

The Influence of Environment and Motivation on Work Discipline of Elementary School Teachers

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Abstract

Work discipline is an essential element of human resource management and a prerequisite for achieving optimal teacher performance. However, preliminary findings in several public elementary schools in the Singorojo District indicate that some teachers still exhibit low levels of discipline in terms of attendance and completion of administrative tasks. This condition suggests the presence of underlying factors affecting teacher discipline, particularly the work environment and work motivation. This study aims to analyze the influence of the work environment and work motivation, both partially and simultaneously, on the work discipline of elementary school teachers. The research employed a quantitative approach with a survey design. The population consisted of 266 elementary school teachers in Singorojo District, and a sample of 160 teachers was selected using proportional sampling. Data were collected through questionnaires and analyzed using descriptive statistics, as well as prerequisite tests (normality, linearity, multicollinearity, and heteroscedasticity), and simple and multiple linear regression analyses. The findings indicate that the work environment has a significant influence on teacher work discipline ($R^2 = 0.336$). Work motivation also significantly affects work discipline ($R^2 = 0.246$). Simultaneously, the work environment and work motivation contribute 40.1% to teacher work discipline (Sig. 0.000). A supportive work environment and high work motivation are proven to enhance the work discipline of elementary school teachers. These findings underscore the importance of enhancing the work environment and bolstering teacher motivation as key strategic efforts for schools. Future research is recommended to explore other potential predictors such as leadership, organizational culture, or workload.

Keywords

Discipline; Environment; Motivation for Work

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1. INTRODUCTION

Discipline is an indicator of effective human resource management that is directly related to the success of performance improvement, both at the personal, work group, and organizational levels (Hasibuan, 2019). This is because discipline, in relation to performance and productivity, encompasses all the elements necessary for an effective work process (Azahra, A. D., & Putri, 2023; Ramdhona, T. S., Rahwana, K. A., & Sutrisna, 2022; Rismayani, 2017). A disciplined attitude will encourage a teacher to



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work in accordance with applicable rules and procedures. Therefore, teachers' work discipline is closely related to compliance with school regulations. Government Regulation Number 94 of 2021 contains provisions regarding the discipline of Civil Servants (PNS), including regulations on obligations, prohibited activities, types of sanctions imposed, and the application of disciplinary sanctions in the event of violations.

Kendal Regency has implemented an application called "Sabar" to monitor teacher attendance. Punctuality is a reflection of a disciplined teacher. The policy at the State Elementary School in Singorobo District, Kendal Regency, has set a starting time of 07:00 WIB for all teachers; however, some teachers still arrive later than the specified time. Discussing teachers' work discipline cannot be separated from the factors that affect it. Therefore, research on the factors that influence teachers' work discipline is crucial to be carried out, so that the right solutions can be formulated to improve it. According to (Asmira., Fetri, Y., Asmu'I, M., & Amra, 2024) Factors that can affect teachers' work discipline include the work environment and work motivation.

The work environment encompasses both physical and non-physical aspects surrounding a teacher that can influence how they carry out the tasks assigned to them (Rivai, E. S. M., Kurniawan, A. W., & Ruma, 2023; Wanta, W., Putri, G. S., & Hidayaty, 2024). Creating a positive work environment can make it easier for teachers in activities and foster work discipline. On the other hand, a less-than-ideal work environment can lead to reduced teacher discipline. Therefore, creating a safe, comfortable, accommodating, and fun work environment is one way to improve teacher discipline (Afandi, 2018). Another factor that affects the work discipline of teachers is work motivation. Work motivation is a crucial component of any educational institution, as teachers will work diligently when they are highly motivated. Work motivation is a psychological element for teachers, essential for successful teaching (Hamzah, 2018; Natasya Nurul Lathifa dkk., 2024; Rismayani, 2017; Sardiman, 2016; N. S. Wahyuni, 2018). Therefore, high work motivation among teachers will encourage them to work with the best service (Hamzah, 2018). Although various researchers have researched the work environment, work motivation, and teacher discipline, most studies have been conducted in the context of different secondary educational institutions, industries, or regions. Research specifically examining the relationship between these three variables among elementary school teachers in Singorojo District, Kendal Regency, has been scarce. In addition, the differences in the characteristics of elementary schools, school management patterns, and teachers' work culture in this area provide the need for a more specific and in-depth study.

The phenomenon observed, as per the results of interviews with four school principals at Singorojo Regency Elementary School, Kendal Regency, on August 3, 2024, revealed low teacher motivation, specifically the tendency for teachers to delay preparing learning administration frequently. Devices are often resolved abruptly only when there is supervision, especially external supervision. As a result, accuracy, originality, and implementation are less considered. According to research on the influence of the environment and motivation on the work discipline of elementary school teachers in Singorojo District, Kendal Regency is important. This study aims to analyze the influence of work environment and work motivation on the work discipline of elementary school teachers in Singorojo District, Kendal Regency, examining both partial and simultaneous effects to gain an empirical understanding of the contribution of each variable in shaping the level of teacher discipline.

2. METHODS

This study employs a quantitative approach, utilizing survey research, to gather empirical data on the influence of the work environment and work motivation on teachers' work discipline. The data used was primary data obtained directly from respondents through the distribution of questionnaires to State Elementary School teachers in Singorojo District, Kendal Regency.

The research population consists of all teachers from 35 State Elementary Schools in the Singorojo District, totaling 266 people. The sample was selected using the proportional sampling technique, ensuring that the distribution of samples from each school was proportional to the number of teachers in that school. Based on proportional calculations, the number of samples used is 160 teachers. The research instrument is a questionnaire with a five-category Likert scale that has gone through validity and reliability tests to ensure the reliability and feasibility of the measuring tool.

The data collection technique involved distributing questionnaires directly to respondents under the coordination of the school. Respondents were informed of the research's purpose and the direction of the questionnaire before the data collection was carried out. All answers are then encoded and processed to produce quantitative data.

The operationalization of variables in this study consists of three main variables, namely: (1) work environment (X1), defined as the overall physical and non-physical conditions where teachers work, which includes indicators of the physical environment (classroom cleanliness, lighting, ventilation, facility comfort, school neatness) and non-physical environment (principal support, teacher-teacher relations, communication, work atmosphere, work culture); (2) work motivation (X2), which is internal and external motivation that affects the teacher's enthusiasm in carrying out tasks, which is measured through indicators of intrinsic motivation (responsibility, job satisfaction, teaching enthusiasm, professional commitment) and extrinsic motivation (appreciation, leadership support, supervision, development opportunities, incentives); and (3) work discipline (Y), namely the level of teachers' compliance with professional rules and obligations, which is measured through indicators of time discipline (accuracy of attendance and compliance with working hours), administrative discipline (accuracy of preparation of learning tools and adherence to procedures), and discipline of work behavior (responsibility, compliance with rules, commitment to task implementation).

Data analysis was conducted in two stages. First, descriptive analysis to describe the conditions of the work environment, work motivation, and work discipline of teachers based on average scores, standard deviations, and category distribution. Second, inferential analysis begins with a classical assumption test, which includes tests for normality, linearity, multicollinearity, and heteroscedasticity to ensure that the data meet the requirements of the regression model. Furthermore, hypothesis testing was conducted using simple linear regression and multiple linear regression to determine the partial and simultaneous influences of variables. The entire analysis is carried out using statistical software.

3. FINDINGS AND DISCUSSIONS

Findings

Descriptive Statistics

Table 1. Descriptive Statistics

| Variable | N | Minimum | Maximum | Means | Std. Deviation |
|------------------|-----|---------|---------|--------|----------------|
| Work Discipline | 160 | 91 | 150 | 125,11 | 13,758 |
| Work Environment | 160 | 81 | 145 | 118,01 | 15,594 |
| Work Motivation | 160 | 86 | 140 | 115,39 | 12,848 |

Based on the results of data collection according to Table 1 of descriptive statistics obtained from the responses of 160 elementary school teachers in Singorojo District, the overall data is grouped into five categories, allowing the interval value to be determined using the formula:

$i = (\text{highest score} - \text{lowest score}) : \text{category}$

The distribution of elementary school teacher perception data in Singorojo Regency can be

illustrated in the following diagram:

Table 2. Frequency Distribution

| No | Categories | Work Discipline | | | Work Environment | | | Work Discipline | | |
|----|------------|-----------------|----|------|------------------|----|------|-----------------|----|------|
| | | Interval | f | % | Interval | f | % | Interval | f | % |
| 1 | Very low | 91 – 102 | 11 | 6,9 | 81 – 93 | 12 | 7,5 | 86 – 96 | 13 | 8,1 |
| 2 | Low | 103 – 114 | 14 | 8,8 | 94 – 106 | 13 | 8,1 | 97 – 107 | 21 | 13,1 |
| 3 | Medium | 115 – 126 | 74 | 46,2 | 107 – 119 | 75 | 46,8 | 108 – 118 | 69 | 43,1 |
| 4 | Height | 127 – 138 | 30 | 18,7 | 120 – 132 | 25 | 15,6 | 119 – 129 | 31 | 19,4 |
| 5 | Very high | 139 - 150 | 31 | 19,4 | 133 - 145 | 35 | 22 | 130 - 140 | 26 | 16,3 |

Based on the data in table 2 of the frequency distribution above, it shows that the perception of 160 elementary school teachers in Singorojo District towards work discipline is 6.9% in the very low category, 8.8% in the low category, 46.2% in the medium category, 18.7% in the high category and 19.4% in the very good category, because the average work discipline score is 125.11 which is in the interval of 115 - 126 in the medium category, so that based on the results of this study, elementary school teachers in Singorojo District have work discipline in the middle category.

The perception of 160 teachers of SD Negeri Singorojo Regency towards the work environment was 7.5% in the bad category, 8.1% in the poor category, 46.8% in the adequate category, 15.6% in the good category and 22% in the very good category, because the average score of the work environment was 118.01 in the interval of 107 - 119 in the adequate criteria, then based on these results it can be concluded that SD Negeri Singorojo Regency has a fairly good working environment..

The perception of 160 elementary school teachers in Singorojo District regarding work motivation was 8.1% in the very low category, 13.1% in the low category, 43.2% in the medium category, 19.4% in the high category and 16.3% in the very good category, because the average work motivation score was 115.39 which was in the interval of 108 – 118 in the medium category, so according to the results the conclusion was that elementary school teachers in Singorojo District had work motivation in the medium category.

Classic Assumption Test

a. Normality Test

Table 3. Recapitulation of Normality Test Results

| Variable | Signs |
|------------------|-------|
| Work Environment | 0,077 |
| Work Motivation | 0,413 |
| Work Discipline | 0,127 |

Based on Table 3, the significance value of the work environment is $0.077 > 0.05$; The significance value of work motivation was $0.413 > 0.05$, and the significance value of work discipline was $0.127 > 0.05$. Therefore, it can be concluded that the distribution of data from the work environment, work motivation, and work discipline is usually distributed. Therefore, the assumption of normality in this study is met.

b. Linearity Test

Table 4. Results of the Linearity Test

| Variable | | Number of Squares | df | Square Average | F | Sigs |
|------------------|---------------------------|-------------------|----|----------------|---------|------|
| Work Environment | (Combined) | 20273,19 | 61 | 332,347 | 3,316 | ,000 |
| Work Discipline | Linearity | 10100,05 | 1 | 10100,05 | 100,774 | ,000 |
| | Deviations from Linearity | 10173,14 | 60 | 169,552 | 1,692 | ,070 |
| Work Motivation | (Combined) | 16692,918 | 53 | 319,300 | 3,316 | ,000 |
| Work Discipline | Linearity | 7401,016 | 1 | 7401,016 | 100,774 | ,000 |
| | Deviations from Linearity | 9521,901 | 52 | 183,113 | 1,692 | ,097 |

Based on Table 4 of the results from the Linearity Test above, it can be concluded that the work environment and work discipline have a significant value of 0.070, which is greater than 0.05. Work motivation and work discipline had a significant value of 0.097 > 0.05, indicating a linear relationship between the environment and work motivation and work discipline.

c. Multicollinearity Test

Table 5. Multicollinearity Test Results

| Variable | Collinearity Statistics | |
|------------------|-------------------------|-------|
| | Tolerance | VIVID |
| Work Environment | ,782 | 1,279 |
| Work Motivation | ,782 | 1,279 |

According to Table 5 of the Multicollinearity Test Results above, it shows that the tolerance values and VIF values of all independent variables consisting of work environment and work motivation have a VIF value of <10 and a tolerance value of >0.1. This means that the independent variables used in the study did not exhibit symptoms of multicollinearity, allowing the regression model to be applied in this study.

d. Heteroscedasticity Tests

Table 6. Heteroscedasticity Test Results

| Models | Non-Standard Coefficients | | Standard Coefficients | t | Sig. |
|------------------|---------------------------|-----------|-----------------------|--------|------|
| | B | Std Error | Beta version | | |
| (Constant) | 24,134 | 5,508 | | 4,382 | ,000 |
| Work Environment | -,070 | ,041 | -,152 | -1,729 | ,086 |
| Work Motivation | -,070 | ,049 | -,124 | -1,409 | ,161 |

Based on Table 6 of the Heteroscedasticity Test Results above, the significance value of the work environment and the work motivation variable is greater than 0.05 (sig > 0.05). Therefore, the conclusion is that there is no heteroscedasticity in the regression model.

e. Linear Regression Test

1) The Influence of the Work Environment on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

Table 7. Influence of Work Environment on Work Discipline

| Models | Non-Standard Coefficients | | Standard Coefficients | t | Sig. |
|------------------|---------------------------|-----------|-----------------------|-------|------|
| | B | Std Error | Beta version | | |
| (Constant) | 64,791 | 6,810 | | 9,514 | ,000 |
| Work Environment | ,511 | ,057 | ,579 | 8,934 | ,000 |

Based on table 4.15 above, it shows that the t-count of the work environment is 8.934 while the t-table is 1.65455 ($8.934 > 1.65455$) with a Sig value of $0.000 < 0.05$ so that H_0 is rejected and H_a is accepted, which means that the work environment has a significant influence on the work discipline of teachers in State Elementary Schools in Singorojo Regency, Kendal Regency. Table 7 above shows the following regression equations:

$$Y = a + \beta X_1$$

$$Y = 64.791 + 0.511 X_1$$

Based on the above equation, a constant value of 64.791 indicates that when the work environment is 0, the work discipline has a value of 64.791. Furthermore, a positive regression coefficient (0.511) indicates that the relationship between the work environment variable and the work discipline variable is unidirectional/positive, meaning that any improvement in the work environment can increase the teacher's work discipline by 0.511. Therefore, the better the work environment, the higher the work discipline of teachers at State Elementary Schools in Singorojo District, Kendal. The level of contribution of the work environment to work discipline can be seen in the following table:

Table 8. Contribution of the Work Environment to Work Discipline

| R | R Square | Customized R Box | Std. Estimation Error |
|-------|----------|------------------|-----------------------|
| ,579a | ,336 | ,331 | 11,250 |

Based on the results of the determination coefficient test in Table 8 above, it can be seen that the R-squared value is 0.336. This result indicates that the work environment contributes 33.6% to the work discipline of teachers in State Elementary Schools in Singorojo District, Kendal Regency.

2) The Influence of Work Motivation on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

Table 9. The Effect of Work Motivation on Work Discipline

| Models | Non-Standard Coefficients | | Standard Coefficients | t | Sig. |
|-----------------|---------------------------|-----------|-----------------------|-------|------|
| | B | Std Error | Beta version | | |
| (Constant) | 63,830 | 8,589 | | 7,432 | ,000 |
| Work Motivation | ,531 | ,074 | ,496 | 7,178 | ,000 |

The results of the study from table 4.18 above show that the t-count of work motivation is 7.178 while the t-table is 1.65455 ($7.178 > 1.65455$) with a Sig value of $0.000 < 0.05$ so that H_0 is rejected and H_a is accepted, which means that work motivation has a significant influence on the work discipline of teachers in State Elementary Schools in Singorojo Regency, Kendal Regency. Based on Table 9 above, the

regression equation is shown as follows:

$$Y = a + \beta X_1$$

$$Y = 63.830 + 0.531X_1$$

Based on the above result equation, a constant value of 63.830 indicates that when the work environment is 0, the work discipline has a value of 63.830. Furthermore, a positive regression coefficient value (0.531) indicates that the relationship between work motivation and work discipline is unidirectional/positive, where every increase in work motivation results in a 0.531 increase in the teacher's work discipline. Therefore, the higher the work motivation, the higher the work discipline of teachers in public elementary schools in Singojo District. To see the magnitude of the contribution of work motivation to work discipline, the data is presented in the table below:

Table 10. Contribution of Work Motivation to Work Discipline

| R | R Square | Customized R Box | Std. Estimation Error |
|-------|----------|------------------|-----------------------|
| ,496a | ,246 | ,241 | 11,985 |

The results of the determination coefficient test in Table 10 Contribution of Work Motivation to Work Discipline above show that the R-squared value is 0.246. This result indicates that work motivation contributes 24.6% to the work discipline of teachers in State Elementary Schools in Singojo District, Kendal Regency.

3) The Influence of Environment and Work Motivation on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

Table 11. Influence of Environment and Work Motivation on Work Discipline

| Models | Number of Squares | df | Square Average | F | Sig. |
|------------|-------------------|-----|----------------|--------|---------|
| Regression | 12054,58 | 2 | 6027,292 | 52,453 | .000 |
| Rest | 18040,61 | 157 | 114,908 | | billion |
| Quantity | 30095,19 | 159 | | | |

The results of the study from table 11 above show that the f-count of work environment and work motivation is 52,453 while the f-table is 3.05 (52,453 > 3.05) with a Sig value of 0.000 < 0.05 so that H₀ is rejected and H_a is accepted, which means that the work environment and work motivation together have a significant influence on work discipline in State Elementary Schools in Singojo Regency, Kendal Regency. The results of the multiple regression analysis, which tests the hypothesis of the relationship between work environment and work motivation across various work disciplines, are summarized in the following table.

Table 12. Work Environment Regression Coefficient and Work Motivation in Work Discipline

| Models | Non-Standard Coefficients | | Standard Coefficients | t | Sig. |
|------------------|---------------------------|-----------|-----------------------|-------|------|
| | B | Std Error | Beta version | | |
| (Constant) | 43,193 | 8,339 | | 5,180 | ,000 |
| Work Environment | ,392 | ,062 | ,445 | 6,364 | ,000 |
| Work Motivation | ,309 | ,075 | ,288 | 4,124 | ,000 |

Based on the table of coefficients of 12, the regression equation is as follows:

$$Y = a + \beta X_1 + \beta X_2$$

$$Y = 43.193 + 0.392 X_1 + 0.309 X_2$$

Based on the regression equation above, it can be interpreted as follows: The constant value of 43.193 indicates that the value of work discipline is 43.193 if the variables of work environment (X1) and work motivation (X2) are equal to 0. The variable regression coefficient of the work environment (X1) indicates a positive regression coefficient of 0.392, meaning that every improvement in the work environment can increase the teacher's work discipline by 0.392 units. The regression coefficient of the work motivation variable (X2) indicates a positive regression direction of 0.309, meaning that any increase in work motivation can lead to a 0.309 increase in the teacher's work discipline.

These results show that the level of work discipline of teachers in public elementary schools in Singojo District, Kendal Regency, is influenced by the work environment and work motivation. The better the work environment and the higher the teacher's work motivation, the higher the teacher's work discipline.

Table 13. Contribution of Work Environment and Work Motivation to Work Discipline

| R | R Square | Customized R Box | Std. Estimation Error |
|-------|----------|------------------|-----------------------|
| ,633a | ,401 | ,393 | 10,720 |

The results of the determination coefficient test in Table 13 above show that the R-squared value is 0.401. This result indicates that the work environment and work motivation contribute 40.1% to the work discipline of teachers at State Elementary Schools in Singojo District, Kendal Regency.

Discussion

The Influence of the Work Environment on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

The study found that the t-test for the work environment was 8.934, while the t-table was 1.65455 ($8.934 > 1.65455$), with a Sig value of $0.000 < 0.05$. Therefore, H_0 is rejected, and H_a is accepted. The conclusion is that the work environment has a significant impact on the work discipline of teachers. This is because a positive work environment can increase teachers' motivation to work better and be more disciplined. In this study, work environment indicators encompass both physical and non-physical aspects of the work environment. A physical work environment, such as the attractive design of each classroom, clean and comfortable courtyards, and social facilities like comfortable places of worship for teachers, can improve teacher morale and discipline. Meanwhile, a non-physical work environment, such as leaders' willingness to listen to problems related to teachers' work and fellow teachers supporting each other in expressing their goals, creates bonds between teachers, thereby improving the teacher's work discipline.

The results of this study are in line with the research of Ramdhona, Rahwana, and Sutrisna (2022). The results of the study showed that the work environment had a positive and statistically significant influence on work discipline ($p < 0.000$). Research by Inbar (2018) Stated that the work environment (X) had a positive and significant influence on work discipline (Y1) with a Beta coefficient value of 0.586, with a t-count of 6.346 and a probability of $0.000 (p < 0.05)$. Supported by research by Rivai, Kurniawan, and Ruma (2023) The work environment is greater than the T-Table value with a significance level of $0.000 < 0.05$, indicating that the work environment has a positive and significant impact on work discipline.

The three studies mentioned above share the same strength as the researchers' research, with all three having a p-value of 0.000. The strength of the current study, which distinguishes it from previous

research, lies in its location, which provides a broader picture of the phenomenon being studied. Additionally, varying sample sizes enable more accurate results and better generalizations. Thus, current research can make a greater contribution to existing knowledge and expand the information on the topic being researched.

The work environment can be defined as everything around the workplace that can affect employees in performing and completing assigned tasks in a particular area (Eliyanto, 2018). As mentioned by Bahri (2018) The work environment includes all factors surrounding teachers that affect their performance, including a comfortable and safe physical environment. Siagian (2019) Defines a work environment as a place where employees do their daily work. Meanwhile, Wanta, Puti, and Hidayaty (2024) Concluding that the work environment is a means or infrastructure that supports workers in carrying out their work and provides comfort so that teachers can carry it out more effectively.

Therefore, the work environment is very important for every teacher (Fikri Irfan Muhyidin Radiningrat et al.. An environment that is not conducive can hurt work activities and reduce employee performance. A safe and healthy work environment will certainly encourage teachers to be more disciplined in complying with school regulations and procedures, thereby increasing efficiency and productivity in carrying out their duties. This aligns with the theory, as stated by Nitisemito (2019), which posits that for normal people, creating a healthy, clean, and enjoyable work environment will undoubtedly foster a sense of happiness. This feeling of happiness will motivate a person to work with greater enthusiasm, which ultimately has an impact on the teacher's discipline.

One of the factors in building good work discipline is the work environment, as it serves as a space for carrying out daily work activities. A conducive work environment will support a person's comfort in carrying out their duties and can increase good work discipline for the organization. In line with Sunyoto's statement (2019) The work environment is the primary factor that influences teachers in carrying out their work and activities within an organization.

Teachers' work environments play an important role because they can influence the way teachers carry out their duties, conditions, and work results (Hamzah, U., & Lamatenggo, 2022). A supportive work environment will increase teachers' enthusiasm and motivation, which in turn affects their compliance with regulations. With high work discipline resulting from a positive work environment, the quality and quantity of teachers' work will improve, and it will be completed on time, thereby enhancing overall professionalism. Similar research was conducted by Ardhiansyah, Retno, and Rini (2021) Found that the work environment affects employee discipline in CVs. Lamp Offset Jombang.

In this study, the highest strength dimension of the work environment variable was the physical work environment, with a value of 0.555, and the work discipline variable was the self-imposed discipline, with a value of 0.624. Meanwhile, the lowest indicator of the work environment variable was the non-physical work environment at 0.487, and the work discipline variable was command discipline at 0.536. These results show that a supportive work environment contributes to improved teacher discipline. A positive environment can increase motivation and well-being, and a work environment is crucial for creating optimal conditions for teachers to perform at their best in the educational process.

The Influence of Work Motivation on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

The results showed that the t-count of work motivation was 7.178 while the t-table was 1.65455 ($7.178 > 1.65455$) with a Sig value of $0.000 < 0.05$, so that H_0 was rejected and H_a was accepted, which means that work motivation has a significant influence on the work discipline of teachers in Public Elementary Schools in Singorojo Regency, Kendal Regency. In this study, the indicators of work motivation are internal and external motivation. Internal motivation, such as completing tasks in my work with enthusiasm, the wages I receive are in accordance with the standards, and a comfortable

work atmosphere, combined with the enthusiasm to complete them on time, can improve work discipline. While external motivation, such as my work, is appreciated by my superiors because it guarantees that my work achievements will be rewarded, the principal maintains open communication and holds regular meetings with teachers, which helps improve the teachers' work discipline.

This research is in line with the research of Burhan, Asmara, and Aswandi (2022). The results showed that the work motivation of school principals significantly affected the work discipline of teachers in South Java elementary schools by 39.84%, with a significance level of 0.000. This means that the principal's work motivation can influence the teacher's work discipline. Research by Hidayat (2021) Showed that motivation significantly affected work discipline, as indicated by an F value of 6.776 with a significance level of $0.002 < 0.05$. Similar study by Ghani & Herlina (2023) The results indicate that teachers' work motivation has a direct, positive effect on their work discipline, with a path coefficient of 0.271 and a t-value of 2.52. > T-Table CX 2.37 with a p value of 0.000.

From the three studies above, the research of Burhan, Asmara, and Aswandi (2022) and research by Ghani & Herlina (2023) The studies have the same strength as the researcher's research, as they all have a p-value of 0.000. Then, research by Hidayat (2021) Has a lower strength with a p-value of 0.002. The advantage of current research, which distinguishes it from previous studies, is that it is situated in a location that has never been explored before, enabling it to offer a distinct perspective on existing research. Current studies can use more sophisticated methods of analysis, such as multiple regression analysis or path analysis, to understand the relationship between motivation and work discipline.

São Paulo (2019). Defines motivation as the process of trying to achieve a goal. According to Danim (2017), Motivation is the drive that arises in a person to consciously dedicate themselves to achieving organizational goals. Meanwhile, Hamzah (2018) defines motivation as the fundamental drive that prompts a person to behave. This impulse resides within a person and prompts them to act in accordance with their inner desires.

Work motivation is a crucial factor in enhancing teacher discipline. High motivation will encourage teachers to work enthusiastically, analyze the learning process, and strive to improve their own abilities and qualities (Alif, 2019). Teacher motivation is a force that comes from within and outside that drives teachers to complete tasks (T. Wahyuni, 2020)(Sudrajat, 2020). Intrinsic and extrinsic factors influence teachers' motivation to carry out learning (Sukardi, 2021). Motivation enables teachers to navigate the ever-changing dynamics of education and overcome various challenges that arise during the learning process.

São Paulo (2019) Argues that teachers will work diligently if they are highly motivated. Positive motivation demonstrates interest, attention, and a desire to participate in a task or activity (Mirawati, R., Ihsani, N., Felix Gunawan, N., Putri, N.. Consistent with this view, teachers who are less successful in teaching are often due to a lack of motivation, which impacts their productivity and performance. Consistent with the opinions of Hermawan, Abdullah, and Soedjono (2023) Unmotivated teachers often lack enthusiasm for teaching, leading to neglected assignments and a chaotic classroom environment. Furthermore, students become unmotivated, bored, and tired of learning if the teacher lacks enthusiasm and discipline.

Motivation affects teachers' work discipline because the intrinsic drive to work with enthusiasm results in better performance and adherence to regulations. (Rismayani, 2017). Teachers with high motivation tend to be more disciplined in fulfilling their teaching, administrative, and regulatory responsibilities. In line with the opinion of Piharsih & Ruhita (2021) Teachers with strong motivation will be more compliant with existing school regulations, driven by their internal desire to perform their job well.

In this study, the highest strength dimension of the work motivation variable was internal motivation ($r = 0.626$), and the work discipline variable was self-imposed discipline ($r = 0.624$).

Meanwhile, the lowest strength indicator of the work motivation variable was external motivation (0.524), while the work discipline variable was characterized by command discipline (0.536).

The results indicate that work motivation affects the work discipline of elementary school teachers in Singorobo District, Kendal Regency. This means that the higher the teacher's work motivation, the higher their work discipline. Strong work motivation can increase teacher discipline in carrying out their duties and responsibilities. Therefore, increasing teachers' work motivation can be a strategy to improve teachers' work discipline.

The Influence of Environment and Work Motivation on the Work Discipline of Public Elementary School Teachers in Singorojo District, Kendal Regency

Based on the results, it was shown that the f-count of work environment and work motivation was 52,453 while the f-table was 3.05 ($52,453 > 3.05$) with a Sig value of $0.000 < 0.05$ so that H_0 was rejected and H_a was accepted, which means that the work environment and work motivation together have a significant influence on work discipline in State Elementary Schools in Singorojo District, Kendal Regency. This means that if the work environment is good and work motivation is high, then work discipline will increase, such as teachers consistently being on time for assigned tasks and carrying them out in accordance with existing work procedures. On the other hand, if the work environment is bad and work motivation is low, then work discipline will decrease.

Research by Ardiansyah, Retno, and Rini (2021) Found that work motivation and work environment affect work discipline in CVs. Lamp Offset Jombang. Similar studies by Rosmiyati and Haziroh (2024) Found that the work environment and motivation affect work discipline at PT Saprotan Utama Nusantara Semarang. Research by Nurlaela, Damayanti, and Farchan (2024) It was found that the work environment and motivation affect work discipline at the Indramayu Regency Transportation Office.

Compared to previous research, the current study has several advantages, including its focus on the education sector. This research focuses on the education sector, particularly public elementary schools, whereas previous research has concentrated on the industrial sector. Second, the specific location. The research was conducted in Singorojo District, Kendal Regency, making the results more relevant to the local context and thus providing more relevant and applicable insights to improve the quality of education. In addition, the sample sizes are diverse, resulting in more accurate results and better generalizations. Meanwhile, the strength of this study, compared to previous research, lies in its relevance to the local context. The research itself has high relevance to the local context, so the results can be used to improve work discipline in public elementary schools in Singorojo District, Kendal Regency. In addition, this research contributes to the theory of work discipline, work motivation, and the work environment in the education sector, whereas previous research has focused on the industrial sector.

Discipline is a key factor in improving teacher performance to increase success, ultimately enhancing the success of the organization and all aspects of the educational world (Catio, 2020). Discipline is essential for all members to achieve the organization's goals. In addition, the organization must ensure that the rules are clear and fair for both superiors and subordinates. A person's performance will be affected if they are unaware of the need to improve their discipline, whether it relates to time management or work productivity. Work discipline is the starting point for organizational success. Discipline encourages teachers to work in accordance with applicable rules and procedures. Teachers who arrive on time and do not leave the class before the end of the lesson are examples of teachers who show their performance (Srisiska, A., & Missrian, 2021).

Achieving optimal teacher discipline will not be easy; this requires the development of focused and coordinated human resources, supported by other factors, namely the work environment and work motivation. The work environment and work motivation collectively determine teacher performance

and are considered essential for improving teacher discipline. A good work environment, characterized by adequate facilities, a conducive atmosphere, and high work motivation, will encourage teachers to improve their performance. (Azahra, A. D., & Putri, 2023).

Work motivation affects a teacher's discipline in carrying out their duties because it can be a driving force for the will and desire to work effectively. It is therefore clear that work discipline must be improved to enhance the organization's success (Tustina, R., Pauzy, D. M., & Oktaviani, 2024). Meanwhile, a safe and comfortable work environment will encourage teachers to perform their duties effectively and make them feel calm while doing so. In addition, a good work environment creates a supportive atmosphere, which can increase teachers' enthusiasm and motivation to work in a disciplined and compliant manner (Wanta, W., Putri, G.S., & Hidayaty, 2024).

In this study, the highest strength dimension of the work environment variable was the physical work environment, with a value of 0.555. The work motivation variable was internal motivation, with a value of 0.626, and the work discipline variable was independent discipline, with a value of 0.624. Meanwhile, the lowest indicator of the work environment variable was the non-physical work environment, with a value of 0.487. The work motivation variable was external motivation, with a value of 0.524, and the work discipline variable was command discipline, with a value of 0.536.

These results indicate that the combination of work environment and work motivation collectively influences teachers' work discipline. The combination of a positive work environment and high work motivation is a crucial factor in creating and maintaining teacher discipline. Conversely, an uncomfortable environment and low motivation lead to a decrease in discipline.

4. CONCLUSION

The study's results showed that the work environment and work motivation had a significant influence on the work discipline of elementary school teachers in the Singorojo District. Partially, the work environment contributed 33.6%, while work motivation contributed 24.6% to the improvement of work discipline. These findings confirm that conducive physical and non-physical environmental conditions, as well as internal and external encouragement that motivates teachers to work optimally, play a crucial role in shaping disciplinary behavior, including punctuality, administrative completion, and compliance with school rules.

Simultaneously, the work environment and work motivation contributed 40.1% to teacher work discipline. This shows that the two variables complement each other in creating disciplined work behavior among teachers. Thus, improving work discipline can be achieved by enhancing school facilities, fostering a positive work climate, and increasing motivation through appreciation, managerial support, and professional development opportunities. These findings also open up opportunities for future research to examine other factors, such as leadership, organizational culture, or workload, that also have the potential to affect teacher discipline.

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