

The Role of Self-Discipline, Self-Concept and Self-Efficiency on Teacher Performance

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Abstract: The quality of education is very dependent on the role of teachers in it because teachers are professional educators. Quality education processes and outcomes are also inseparable from teacher performance. Therefore, given the importance of this, various efforts are still being made to improve teacher performance such as self-discipline, self-concept and self-efficacy as will be discussed in this study. This study uses a quantitative approach by using the method of observation and questionnaire design. The population observed was 38 teachers, because the number was less than 100, the sample was determined using the census technique. The data were then tested for validity and reliability as well as the classical assumption test. In the end there is multiple regression analysis using SPSS version 26.0 program. The conclusion that self-discipline has a significant effect on improving teacher performance. Likewise, what happened to the independent variables of self-concept and self-efficacy also had a partial and significant influence on improving teacher performance. These three variables have a significant effect simultaneously on improving teacher performance.

Keywords: self-discipline; self-concept; self-efficiency; teacher performance.

Abstrak: Mutu pendidikan sangat bergantung pada peran guru di dalamnya karena guru sebagai tenaga pendidik yang profesional. Proses dan hasil pendidikan yang berkualitas juga tidak terlepas dari kinerja guru. Oleh karena itu mengingat pentingnya akan hal tersebut, maka berbagai upaya masih terus dilakukan untuk meningkatkan kinerja guru seperti dengan adanya disiplin diri, konsep diri dan efikasi diri sebagaimana akan dibahas di penelitian ini. Studi ini menggunakan pendekatan kuantitatif dengan menggunakan metode observasi dan rancangan kuesioner. Populasi yang diamati adalah guru yang berjumlah 38 orang, karena jumlahnya kurang dari 100, maka penentuan sampel menggunakan teknik sensus. Data selanjutnya diuji kevalidan dan kehandalan serta uji asumsi klasik. Pada akhirnya ada analisis regresi berganda dengan menggunakan program SPSS version 26.0. Kesimpulan bahwa disiplin diri memiliki pengaruh signifikan terhadap peningkatan kinerja guru. Begitu pun yang terjadi pada variabel bebas konsep diri dan efikasi diri turut memiliki pengaruh secara parsial dan signifikan terhadap peningkatan kinerja guru. Ketiga variabel tersebut memiliki pengaruh signifikan secara simultan terhadap peningkatan kinerja guru.

Kata kunci: disiplin diri; konsep diri; efikasi diri; kinerja guru

INTRODUCTION

Education has been recognized as an important element in developing the human personality and has an important role in forming quality human beings. The government pays serious attention to cultivating and developing the education sector. The existence of a systematic and quality-oriented educational process is expected to produce a generation that is reliable in building the nation and facing all changes and global demands. Education reform efforts have been carried out in the midst of the dynamics of change. There is an overarching goal by prioritizing the right of every citizen to obtain a proper education in order to ensure the welfare of life. Formal and non-

formal educational institutions are involved in achieving these goals. Every organization must give its best effort to produce optimal organizational performance (Ahmad et al., 2014; Sinambela & Darmawan, 2021).

The school through teachers and principals has an important role in realizing the goals of education to educate the nation's life (Yuliana, 2012). Teacher performance is a measure of school success (Hariyani et al., 2016). Individual and organizational performance is an important element supporting organizational success (Jamaluddin et al., 2013). Good teacher performance will support a good learning process as well. According to Darmawan (2015), teacher performance is the ability and success of teachers to carry out their duties in learning activities. According to Luthans et al. (2015), performance is the quality that an individual produces from doing his job. This performance describes the extent to which a person's activity is to do the task and contribute to realizing the goals that have been set previously (Hutomo, 2011; Issalillah & Wahyuni, 2021). Teachers who have good performance are often considered as professional teachers. According to Mardikaningsih et al.(2022), teacher performance is the embodiment of the final result of the work of each teacher, including in the field of administration and the main task of teaching based on professionalism. Teacher performance will show the level of achievement of teachers carrying out main tasks in the field of education according to performance standards in a certain time span to support overall educational goals (Sinambela & Ernawati, 2021).

One of the factors that shape teacher performance is self-discipline. Self-discipline is seen by others in daily behavior (Kiley et al., 2015). Teachers should understand how they have awareness and try to be a good person and also try to comply with the provisions and norms in the social environment (Novrianda et al., 2012). Studies of organizational behavior have shown this to be important and capable of helping and realizing organizational goals (Ningwulan et al., 2012). The existence of direction on the attitude of discipline will produce work effectively. Thus, discipline is an important element for organizations in an effort to achieve goals. However, it all stems from the behavior of organizational members (Karina et al., 2018; Infante & Darmawan, 2022).

In addition to self-discipline, teacher performance can also be determined by self-concept. The success of teachers related to their performance is largely determined by their self-concept. Calhoun & Acocella (1995) explain that self-concept is how an individual views himself and this includes three dimensions that shape it, namely knowing oneself, respecting oneself and judging oneself. Self-concept determines how individuals behave/act in various situations (Munir et al., 2022). Rivera (2020) states that self-concept affects teacher performance. Teachers who have attitudes and traits that support the achievement of organizational goals will lead to the implementation of tasks correctly. In negative situations, teachers who tend to be less supportive of work, for example, are reluctant to develop themselves and do not want to be involved in work with other people, of course, this will have an impact on teacher performance. A bad self-concept will cause difficulties regarding the realization of hidden talents and potentials (Darmawan, 2013). On the other hand, a healthy self-image will pave the way for success and happiness in life (Mardikaningsih & Putra, 2021). A person with a positive self-concept will succeed in developing self-confidence, self-esteem and being able to see himself realistically. With the realization of these traits, the person can establish relationships with the right people so that later they can easily adapt to the social environment. Thus, teachers who have a positive self-concept will expand their success in learning while those who have a negative self-concept will have difficulty.

Self-efficacy also has a role in teacher performance. The role of self-efficacy is needed so that teacher performance can be further developed because the realization of self-efficacy will create a sense of confidence in their abilities in completing the work assigned by their leaders. According to Lunenburg (2011), self-efficacy is an individual who believes that he can produce something useful. Self-efficacy is an important part of cognitive social theory or self-efficacy as a belief in one's ability to achieve results (Lestari et al., 2020). Bandura (1997) explains that self-confidence is a form of belief in oneself in acting in order to be faced with conditions where the

expected results can be obtained. The study of Song et al. (2018) found that teacher performance can be positively and significantly influenced by self-efficacy. As explained by Darmawan (2019) which states that if an individual has a high level of self-efficacy, then all efforts, attention to achieving goals will be devoted to the maximum and if you face failure, it is not easy to despair, instead the efforts made will be increased as much as possible. In addition to this, individuals with high self-efficacy can change the events around them, but on the contrary a sense of being unable to complete everything around them shows that their self-efficacy is low. When individuals with low self-efficacy are faced with difficult situations, they quickly give up and on the contrary, every effort will be made even harder in order to solve the challenges faced when the individual's self-efficacy is high (Caprara et al., 2006). Based on this description, the author conducted a study entitled Improving Teacher Performance through self-discipline, self-concept and self-efficacy.

METHODS

This study uses a quantitative approach by using the method of observation and questionnaire design. This study takes a case in one of the junior high schools (SMP) in the city of Surabaya. The population observed was teachers, totaling 38 people. Based on this, because the number of population members is less than 100 people, the researcher uses a census technique and makes all members of the population as members of the sample or respondents.

In this study there were three independent variables involved, namely self-discipline, self-concept, and self-efficacy. The dependent variable is teacher performance. The following is an explanation of the operational definitions and measurement indicators for each variable.

1. Self-Discipline Variable (X.1)

Self-discipline is the awareness and willingness of teachers to obey all the rules and social norms that apply in the workplace. According to Arifin et al. (2017), self-discipline has several indicators, namely (a) the teacher's sense of care for the achievement of organizational goals; (b) high enthusiasm, enthusiasm and initiative of teachers when working; (c) the teacher is fully responsible for the proper implementation of the task; (d) awareness to fulfill obligations as a teacher.

2. Self-Concept Variable (X.2)

Self-concept is an individual's personal view of himself which includes knowledge of self, self-esteem and self-assessment. According to Calhoun and Acocella (1995), self-concept has indicators (a) knowledge related to oneself; (b) expectations of a set of views about what one might become in the future; (c) self-assessment.

3. Self-Efficacy Variable (X.3)

Self-efficacy is a belief in one's ability to carry out tasks. According to Lunenburg (2011), self-efficacy indicators are (a) past performance; (b) vicarious experiences; (c) verbal persuasion (verbal persuasion); (d) emotional cues.

4. Teacher Performance Variable (Y)

Performance is a measurement of the expected work results in the form of something optimal. The indicators for measuring performance according to Darmawan (2021) are (a) work quality; (b) quantity; (c) punctuality; (d) effectiveness; (e) independence.

The data collection tool used in this study was a questionnaire. The questionnaire uses a Likert scale which serves to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. There are eight levels from Strongly Agree (SSS) with eight points to Strongly Disagree (STSS) with one point.

The data were then tested for validity and reliability as well as the classical assumption test. In the end, there is a multiple regression analysis using the SPSS version 26.0 program.

RESULT AND DISCUSSION

1. Characteristics of Respondents

Respondents from teachers are grouped based on their respective characteristics. Based on gender, there were 12 men and 26 women. Characteristics of respondents based on age showed that there were two respondents aged 25 to 30 years, 17 people from 31 to 40 years old, 10 people from 41 to 50 years old, and nine people over 50 years old. There were two people in the school for less than a year. There are eight people who have worked at the school for a span of one to five years. There are 15 people who are in the range of five to 10 years. The rest are more than 10 years old. There are 11 people who have teacher certification.

2. Validity and Reliability Test

Based on the results of testing the validity of each research variable, the statement in this research questionnaire is declared valid because the value of $r > 0.30$. While the reliability test in this study was carried out using the Cronbach Alpha value guideline with the criteria if Cronbach's Alpha value > 0.7 then it is said to be reliable and Cronbach's Alpha value < 0.7 then it is said to be unreliable.

Table 1. Variable Reliability Test Results

VARIABLES	CRONBACH'S ALPHA	STATUS
Self-Discipline (X.1)	0.712	Reliable
Self-Concept (X.2)	0.839	Reliable
Self-Efficiency (X.3)	0.778	Reliable
TEACHER PERFORMANCE (Y)	0.764	RELIABLE

Source: SPSS Output

Based on these results, the Cronbach Alpha value for the self-discipline variable (X.1) is $0.712 > 0.700$ so it is said to be reliable. While the Cronbach Alpha value for the self-concept variable (X.2) is $0.839 > 0.700$ so it is said to be reliable and the Cronbach Alpha value for the self-efficacy variable (X.3) is $0.778 > 0.700$ so it is said to be reliable. The Cronbach Alpha value of the teacher performance variable (Y) is $0.764 > 0.700$ so it is said to be reliable.

3. Classic assumption test

The multicollinearity test is based on the Variance Inflation Factor (VIF) value on the SPSS 26 output. Each independent variable has a VIF 10 and a Tolerance value 0.10. This is the basis that it is stated that the multiple linear regression model does not have multicollinearity between the independent variables and other independent variables so that it can be used in this study. The results are shown in Table 2.

Table 2. Multicollinearity Test Results

Variables	Tolerance	VIF
Self-Discipline (X.1)	.829	1.206
Self-Concept (X.2)	.570	1.754
Self-Efficiency (X.3)	.573	1.746

Source: SPSS Output

The normality test in Figure 1 of the P-P Plot graph shows that the data spreads around the diagonal line and moves in the direction of the diagonal line. This means that the data are normally distributed and meet the normal assumptions.

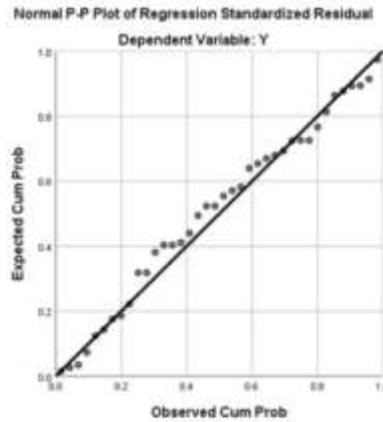


Figure 1. P-P Plot Data Normality (Source: SPSS Output)

Heteroscedasticity test was observed with a scatterplot graph. From Figure 2 it can be seen that the points spread randomly and do not form a pattern so it is concluded that there is no heteroscedasticity in the regression model in this study.

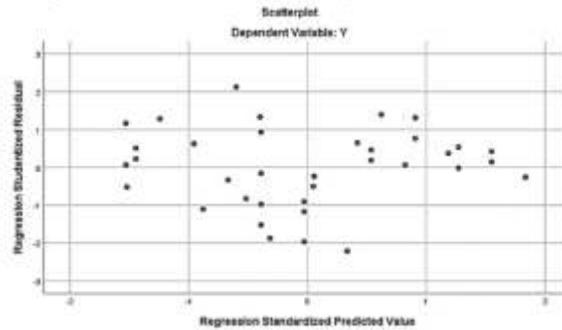


Figure 2. Scatterplot Graph (Source: SPSS Output)

4. Linear Regression Analysis

The results of the multiple regression test conducted on three independent variables, namely self-discipline, self-concept, and self-efficacy are presented in Table 3 below.

Table 3. t test results

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG.	COLLINEARITY STATISTICS	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	24.379	5.230		4.661	.000		
X.1	2.881	.774	.410	3.722	.001	.829	1.206
X.2	1.852	.756	.326	2.451	.020	.570	1.754
X.3	1.462	.689	.282	2.123	.041	.573	1.746

Source: SPSS Output

The regression equation obtained is as follows $Y = 24,379 + 2,881X.1 + 1,852X.2 + 1,462X.3$. Based on Table 3, the t-test can be seen that the tcount value of the self-discipline variable is 3.722 with a significant level of 0.001 (<0.05). The tcount value of the self-concept variable is 2.451 with a significant level of 0.02 (<0.05). The t-count value of the self-efficacy variable is

2.123 with a significant level of 0.041 (<0.05). This shows that there is a positive and significant effect of self-discipline, self-concept and self-efficacy variables on teacher performance variables.

The F test exists to determine the role of the independent variables simultaneously giving an impact on the dependent variable. This was tested at a 5% significance level. The results of the F test can be seen in Table 4.

Table 4. F . Test Results

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	Regression	963.310	3	321.103	21.750	.000 ^b
	Residual	501.953	34	14.763		
	TOTAL	1465.263	37			

Source: SPSS Output

Based on Table 4, the probability value of alpha 0.000 is smaller than the value of 0.05. This means that the variables of self-discipline, self-concept and self-efficacy simultaneously have a significant effect on the variable of improving teacher performance.

Table 5. Coefficient of Determination

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE	DURBIN-WATSON
1	.811 ^A	.657	.627	3.842	1.334

Source: SPSS Output

The value of the coefficient of determination is the contribution of the independent variable to explain the variation of the dependent variable. Based on Table 5 shows the value of Adjusted R Square of 0.627 or 62.7% which means the contribution of self-discipline, self-concept and self-efficacy to improving teacher performance is 62.7%, while the remaining 37.3% is the contribution of other variables not examined or variables others that are not included in this research model.

5. Discussion

Based on data analysis, self-discipline variable has a significant effect on improving teacher performance. This is in accordance with the findings of Darmawan (2014, 2015); Aprilianti et al. (2019); Sinambela et al. (2019); Sulaksono & Mardikaningsih (2021); and Darmawan (2022). Self-discipline is needed by every individual, including teachers because it will determine their attitude or behavior based on all written or unwritten rules and regulations which should be obeyed and implemented. Teachers who can obey the rules and implement these rules well, then at work will feel calm because they have worked according to existing norms so that whatever is done to achieve educational goals will be reflected in the performance provided. The smoothness and success of the teaching and learning process, a conducive school atmosphere, student behavior, the formation of student character, student achievement are also largely determined by the self-discipline of the teacher. Teachers who have a high level of self-discipline will accept that attitudes, actions taken based on regulations are not a burden, on the contrary the teacher will feel burdened if they cannot do what they should. In contrast to teachers who have a low level of discipline, they tend to ignore and even violate the rules that have been set when they should be obeyed. Therefore, self-discipline will create social norms and awareness so that all school rules and learning systems are obeyed. The realization of this certainly requires continuous supervision so that the self-discipline that has been possessed can be consistently applied so that there is no desire to commit violations that actually harm him and disrupt the survival of the school. However, with self-discipline that helps improve teacher performance, self-discipline is actually a form of self-control which will have an impact on the welfare of the teacher's life (Joshnloo et al., 2020) and reduce work stress (Nielsen et al., 2020). In addition, it can also be a factor that

allows the teacher not to be easily influenced by negative things because he prioritizes long-term goals in the world of education (Bardi & Schwartz, 2003).

Another finding shows that the self-concept variable has a significant effect on improving teacher performance. These results support the findings of Sugiarta et al. (2018); Rivera (2020). Self-concept will support a person's belief that he can succeed under certain conditions. This of course must be supported by the competence and behavior or work attitude of the teacher (Lembong et al., 2015). This character supports work results and the desire to carry out responsibilities at work with a high level of awareness (Arifin et al., 2022). Teachers with high self-concept can control the classroom situation, smooth the learning process so that teachers can carry out their roles professionally. Therefore, self-concept is an important component in best practice in educational units that can implement effective educational interventions in the school context to maximize potential which ultimately has an impact on the level of professionalism.

The data analysis also proves that the self-efficacy variable has a significant effect on improving teacher performance. The results of this study support previous research conducted by Song et al. (2018). Individuals with high self-efficacy are able to judge that every failure is due to personal mistakes and that it needs to be corrected with better efforts. A person's doubts as a form of low self-efficacy will have an impact on avoiding complex tasks. This is because it is considered disturbing their comfort zone. This condition shows a person has a low level of commitment to the organization. Complex tasks are seen as troublesome and they are trapped in lack of self-confidence. Furthermore, the results obtained will be poor (Issalillah et al., 2021; Putra et al., 2022).

Simultaneously, the three independent variables showed a significant effect on the teacher performance improvement variable. Although the role of the teacher determines the success of educational goals, the management system also plays an important role in this. Human and system factors are two things that contribute to performance (Mardikaningsih, 2014). Organizational culture must be formed to lead to effective results (Ishak et al., 2016). The effectiveness of the system is shown by the role of the manager. If the policy is appropriate, it will increase the sense of motivation, confidence and job satisfaction of organizational members (Purnamasari et al., 2021). This will also improve teacher performance. Organizational members also have the desire to remain with the organization (Ramadhan et al., 2013; Mahyanalia et al., 2017; Retnowati et al., 2021).

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis test and the previous discussion, it can be concluded that self-discipline has a significant effect on improving teacher performance. Likewise, what happened to the independent variables of self-concept and self-efficacy also had a partial and significant influence on improving teacher performance. These three variables have a significant effect simultaneously on improving teacher performance.

With the research results obtained, the principal should be able to implement several policies related to existing regulations. The implementation of this policy must be known by all school members including teachers and it is important to set an example regarding discipline to improve the teaching and learning process in schools. The task of disciplining teachers is not an easy thing because there are so many characters inherent in the teacher that it takes intellectual intelligence, emotional intelligence, and spiritual intelligence that a school principal has to carry out his duties. Discipline as the main capital strengthens the motivation of every teacher so that their self-competence continues to be developed. Can also carry out supervision properly so that teacher performance, the learning process can improve. Supervision is one of the fundamental functions of school programs that must be carried out effectively and responsibly. The existence of

academic supervision does not mean that it intends to judge the mistakes or shortcomings of teachers, school residents and cause sanctions to be imposed, but to improve performance in terms of better learning quality so that appropriate, systematic solutions can be found to foster the teachers concerned. In this case the principal as a related party must have interpersonal, conceptual and technical skills. In addition to this, the implementation of academic supervision must be monitored regularly, assessed, evaluated and followed up so that expectations for improving teacher performance can be realized as they should because teachers have received feedback that can help to correct deficiencies that should have been avoided. In addition, it is important for every teacher to maintain their commitment as educators where duties, obligations, responsibilities, dedication must be carried out with full responsibility, trust and try to give their best. Various programs from schools and governments to improve the quality, competence, self-concept and self-efficacy of teachers should be utilized optimally because this will certainly benefit the teacher. For other researchers, it is recommended that they determine several relevant independent variables by adding research samples obtained from several schools so that more varied research results can be found.

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