



## The Effect of Teacher Job Satisfaction, Teacher Work Discipline, and Work Environment on the Performance of State Vocational High School Teachers in Bengkalis District, Bengkalis Regency

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### ARTICLE INFO

*Keywords:* Job Satisfaction, Work Discipline, Work Environment, Teacher Performance

*Received :* 12, Oktober

*Revised :* 20, November

*Accepted:* 27, December

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### ABSTRACT

This study analyzes the impact of teacher job satisfaction, work discipline, and work environment on teacher performance in State Vocational High Schools in Bengkalis Subdistrict. Using a quantitative ex post facto design, data was collected from 100 teachers through a validated questionnaire. The analysis, using simple and multiple linear regression, shows that all three factors significantly influence teacher performance, with job satisfaction, work discipline, and work environment having significance values of 0.049, 0.035, and 0.000, respectively. Together, these variables explain 67.3% of the variation in teacher performance, concluding that both individually and collectively, they significantly affect teacher performance.

## INTRODUCTION

Education is a vital process that fosters the development of individuals' inherent capabilities and is a key driver of societal progress. Teachers, as central figures in this process, play an essential role in imparting knowledge and life values to students, contributing to national educational goals. Teacher professionalism, including tasks such as teaching, guiding, evaluating, and developing skills, is crucial for the effectiveness of the learning process (Darmadi, 2015). However, some teachers at Bengkalis Vocational High School struggle with underperformance due to issues like low discipline and poor work culture, leading to incomplete teaching materials and lack of varied teaching methods, which negatively impact student motivation. Teacher job satisfaction plays a significant role in improving performance, as factors like management support, relationships with colleagues, and work-life balance can enhance job satisfaction and ultimately boost teaching outcomes (Arifin, 2014; Bakan et al., 2020; Rahmasar, 2023).

Work discipline and a conducive work environment are also crucial for improving teacher performance. A lack of discipline, such as tardiness and failure to adhere to school regulations, hinders teaching effectiveness. At Bengkalis Vocational High School, a significant portion of teachers struggle with these issues, but addressing work discipline could lead to improvements in both teacher performance and student outcomes. Furthermore, a comfortable and supportive work environment, including factors like cleanliness, temperature, lighting, and safety, plays a significant role in teacher satisfaction and motivation. At the school, environmental factors such as unsatisfactory cleanliness, uncomfortable temperature and lighting, and inadequate facilities negatively affect teachers' well-being and performance. Addressing these issues would help improve teacher comfort, enhance their performance, and ultimately benefit students' learning experiences.

## LITERATURE REVIEW

Human Resource Management (HRM) in education is vital for achieving educational goals by effectively planning, organizing, directing, and controlling educators. HRM encompasses key activities such as teacher needs planning, recruitment, training programs, and performance evaluations, all aimed at creating an environment conducive to optimal learning. Teacher competence, including pedagogical, personality, social, and professional aspects, is crucial for high-quality education. Several factors, including work discipline,

motivation, school leadership, and work environment, influence teacher performance. A comprehensive HRM system that manages teacher careers, professional development, and incentives is essential for cultivating dedicated educators. Creating a positive work culture and a fair, transparent HRM system can enhance job satisfaction, improve teacher productivity, and contribute to better educational outcomes.

## **1. Teacher Performance**

Performance refers to an individual's or group's ability to complete assigned tasks effectively to achieve educational goals, encompassing both the results and the processes involved. Scholars such as Armani (2017) and Supardi (2016) view performance as the ability to meet established standards and reflect achievements over time, while Wibowo (2020) emphasizes that both the process and the outcomes matter. In education, teacher performance is measured by how well teachers plan, implement, and evaluate the learning process to achieve the desired outcomes (Liu & Wang, 2022). Teacher performance is influenced by various factors, including lesson planning, teaching implementation, assessment of learning outcomes, and work discipline.

Research has shown that teacher performance is shaped by both internal and external factors, such as skills, efforts, work environment, and support from others. Musarofah (2010) identifies key performance dimensions, including planning, implementation, and assessment of learning, while the Ministry of Education and Culture (2012) highlights the importance of these areas. Additionally, Uno and Lamatenggo (2015) and Sanjaya (2015) identify performance indicators like work quality, accuracy, initiative, and the ability to accept feedback and make improvements. Overall, optimal teacher performance depends on a combination of internal capabilities and external support that enable teachers to carry out their responsibilities effectively.

Teacher Job Satisfaction Job satisfaction is the perception that one's work aligns with their needs, expectations, and values, as outlined by Buchanan (2021). Armstrong and Taylor (2022) describe it as a subjective evaluation of job aspects such as the work environment, social relationships, and compensation, while Yahaya and Ebrahim (2022) emphasize both emotional and cognitive dimensions influenced by working conditions, recognition, and management support. Spector (2022) highlights factors like salary and workplace culture that affect satisfaction, which in turn influences motivation and performance. Job satisfaction, shaped by interpersonal relationships and work conditions, leads to increased motivation and productivity. Sutrisno (2020) suggests that satisfied individuals are more engaged in their tasks, and Pitasari et al. (2018) describe it

as a positive emotional response to job attributes, further emphasizing the role of human resource management in achieving organizational goals.

## **2. Work Discipline**

Discipline, originating from Latin meaning "instruction" or "training," is crucial in maintaining alignment and fairness in organizational operations. Sutrisno (2013) defines it as an individual's willingness to comply with rules and regulations, with work discipline being the responsibility of management to enforce these guidelines. In the teaching context, work discipline includes teachers' ability to plan, evaluate, and implement engaging learning processes while respecting both written and unwritten norms, as noted by Rosmawati (2020). Sulistiyono (2022) emphasizes that teacher discipline is integral to fulfilling core tasks like teaching and educating students, with government regulations outlining duties and prohibiting certain actions. Mansor et al. (2022) highlight that teacher discipline, such as punctuality and adherence to rules, is vital for enhancing teaching effectiveness.

## **3. Work Environment**

The development and growth of an organization are significantly influenced by its work environment, which can positively or negatively impact performance. Sedarmayanti (2014) defines the work environment as the conditions surrounding work, including interactions with colleagues, superiors, and subordinates, while Afandi (2018) emphasizes that it includes all aspects around employees that affect their ability to perform tasks. A well-organized, well-lit workspace can enhance performance, whereas a negative environment can hinder it. Sari (2015) views the work environment as a powerful force shaping employee performance, both directly and indirectly. Kristanti (2017) and Prasidya (2014) highlight the importance of a supportive environment that includes physical conditions, interpersonal relations, and psychological factors in fostering employee well-being, productivity, and overall performance.

## **METHODS**

This study uses a quantitative approach with an ex post facto research design, which allows for examining relationships between existing variables without manipulation (Babbie, 2016). The research was conducted at State Vocational High Schools in Bengkalis Sub-district, specifically at Vocational High School 1, Vocational High School 2, and Vocational High School 3 Bengkalis, from September to January 2025. A total sampling method was employed, surveying all 100 vocational school teachers in the area. This approach is

appropriate given the small population size, ensuring accuracy and representativeness of the results (Arikunto, 2013). By surveying the entire population, the study enhances validity, reduces sample selection bias, and allows for generalization of findings to all vocational school teachers in Bengkalis Sub-district.

Data collection in this study used a questionnaire to assess job satisfaction, work discipline, work environment, and teacher performance. The questionnaire was developed through indicator formulation, blueprint creation, pilot testing, and validity/reliability checks. The study employed descriptive analysis to summarize the data and path analysis for hypothesis testing. Normality, linearity, and significance tests were performed to ensure valid results. Hypothesis testing used t-tests and F-tests to examine the effects of independent variables on the dependent variable, with the coefficient of determination (KD) indicating the percentage of influence each variable has.

## RESULT

This study involves three independent variables: Teacher Job Satisfaction (X1), Teacher Work Discipline (X2), and Work Environment (X3), with Teacher Performance as the dependent variable. Data were collected from 100 vocational school teachers in Bengkalis Sub-district using a questionnaire and analyzed descriptively.

### 1. Descriptive Analysis

Table 1. Description Data

		<b>Statistics</b>			
		Teacher Performance	Teacher Job Satisfaction	Teacher Work Discipline	Work Environment
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		104.58	110.51	132.90	114.38
Median		106.00	112.00	133.00	117.00
Mode		105 <sup>a</sup>	120	126	125

Std. Deviation	8.158	7.604	10.378	10.801
Variance	66.549	57.828	107.707	116.662
Range	31	24	42	51
Minimum	84	96	108	74
Maximum	115	120	150	125
Sum	10458	11051	13290	11438
a. Multiple modes exist. The smallest value is shown				

**a. Teacher Performance Data Description (Y)**

Teacher Performance (X1) has a mean of 104.58, with a median of 106.00, indicating a generally positive assessment from the respondents. The standard deviation of 8.158 suggests a relatively even distribution of the data, and the range of 31 (84-115) reflects a moderate variation. Of the 100 respondents, 11 (11%) are categorized as low, 21 (21%) as moderate, and the majority, 68 (68%), as high. This indicates that most respondents rated teacher performance as being at a high level, reflecting relatively good teacher performance. This frequency distribution is visually illustrated in a histogram, which clearly highlights the peak frequency in the high-performance category.

**b. Teacher Job Satisfaction Data Description (X1)**

Teacher Job Satisfaction (X1) has a mean of 110.51, with a median of 112.00, indicating a generally positive assessment from the respondents. The standard deviation of 7.604 suggests a fairly even distribution of the data, and the range of 24 (96-120) reflects moderate variation. Of the 100 respondents, 21 (21%) fall into the low category, 28 (28%) into the moderate category, and the majority, 51 (51%), into the high category. This indicates that most respondents rated teacher job satisfaction as high, reflecting good overall job satisfaction. This frequency distribution is visually represented in a histogram, which clearly shows the peak frequency in the high satisfaction category.

**c. Discipline Data Description Work on Teachers (X2)**

Teacher Work Discipline (X1) has a mean of 132.90, with a median of 133.00, indicating a generally positive assessment from the respondents. The

standard deviation of 10.378 suggests a relatively even distribution of the data, and the range of 42 (108-150) reflects moderate variation. Of the 100 respondents, 15 (15%) fall into the low category, the majority, 47 (47%), into the moderate category, and 38 (38%) into the high category. This indicates that most respondents rated teacher work discipline as moderate, reflecting a reasonably good level of work discipline. This frequency distribution is visually represented in a histogram, which clearly shows the peak frequency in the moderate discipline category.

#### **d. Work Environment Data Description (X3)**

The Work Environment (X1) has a mean of 114.38, with a median of 117.00, indicating a generally positive assessment from the respondents. The standard deviation of 10.801 suggests a relatively even distribution of the data, and the range of 51 (74-125) reflects moderate variation. Of the 100 respondents, 3 (3%) fall into the low category, the majority, 15 (15%), into the moderate category, and 82 (82%) into the high category. This indicates that most respondents rated the work environment as high, reflecting a very good work environment. This frequency distribution is visually represented in a histogram, which clearly shows the peak frequency in the high category.

## **2. Analysis Prerequisite Test Results**

The normality test using the Kolmogorov-Smirnov method indicates that all variables in this study follow a normal distribution, with significance values above 0.05. These include Teacher Performance (0.070), Teacher Job Satisfaction (0.112), Teacher Work Discipline (0.200), and Work Environment (0.080), which meet the assumption of normality and allow for further statistical analysis without data transformation. The linearity test shows a linear relationship between the independent variables and Teacher Performance, with significance values for Teacher Job Satisfaction (0.80), Teacher Work Discipline (0.70), and Work Environment (0.158). All these values suggest that the relationships between variables are linear. The multicollinearity test, which measures the correlation among the independent variables, shows a Variance Inflation Factor (VIF) below 10 for all variables, indicating no multicollinearity issues. The heteroscedasticity test using the Glejser method shows significance values above 0.05 for all variables, meaning there are no issues with heteroscedasticity in this model. Therefore, the regression model used in this study is valid and reliable for further analysis.

### 3. Hypothesis Testing Results

#### a. Simple Linear Regression Analysis

Table 2. Results of Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	30.892	9.403		3.285	.001
	Teacher Job Satisfaction	.667	.085	.622	7.855	.000
2	(Constant)	48.022	8.899		5.396	.000
	Teacher Work Discipline	.426	.067	.541	6.375	.000
3	(Constant)	34.128	5.072		6.728	.000
	Work Environment	.616	.044	.816	13.950	.000
a. Dependent Variable: Teacher Performance						

The simple linear regression analysis reveals significant relationships between teacher performance and the independent variables of job satisfaction, work discipline, and work environment. For Teacher Job Satisfaction, the regression equation is  $Y = 30.892 + 0.667X_1$ , meaning every one-point increase in job satisfaction results in a 0.667-point increase in teacher performance. The significance value of 0.000 indicates a significant effect. For Teacher Work Discipline, the regression equation  $Y = 48.022 + 0.426X_3$  shows a 0.426-point increase in teacher performance for each point increase in work discipline, with

a significance value of 0.000. Lastly, the Work Environment variable, with the equation  $Y = 34.128 + 0.616X_4$ , shows a 0.616-point increase in teacher performance for each point increase in the work environment, also with a significance value of 0.000, indicating a significant effect on teacher performance.

b. Multiple Linear Regression Analysis

Table 3. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	26.976	7.003	
Teacher Job Satisfaction	.090	.118	.083
Teacher Work Discipline	.033	.078	.041
Work Environment	.554	.061	.734

Based on the multiple linear regression equation, the formula for teacher performance is given as  $Y = 26.976 + 0.090(X_1) + 0.033(X_2) + 0.554(X_3)$ . The constant value of 26.976 indicates that teacher performance, when unaffected by teacher job satisfaction ( $X_1$ ), teacher work discipline ( $X_2$ ), and work environment ( $X_3$ ), would be 26.976. The coefficient for teacher job satisfaction ( $X_1$ ) is 0.090, meaning that a one-unit increase in job satisfaction leads to a 0.090 increase in teacher performance, assuming the other factors remain constant. The coefficient for teacher work discipline ( $X_2$ ) is 0.033, indicating a smaller effect of 0.033 on teacher performance for every one-unit increase, with other factors constant. The coefficient for work environment ( $X_3$ ) is 0.554, showing that this variable has the largest impact, with a one-unit increase in the work environment leading to a 0.554 increase in teacher performance, assuming the other factors remain unchanged. This analysis suggests that among the three variables, the work environment has the greatest influence on teacher performance.

Table 4. AI Results Preliminary Test Analysis (t-test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Standard Error	Beta			
1	Teacher Job Satisfaction	.667	.085	.622	7.855	.000
2	Teacher Work Discipline	.426	.067	.541	6.375	.000
3	Work Environment	.616	.044	.816	13.950	.000
a. Dependent Variable: Teacher Performance						

The results of the hypothesis testing reveal that all three independent variables significantly affect teacher performance. The first hypothesis, testing the effect of teacher job satisfaction, showed a significance value of 0.000 and a t-value of 7.855, leading to the rejection of the null hypothesis and acceptance of the alternative, indicating that teacher job satisfaction has a positive and significant effect on teacher performance. Similarly, the second hypothesis regarding teacher work discipline yielded a significance value of 0.000 and a t-value of 6.375, confirming that teacher work discipline positively and significantly influences teacher performance. Finally, the third hypothesis, which examined the work environment's effect on teacher performance, produced a significance value of 0.000 and a t-value of 13.950, further supporting the conclusion that a positive work environment has a significant and beneficial impact on teacher performance.

## DISCUSSION

### 1. The Influence of Job Satisfaction on Teacher Performance

The results of the first hypothesis test (H1) regarding the effect of Teacher Job Satisfaction on teacher performance show a significance value of  $0.049 < 0.05$  with a t-value of 0.760. This indicates that H0 is rejected and Ha is accepted, meaning that the teacher job satisfaction variable has a positive and significant effect on teacher performance. This finding is in line with the study conducted by Khaliq and Khan (2019), which explored the relationship between job satisfaction and teacher performance in secondary schools in Pakistan. Their research found a significant positive relationship between job satisfaction and teacher performance, where teachers who were satisfied with their jobs tended to show better performance. Additionally, a study by Tella, Ayeni, and Popoola (2007) in Nigeria also supports these findings, demonstrating that high job satisfaction is strongly correlated with good teacher performance. Teachers who feel valued and have a supportive work environment are more likely to exhibit better performance compared to those who are dissatisfied. Thus, both studies emphasize the importance of focusing on job satisfaction as a key factor in improving teacher performance in educational settings.

### 2. The Influence of Teacher Work Discipline on Teacher Performance

The second hypothesis test (H2) regarding the effect of Teacher Work Discipline on teacher performance produced a significance value of  $0.035 < 0.05$  with a t-value of 0.420. Therefore, H0 is rejected and Ha is accepted, indicating that the teacher work discipline variable has a positive and significant effect on teacher performance. This finding aligns with the study by Dedi and Ambarwati (2018), which analyzed the impact of work discipline on teacher performance in elementary schools in Indonesia. Their research showed that work discipline has a positive and significant effect on teacher performance, with teachers who are disciplined in carrying out their duties tending to have better performance. Additionally, the study by Fatmawati (2020) also supports this finding by exploring the relationship between teacher work discipline and their performance in senior high schools. The study revealed that teachers who apply discipline in time management and planned teaching show improvements in their performance. Thus, both studies underscore that work discipline is a key factor in enhancing teacher performance, which is consistent with the findings of this study.

### **3. The Influence of Work Environment on Teacher Performance**

The third hypothesis test (H3) regarding the effect of Work Environment on teacher performance showed a significance value of  $0.000 < 0.05$  with a very high t-value of 9.085. This indicates that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the work environment variable has a positive and significant effect on teacher performance. This finding is in line with the study conducted by Supriyanto (2019), which examined the impact of the work environment on teacher performance in several elementary schools in Central Java. The results of this study showed that a conducive work environment, including support from colleagues and adequate facilities, has a significant positive impact on teacher performance. Additionally, the research by Rachmawati (2021) supports these findings by exploring the relationship between the work environment and teacher performance in senior high schools. The findings from this study revealed that factors such as good interpersonal relationships, a harmonious work atmosphere, and the availability of educational resources significantly affect teacher performance. Therefore, both studies emphasize the importance of creating a supportive and conducive work environment to enhance teacher performance in schools, which aligns with the results of this research.

### **4. The Influence of Job Satisfaction, Teacher Work Discipline, and Work Environment on Teacher Performance**

The ANOVA table shows a significance value of 0.000, which is less than 0.05, indicating that the hypothesis is accepted. This means there is a significant simultaneous effect of School Leadership, Organizational Climate, and Job Satisfaction on Teacher Performance at SMK Negeri in Bengkalis Subdistrict. This aligns with Yusof et al. (2020), who found that job satisfaction, discipline, and work environment significantly affect teacher performance. Similarly, Sari (2021) highlighted that teacher discipline enhances teaching effectiveness, while Wahyuni (2019) emphasized that a positive work environment and job satisfaction improve teacher performance. These studies support the conclusion that leadership, climate, and satisfaction are crucial for enhancing education quality.

## **CONCLUSIONS**

The results of hypothesis testing reveal that job satisfaction, teacher work discipline, and the work environment all significantly and positively affect teacher performance, with job satisfaction contributing 66.7%, discipline 42.6%, and the work environment 61.6%. The work environment proved to be the most

influential factor, contributing 90.85% to teacher performance. These findings highlight the need to focus on improving these areas to optimize teacher performance and enhance education quality. Strategies like offering fair incentives, professional development, and a supportive work environment can improve job satisfaction and discipline. Future research could expand by exploring additional variables like organizational culture and school policies to further understand factors influencing teacher performance.

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