



The Effect of Discipline, Experience and Training on Teacher Performance at Methodist Elementary School, Pekanbaru

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ABSTRACT

The purpose of this study is to ascertain and examine how training, experience, and discipline affect the effectiveness of teachers at New Week Methodist Elementary School in New Week. This study employs a particular kind of causal research design. Forty-five people made up the study's sample. The Multiple Regression analysis approach is the analytical technique employed. It may be inferred from the first linear analytic model's results that discipline, experience, and training all significantly impact educators' performance. Experience has a large impact on performance, and discipline has a big impact on teacher performance, according to the findings of the second model regression analysis. Teachers' performance is significantly impacted by their training. Teachers' performance is significantly impacted by discipline, experience, and training, according to the results of the first model regression analysis's hypothesis F test. Discipline, experience, and training all have a considerable impact on teacher performance, according to the results of the second model regression analysis's hypothesis F test.

INTRODUCTION

Education is a long-term investment that serves as the foundation for a country's growth and advancement. Since they have a direct relationship with students and may offer guidance that will result in the desired outcome, teachers as educational personnel are one of the key determinants of the accomplishment of these educational goals. Teachers are human resources who plan, act, and determine the attainment of legally prescribed national educational goals.

Based on observations and tracing of teacher performance assessment documents at Pekanbaru Methodist Elementary School, the achievement of teacher performance in carrying out their obligations, duties and responsibilities for the past three years has not shown optimal results. There are several problems that can affect teacher performance related to discipline and experience of high levels of lateness or absence. Teachers who are often late or absent can disrupt the teaching and learning process and affect the quality of teaching, the lack of teacher focus on responsibility for tasks, Teachers who do not complete administrative tasks or teaching preparation properly can have an impact on the effectiveness of learning.

Teachers who are new to teaching or have little teaching experience may still need guidance and training to improve their skills and knowledge. Lack of understanding of student development: Teachers who do not understand the characteristics and needs of students may have difficulty adjusting teaching materials and approaches.

With these efforts, it is hoped that problems related to teacher discipline and experience can be minimized, so that overall teacher performance can be improved.

Based on the results of observations, the achievement of individual teacher performance still shows sufficient results. According to best practice, the achievement of individual teacher performance scores should be at a Very Good or Very High grade.

The results of Harjali's research (2016) show that in order for teacher performance to always be improved and reach certain standards, performance management is needed, which refers to the principles of management, namely (1) performance evaluation planning, (2) organizing performance evaluation, (3) implementing performance evaluation, and (4) supervising teacher performance evaluation at MA Al-Islam Joresan Mlarak Ponorogo.

The problem of teacher performance achievement at the Pekanbaru Methodist Elementary School which has not achieved maximum results of grade A, and the results of Harjali's research above, it is important to generalize that every teacher's performance needs to be evaluated. This is based on improving teacher performance requiring efforts to improve learning planning, learning implementation and evaluation of learning implementation.

LITERATURE REVIEW

Discipline

Work discipline is an attitude, behavior and action that is in accordance with written and unwritten regulations, and if violated there will be sanctions for the violation. Disciplinary action is used by organizations to impose sanctions for violations, while complaints are used by employees whose rights are violated by the organization. In other words, work discipline for employees is very much needed, because organizational goals will be difficult to achieve, if there is no work discipline (Simamora, 2015). The following are the indicators of discipline that will be used in this study:

- 1) Attendance and Lateness
- 2) Compliance with Schedules and Tasks
- 3) Discipline in Class Management
- 4) Discipline in Implementing Programs and Activities
- 5) Time Management
- 6) Compliance with School Rules and Policies
- 7) Initiative and Responsibility
- 8) Response to Feedback

Experience

According to Sedarmayanti (2009:75), experience is the main factor in a person's development, while experience can only be obtained in relation to their environment. Experience is the main factor in a person's development including the soul and ability of a person by feeling the actual situation. With work experience, there has been a process of adding knowledge and skills and attitudes to a person, so that they can support and develop themselves with existing changes. From the opinion above, it is known that repeated practice will strengthen and improve a person's knowledge and abilities. Work experience can provide benefits for a person in carrying out work because they understand more about what they are doing and will do. The following are indicators of experience that will be used in this study:

- 1) Length of Teaching Experience
- 2) Variation of Teaching Experience
- 3) Experience Outside of Teaching
- 4) Other Professional Experience
- 5) Experience in Overcoming Challenges
- 6) Experience in Using Educational Technology
- 7) Experience in Professional Collaboration
- 8) Experience in Evaluation and Assessment

Training

In his book Curriculum and Learning, Dr. Oemar Hamalik defines training in the context of the teaching-learning connection as an action or repetition intended to further reinforce learning results. The planned consolidation is seen as an attempt to graduate to a more advanced and skilled level as well as to

enhance previously acquired knowledge, attitudes, and skills (Gouzali Saydam, Built Ini Training, 2006, 71). The following are training indicators that will be used in this study:

- 1) Type of Training:
- 2) Duration of Training:
- 3) Quality of Training:
- 4) Relevance of Training:
- 5) Application of Skills:
- 6) Evaluation and Feedback:
- 7) Institutional Support:
- 8) Teacher Motivation and Satisfaction:
- 9) Student Learning Outcomes

Teacher Performance

School performance, according to Suhardiman (2012:149), is the accomplishment made by the school in question. Both academic and extracurricular accomplishments are included in the achievement. According to Mulyasa (2014:5), who holds that the principal's capacity to oversee every aspect of the school—who is the driving force behind it—has a significant impact on whether education and learning in schools succeed or fail. Sumarsono (2010:45) explained that teacher performance is how far the tasks that have been described and have been able to be carried out in relation to the obligations and responsibilities in learning planning activities, learning implementation, and evaluation of learning implementation.

Additionally, Supardi (2014:73) defines teacher performance as the capacity and accomplishment of educators in completing educational assignments. Some commonly used indices of teacher success are as follows:

- 1) Capability to create lesson plans,
- 2) Capability to carry out instruction,
- 3) Capability to build relationships with others,
- 4) Capability to do learning outcome research,
- 5) Capability to conduct enrichment, and
- 6) Capability to conduct remedial

Framework of Thinking

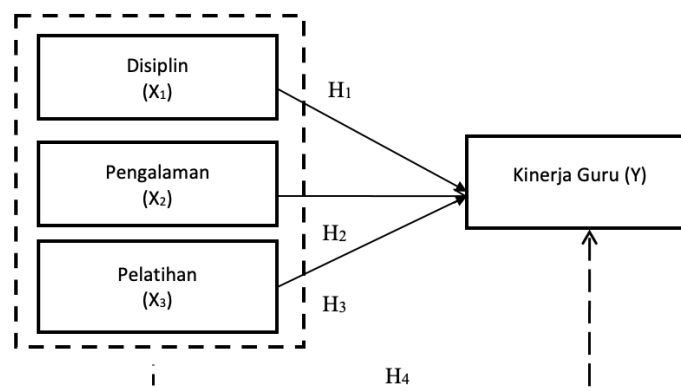


Figure 1. Framework of Thinking

METHODOLOGY

This research was conducted at Pekan Baru Methodist Elementary School. The population in this study were all Staff and Teachers of Pekan Baru Methodist Elementary School, totaling 45 people. The sample in this study were all employees of Pekanbaru Methodist Elementary School, totaling 45 people.

The independent variables used are Discipline (X1), Experience (X2), Training (X3). In this study, the dependent variable chosen is Teacher Performance (Y1) in this case the decision to choose Pekanbaru Methodist Elementary School.

RESEARCH RESULT

Validity Test Results

- 1) All r-count values for each statement are greater than 0.361, indicating that all items of the disciplinary variable instrument are valid based on the data processing results.
- 2) All r-count values for each statement are greater than 0.361, indicating that all items of the experience variable instrument are legitimate based on the data processing results.
- 3) Based on the data processing outcomes, it is known that every item in the training variable instrument is legitimate since every statement's r-count value is higher than 0.361.
- 4) All r-count values for each statement are greater than 0.361, indicating that all items of the performance variable instrument are legitimate based on the data processing results

Reliability Test Results

Table 1. Reliability Test Results

Variables	<i>Cronbach's Alpha</i>	<i>N of Items</i>	Keterangan
Discipline	0.927	16	Reliable
Experience	0.911	16	Reliable
Training	0.929	18	Reliable
Performance	0.892	8	Reliable

Based on the table above, it is known that the Cronbach's Alpha value of the discipline variable is 0.927, experience is 0.911, training is 0.929, and performance is 0.892. This means that 58 research variable instruments are reliable, because the Cronbach's Alpha value is > 0.60 . Thus, the research variables can be analyzed further.

Normality Test

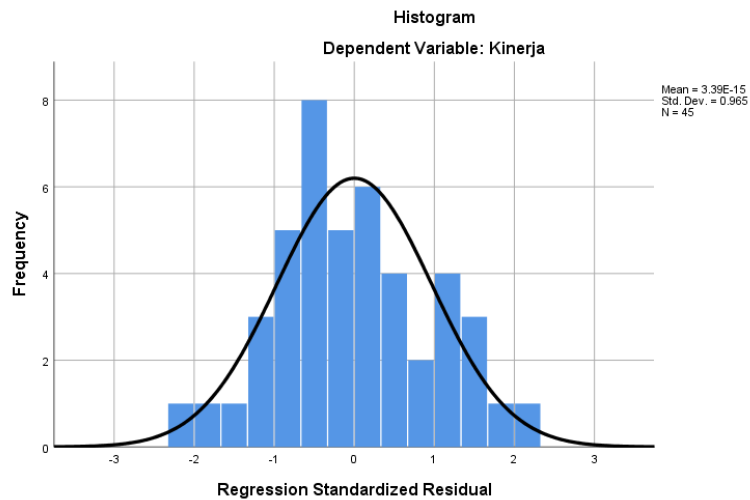


Figure 2. Normality Test

From the results of the histogram curve display above, it can be seen that the curve is bell-shaped, this shows that the research data is normally distributed.

Partial Hypothesis Test (t-Test)

Table 1. Partial Hypothesis Test (t-Test)

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.053	.182		11.265	.000
	Disiplin	.158	.031	.449	5.110	.000
	Pengalaman	.209	.037	.499	5.649	.000
	Pelatihan	.123	.031	.337	3.933	.000

a. Dependent Variable: Kinerja

Based on the results of data processing, it can be seen that the influence of each variable X on variable Y can be seen as follows:

- 1) The t-value of discipline is $5.110 > t_{table} 2.019$ and the sig value is $0.000 < 0.05$, so it can be concluded that discipline has a significant effect on performance partially.
- 2) The t-value of experience is $5.649 > t_{table} 2.019$ and the sig value is $0.000 < 0.05$, so it can be concluded that experience has a significant effect on performance partially.

- 3) The t-value of training is $3.933 > t$ table 2.019 and the sig value is $0.000 < 0.05$, so it can be concluded that training has a significant effect on performance partially

Simultaneous Hypothesis Test (F-Test)

Table 2. Simultaneous Hypothesis Test (F-Test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.375	3	.458	32.297	.000 ^b
	Residual	.582	41	.014		
	Total	1.956	44			

a. Dependent Variable: Kinerja

b. Predictors: (Constant), Pelatihan, Disiplin , Pengalaman

Based on the results of data processing, the calculated F value is $32.297 > 2.83$ and the significance value of F is $0.000 < 0.05$. So it can be concluded that simultaneously/together discipline, experience, and training have a significant effect on performance.

Determination Coefficient Test (R2)

Table 3. Determination Coefficient Test (R2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.703	.681	.119110

a. Predictors: (Constant), Pelatihan, Disiplin , Pengalaman

b. Dependent Variable: Kinerja

The determination coefficient value, or Adjusted R-Square, based on data processing results is 0.681, or 68.1%. This indicates that discipline, experience, and training have a 68.1% impact on performance, with other variables or factors not included in the study accounting for the remaining 31.9%.

DISCUSSION

The Influence of Discipline on Performance

It can be inferred from the t-hypothesis test results that performance is impacted by discipline. According to research by Dina Tryana, Arga Sutrisna, and Kusuma Aghdi (2023), discipline has a major impact on teacher performance, which is consistent with the findings of this study. One significant element

influencing teachers' success in an organization is work discipline. Discipline in the workplace includes compliance with rules, punctual attendance, responsibility in tasks, and accuracy in completing work according to established standards. Teachers who have high discipline tend to be more consistent in carrying out their duties, have a positive attitude towards work, and show strong loyalty to the company.

Research shows that teachers with high levels of discipline perform better than teachers who are less disciplined. Disciplined teachers are better able to meet organizational targets and goals, because they are more responsible and consistent in their work. This contributes to improved overall performance, because work discipline encourages teachers to work according to standards and avoid deviations that can negatively impact results. In the long run, a culture of discipline in the workplace benefits not only teachers but also schools. With maintained discipline, schools can create a more professional work environment, improve operational efficiency, and maintain the trust and reputation of the school. Therefore, good work discipline plays a significant role in encouraging improved teacher performance and overall school success.

The Effect of Experience on Performance

Experience has an impact on performance, according to the t-hypothesis test results. The findings of this study are consistent with those of a study by Edward Efendi Silalahi and Ricka Bonita (2024), which found that teaching experience has a partial impact on teacher performance. Teacher experience is an important element in improving individual and school performance as a whole. Work experience refers to the length of time and type of experience a teacher has in the world of education. This includes the number of years spent teaching, the variety of subjects taught, and experience in different educational situations, such as teaching at different grade levels or in different educational contexts, while teacher performance can be measured from various aspects of performance, including teaching effectiveness, ability to meet curriculum objectives, quality of interaction with students, and contribution to school development.

More work experience is often associated with increased teacher skills and competencies. Teachers who have been teaching for many years tend to be more adept at teaching methods, classroom management, and instructional strategies than teachers who are just starting out in their careers

The Effect of Training on Performance

It can be inferred from the t-hypothesis test results that performance is impacted by training. The findings of this study are consistent with those of a study by Erly Rahmawati (2021) that found that teacher performance is impacted by training. Enhancing school performance is mostly dependent on teacher training. Training is a process that aims to develop the skills, knowledge, and attitudes of teachers to be more competent in carrying out their duties. Through effective training, teachers not only gain a better understanding of their work but are also trained to work more efficiently, reduce errors, and increase productivity. Continuous training makes teachers better prepared to face challenges in their work. Teachers who have updated skills and are in accordance

with job demands are better able to carry out their duties well, which ultimately has an impact on improving the quality of work. This is very relevant especially in the era of ever-evolving technology and information, where new skills are often needed to keep up with the times.

Teachers who have these skills are better able to collaborate with colleagues and complete tasks effectively, thereby improving team and school performance. Research shows that planned and targeted training contributes significantly to improving teacher performance. Teachers who receive training feel more motivated and valued by the company, which in turn increases their commitment and loyalty to the school organization. Thus, training not only improves job skills but also has a positive impact on teacher performance and company success.

CONCLUSIONS AND RECOMMENDATIONS

- 1) Based on the results of the F hypothesis test, it can be concluded that simultaneously/together discipline, experience, and training have a significant effect on performance.
- 2) According to the findings of the determination coefficient analysis, discipline, experience, and training have a 68.1% impact on performance, with the remaining 31.9% being influenced by other variables or factors that are not examined. The determination coefficient value, also known as the Adjusted R-Square, is 0.681, or 68.1%.

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