

Analysis Of The Influence Of Work Environment, Discipline And Motivation On Job Satisfaction Of Vocational Education Institution Employees

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Abstract:

The purpose of this study is to ascertain how work environment, work motivation, and work discipline affect teachers' job happiness. Researchers use the population of all teachers. One hundred teachers served as the study's sample. In this study, questionnaires, observations, and interviews were utilized to collect data. Validity and reliability tests are the kind of data quality assessments that were employed in this study. Multiple linear regression analyses are used in this study. Numerous significant conclusions on the variables influencing teachers' job happiness are presented by the analysis that was done. First, job happiness among teachers is influenced in part by work motivation. This suggests that the degree of job satisfaction among teachers is significantly influenced by their level of personal work motivation. Second, work discipline has an impact on teachers' job happiness to some extent. This demonstrates that the degree of discipline exhibited in completing tasks is a significant factor in determining the degree of job satisfaction experienced by teachers. Third, it has been demonstrated that a teacher's job happiness is somewhat influenced by their workplace. Teachers' levels of job satisfaction can be influenced by a variety of factors, including corporate culture, work facilities, and the quality of relationships among colleagues. Moreover, overall, the work atmosphere, discipline, and motivation all affect teachers' job satisfaction at the same time. These results highlight how intricately these many elements interact to shape teacher job satisfaction in certain educational settings. Gaining

a deeper comprehension of these elements will enable actions to be taken to boost teacher job satisfaction and raise the standard of instruction they deliver.

Keywords: work motivation, work discipline, work environment, job satisfaction, teacher.

Introduction

Education is the main foundation for producing a quality generation to build a better future for the nation. As a life requirement, education not only provides direction for each individual to achieve safety and happiness but also guides them in carrying out their roles as human beings and responsible members of society. Because of this, instructors play a crucial role in putting education into practice. Teachers not only act as teachers in the classroom but also as agents of change in shaping the character of students. They must be a good example and provide inspiration to their students (Sudarwati, 2021). In other words, teachers must demonstrate good character values so that they can be role models for students. The importance of teacher quality in the educational process also reflects the goals of an educational institution. Good-quality education can only be achieved if it is supported by quality teachers. However, the reality shows that the quality of teachers in Indonesia is still a serious concern. Most teachers in Indonesia do not even meet the minimum competency standards. Therefore, concrete steps are needed to improve the quality of teachers in Indonesia. This can be done by improving the quality of education and training for prospective teachers, providing incentives and awards for teachers who have demonstrated good performance and competence, and strengthening the monitoring and evaluation system for teacher performance on a regular basis (Hendrawan et al., 2022).

In order to produce competent, equitable, and skilled teachers who have the highest possible degree of job satisfaction, planned coaching initiatives must be implemented via effective teacher human resource management. A person's emotional condition that results from the worth of compensation for the employee is known as job satisfaction. Put differently, teacher job satisfaction refers to how happy a teacher is with the way he or she goes about doing the tasks assigned to them, which include instructing and educating students as well as implementing and fostering social, cultural, and religious values. science in addition to performing other administrative duties for teachers (Maulana, 2021). One of the factors that is assumed to be part of the high or low level of teacher job satisfaction is motivation because motivation is a driving force within an individual to carry out certain activities in order to achieve a goal. In this regard, teachers as educators also need motivation, both internally and externally. Teachers require internal motivation in order to carry out their responsibilities, set clear and challenging goals, provide feedback on their work, and strive for excellence. Meanwhile, teachers need external motivation to get praise and try to fulfill their life and work needs (Ristawati, 2022).

Another factor that is assumed to influence teacher job satisfaction is work discipline, where discipline is the mental attitude of a person or group of people who always comply with applicable rules and norms. Discipline is important, especially for achieving the vision, mission, and goals of the educational institution. In this connection, teacher discipline is one of the motivating factors for students to be active and creative in learning, such as using learning methods that are based on disciplinary values by providing punishment and rewards to students so that students will learn with discipline in accordance with teacher expectations. and parents. Another factor that is assumed to influence the level of teacher satisfaction is the work environment, because the work environment is everything around employees or teachers that can influence them either directly or indirectly in carrying out the tasks given (Mursito, 2021). Another factor that can influence the level of teacher job satisfaction is work discipline. Discipline is a behavior of obedience and respect for the rules made. The discipline of teachers in schools greatly influences the attitudes and quality of their students, which is one of the benchmarks for the level of teacher job satisfaction. Therefore, teachers are required to have high levels of discipline. Apart from the fact that discipline is important and influences performance, teachers must also set a good example for their students. In addition to the teachers' own efforts to try to improve the quality of their work, the school has to make an effort to give teachers training and empowerment so that they can offer effective teaching strategies and generate high-quality student outcomes, which will raise the degree of job satisfaction among teachers (Salmiah et al., 2021).

Low levels of work discipline among educators may contribute to subpar instruction in classrooms. Teachers must maintain good discipline because it is obvious that students will notice and possibly imitate their behavior. If

teachers at school have poor discipline, such as coming late, giving assignments late, or not being responsible for reciprocating student assignments, then they cannot be blamed if students imitate the teacher's undisciplined behavior. Apart from motivation and work discipline, another factor that influences teacher job satisfaction is the work environment (Gazali, 2022). The comfort felt by teachers can influence teacher job satisfaction, which, of course, will have an impact on their work. Work environments such as teacher workspaces, classrooms, canteens, parking lots, and so on can influence teacher satisfaction and their work results. Apart from these facilities, room temperature, humidity, room aroma, and relationships between teachers and other staff also influence teachers' performance.

Literature Review

Every person has a unique level of job satisfaction, as it is a personal attribute. How serious and diligent a person is in his work is a good indicator of his level of job satisfaction. They will be positive if they feel satisfied and negative if they feel dissatisfied. In general, humans work so that their living needs can be met. And when working, they expect what they do to produce something that meets their expectations so that they reach a point of satisfaction. The more aspects are met according to expectations, the higher the level of satisfaction (Sudarwati, 2021). Job satisfaction is important because it is believed to influence a person's level of productivity, which will influence the level of performance of a company. A leader is someone who has an important role in the journey of a company. Whether or not the company's goals are achieved reflects how the leaders lead the company. A leader must be able to utilize his authority well and carry out his obligations in an effort to optimize employee performance and job satisfaction because job satisfaction is important for employees in the company where they work. The quality of employee work will automatically increase when there is job satisfaction. Significant job satisfaction will result in employees having good quality and performance and working more productively (Hendrawan et al., 2022).

Each employee certainly feels tired from carrying out the company's duties and obligations, which are carried out repeatedly every day. There are many things or factors that underlie fatigue, such as piling up tasks and obligations that must be fulfilled, tight deadlines, or targets that must be achieved. And the danger is that this fatigue can be a factor in decreasing a person's performance due to decreased motivation and work enthusiasm. Motivation is one of the main factors that can encourage each individual to carry out an activity and be more active and enthusiastic in order to achieve maximum results. The motivation that appears in a person will lead him to do something and reach a point of satisfaction (Ristawati, 2022). In essence, motivation is not something that can be seen because it is invisible, but motivation can be deduced from it. A company that wants its employees to work optimally would be better if they also paid attention to motivation. With weak motivation provided or even none at all, it is difficult for employees to fulfill their obligations in accordance with the standards provided by the company because there is no motive behind this (Karnawati, 2023). Leaders must be able to set the right strategy to achieve company goals. Achievement of these goals can be achieved according to the capacity of a leader. Leaders must know the elements of leadership, such as leading, inviting, and influencing their subordinates. It is also said that employees who are orderly and carry out their obligations in accordance with existing regulations will provide maximum results, which will also influence the success of the company. The character of discipline must be possessed, developed, and maintained by every employee of a company. There are many ways that can be done to create employee discipline, one of which is by giving fair and complete tasks to employees at the lowest level so that they know and are aware of the duties and obligations they must fulfill. Discipline is a very important thing because it can be a factor that drives the desire to always do things within existing limits (Novita et al., 2022).

Methodology

This research involved a population consisting of all teachers, with data collection carried out through sampling techniques. However, the researcher chose to involve the entire population in the study, making the sample equal to the population, which is known as a saturated sample. A total of 100 teachers were research subjects. Questionnaires, observations, and interviews were used to gather data. Descriptive statistical methods are used in data analysis to characterize the sample's data. Tests for reliability and validity are used to evaluate the quality of the data. Multiple linear regression analysis is also used in this study, and the coefficient of determination (R^2) is

used to gauge how well the model explains changes in the dependent variable. Thus, this research provides a comprehensive picture of the characteristics of the teacher population and the relationships between the variables studied.

Case studies

A significance value of 0.000 was found based on the research findings, indicating a strong simultaneous influence of the factors of work environment, discipline, and motivation on teacher job satisfaction. Aside from that, the f-count value of 19.5 was attained, indicating a substantial correlation between these three variables and teacher work satisfaction. Therefore, it can be said that while the null hypothesis (H_0) is rejected, the alternative hypothesis (H_a) is accepted. This indicates that the hypothesis that teachers' levels of job satisfaction are influenced by a combination of motivation, discipline, and work environment is well supported by the available data. The analysis's findings are in line with earlier studies' conclusions that discipline, motivation, and work environment factors all have an impact on teachers' job satisfaction at the same time. This highlights how crucial it is to focus on and enhance these three elements as part of a plan to raise teacher job satisfaction and the standard of instruction as a whole. These findings therefore suggest that in order to increase teachers' job happiness, it is critical to make improvements to their work environment, motivation, and discipline. Improvement steps can include developing motivation programs, implementing clear rules and regulations, and improving the physical and non-physical work environment. By doing this, it is hoped that it will create a better working environment for teachers, which in turn will improve the overall quality of education.

The motivation variable had a t-count value of 3.05. and a significance value of 0.05 based on the computation findings. When the t-count value exceeds the t-table and the significance value is less than alpha, H_a , the alternative hypothesis, can be accepted and H_0 , the null hypothesis, is rejected. This demonstrates that motivation and job satisfaction among teachers are significantly influenced. The analysis's findings are in line with earlier studies' conclusions, which also demonstrate that motivational factors have a big impact on teachers' job satisfaction. These findings suggest that in order to improve teachers' job satisfaction in the classroom, it is critical to focus on and raise their motivation. Enhancement initiatives could encompass formulating more potent incentive schemes, acknowledging the accomplishments and input of educators, and establishing a nurturing and stimulating workplace. It is believed that doing this will enhance the caliber of teachers' careers and, consequently, the caliber of education they offer.

The discipline variable has a t-count value of 3.5 and a significance value of 0.000 according to the computation findings. It is possible to accept H_a (the alternative hypothesis) and reject H_0 (the null hypothesis) when the significance value is less than alpha (0.05) and the t-count value is higher than the t-table. This demonstrates that discipline has a big impact on teachers' job happiness. The analysis's findings are consistent with earlier studies' findings that the work discipline variable significantly affects employees' job satisfaction at this institution. The implication of these findings is the importance of maintaining and improving work discipline in the work environment as an effort to increase teacher job satisfaction. Corrective steps can include enforcing clear rules and regulations, coaching and training to improve discipline, and providing appropriate rewards and sanctions as a form of appreciation and guidance for teachers. In this way, it is hoped that it can create a more orderly and disciplined work environment, which will ultimately increase teacher job satisfaction.

The work environment variable has a t-calculated value of 3.5 and a significance value of 0.05 based on the calculation findings. H_a can be accepted whereas H_0 is rejected if the significance value is less than alpha and the t-count value is higher than the t-table. This demonstrates that the work environment has a big impact on how satisfied teachers are with their jobs. The analysis's findings are consistent with earlier studies that demonstrate that, at least in part, the workplace has a big impact on employees' job satisfaction. These results suggest that in order to boost teacher job satisfaction, it is critical to preserve and enhance the standard of the work environment in schools. Improvement steps can include improving physical and non-physical facilities, creating a conducive working atmosphere, improving relationships between colleagues, and providing support and recognition for the contributions of teachers. In this way, it is hoped that it can create a better working environment and improve teacher job satisfaction at the institution.

This study's regression analysis reveals a number of noteworthy conclusions about the variables affecting teachers' job happiness. First, the constant value indicates that, if the variables of work environment, motivation, and discipline are held constant, teacher job satisfaction will be 13.5. There is a positive correlation between work motivation and teacher job satisfaction, as indicated by the regression coefficient of 0.25 for the work motivation variable. A teacher's job satisfaction increases with their level of work drive. The work discipline variable's regression coefficient of 0.3 shows that work discipline significantly improves teacher job satisfaction. This implies that teachers will be more satisfied with their jobs the more disciplined they are at work. There is a considerable positive correlation between the work environment and teacher job satisfaction, as indicated by the regression coefficient of 0.3 for the work environment variable. Put another way, teachers are more satisfied with their jobs when they work in a better setting. Furthermore, the low significance values for the variables discipline, work environment, and work motivation show that these three aspects significantly affect teachers' job happiness. In light of this research, the analysis's findings offer a thorough grasp of the variables that may raise teachers' job happiness.

The modified R square coefficient of determination of 0.5 indicates that work environment, motivation, and discipline variables account for almost half of the variation in teacher job satisfaction variables. This demonstrates that these elements have a major impact on how satisfied teachers are with their jobs at the organization. Still, the motivation, discipline, and work environment factors looked at in this study are unable to account for about 50% of the difference in teacher job satisfaction. This demonstrates that there are more variables that affect teachers' job satisfaction and should be taken into account in future studies. These results suggest that it's critical to broaden the study's focus and take into account additional variables, such as working circumstances, organizational support, and success recognition, that may have an impact on teachers' job satisfaction. Institutions can improve the quality of the work environment and overall job satisfaction of teachers more successfully by taking into account the wider issues that impact this.

Conclusion

Several recommendations can be made to different relevant parties based on the results and conclusions that have been explained. It is intended that scholar will find this research to be a helpful resource and example when doing additional research. Apart from that, future researchers are expected to consider replacing or adding other variables in order to obtain more optimal research results, considering that there are still around 50% of other variables outside of this research that might be able to explain the dependent variable better. Furthermore, it is recommended to expand the population and sample size and use different research methods and analysis models in order to enrich understanding and provide more comprehensive comparisons. The Foundation is expected to be consistent in providing motivation to teachers by providing salaries commensurate with workload and work results, health insurance, appreciation, and opportunities for self-development. A good working environment, both physical and non-physical, also needs to be considered by the foundation by providing adequate facilities and paying attention to aspects such as spatial layout, cleanliness, lighting, temperature, and complete equipment so that teachers feel comfortable and achieve satisfaction with their work. By implementing these suggestions, it is hoped that the quality of the work environment and teacher job satisfaction can be improved.

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