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THE ROLE OF MOTIVATION, DISCIPLINE, AND JOB SATISFACTION ON THE PERFORMANCE OF SMPI AND SMAI EDUCATORS AT DAARUSSA'ADAH ISLAMIC BOARDING SCHOOL FOUNDATION, PESAWARAN REGENCY

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**THE ROLE OF MOTIVATION, DISCIPLINE, AND JOB SATISFACTION ON THE PERFORMANCE  
OF SMPI AND SMAI EDUCATORS AT DAARUSSA'ADAH ISLAMIC BOARDING SCHOOL  
FOUNDATION, PESAWARAN REGENCY**

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**ABSTRACT**

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*This study aims to examine the simultaneous influence of motivation, discipline, and job satisfaction on the performance of educators at SMPI and SMAI under the Daarussa'adah Foundation in Pesawaran Regency. The research employed a mixed-method approach, combining both quantitative and qualitative methods. The population of the study consisted of all 70 educators working at the foundation. The sampling technique used was saturated non-probability sampling, and the data were processed using SPSS Statistics 26. Data were collected through interviews and questionnaires, while multiple linear regression analysis was applied to assess the relationship between independent and dependent variables. The findings revealed that motivation, discipline, and job satisfaction each have a significant positive effect on educator performance when analyzed separately. Furthermore, when examined together, these three variables also collectively exhibit a significant positive impact on the performance of educators.*

***Keywords:*** *Motivation, Discipline, Job Satisfaction and Educator Performance.*

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## **Introduction**

In the realm of education, the quality of teaching staff plays a crucial role in determining the success of an educational institution in achieving its vision and mission. Educators are not merely responsible for delivering academic content but also serve as facilitators, motivators, and character builders for students (Cavanagh et al., 2020). This role becomes even more essential in the context of Islamic boarding schools (pesantren), such as Yayasan Pondok Pesantren Daarussa'adah in Pesawaran Regency, where the learning process extends beyond formal classroom settings and into the daily lives of students within the pesantren environment. Educators in such settings are expected to demonstrate consistently high performance levels due to the complex and multifaceted nature of their responsibilities (Kotherja & Kotherja, 2016). Three primary factors—motivation, discipline, and job satisfaction—are believed to have significant influence on the performance of educators. Motivation serves as the internal drive that encourages educators to work with energy and dedication; discipline reflects their awareness and commitment to organizational rules and professional responsibilities; while job satisfaction determines the degree to which educators feel valued and fulfilled in their roles (Abhipsa Pal, 2018).

The institution faces a number of challenges related to the performance of its teaching staff. Observations and collected data reveal that some educators display low motivation, frequent tardiness, and signs of dissatisfaction with their working conditions (Xu & Zammit, 2020). These issues directly impact the quality of the learning process and hinder the institution's ability to achieve its educational goals. This concern becomes more critical given the significant increase in student enrollment at Yayasan Daarussa'adah over the past five years, which demands a

corresponding improvement in the professionalism and effectiveness of the teaching staff. Furthermore, due to the boarding school model, educators are expected to be actively involved with students nearly 24 hours a day, requiring not only physical endurance but also strong emotional resilience. Without proper attention to the factors of motivation, discipline, and job satisfaction, the risk of declining teaching quality, student misbehavior, and overall institutional underperformance becomes increasingly significant.

Therefore, it is imperative for the institution to conduct a comprehensive study to assess the extent to which these three variables affect educator performance. This research seeks to address that need by analyzing the roles of motivation, discipline, and job satisfaction in shaping the performance of educators at SMPI and SMAI under Yayasan Daarussa'adah. The findings are expected to offer valuable insights for the institution's leadership in formulating effective human resource development strategies and to contribute to the broader academic discourse on human resource management in faith-based educational settings.

## Literature Review

### *a. Motivation*

Motivation plays a vital role in encouraging educators to perform optimally in their duties. It is generally defined as an internal drive or stimulus that pushes individuals to act with enthusiasm and responsibility. According to several experts, motivation is a psychological condition that stimulates goal-oriented behavior. For teachers, motivation can emerge from their aspirations, future orientation, work enthusiasm, and the desire to make progress (Almawali et al., 2021). A highly motivated teacher tends to show dedication and a strong commitment to achieving educational objectives (Pang & Lu, 2018). The presence of strong motivation contributes significantly to the effectiveness of teaching and the quality of student learning outcomes. In this study, indicators of motivation include hard work, future orientation, high aspirations, task orientation, and continuous improvement efforts (Barusman, 2019).

### *b. Discipline*

Discipline is essential for maintaining order and achieving organizational goals effectively. It refers to an individual's awareness and willingness to comply with institutional rules and norms, both written and unwritten. A disciplined educator demonstrates consistent attendance, adherence to procedures, and respect for authority, all of which contribute to better work performance (Gandung, 2024). Discipline also reflects an employee's commitment to organizational responsibilities and improves their work behavior, reliability, and accountability. Several factors that influence discipline include leadership example, fairness, appropriate sanctions, supervision, and human relations within the organization. In the context of this research, discipline indicators are attendance, work procedures, obedience to superiors, and work consciousness (Arif et al., 2021).

### *c. Job Satisfaction*

Job satisfaction represents an employee's overall emotional response to their work environment, tasks, relationships, and compensation. It is influenced by psychological and social aspects such as recognition, fairness, job security, and work-life balance. Satisfied educators are more likely to remain motivated, productive, and loyal to their institutions, whereas dissatisfaction can result in burnout, poor performance, or turnover. Important factors affecting job satisfaction include salary, working conditions, career advancement, acknowledgment, and interpersonal relationships (Tupti & Arif, 2024). In this research, job satisfaction is measured through indicators such as the nature of the work itself, quality of supervision, and relationships with colleagues (Sharma & Gupta, 2020).

### *d. Educator Performance*

Educator performance is the measurable output of an educator's responsibilities in achieving educational goals (Ping et al., 2018). It is closely linked to their motivation, discipline, competence, and job satisfaction. Performance reflects the effectiveness of a teacher in managing classroom activities, delivering material, and fostering student achievement (Sitorus & Alam, 2024). The higher the performance of educators, the greater their contribution to the institution's reputation and student outcomes. Factors influencing performance include skills, attitude, facilities, leadership, work ethics, and motivation. In this study, educator performance is evaluated based on quality of work, quantity of output, reliability, and work attitude (Nabila & Usman, 2019).

### Theoretical Framework

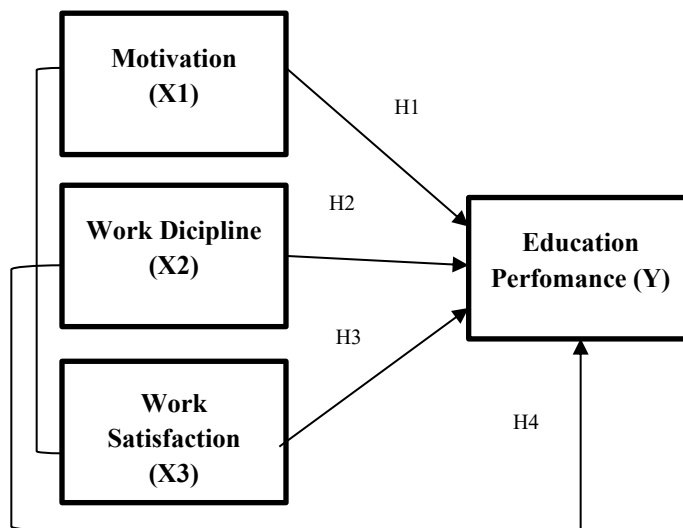


Figure 1. Theoretical Framework

### Methodology

This study employed a mixed methods approach, combining both quantitative and qualitative research techniques (Aspers & Corte, 2019). The quantitative method was used to statistically examine the influence of motivation, discipline, and job satisfaction on educator performance. Meanwhile, the qualitative approach was applied to gain a deeper understanding of the phenomena through interviews with relevant stakeholders at the Daarussa'adah Foundation in Pesawaran Regency. The research involved all educators working at the SMPI and SMAI levels under the foundation, with a total population of 70 individuals. Due to the relatively small population size, the sampling technique used was a saturated sample, in which the entire population served as the research sample.

The primary data collection instrument was a structured questionnaire using a five-point Likert scale that covered key indicators of each variable: motivation (X1), discipline (X2), and job satisfaction (X3) as independent variables, and educator performance (Y) as the dependent variable. Additionally, semi-structured interviews were conducted with the principal, the foundation director, and the head of the foundation's board to gather qualitative data. Quantitative data were analyzed using multiple linear regression with the aid of SPSS version 26 to determine both simultaneous and partial effects between variables. Validity and reliability tests were conducted beforehand to ensure the accuracy and consistency of the instrument. The t-test was used to examine partial influences, while the F-test assessed the joint effect of the independent variables. The qualitative data were analyzed through a process of data reduction, data presentation, and inductive conclusion drawing to provide a comprehensive understanding of how motivation, discipline, and job satisfaction contribute to enhancing educator performance within the Islamic boarding school environment.

### Result And Discussion

#### a. Overview of the Research Object

This research was conducted at UPTD SMP Negeri 2 Sekampung Udik, located in East Lampung Regency, Lampung Province. The school is one of the junior secondary education institutions that plays an important role in educating the younger generation in the region. UPTD SMP Negeri 2 Sekampung Udik has an adequate number

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of teaching and administrative staff, as well as sufficient learning facilities to support the teaching and learning process. In this study, to test the proposed hypotheses, data were collected from 70 respondents working at the Daarussa'adah Foundation in Pesawaran.

Table1. Total of Respondents

No	Description	Total
1	Total of completed questionnaires	70
2	Total of processed questionnaires	70
3	Total of unprocessed questionnaires	-

Source: Processed Data, 2024

Table1. shows that a total of 70 questionnaires were completed. Since none were deemed unusable, all data from the 70 respondents could be processed for this study.

### **b. Validity Test**

Table 2. Validity Test Results of the Motivation Variable

Statement	r count	r table	Sig	Condition	Criteria
1	0,631	0,2352	0,000	r count > r table	Valid
2	0,795	0,2352	0,000	r count > r table	Valid
3	0,563	0,2352	0,000	r count > r table	Valid
4	0,599	0,2352	0,000	r count > r table	Valid
5	0,641	0,2352	0,000	r count > r table	Valid
6	0,530	0,2352	0,000	r count > r table	Valid
7	0,618	0,2352	0,000	r count > r table	Valid
8	0,563	0,2352	0,000	r count > r table	Valid
9	0,537	0,2352	0,000	r count > r table	Valid
10	0,500	0,2352	0,000	r count > r table	Valid

Source: Processed Data, 2024

Table 3. Validity Test Results of the Work Discipline Variable

Statement	r count	r table	Sig	Condition	Criteria
1	0,636	0,2352	0,000	r count > r table	Valid
2	0,768	0,2352	0,000	r count > r table	Valid
3	0,576	0,2352	0,000	r count > r table	Valid
4	0,613	0,2352	0,000	r count > r table	Valid
5	0,662	0,2352	0,000	r count > r table	Valid
6	0,538	0,2352	0,000	r count > r table	Valid
7	0,639	0,2352	0,000	r count > r table	Valid
8	0,605	0,2352	0,000	r count > r table	Valid
9	0,545	0,2352	0,000	r count > r table	Valid
10	0,507	0,2352	0,000	r count > r table	Valid

Source: Processed Data, 2024

Table 4. Validity Test Results of the Work Satisfaction Variable

Statement	r count	r table	Sig	Condition	Criteria
1	0,392	0,2352	0,000	r count > r table	Valid
2	0,797	0,2352	0,000	r count > r table	Valid
3	0,568	0,2352	0,000	r count > r table	Valid
4	0,606	0,2352	0,000	r count > r table	Valid
5	0,643	0,2352	0,000	r count > r table	Valid
6	0,544	0,2352	0,000	r count > r table	Valid

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7	0,591	0,2352	0,000	r count > r table	Valid
8	0,568	0,2352	0,000	r count > r table	Valid
9	0,556	0,2352	0,000	r count > r table	Valid
10	0,501	0,2352	0,000	r count > r table	Valid

Source: Processed Data, 2024

Table 5. Validity Test Results of the Educator Performance Variable

Statement	r count	r table	Sig	Condition	Criteria
1	0,311	0,2352	0,000	r count > r table	Valid
2	0,722	0,2352	0,000	r count > r table	Valid
3	0,500	0,2352	0,000	r count > r table	Valid
4	0,650	0,2352	0,000	r count > r table	Valid
5	0,696	0,2352	0,000	r count > r table	Valid
6	0,561	0,2352	0,000	r count > r table	Valid
7	0,607	0,2352	0,000	r count > r table	Valid
8	0,570	0,2352	0,000	r count > r table	Valid
9	0,542	0,2352	0,000	r count > r table	Valid
10	0,539	0,2352	0,000	r count > r table	Valid

Source: Processed Data, 2024

The results of the validity tests indicate that all question items across the four research variables—motivation (X1), work discipline (X2), job satisfaction (X3), and educator performance (Y)—have significance values below 0.05 (alpha) and correlation coefficients greater than the critical r-table values. Specifically, each of the 10 items for the motivation, work discipline, job satisfaction, and educator performance variables meets these criteria. Therefore, based on the output obtained, all question items under these variables are considered valid and suitable for use in further analysis.

### c. Reliability Test

Table 6. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	40

Source: Processed Data, 2024

According to the reliability test shown in Table 6, the Cronbach's Alpha value obtained is 0.951, which exceeds the threshold of 0.60. Based on this result, it can be concluded that all research instruments are reliable and can be used for the subsequent analysis process.

### d. Multiple Linear Analysis Test

Table 7. Multiple Linear Analysis Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.362	3.446		3.297	.002
	motivation	1.398	.356	1.755	3.928	.000
	Dicipline	.319	.086	.311	3.727	.000
	Work satisfaction	1.805	.359	2.261	5.030	.000

a. Dependent Variable: Educator Performance

Source: Processed Data, 2024

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$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 11,362 + 1,398 X_1 + 0,319 X_2 + 1,805 X_3 + e$$

Based on the results of the multiple linear regression analysis described earlier, the interpretations are as follows:

- The constant value of 11.362 indicates that if the variables of motivation (X1), work discipline (X2), and job satisfaction (X3) are assumed to remain unchanged, the performance of educators (Y) at Daarussa'adah Foundation would be 11.362.
- From the table presented, the regression coefficient for the motivation variable (B1) is 1.398. This means that for every 1% increase in motivation, employee performance (Y) is expected to increase by 1.398 or 139.8%. The positive coefficient indicates that motivation has a positive effect on the performance of educators at Daarussa'adah Foundation in Pesawaran.
- Furthermore, the regression coefficient for work discipline (B2) is 0.319, suggesting that a 1% improvement in work discipline leads to a 0.319 or 31.9% increase in employee performance. The positive coefficient confirms that work discipline contributes positively to enhancing the performance of educators at Daarussa'adah Foundation in Pesawaran.
- The regression coefficient for job satisfaction (B3) is 1.805, which implies that a 1% increase in job satisfaction will result in a 1.805 or 180.5% increase in employee performance. This positive value reflects that job satisfaction significantly influences the performance of educators at Daarussa'adah Foundation in Pesawaran.
- Based on the coefficient values, it can be concluded that job satisfaction (X3) has the highest coefficient compared to motivation (X1) and work discipline (X2). This suggests that job satisfaction has the most substantial or dominant contribution in improving educator performance at Daarussa'adah Foundation in Pesawaran.

#### e. *T-test (partial)*

Table 8. Partial t-test results

Unstandardized Coefficients				Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.	
1	(Constant)	11.362		3.297	.002	
	Motivation	1.398	.356	1.755	3.928	.000
	Dicipline	.319	.086	.311	3.727	.000
	Work satisfaction	1.805	.359	2.261	5.030	.000

Source: Processed Data, 2024

- The Influence of Motivation (X1) on Teacher Performance (Y)**  
The hypothesis test was conducted with a 95% confidence level ( $\alpha = 0.05$ ), resulting in a t-table value of 1.996. Based on Table 4.11, the t-calculated value is 3.928 > t-table 1.996 with a significance value of  $0.000 < 0.05$ . Therefore,  $H_a$  is accepted and  $H_o$  is rejected. This indicates that motivation has a positive influence on teacher performance. The higher the motivation, the better the performance produced, and vice versa.
- The Influence of Work Discipline on Teacher Performance**  
At a 95% confidence level, the t-table value is 1.996. Table 4.11 shows that the t-calculated value is 3.727 > t-table, with a significance value of  $0.000 < 0.05$ . Hence,  $H_a$  is accepted and  $H_o$  is rejected. This means that work discipline positively affects teacher performance. The higher the level of discipline, the better the performance, and vice versa.
- The Influence of Job Satisfaction on Teacher Performance**  
The hypothesis was tested with  $\alpha = 0.05$ , resulting in a t-table value of 1.996. According to Table 4.11, the t-calculated value is 5.030 > t-table, with a significance value of  $0.000 < 0.05$ . Thus,  $H_a$  is accepted and  $H_o$  is rejected. This confirms that job satisfaction has a positive impact on teacher performance. The

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higher the job satisfaction, the higher the performance, and vice versa.

**f. F-test (Simultaneous)**

Table 9. F-test results

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2868.811	3	956.270	34.341
	Residual	1837.832	66	27.846	
	Total	4706.643	69		

Source: Processed Data, 2024

Based on the statistical calculation results, the obtained F value is 34.341, which is greater than the F table value of 3.13, with a significance level of 0.000, which is less than 0.05. This indicates that, simultaneously, the variables of motivation (X1), work discipline (X2), and job satisfaction (X3) have a positive and significant influence on educator performance (Y).

**g. Discussion**

The research findings indicate that work motivation has a positive and significant effect on the performance of educators at the Daarussa'adah Foundation. This suggests that an increase in work motivation leads to improved educator performance, whereas a decrease in motivation results in lower performance levels. The study also revealed that work discipline significantly and positively influences the performance of educators at the Daarussa'adah Foundation in Pesawaran. The hypothesis test yielded a significance value of  $0.000 < 0.05$ , with a t-value of  $3.727 > t\text{-table value of } 1.996$ . Thus, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected, indicating that work discipline has a positive impact on performance. Work discipline plays a crucial role in determining the quality of performance in guiding students both in formal schools and pesantren settings.

Furthermore, the study found that job satisfaction has a positive and significant effect on the performance of educators at the Daarussa'adah Foundation in Pesawaran. The hypothesis test showed a significance value of  $0.000 < 0.05$ , with a t-value of  $5.030 > t\text{-table value of } 1.996$ . These results indicate that  $H_a$  is accepted and  $H_o$  is rejected, meaning that job satisfaction positively affects educator performance. The higher the level of job satisfaction experienced by educators, the better their performance in supporting student achievement. Job satisfaction also influences self-confidence, which strengthens the educator's belief in their abilities and encourages them to effectively complete any given tasks.

Simultaneously, the F-test results showed that the F-count (34.341) was greater than the F-table value (3.13), with a significance level of  $0.000 < 0.05$ . This indicates that the variables of work motivation (X1), work discipline (X2), and job satisfaction (X3) collectively have a positive and significant effect on educator performance (Y).

## Conclusions and Suggestions

### a. Conclusions

1. Motivation (X1) has a positive and significant impact on the performance of educators (Y) at Daarussa'adah Foundation in Pesawaran. This indicates that the more effectively the foundation manages and nurtures teacher motivation, the more enthusiastic they become in teaching, leading to improved educator performance.
2. Work discipline (X2) has a significant and positive influence on the performance of educators. This suggests that the higher the level of discipline possessed by the educators, the better their performance outcomes will be.
3. Job satisfaction (X3) also exerts a positive and significant effect on educator performance. The greater the individual's satisfaction with their work, the more likely their performance will improve.
4. Motivation (X1), work discipline (X2), and job satisfaction (Y) collectively or simultaneously have a positive and significant effect on the performance of educators (Y) at the Daarussa'adah Foundation in Pesawaran. These findings indicate that motivation, work discipline, and job satisfaction contribute

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positively and meaningfully to improving educator performance. In other words, the higher the levels of motivation, discipline, and job satisfaction possessed by the educators, the better or more satisfactory their performance will be.

### **b. Suggestions**

#### **1. Practical**

The researcher recommends that the Daarussaa'adah Foundation in Pesawaran manage and sustain the motivation and discipline of its educators to prevent the emergence of laziness and job dissatisfaction. The foundation should strive to cultivate a positive work culture and environment, allowing educators to feel confident in facing various work situations. Consequently, educators can inspire students and serve as role models in demonstrating discipline. The higher the level of motivation, work discipline, and job satisfaction among educators, the better their performance will be.

#### **2. Theoretical**

For future research, the findings of this study may serve as a foundation for conducting further investigations, particularly within the same area of study. Subsequent researchers are encouraged to broaden the scope of research beyond educational foundations to include industries or companies with different job characteristics. Additionally, future studies may explore other variables that influence educator performance—such as leadership style, job achievement, self-efficacy—or apply different indicators and dimensions supported by contemporary theoretical frameworks.

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