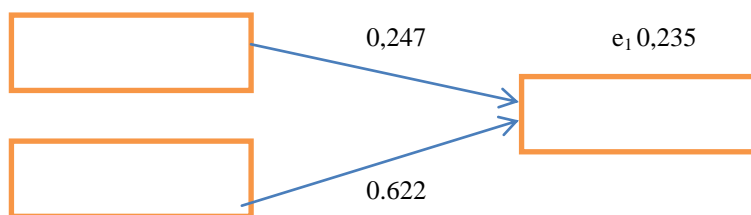
With Equation Model :  $Y = P_{YX_1} + p_{YX_2} + P_{YX_3} + e_2$

**b. Calculating Path Coefficient**

**Coefficient Regression of Equation Model I**

The estimation of discipline and job promotion on work achievement is the significant value of the variables, namely discipline = 0,000 and job promotion = 0,000 smaller than 0.05. This result indicates that the variables of discipline and job promotion in the equation model I is significant.

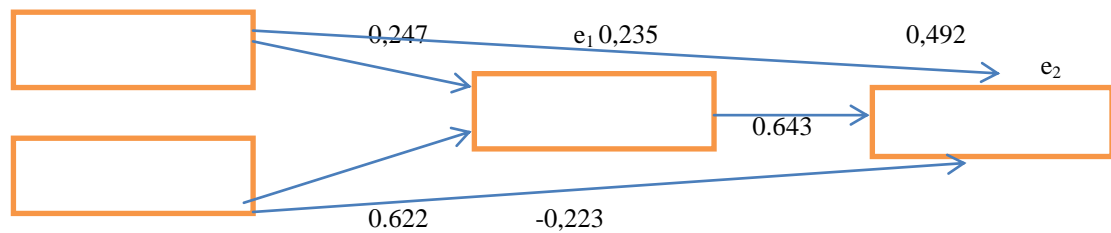
The value of  $R^2 = 0,765$  shows that the contribution of discipline and job promotion on work achievement was 76,5 % while the remaining 23.5% is the contribution of other variables which were excluded in the research model. While for the value of  $e_1 = \sqrt{(1 - 0,765)} = 0,235$ . Thus, the path diagram for structural model I is as follows:



**Regression Coefficient of Equation Model II**

The estimated result of discipline, job promotion and work achievement on performance is that the significance value of the three variables namely discipline = 0 ,000; job promotion = 0 ,022 and work achievement = 0,000 is smaller than 0.05. This result indicates that the variables of discipline and achievements in the equation model II are significant, but on the variable of job promotion = 0,022 greater than 0.05, which make the variable insignificant.

The value of  $R^2 = 0 ,553$  indicates that the contribution of discipline, job promotion and work achievement on the performance is as much as 55.3% while the remaining 44,7% is the contribution of other variables which were not included in the research model. For value of  $e_2 = \sqrt{(1 - 0,553)} = 0,447$ . As such, the path diagram of structural model II is as follows :



**c. Hypothesis Testing of Path Analysis**

**1. Analysis of the Effect of Discipline on Work Achievement**

Hypothesis :

H<sub>0</sub> : Discipline does not directly affect work achievement.

H<sub>a</sub> : Disciplinedirectly affects work achievement.

Criteria for testing the hypothesis :

- Reject H<sub>0</sub> and Accept H<sub>a</sub> if the value of sig. 0.05.

- Reject H<sub>a</sub> and Accept H<sub>0</sub> if the value of sig. 0.05.

From the analysis, it was obtained that significant value discipline = 0,000 < 0.05. This result concludes that the H<sub>0</sub> is rejected and H<sub>a</sub> is accepted which means that discipline has a direct significant effect on work achievement.

**2. Analysis of the Effect of Job Promotion on Work Achievement**

Hypothesis :

H<sub>0</sub> : Job Promotion has no direct effect on work achievement.

H<sub>a</sub> : Job Promotion does not directly affect work achievement.

Criteria for testing the hypothesis :

- Reject H<sub>0</sub> and Accept H<sub>a</sub> if the value of sig. < 0,05.

- Reject H<sub>a</sub> and Accept H<sub>0</sub> if the value of sig. > 0,05.

From the analysis it was obtained that the significant value of job promotion = 0,000 < 0.05. This result concludes that the H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, which means that job promotion has a direct significant effect to work achievement.

**3. Analysis of the effect of the discipline of Performance**

Hypothesis :

H<sub>0</sub> : Disciplineis not directly affects the performance.

H<sub>a</sub> : The disciplinedirectly affects the performance.

Criteria for testing the hypothesis :

- Reject H<sub>0</sub> and Accept H<sub>a</sub> if the value of sig. 0.05.

- Reject H<sub>a</sub> and Accept H<sub>0</sub> if the value of sig. > 0,05.

From the analysis it was obtained that significant value of discipline = 0,000 < 0.05. This result concludes that the H<sub>0</sub> is rejected and H<sub>a</sub> is accepted which means that discipline has a direct significant effect on performance.

**4. Analysis of the Effect of Job Promotion on Performance**

Hypothesis :

H<sub>0</sub> : Job Promotion has direct Effect on Performance.

H<sub>a</sub> : Job Promotion has direct effect on performance.

Criteria for testing the hypothesis :

- Reject H<sub>0</sub> and Accept H<sub>a</sub> if the value of sig. 0.05.

- Reject H<sub>a</sub> and Accept H<sub>0</sub> if the value of sig. > 0,05.

From the analysis it was obtained that the significant value of job promotion = 0,022 < 0.05. This result concludes that the H<sub>0</sub> is accepted and H<sub>a</sub> is rejected which means that job promotion has no direct significant effect on work performance.

**5. Analysis of the Effect of Work Achievement on Performance**

Hypothesis :

H<sub>0</sub> : Work achievement has no direct effect on work performance.

H<sub>a</sub> : Work achievement has a direct effect on work performance.

Criteria for testing the hypothesis :

- Reject H<sub>0</sub> and Accept H<sub>a</sub> if the value of sig. 0.05.

- Reject H<sub>a</sub> and Accept H<sub>0</sub> if the value of sig. > 0,05.

From the analysis, it was obtained that the significant value of work achievement =  $0,000 < 0,05$ . This result concludes that the  $H_0$  is rejected and  $H_a$  is accepted which means that work achievement has direct significant effect on performance.

#### **6. Analysis of the Effect of Discipline on Performance through Work Achievement**

The coefficient of direct, indirect and total effect :

The direct effect of discipline on performance is 0,492

The indirect effect of discipline on performance through work achievement is the multiplication between discipline and work achievement and work achievement with performance, as shown below:  $0,247 \times 0,643 = 0,158$

The total effect of discipline on performance is the results of direct effect + indirect effect, as shown below:  $0,492 + 0,1588 = 0,650$

Hypothesis :

$H_0$ : Discipline has no direct significant effect on Performance through work achievement

$H_a$ : Discipline has an indirect significant effect on performance through work achievement.

*Criteria for testing the hypothesis :*

- Reject  $H_0$  and accept  $H_a$  if the value of indirect effect > the value of direct effect.

- Reject  $H_a$  and accept  $H_0$  if the value of indirect effect < value of direct effect.

From the above calculation, it was obtained that the value of direct effect = 0,492 and indirect effect = 0,158 which means that the value of indirect effect is smaller than the value of direct effect. Hence, it is concluded that  $H_0$  is accepted with discipline having no direct effect on performance through work achievement.

#### **7. Analysis of the Effect of Job Promotion on Performance through Work Achievement**

The coefficient of direct, indirect and total effect :

The direct effect of job promotion on performance is -0,223

The indirect effect of job promotion on performance through work achievement is the multiplication between job promotion with work achievement and work achievement with performance, as shown below:  $0,622 \times 0,643 = 0,399$ .

The total effect of discipline on performance is the results of direct effect + indirect effect, where :  $-0,223 + 0,399 = 0,176$

Hypothesis :

$H_0$ : Job promotion has no direct significant effect on performance through work achievement.

$H_a$ : Job promotion has an indirect significant effect on performance through work achievement.

*Criteria for testing the hypothesis :*

- Reject  $H_0$  and accept  $H_a$  if the value of indirect effect > the value of direct effect.

- Reject  $H_a$  and accept  $H_0$  if the value of indirect effect < value of direct effect.

From the above calculation, it was obtained that the value of direct effect = -0,223 and the indirect effect = 0,399 which means that the value of indirect effect is no greater than the value of the direct effect. Hence, it can be concluded that  $H_0$  is rejected with job promotion having indirect significant effect on performance through work achievement. The results from this discussion conclude that in the structural model I, the variable of discipline has more significant effect in improving teachers' work achievement as compared to the variable of job promotion. Meanwhile, in the structural model II, the variable of work achievement has more significant effect in improving teachers' performance as compared to the variables of discipline and job promotion. It is empirically proved that increased discipline and job promotion will improve work performance and in the end will increase the performance of the primary school teachers in the City of Medan.

## **VI. DISCUSSIONS**

The first path coefficient indicates that the variables of discipline and job promotion have direct significant effect on work achievement, where the variable of job promotion have more significant effect on the variable of work achievement as compared to the variable of discipline. This is found by looking at the value of sig. smaller than 0.05. The value of sig. which is closer to zero or getting smaller than the value of 0.05 is categorized as more significant. The second path coefficient shows that the variables of discipline and work achievement have indirect significant effect on performance, while job promotion is insignificant and the variable of work achievement have significant effect on performance as compared to the variables of discipline and job promotion. Indirectly, both variables of discipline and job promotion have significant effect on performance through work achievement. This indicates that discipline and job promotion affect performance through work achievement. Hence, it is concluded that if discipline and job promotion are improved followed by the improvement of work achievement, performance will also improve as a consequent.

## VII. CONCLUSION AND IMPLICATIONS

### CONCLUSION

1. A descriptive analysis shows that the variables of discipline and job promotion are well implemented, while the variable of work achievement and teacher's performance have yet shown an optimal result.

2. In the structural Model I, it was obtained :

1) Discipline has a direct significant effect on work achievement. Standardized coefficient value of 0,247 shows that if discipline increased by 100%, then the improvement of work achievement will be 24,7%

2) Job promotion has a direct significant effect on work achievement. Standardized coefficient value of 0,622 shows that if job promotion improves by 100%, then work achievement will improve by 62,2%

3) The conclusion from Structural Model I revealed that the variable of discipline is more significant than the variable of job promotion in improving work achievement.

3. In Structural Model II, it was obtained that:

1) Discipline has a direct significant effect on teacher's performance. Standardized coefficient value of 0,492 shows that if discipline improves by 100%, performance will also improve by 16,7%.

2) Job promotion has a direct significant impact on teacher's performance. Standardized coefficient value of -0,223 indicates that job promotion has decreased performance of as much as 22,3%.

3) Work achievement has an indirect significant effect on teacher's performance. Standardized coefficient value of 0,643 indicates that if work achievement improves by 100%, then the work performance will improve by 64,3%

4) Indirectly, discipline has a significant impact on teacher's performance through work achievement of as much as 0,158. The indirect effect is 15,8%.

5) Indirectly, job promotion has a significant impact on teacher's performance through work achievement of 0,399. The indirect effect is 39,9%.

6) Conclusions from Structural Model II

The variable of work achievement is more significant than the variables of discipline and job promotion in increasing performance. Through work achievement, the variable of discipline is more significant than the variable of job promotion in increasing teacher's performance

### IMPLICATIONS

The implications in this research are as follows:

#### 1. Theoretical Implications

The study leads to the results that the increase in discipline, job promotion and work achievement are the development of a concept in increasing teacher's performance.

#### 2. Practical Implications

Practical Implications in this research include several variables such as discipline, job promotion in improving employee's performance. Theoretically, this is due to the fact that the two variables will improve work achievement, while the work achievement will directly affect teacher's performance, so that the increased discipline and job promotion will improve work achievement which in the end improves teacher's performance.

#### 3. Methodological Implications

A causal research study can be developed on the basis of theoretical study in which the results are supported by data or not supported by data. But the research on performance must be verified through future researches in order to gain a more credible results and can be held liable,.

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Marihot Manullang “The Effect Of Discipline, Job Promotion, And Work Achievementon The Performance Of Primary School Teachers.” International Journal of Business and Management Invention (IJBMI), vol. 6, no. 11, 2017, pp. 70-76