

The Influence of Education, Discipline and Motivation To Achievements of Teachers at SMKN 1 Seberida Indragiri Hulu Regency

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ABSTRACT

The individual performance of teachers at SMKN 1 Seberida is assessed based on the implementation of work programs that can be completed on time or not by a teacher in one period as planned. The work performance requested from SMKN 1 Seberida to teachers is the fulfillment of teaching hours in accordance with the lesson plan, both the accuracy of hours and the material delivered to students, the completion of other tasks given, in addition to teaching duties. In addition, coaching and training from anywhere are also often attended by teachers, in order to improve *the skills* they have. The purpose of this study is to determine and analyze the influence of education, discipline and motivation on the performance of teachers at SMKN 1 Seberida, Indragiri Hulu Regency. The type of research is quantitative. With the data used is primary data. To analyze the data using quantitative methods. namely path analysis, multiple correlation coefficient and determination, F test and t-test which will be assisted by using SPSS. Based on the research results and discussion, several conclusions can be drawn as follows: education, work discipline and work motivation influence the work performance of teachers at SMKN 1 Seberida, Indragiri Hulu Regency.

INTRODUCTION

Teacher is a major component of the education system and plays a major role in achieving national education goals. Quality learning This can only be achieved by teachers who possess superior competencies, are enthusiastic, and sincerely carry out their duties. Performance appraisals reveal how well teachers have carried out their assigned tasks and responsibilities. Educational institutions or schools can also use performance appraisals to identify the weaknesses and potential of educators or teachers. Based on these results, schools can determine appropriate compensation as positive motivation for teachers who achieve good results.

Table 1. Work Performance of Teachers at SMKN 1 Seberida 2020-2024

No.	Year	Range Mark & Performance			Amount
		P1 \geq 110 sd < 100	P2 \geq 102 sd < 100	P3 \leq 96 sd < 100	
1.	2020	29	10	6	45
2.	2021	31	12	6	49
3.	2023	30	14	8	52
4.	2023	39	16	5	60
5.	2024	40	14	4	58

Source : SMKN 1 Seberida , Year 2025

Table 1 shows the individual achievements of teachers at SMKN 1 Seberida, which are assessed based on implementation. program Work Which can completed with on time or not by a teacher in a period according to plan. Throughout 2020-2024, teacher work performance was at P1, P2, and P3 levels. P1 indicates the achievement of work targets above 110% of the target and falls into the excellent category, P2 indicates the achievement of work targets between 103-110% of the target and falls into the very good category, and P3 indicates the achievement of work targets between 96-103% from Which has targeted and enter to category Good. There were fluctuations in teacher performance and also due to the addition and reduction of the number of teachers at SMKN 1 Seberida.

The work performance requested from SMKN 1 Seberida to teachers is the fulfillment of teaching hours in accordance with the learning plan, both the accuracy of the hours and the material delivered to students, the completion of other tasks given, in addition to teaching duties. In addition, coaching and training from anywhere are also often attended by teachers, in order to improve *the skills* they have. Based on observations that have been carried out by researchers at the research location, it shows that the work performance of SMKN 1 Seberida teachers is still not optimal, this is indicated by the approach/strategy learning in matter This Teacher Not yet fully can control the class during learning or there are teachers who are lacking in relating the material to the realities of life.

Many factors influence a teacher's work performance. This study will examine the aspects of education, work discipline, and work motivation. The first factor influencing teacher performance is education. Teachers are the spearhead of education, directly on the front lines. Students are required to possess adequate competencies when dealing with students. Through teachers' instilling values and learning various knowledge, experiences, and skills relevant to current developments and the future, education can thrive. In addition to teachers' strong competencies, schools also contribute to teacher performance.

Education is a long-term process that uses systematic and organized procedures, in which workers will learn conceptual and theoretical knowledge for general purposes. For example, harmony between teachers as instructors and their

students must be maintained in terms of serving and being served, the level of ability of the servant with the level of knowledge and understanding of those served, which is also supported by facilities and infrastructure that support this to be realized. A teacher must also have basic skills in implementing education and teaching in schools. There are ten ability base Teacher That according to (Sagala, (2013) is: (1). Ability control material lesson Which served, (2). Ability to manage teaching and learning programs, (3). Ability to manage classes, (4). Ability to use learning media/resources, (5). Ability to master the foundations of education, (6). Ability to manage learning interactions teaching, (7). Ability to assess student achievement for teaching education, (8). Ability to understand the functions and programs of guidance and counseling services, (9). Ability to understand and organize school administration, and (10).

The ability to understand the principles and interpret the results of educational research for teaching purposes. Another factor that can influence teacher performance is work discipline. An organization will greatly require discipline from its members to achieve significant profits. Likewise, with this discipline, a company will minimize losses. Therefore, it is appropriate for a company to be more serious about implementing discipline because Schools play a role in shaping the nation's character. They are the places where generations of a civilization are formed. They contain various elements that will influence results the education. Various element Which They are interconnected, necessitating cooperation and effective organization. And a crucial element are those who directly spearhead education: teachers.

Teachers are educators who significantly influence the progress of education. Barnawi and Mohammad Arifin state that work discipline is one of the internal factors that must be considered in efforts to improve teacher performance. Teacher work discipline is closely related to compliance with school regulations. Neglected teacher work discipline will create a poor work culture, thus reducing teacher performance in carrying out the educational process. Good results will be produced by educators who truly serious about producing a quality generation of the nation.

Discipline is a work ethic that must be firmly embedded in a teacher. Teachers as individuals Which carry out duties noble as a educator must can carry out his duties well. A job that shouldered is a job that will not only take one or two days to finish but have time Which very long, The length of time demands that he be present consistently and perfect in his completion. That's all it cannot be achieved if a teacher only makes his job a side job that can be ignored at will.

There are two factors that influence individual discipline, namely internal factors and external factors. Internal factors are factors that originate from within the individual or are inherent in the individual. Internal factors include physical condition, mental abilities, emotional state, and internal driving forces. External factors are factors that originate from outside the individual. This factor includes the environment, where the teacher is located, for example the school environment consisting of students, teachers, the principal, and school regulations.

Teachers as professionals have a function and role and a very important position in achieving the Vision of the Ministry of Education and Culture, therefore the teaching profession must be developed as a dignified profession. The consequence of the teaching position as a profession requires a system of continuous professional development and coaching, in order to support the role of teachers as character builders of students.

The final factor to be discussed in this study, which relates to factors influencing teacher performance, is work motivation. A teacher must have good work motivation in order to... Their performance improves. To improve teacher work motivation, it is

necessary to consider factors related to their needs and expectations so that they are willing to work with enthusiasm and high responsibility.

Teachers with high motivation will strive to carry out their duties with enthusiasm, because they have a specific goal behind their actions. This motive is what drives them, making them willing to work hard. Work will affect the teacher's teaching performance, because work motivation is a condition that arouses, encourages, moves, directs and maintains behavior in working in the work environment.

Work motivation is *a driving force* that drives people to behave in carrying out an activity and drives people to achieve because achievement is an individual human need. People who have a need for achievement are empowered people, people who have a strong work ethic, where high work performance is their goal. Thus, this work motivation factor is assumed to influence teacher work performance (*Teaching Performance*). Teachers who have high work motivation are characterized by working happily, completing tasks on time, having very dynamic interactions, participating maximally, being able to collaborate with colleagues and being innovative. Teacher work motivation can decrease if the leadership does not pay attention to the interests of teachers. Indicators of decreasing work motivation include low productivity, high teacher absenteeism, and others. Motivation has a major influence in driving someone.

The novelty of this research lies in the simultaneous examination of education, work discipline, and work motivation on teacher performance in the context of vocational high schools in districts, a trend that has been relatively limited in previous empirical studies. Most previous studies tended to examine these variables partially or at different educational levels and regions .

Based on the phenomena and data at SMKN 1 Seberida, the researcher wishes to conduct research on teacher work performance with the following objectives: To determine the influence of education on teacher work performance, To determine the influence of work discipline on teacher work performance, To determine the influence of work motivation on teacher work performance at SMKN 1 Seberida, Indragiri Hulu Regency

LITERATURE REVIEW

Performance Work

Work performance is the process of work performance or the achievement of work results given by a person or group of people. (Dharma, 2018:12), Achievement is a record of the results obtained from certain job functions or certain activities during a certain period of time. (Bernardin, 2017:159), Work performance is the work results achieved a person in carrying out the tasks assigned to him, which is based on skills, experience, and sincerity as well as time. (Badriyah, 2018:136), Work performance is the work results in terms of quality and quantity, achieved by an employee in carrying out his duties, in accordance with the responsibilities given to him. (Mangkunegara, 2013:67), Work performance is a work result achieved by a person in carrying out the tasks assigned to him which is based on skills, experience And sincerity as well as time. (Farida, 2015). Factors Which Influence Work Performance , according to (Sagita, 2018:90): Ability Which owned employees., Knowledge employees.,Design work., Personality., Motivation work., Intelligence employee Good emotional and spiritual, style leadership, culture organization., Satisfaction Work Which felt by employees., Environment Work Good environment Work physique And non- physical, loyalty, commitment employee.

Education

According to Lestari in Wirawan (2016:3), the level of education is "an activity carried out by a person to develop his/her abilities, attitudes, and forms of behavior, both for future life, whether through a particular organization or not." Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their abilities. his/her potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by himself/herself, society, nation and state (Law No. 20 of 2003 concerning Education), Feni in Kosilah & Septian (2020,1139) "Education is guidance or assistance provided by adults to the development of children to achieve maturity with the aim that children are capable enough to carry out their own life tasks without the help of others., Furthermore, Hariandja in Nuruni (2014:14) added that the level of education of an employee can increase the company's competitiveness and improve the company's performance., The level of education of an employee can increase the company's competitiveness and improve the company's performance. education is something process term long about knowledge that uses systematic procedures And organized Which where power **managerial** work studies conceptual and theoretical knowledge for general purposes (Adjunct et al 2021).

Based on Law Number 20 of 2003 concerning National Education System Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (Khaidir et al 2022),, The level of education is a stage of education determined based on the level of development of students, the goals to be achieved and the abilities developed. (Cahyaningsih 2016)

Factors Which Influence Education, according to Hasbullah (2023) is as follows: Ideology, Socio-Economic, Socio-Cultural, Development of Science and Technology, Conceptual Psychology of Education. Indicators Education

Understanding Discipline

Discipline is the most important operational function of HR because the better an employee's discipline, the higher their work performance. Without good discipline, it is difficult for an organization or agency to achieve optimal results. Discipline is an individual's awareness and willingness to comply with all agency regulations established by management, which reminds agency members to can be carried out by all employees either voluntarily or by coercion. (Hasibuan, 2016:193), Work discipline is a tool used by managers to change behavior and as an effort to increase awareness and willingness of a person to comply with all agency regulations and applicable social norms. (Hartatik, 2018:183), Discipline as a force that develops within the employee's body and causes employees to voluntarily adapt to decisions, regulations, and high values of work and behavior. (Sutrisno, 2019:87), Factors Which Influence Discipline Work, Good or bad work discipline attitudes do not just appear suddenly but are influenced by several factors. Factors that influence work discipline are: (Singodimedjo, 2016),. Large small giving compensation, whether or not there is exemplary leadership in the company, whether or not there are definite rules that can be used as a guide, Courage of the leader in taking action, Ada whether or not supervision leadership, there is whether or not attention to Employees, Creating supportive habits. Indicators Discipline Work: Indicators that influence the level of employee discipline in an organization or agency, including the following: (Hasibuan,

2016:194), Goals and abilities., Leadership role models., Justice., Close supervision (waskat)., Punishment sanctions., Firmness., Human relations.

Motivation

Motivation is a behavioral activity that works in an effort to fulfill desired needs. (Fahmi, 2017:100), Motivation is a process to influence or encourage from the outside towards a person or a work group so that they are willing to carry out something that is determined. (Samsudin, 2019:77), Motivation is defined as a process of explaining a person's strength, direction, and persistence in achieving a goal. (Heryana, 2020:31), Motivation is a willingness to carry out high efforts to achieve organizational goals that are conditioned by the ability of efforts to fulfill certain individual needs. (Robbins, 2016:145), Motivation can be explained as a formation of behavior characterized by forms of activity or activities through psychological processes, both influenced by intrinsic and extrinsic factors, which can direct him in achieving what he wants (goal). (Sukrispiyanto, 2019:164), Work motivation is something that creates a drive or enthusiasm for work or a driving force for work. (Sedarmayanti, 2017:126), Motivation is a mental state that encourages, activates or moves and it is the motive that directs and channels a person's behavior, attitudes and actions which are always associated with achieving goals. (Siagian, 2014:110), Factors that influence motivation are: (Edison. *et.all*, 2016:53), Motivational Factors, Factors maintenance. Indicators Motivation Work According to, namely: (Mangkunegara, 2017:101), Physiological needs, Need for safety, Social needs, Need for self-esteem, Need for self-actualization.

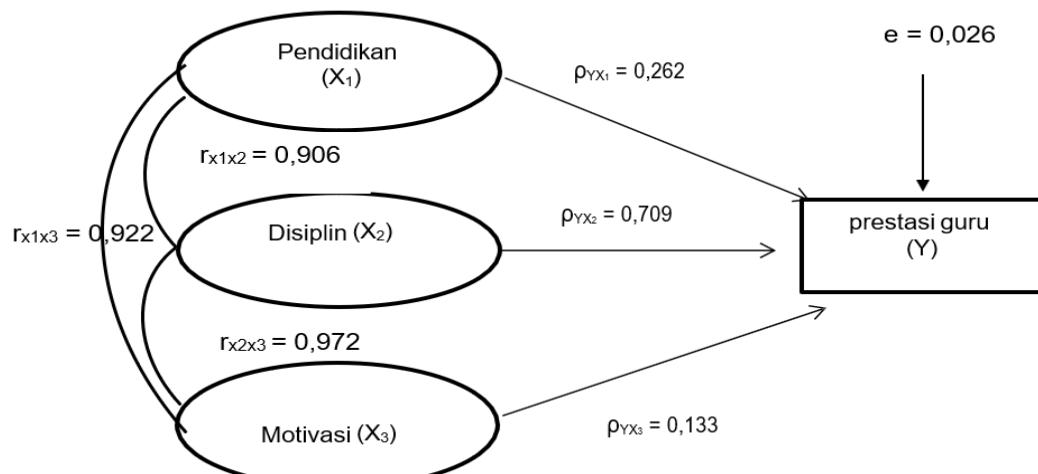
METHODOLOGY

This research was conducted at SMKN 1 Seberida with a quantitative research type. The population in this study were all teachers who teach at SMKN 1 Seberida, Indragiri Hulu Regency, totaling 58 people. Because the population is relatively small and can still be reached in its entirety, this study used a census method (saturated sample), where all members of the population were used as research samples. Thus, the number of samples used in this study was 58 teacher respondents. The data collection technique was through a closed questionnaire, with the type of data source used being primary data. For data analysis techniques, namely using validity and reliability instrument tests, path analysis, multiple correlation coefficients and determination, F tests and t-test.

RESULTS AND DISCUSSION

Results Study

Path Analysis $e = 1 - R^2 = 1 - 0,974 = 0,026$



As for results calculation analysis track, that is the following results were obtained:

Table 1. Results Analysis Coefficient Regression

Model	B	Std. Error	Coefficients a	
			Unstandardized Coefficients	Standardized Coefficients
1	(Constant) 2,028	.633		3,202 .002
	X1 .385	.083	.262	4,630 .000
	X2 .793	.179	.709	6,170 .000
	X3 .150	.121	.133	3,183 .000

a. Dependent Variable: Y

Source: Data Processed, Year 2024.

Table 2. Correlation coefficient

Model	R	R Square	Model Summary b	
			adjusted R Square	. Error of the Estimate
1	.987 a	.974	.973	.49196

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

Table 3. Correlations

X1			Correlations	
X1	Pearson Correlation	1	X2	X3
	Sig. (2- tailed)		.906 **	.922 **
	N	58	58	58
X2	Pearson Correlation	.906 **	1	.972 **
	Sig. (2- tailed)	.000		.000
	N	58	58	58
X3	Pearson Correlation	.922 **	.972 **	1
	Sig. (2- tailed)	.000	.000	
	N	58	58	58

**. Correlation is significant at the 0.01 level (2- tailed).

Source : Results Output SPSS Version 22.00

Based on table in on obtained equality structural as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

$$Y = 0.262 X_1 + 0.709 X_2 + 0.133 X_3 + \epsilon$$

- Influence (X 1) to (Y) as big as 0.262.
- Influence (X 2) to (Y) as big as 0.709.
- Influence (X 3) to (Y) as big as 0.133.
- Correlation (X 1) with (X 2) as big as 0.906.
- Correlation (X 1) with (X 3) as big as 0.922.

f. Correlation (X₂) with (X₃) as big as 0.972.
 g. Influence variables other from variables Which investigated which is (e) 0.026.

Correlation Coefficient (R) Analysis

Multiple correlation is used to determine the level of simultaneous relationship between variables X₁, X₂ and X₃ regarding variable Y. This can be seen from the calculation results from the research data obtained from the SPSS results.

Table 4. Analysis Coefficient Correlation (R)

Model	R	R Square	Model Summary ^b	
			djusted R Square	. Error of the Estimate
1	.987 ^a	.974	.973	.49196

a. Predictors: (Constant), X₃, X₁, X₂

b. Dependent Variable: Y

Based on table 4, the correlation coefficient (R) is 0.987. This means that there is a very strong relationship between education and work discipline. and work motivation towards Performance Work.

Analysis Coefficient Determination (R²)

To see the magnitude of the influence of the independent variable on the dependent variable as a whole, you can see the following *model summary table*:

Table 5. Analysis Coefficient Determination (R²)

Model	R	R Square	Model Summary ^b	
			djusted R Square	. Error of the Estimate
1	.987 ^a	.974	.973	.49196

c. Predictors: (Constant), X₃, X₁, X₂

d. Dependent Variable: Y

Source: Results *Output* SPSS Version 22.00

In table 5, the *R Square value obtained* is 0.974 or 97.4% means the independent variable X₁ (education) X₂ (work discipline), and X₃ (work motivation) together influence the dependent variable Y (work performance) by 97.4% and the remaining 2.6% is influenced by other variables not included in this study.

Test F (Test Eligibility Model)

Hypothesis test calculations using the SPSS program with the following calculation results:

Table 6. Results Test F

Sum of Model	Squares	ANOVA ^a			
		df	Mean Square	F	Sig.
1 Regression	497,414	3	165,805	685,082	.000 ^b
Residual	13,069	54	.242		
Total	510,483	57			

a. Dependent Variable: Y

b. Predictors: (Constant), X₃, X₁, X₂

In table 6, the calculated F value can be seen. is 685.082 with a significance level of 0.000. While the F table at a confidence level of 95% (0.05) is 2,776 . So obtained F count > F table namely $685.082 > 2.776$. This means that the model used is declared fit.

Test Partial (Test t)

Table 7. Results Test t

Model	B	Std. Error	Coefficients a		Sig.
			Unstandardized Coefficients	Standardized Coefficients	
1	(Constant) 2,028	.633			.002
	X1 .385	.083	.262	4,630	.000
	X2 .793	.179	.709	6,170	.000
	X3 .150	.121	.133	3,183	.000

a. Dependent Variable: Y

Source: Results Output SPSS Version 22.00

a. Influence Education To Work performance

Based on Results analysis SPSS on show that the calculated t value for the Education variable (X 1) is 4.630. Because the calculated t value > t table ($4.630 > 2.00404$) so that H_0 is rejected and H_a is accepted, it is interpreted that the education variable (X1) has an influence on achievement. work (Y).

b. The Influence of Work Discipline and Motivation on Work performance

Based on the results of the SPSS analysis above, it shows that the calculated t value for the work discipline variable (X2) is 6.170. Because the calculated t value > t table ($6.170 > 2.00404$) then reject H_0 and accept H_a , meaning that the work discipline and organization variables (X2) have a significant effect on the work performance variable (Y).

c. The Influence of Work Motivation on Work Performance Based on Results analysis SPSS on shows that the calculated t value for the work discipline and organization variables (X3) is 3.183. Because the calculated t value > t table ($3.183 > 2.00404$) then reject H_0 and accept H_a , It means variables motivation Work (X 3) influential significant on the work performance variable (Y).

Discussion

Table 2. Correlation coefficient

Model	R	R Square	Model Summary b	
			Adjusted R Square	Error of the Estimate
1	.987 a	.974	.973	.49196

c. Predictors: (Constant), X3, X1, X2

d. Dependent Variable: Y

Table 3. Correlations

		Correlations		
		X2	X3	
X1				
X1	Pearson Correlation	1	.906 **	.922 **
	Sig. (2- tailed)		.000	.000
	N	58	58	58
X2	Pearson Correlation	.906 **	1	.972 **
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X3	Pearson Correlation	.922 **	.972 **	1
	Sig. (2- tailed)	.000	.000	
	N	58	58	58

**. Correlation is significant at the 0.01 level (2- tailed).

Source : Results Output SPSS Version 22.00

Based on table in on obtained equality structural as follows:

$$Y = \rho_{yx} X_1 + \rho_{yy} X_2 + \rho_{yx} X_3 + e$$

$$Y = 0.262 X_1 + 0.709 X_2 + 0.133 X_3 + e$$

- Influence (X₁) to (Y) as big as 0.262.
- Influence (X₂) to (Y) as big as 0.709.
- Influence (X₃) to (Y) as big as 0.133.
- Correlation (X₁) with (X₂) as big as 0.906.
- Correlation (X₁) with (X₃) as big as 0.922.
- Correlation (X₂) with (X₃) as big as 0.972.
- Influence variables other from variables Which investigated which is (e) 0.026.

Correlation Coefficient (R) Analysis

Multiple correlation is used to determine the level of simultaneous relationship between variables X₁, X₂ and X₃ regarding variable Y. This can be seen from the calculation results from the research data obtained from the SPSS results.

Table 4. Analysis Coefficient Correlation (R)

Model	R	Model Summary ^b		
		R Square	Adjusted R Square	t. Error of the Estimate
1	.987 ^a	.974	.973	.49196

e. Predictors: (Constant), X₃, X₁, X₂

f. Dependent Variable: Y

Based on table 4, the correlation coefficient (R) is 0.987. This means that there is a very strong relationship between education and work discipline. and work motivation towards Performance Work.

Analysis Coefficient Determination (R²)

To see the magnitude of the influence of the independent variable on the dependent variable as a whole, you can see the following *model summary table*:

Table 5. Analysis Coefficient Determination (R^2)

Model	R	Model Summary ^b		
		R Square	Adjusted R Square	. Error of the Estimate
1	.987 ^a	.974	.973	.49196

g. Predictors: (Constant), X3, X1, X2

h. Dependent Variable: Y

Source: Results *Output* SPSS Version 22.00

In table 5, the *R Square value obtained* is 0.974 or 97.4% means the independent variable X₁ (education) X₂ (work discipline), and X₃ (work motivation) together influence the dependent variable Y (work performance) by 97.4% and the remaining 2.6% is influenced by other variables not included in this study.

Test F (Test Eligibility Model)

Hypothesis test calculations using the SPSS program with the following calculation results:

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Sum of Model	Squares	ANOVA ^a			
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Residual	13,069	54	.242		
Total	510,483	57			

c. Dependent Variable: Y

d. Predictors: (Constant), X3, X1, X2

In table 6, the calculated F value can be seen. is 685.082 with a significance level of 0.000. While the F table at a confidence level of 95% (0.05) is 2,776 . So obtained F count > F table namely 685.082 > 2.776. This means that the model used is declared fit.

Test Partial (Test t)

Table 7. Results Test t

Model	B	Coefficients ^a			
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
1 (Constant)	2,028	.633		3,202	.002
X1	.385	.083	.262	4,630	.000
X2	.793	.179	.709	6,170	.000
X3	.150	.121	.133	3,183	.000

a. Dependent Variable: Y

Source: Results *Output* SPSS Version 22.00

d. Influence Education To Work performance

Based on Results analysis SPSS on show that the calculated t value for the Education variable (X₁) is 4.630. Because the calculated t value > t table (4.630 > 2.00404) so that H₀ is rejected and H_a is accepted, it is interpreted that the education variable (X₁) has an influence on achievement. work (Y).

e. The Influence of Work Discipline and Motivation on Work performance

Based on the results of the SPSS analysis above, it shows that the calculated t value for the work discipline variable (X₂) is 6.170. Because the calculated t value > t table (6.170 > 2.00404) then reject H₀ and accept H_a, meaning that the work discipline and organization variables (X₂) have a significant effect on the work performance variable (Y).

f. The Influence of Work Motivation on Work Performance Based on Results analysis SPSS on shows that the calculated t value for the work discipline and organization variables (X₃) is 3.183. Because the calculated t value > t table (3.183 > 2.00404) then reject H₀ and accept H_a, It means variables motivation Work (X₃) influential significant on the work performance variable (Y).

Discussion

Education Influential To Performance Work

The results of the SPSS analysis above show that the calculated t value for the education variable (X₁) is 4.630. Because the calculated t value > t table (4.630 > 2.00404) so that H₀ is rejected and H_a is accepted, it is interpreted that the education variable (X₁) has an influence on work performance (Y).

The results of this study are consistent with the results of previous research conducted by Nur Amir Zamroni (2024) entitled The Influence of Education and Work Creativity on Teacher Work Performance (Study on Teachers of SMP Negeri 6 Bangkalan) and research conducted by Nani Nuraini Sarah (2023) entitled The Influence of Education Level and Work Motivation on Teacher Work Performance at the Al-Hidayah Education Foundation, Ciputat, South Tangerang City. The results of the study indicate that education influences work performance.

Discipline Work Influential To Performance Work

The results of the SPSS analysis above show that the calculated t value for the work discipline variable (X₂) is 6.170. Because the calculated t value > t table (6.170 > 2.00404) then reject H₀ and accept H_a, meaning that the work discipline and organization variables (X₂) have a significant effect on the work performance variable (Y). The results of this study are consistent with the results of previous research conducted by Andini Dwi Fitriani (2023) entitled The Influence of Work Discipline on the Work Performance of Teachers at State Senior High School 4 Bandung and research conducted by Ali Wafa (2023) entitled The Influence of Teaching Experience and Work Discipline on Teachers' Work Performance Mediated by Professionalism (Study on Teachers of Miftahul Ulum Tambelengan Junior High School, Sampang Regency). The results of the study showed that there was an influence on work performance.

Motivation Work Influential To Performance Work

The results of the SPSS analysis above show that the calculated t value for the work motivation variable (X₃) is 3.183. Because t - value > t table (3.183 > 2.00404) then rejects H₀ and accepts H_a, meaning that the work motivation variable (X₃) has a significant effect on the work performance variable (Y). The results of this study are consistent with the results of previous studies which done by Eddy Sandamni (2022)

titled The Influence of Work Motivation and Teacher Teaching Style on the Work Performance of Public Junior High School Teachers in Mesuji District, Mesuji Regency, Lampung, and research conducted by Peny Pratiwi (2023). The results of the study stated that there is a relationship between work motivation and employee performance. The results of the SPSS analysis above show that the calculated t value for the education variable (X_1) is 4.630. Because the calculated t value $>$ t table ($4.630 > 2.00404$) so that H_0 is rejected and H_a is accepted, it is interpreted that the education variable (X_1) has an influence on work performance (Y).

The results of this study are consistent with the results of previous research conducted by Nur Amir Zamroni (2024) entitled The Influence of Education and Work Creativity on Teacher Work Performance (Study on Teachers of SMP Negeri 6 Bangkalan) and research conducted by Nani Nuraini Sarah (2023) entitled The Influence of Education Level and Work Motivation on Teacher Work Performance at the Al-Hidayah Education Foundation, Ciputat, South Tangerang City. The results of the study indicate that education influences work performance.

Discipline Work Influential To Performance Work

The results of the SPSS analysis above show that the calculated t value for the work discipline variable (X_2) is 6.170. Because the calculated t value $>$ t table ($6.170 > 2.00404$) then reject H_0 and accept H_a , meaning that the work discipline and organization variables (X_2) have a significant effect on the work performance variable (Y). The results of this study are consistent with the results of previous research conducted by Andini Dwi Fitriani (2023) entitled The Influence of Work Discipline on the Work Performance of Teachers at State Senior High School 4 Bandung and research conducted by Ali Wafa (2023) entitled The Influence of Teaching Experience and Work Discipline on Teachers' Work Performance Mediated by Professionalism (Study on Teachers of Miftahul Ulum Tambelengan Junior High School, Sampang Regency). The results of the study showed that there was an influence on work performance.

Motivation Work Influential To Performance Work

The results of the SPSS analysis above show that the calculated t value for the work motivation variable (X_3) is 3.183. Because $t - value > t table (3.183 > 2.00404)$ then rejects H_0 and accepts H_a , meaning that the work motivation variable (X_3) has a significant effect on the work performance variable (Y). The results of this study are consistent with the results of previous studies which done by Eddy Sandamni (2022) titled The Influence of Work Motivation and Teacher Teaching Style on the Work Performance of Public Junior High School Teachers in Mesuji District, Mesuji Regency, Lampung, and research conducted by Peny Pratiwi (2023). The results of the study stated that there is a relationship between work motivation and employee performance.

CONCLUSION

Education has a significant influence on teacher work performance, Work discipline has a significant influence on teacher work performance, Motivation Work influential significant to performance Teachers' work at SMKN1 Seberida, Indragiri Hulu Regency.; It is expected that the leadership of SMKN 1 Seberida, Indragiri Hulu Regency in recruiting teachers, pay attention to the educational level of prospective teachers must meet the requirements such as a minimum of S1 teaching education and so on; The leadership of SMKN1 Seberida, Indragiri Hulu Regency must be firm in

enforcing the rules and giving sanctions for violations committed.; The leadership of SMKN1 Seberida, Indragiri Hulu Regency must open opportunities for teachers to develop *rewards* and so on. The limitations of this study to be a concern for future researchers are to be able to examine more sources and references related to other variables not examined in this study such as loyalty, commitment and work ability. In addition, the scope of the study is limited to one educational unit, namely SMKN 1 Seberida, with a total of 58 teachers as respondents. This condition causes the results of the study not to be generalized widely to other schools with different organizational characteristics, school culture, leadership, and work environments, both at the vocational high school level and other levels of education. Furthermore, theoretically, this study also reinforces the view that work discipline plays a more dominant role than education and work motivation, as indicated by the largest path coefficient value. This finding expands the literature, which has generally placed motivation as the primary factor, by demonstrating that compliance with regulations, consistent work behavior, and professional responsibility are the primary foundations of teacher performance in public schools.

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