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PROSIDING

Seminar
**INTERNASIONAL
PENDIDIKAN
SERANTAU Ke-6**

Kualiti dan Kecemerlangan Dalam Pendidikan

22 & 23 Mei 2013 Rabu & Khamis
Rafflesia Hall NIOSH, Bangi

Anjuran:

Fakulti Pendidikan, Universiti Kebangsaan Malaysia &
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau

Dengan Kerjasama:

Universiti Malaya
Universitas Negeri Yogyakarta
Universitas Pendidikan Indonesia
Universitas Negeri Padang
Universitas Ekasakti Padang
Kolej Universiti Perguruan Ugama Seri Begawan

PROSIDING

SEMINAR INTERNASIONAL PENDIDIKAN SERANTAU KE-6 *6th International Seminar on Regional Education* UKM-UR2013

Kualiti dan Kecemerlangan dalam Pendidikan

22 & 23 Mei 2013

**Dewan Rafflesia, NIOSH,
Bandar Baru Bangi, Selangor**

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PROCEEDINGS OF

Seminar Internasional Pendidikan Serantau Ke-6
6th International Seminar On Regional Education
UKM-UR2013

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KATA PENGANTAR DEKAN

Prosiding ini mengumpulkan artikel ilmiah yang dibentangkan di Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013. Seminar ini dianjurkan oleh Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) dan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Riau (UR) dengan kerjasama daripada enam buah universiti, iaitu Universiti Malaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Ekasakti Padang dan Kolej Universiti Perguruan Agama Seri Begawan. Penglibatan pelbagai universiti dari tiga negara serantau dalam satu seminar yang besar ini merupakan satu sejarah di peringkat fakulti. Justeru, kerjasama sinergi sebegini perlu diteruskan demi kemajuan pendidikan serantau.

Setiap negara, baik di Malaysia mahupun di Indonesia dan Brunei Darussalam, aspek kualiti pendidikan amat diberi penekanan. Kementerian Pelajaran Malaysia misalnya telah merangka suatu pelan yang dinamakan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. PPPM ini dirangka sebaik mungkin dengan antara objektif lainnya adalah untuk melahirkan modal insan yang cemerlang dalam akademik dan juga sahsiahnya. Demikian juga di negara Brunei Darussalam. Sistem Pendidikan Negara Abad Ke-21 atau SPN 21 juga antara lain bertujuan untuk meningkatkan kualiti pendidikan supaya setanding dengan negara-negara maju. Di negara Indonesia, Sistem Pendidikan Berbasis Sekolah juga bertujuan untuk meningkatkan kualiti pendidikan pelajar di seluruh Indonesia. Justeru, tidak dapat dinafikan lagi bahawa kualiti pendidikan adalah prioriti kepada semua negara serantau.

Saya merakamkan berbilang terima kasih kepada uapnama sesi plenari, Prof. Dr. Farida Hanum (Universitas Negeri Yogyakarta), Prof. Dr. Ashaluddin Jalil (Universitas Negeri Riau), Prof. Dr. Sharial Bachtiar (Universitas Negeri Padang), Prof. Dr. Amin Embi (Universiti Kebangsaan Malaysia), Prof. Dato' Dr. Hussein Ahmad (Universiti Malaya), Prof. Dr. Ahmad Dardiri (Universitas Negeri Yogyakarta), Prof. Dr. Adang Suherman (Universitas Pendidikan Indonesia), dan Dr. Abdullah Awang Ampoh (Kolej Universiti Perguruan U gama Seri Begawan). Mereka adalah pakar pendidikan di rantau ini yang berperanan penting dalam mewarnai corak dan sistem pendidikan serantau. Penghargaan juga ditujukan kepada pengerusi sesi plenari, Prof. Madya Dr. Wan Hasmah Wan Mamat (Universiti Malaya) dan Prof. Dr. Zuria Mahmud (Universiti Kebangsaan Malaysia).

Harapan saya agar kompilasi artikel dalam prosiding ini dapat menjadi sebahagian rujukan utama kepada ahli akademik, guru-guru, pembuat dasar dan juga masyarakat awam. Terima kasih.

Prof. Dr. Lilia Halim

Dekan Fakulti Pendidikan

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KATA PENGANTAR EDITOR

Prosiding yang terhasil daripada kompilasi artikel sempena Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013 telah mencatat sejarah kerana telah berjaya mengumpulkan hampir 400 artikel ilmiah. Sebahagian besarnya adalah kertas kerja yang berasaskan penyelidikan. Kompilasi artikel dalam prosiding menghimpunkan ilmu dan hasil penyelidikan daripada pelbagai perspektif dan negara. Seminar yang bertemakan 'Kualiti dan Kecemerlangan dalam Pendidikan' telah mengumpulkan artikel-artikel pendidikan dalam sub-topik berikut: inovasi pengajaran dan pembelajaran, kepimpinan dan pengurusan, kesejahteraan komuniti dan modal insan (karakter bangsa), teknologi maklumat dan komunikasi dalam pendidikan, penyelidikan pendidikan, kurikulum dan pedagogi, bahasa dan budaya, pengukuran dan penilaian, perkembangan professional, pembelajaran sepanjang hayat, polisi dan dasar dalam pendidikan, isu-isu pendidikan dan amalan dalam pendidikan.

Prosiding ini amat penting dijadikan rujukan kerana ia mengumpulkan idea dan hasil penyelidikan dari pelbagai negara serantau. Artikel dari pelbagai negara dalam prosiding ini menjadikan isu kualiti dan kecemerlangan pendidikan dilihat dari pelbagai perspektif. Justeru prosiding ini mempunyai nilai yang tersendiri. Sidang editor berharap agar kompilasi artikel dalam prosiding ini dapat dijadikan rujukan dan boleh dimanfaatkan sama ada untuk rujukan ilmiah, ataupun perbincangan akademik ataupun bacaan umum.

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DISCIPLINE AND MOTIVATION IN INCREASING TEACHER PRODUCTIVITY

(Case Study at Senior High School (SMA) Ekasakti of Padang)

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Abstract

High teacher productivity is the goal and the main concern of organizations as well as an indicator of an educational success attainment. At the organizational level, work productivity measurements are used as a management tool to evaluate, analyze, plan, and determine the policies of the organization. As for the teachers, it is used to determine the level of success achieved in carrying out the task. The teachers as part of the human resources in educational organizations must have abilities to take individual initiative, risk action tolerance, direction, integration, and support from management, control, identity, reward systems, tolerance for conflict, mental attitude and communication patterns. These abilities if built and accompanied by teachers' capability and high integrity will lead to the increasing of work productivity and be able to achieve success in performing their tasks as educators. Productive works in the discipline enforcement require prerequisites as supporting indicators, namely: work purposes, exemplary leader, income that meet the minimum living needs (fringe benefits), justice, close supervision, legal sanctions, leaders assertiveness and a harmonious working relationship (human relationships). While the success of work motivation through supporting factors for teachers consist of intrinsic and extrinsic factors. Intrinsic factors are work responsibilities, work progress, work challenges, work achievement and acknowledgement on work result. While extrinsic factors are organizational administrative and policies, applicable reward systems, interpersonal relations and working conditions. The survey result of 39 teachers in Ekasakti Senior High School of Padang shows that indicator of employees' objective in teachers' discipline is more dominant with a contribution of 16.14%. While for intrinsic factor, teachers' motivation in indicator of responsibility is more dominant as much as 11.71%. From the extrinsic factor, indicators of administrative and organizational policies are more dominant, which are 13.35%. From the teacher's work productivity, indicator for task qualifications gives the biggest contribution as 26.48%. Based on the assessment of Ekasakti Senior High School of Padang, that in order to obtain good qualification of tasks, the teachers should set the goals to be achieved through abilities they have and be able to responsible at the performance of their tasks. It can be realized if the task done supported by good and directed administrative and organizational policy.

Keyword: Discipline, Motivation, Work productivity, Teacher

INTRODUCTION

Management of educational organizations as a service requires human resources capability and integrity. It happens when someone is placed on the field tasks according to his/her ability and expertise as well as be able to maintain and create conducive working atmosphere so as to achieve success in performing the tasks. In addition, one must have ability to manage and organize his/ her activities to achieve goals. The abilities are taking an individual initiative, tolerance for action, tolerance for conflict, mental attitude and communication patterns. Successful management of educational organizations determined by two factors, such as (1) the ability of managers and staffs/ teachers to identify the opportunities and constraints in the achievement of goals, these include discipline and motivation of all teachers and (2) planning, implementation and control to achieve the level of effectiveness and efficient that has been approved through the built network system, both in terms of managerial and operational. These two factors are expected to increase organizational productivity in general and employee/ teachers' productivity in particular. For organizations, productivity measurement is used as a management tool to evaluate, analyze, plan, and determine organizational policies. As for the teachers, it is used to determine the level of success achieved in carrying out the task. Ekasakti senior high school of Padang is an educational organization that is expected to play and contribute to the employees/ teachers professionally and wisely since the recruitment until the retirement. As an object of the study, the teachers have a sense (emotions) and intention (willingness/ desire) which are full of dynamics. Therefore, having different standards and conditions of work must be met and obeyed by the teachers so that they voluntarily seek to work in a cooperative way. Supporting factors are high willingness to work, ability to work in accordance with the content of the work, insurance, humane working conditions and harmonious working relationship.

Every teacher in the Ekasakti senior high school Padang needs to be given encouragement and enthusiasm (motivation) to achieve satisfaction in performing the tasks assigned to him/ her. Proper motivation with full responsibility of the teachers should be based on skills, experiences, sincerity and the availability of time. Motivating requires strong commitment recognition from the individual against goals and values of the organization to which the individual is working in order to have a strong desire to stay in the organization. In addition, motivation will encourage them to give their best, work efficiently and effectively in accordance with the standards of work that have been determined. So that, it will provide a positive influence for students in general and teachers in particular and the vision of Ekasakti senior high school of Padang can be achieved. Moreover, it is necessary to investigate the dominant factors that affect work discipline, work motivation in supporting the improvement of teacher work productivity in Ekasakti senior high school of Padang.

WORK DISCIPLINE

Discipline is one's awareness and willingness to comply all applicable organizational and social norms. Consciousness is one's attitudes which voluntarily follow all of the rules and be aware of their tasks and responsibilities. So that, someone will obey and do all of their works well without compulsion. Willingness is a person's attitude, behavior and actions in accordance with the organization's rules, both written and unwritten. Discipline reflects the full responsibility for the task given to him to encourage spirit and for the realization of organizational goals (Syafuruddin Alwi, 2001:96). Garry Dessler in Agussalim M. (2010:132), gives four basic perspectives concerning the discipline of work, they are: (1) Retributive discipline, that is trying to punish those who do wrong, (2) Corrective Discipline, which is trying to help the employee to correct improper behavior, (3) individual rights perspective,

which sought to protect the basic rights of the individual for disciplinary actions, and (4) Utilitarian Perspective, which focuses on the use of labor discipline at the consequences of disciplinary action exceeding its negative impacts. Discipline is a management action to enforce organization standards. It means that the management's efforts to strengthen the implementation of organizational guidelines. Discipline meant here can be in the form preventive or corrective discipline. Preventive discipline attempts to motivate the employees to follow and follow the guidelines of work and rules that have been set by the organization. While corrective discipline is an effort to mobilize employees in unifying a rule and lead them to obey the rules in accordance with the guidelines applied in the organization (Keith Davis in Anwar Mangkunegara King, 2001:87). Based on the opinions, an employee/ teacher is called to have a high discipline of work if he/she is consequent, consistent, obey the principles and responsible for the mandated tasks. To achieve the high working discipline, it needs to review/ investigate factors that affect the teacher discipline in Ekasakti senior high school of Padang, which are:

1. Work purposes. Goals to be achieved must be clear and ideally defined as well as challenging for the skills of teachers. This means that the goals gave to the teacher should be in accordance with the relevant skills to work earnestly and discipline.
2. Exemplary Leadership. Exemplary leadership is critical in determining teachers discipline for exemplary leader and role model for teachers in Ekasakti senior high school of Padang. Leaders must set a good example, good discipline, honest, fair and consistent between words and actions.
3. Fringe benefits. To realize the discipline of good teachers, the organization must provide a relatively large remuneration. Discipline teacher might not be good if the remuneration they receive less than satisfactory to meet their needs.
4. Justice. Justice has encouraged the establishment of discipline teachers, because ego and human nature are always self-important and have to be treated the same as other humans.
5. Close supervision. It is a real action and the most effective way in achieving teachers' discipline in Ekasakti senior high school Padang. It is stimulate the discipline and morale of the teachers. The teachers get attention, guidance, instruction, direction and supervision from the supervisor.
6. Penalties. It plays an important role in maintaining the discipline of teachers. With a more severe penalty, teachers are reluctant to break the rules of the organization. Thus, indiscipline teachers' attitudes and behavior will be reduced.
7. Assertiveness. Leaders in doing action will affect the teachers' discipline. Leaders should be courageous and act decisively to punish any indiscipline teacher in accordance with specified penalties. So that, leaders will be able to maintain the teachers discipline at Ekasakti senior high school Padang.
8. Human Relations. Harmony among fellow teachers creates a good discipline at Ekasakti senior high school Padang. This will encourage the better level of discipline for the organizations.

WORK MOTIVATION

Motivation starts with the desire to influence the behavior of a person through the process of perception received. The process of perception is determined by personality, attitudes, experiences, and someone hopes to develop several alternative actions and action selection. One's actions may be on the basis of past experiences and expectations requiring power and security in the broadest sense. So that, causing work motivation of a person different from others. Motivation is the energy that drives individual performs activities in meeting their needs. The energy used depends on the strength of one's motivation and

situations and also available opportunities through human activities in interacting with the environment, including the work environment which is directed to meet the specific needs (Wahjosumidjo, 1997:102). Work motivation is an encouragement inside a person to do something, either a movement or speech. Motivation is a follow up of the motif shown through specific behavior of a person. This motivation led to, distribute, promote or support human behavior, to work hard and achieve optimal results (Mathis L Robert, et al. in Ermaya Suardinata, 1996:99).

Mathis L Robert, et al. (2001:131) suggests that employee/ teacher motivation means, as follows:

- a. A driving force in self-employees/ teachers to do a certain act positively in accordance with the needs and wants.
- b. A manifestation of a strong desire to achieve a goal it is concerned.
- c. As a means to integrate the goals relevant to the goals of organizational or group.
- d. A condition which is not fixed and may change from time to time.

Herzberg in Hidayat (1998:94) suggests that the motivations of employees/ teachers in carrying out work are influenced by two factors, namely:

1. Maintenance factor. This factor relates to the nature of human who wants to acquire physical tranquility continuously. These factors include:
 - a. Administrative and organizational policies, is the degree of suitability perceived by labor from all policies and regulations of the company;
 - b. Prevailing reward system, is the degree of fairness supervision received by labor in exchange for works performance;
 - c. Interpersonal relationships, is the degree of suitability perceived to interact with other labor;
 - d. Working conditions, is the degree of suitability of the working conditions with the process of implementing the tasks;
2. Motivational factors, relates to the psychological needs of a person. It is associated with personal appreciation that is directly related to the job (intrinsic), include:
 - a. Responsibility is the size of the perceived responsibility given to the labor;
 - b. Advancement, is the size of the workforce possibility can go forward in his work;
 - c. Challenge of the work itself, the size of challenge perceived by the labor in the work;
 - d. Achievement, is the size of the workforce possibility to achieve high employment;
 - e. Recognition is the size of the recognition given to the performance of the performance.

WORK PRODUCTIVITY

Philosophy and the spirit of productivity has been around since the beginning of human civilization, because the meaning of productivity is the desire (the will) and effort of people to always improve the quality of life and livelihood in all fields. In the Britannica Encyclopedia, quoted by Muchdarsyah Sinungan (2003:156) mentioned that productivity in the economy means the ratio of the results achieved at the expense incurred to produce something. Whitmore in Marihot Tua Effendi (2002:185) that productivity is a measure of the use of the resources of an organization and is usually expressed as a ration of the output obtained by the use resources to the amount of resources employed. Whitmore considers that as a measure of the productivity of resource use in an organization is usually expressed as the ratio of output achieved with the resources used. The meaning of productivity is the ratio of the amount produced (output) by a productive activity unit againts the total resources used by the unit (input).

Hariandja (2002:116) states that work productivity can be grouped into:

1. Traditional formulation for overall productivity ratio is none other than what is produced (output) to the whole production's equipment is used (input).
2. Productivity is essentially a mental attitude that always has the view that the quality of life today is better than yesterday and tomorrow will be better than today.
3. Productivity is a harmonious integrated interaction of three essential factors, namely investments including the use of knowledge, technology and research, management and labor.

In relation to the productivity of employees/ teachers, the work productivity in this study is not simply the ratio between the output to the input, but a mental attitude that always has the view that the quality of life today is better than yesterday and tomorrow will be better than today. It means that, the productivity is more emphasized on human aspects in a system. Its features according to Sedarmayanti (2001:185) as the following:

1. Consistently looking for ideas and a better way of accomplishing tasks better;
2. Always make suggestions for improvements voluntarily;
3. Using time effectively and efficiently;
4. Positive attitudes towards his work;
5. Can serve as a good member of the group as if being a good leader;
6. Can motivate himself through encouragement from inside;
7. Understanding other people's better work;
8. Want to hear other people's better ideas.

Of understanding on labor productivity and in accordance with the opinion expressed by Robert M. Ranfel (1989:110-111), the work productivity indicators attached to the employees / teachers are as follows:

1. Assignment Quality (Task Qualification) is a qualification that must be met for an employee / teachers in fulfilling their job, which is intelligent and can learn quickly, professionally and technically competent, creative and innovative, understand the work, always looking for improvement.
2. Occupation Desire (Work progress) is a high willingness that must be owned by the employees/ teachers in doing works that need to be supported by persistence, strong willing to work, to work effectively with or without supervision, want to ask when facing difficulties, always thinking of improvements, goals-oriented and always wanted to be punctual.
3. Orientation Assignment (Task Orientation) is an orientation towards work positively shown by the joy to the work and sees it as a major source of satisfying needs, having good work habits, always involved in group work, careful, trustworthy and consistent, respects objective and management, as well as having a good relationship with friends and management.
4. Good Ability in Thinking (Thinking Maturity) is an employees/ teachers maturity to think at work, because they have a strong sense of responsibility, understand the self weaknesses and strengths, independent, self-confidence and be disciplined, stable emotionally, learn from experience, and can interact effectively

RESEARCH METHODOLOGY

The target population used in this investigation is teachers in Ekasakti senior high school of Padang which consist of 15 men and 24 women. The populations are all teachers of Ekasakti high school of Padang totaling 39 people, while the sample equal to the number of population, the sample used was saturation sampling. This sampling method used the census

method because its population is less than 50 people. (Agussalim M, 2010; 78). Qualitative analysis method used is statistical frequency distribution (Agussalim M., 2013:43), with the assessment criteria of each variable is assigned as follows:

Table 1: Respondent Assessment Criteria (Teacher)

No	Percentage Interval	Respondents Assessment Criteria About		
		Discipline	Motivation	Produktivitiy
1	20 – 35	Not Discipline	Very low	Unproductive
2	36 – 51	Less Discipline	Low	Less Produktive
3	52 – 67	Fair	Fair	Fair
4	68 – 83	Discipline	High	Produktive
5	84 – 100	Very Discipline	Very high	Very Produktive

Source: proceed by author

While **Quantitative Analysis** used is multiple linear regression analysis and correlation analysis (Agus Irianto, 2004:193).

1. Forms of Multiple Linear Regression equations used in this investigation are:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

where: Y is Work Productivity; X_1 is Work Discipline; X_2 is Work Motivation; β_0 is constant coefficient; β_1 & β_2 is coefficient of influence of each independent variable.

2. Correlation analysis is used, divided in two namely:

a. Simultaneous correlation analysis used with the following formula:

$$r_{Y;X_1,X_2} = \sqrt{\frac{JKR}{JKT}} = \sqrt{\frac{b_1 \sum x_1 y + b_2 \sum x_2 y}{\sum y^2}}$$

where: JKR = Sum of Squares Regression; JKT = Sum of Squares Total

b. Partial correlation analysis, used with the following formula:

$$r_{Y;X_i} = \frac{n \sum X_i Y - (\sum X_i)(\sum Y)}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2][n \sum Y^2 - (\sum Y)^2]}} \quad \text{dimana } i=1,2$$

where: Y: Work Produktivitiy; n: Number of Samples Research; X_i : The independent variable; X_2 : Work Motivation Variables.

With the provisions of the correlation coefficient, either partial or simultaneous, as follows:

1) If $r_{Y;X_i} = +1$, then both independent variables and dependent variable ($r_{Y;i}$) perfectly and positively related. Whereas if:

- $r_{Y;X_i} \geq 0,75$, very close/ strong relationship
- $0,50 \leq r_{Y;X_i} < 0,75$, close/ strong relationship
- $0,25 \leq r_{Y;X_i} < 0,50$, weak realtionship
- $r_{Y;X_i} < 0,25$, very weak relationship.

2) If $r_{Y;X_i} = -1$, then both independent variables and dependent variable ($r_{Y;X_i}$) negatively and perfectly related. Whereas if :

- $r_{Y;X_i} \geq -0,75$, negative relationship very close/ strong
- $-0,50 \leq r_{Y;X_i} < -0,75$, negative relationship close/ strong
- $-0,25 \leq r_{Y;X_i} < -0,50$, weak negative relationship
- $r_{Y;X_i} < -0,25$, very weak negative relationship

3) If $r_{Y;X_i} = 0$, then the X_1 variables and X_2 variables are not associated with the variable Y.

3. While the coefficient determinant is used to determine the effect of two independent variables (X_1 dan X_2) on dependent variables (Y), either partial or simultaneously, with the following formula:

$$R_{Y:X_i} = (r_{Y:X_i})^2 \times 100\%$$

Dimana : $R_{Y:X_i}$ = coefficient determinant, either partially or simultaneously; $r_{Y:X_i}$ = Correlation coefficient, either partially or synchronously / simultaneously

The test of whether the independent variables significant or not (X_1 and X_2) on dependent variables (Y) either partially or simultaneously, then used comparisons value of t_{test} between t_{table} and comparisons between F_{test} with F_{table} based on the degree of error (α) = 5%. Hypotheses to be tested partially, are:

Ho: $\beta_1 = 0$: there is no significant influence between variables X_1 to variable Y

Ha: $\beta_1 \neq 0$: there is significant influence between variables X_1 to variable Y

The value of t_{test} used the formula, as follows:

$$t_{\text{test}} = \frac{b_i}{Sb_i} \text{ where : } i = 1, 2$$

where: b_i = coefficient parameters of each variable; sb_i = standard deviation of each independent variable.

With the t_{table} based on distribution t through t_{table} which has been determined by df $\{\alpha/2; (n-k-1)\}$. Defined terms used in this investigation, are:

1) Ho is rejected and Ha is accepted if $t_{\text{test}} \geq t_{\text{table}}$

2) Ho accepted and Ha rejected if the $t_{\text{test}} < t_{\text{table}}$

While the hypothesis to be tested simultaneously:

Ho: $\beta_1 = \beta_2 = 0$: there is no significant influence between variables X_1 together with variables X_2 to variable Y

Ha: $\beta_1 \neq \beta_2 \neq$: there is significant influence between variables X_1 together with variables X_2 to variable Y

The value of F_{test} used the following formula: $F_{\text{count}} = \frac{RKR}{RKK}$

Where: RKR = Squares Regression Mean; RKK = Squared Error Mean; k = number of independent variables the F_{table} based on distribution F through Table F defined by df $\{\alpha=10\% \{k:(n-k-1)\}\}$. Defined terms used in this investigation, are:

1) Ho rejected and Ha is accepted if $F_{\text{test}} \geq F_{\text{table}}$

2) Ho accepted and Ha rejected if $F_{\text{test}} < F_{\text{table}}$

To analyze the data from the high school teacher respondents Ekasakti Padang be required values in the above analysis, the authors using SPSS Ver. 17.

INVESTIGATION RESULTS AND DISCUSSION

Questionnaires were completed by 39 respondents (teachers) in Ekasakti senior high school Padang, consisting of identity of the respondent and statement of the answer of variables investigated, work discipline of teachers (variable X_1), work motivation of teachers (variable X_2) and work productivity of teachers (variable Y) with the results, as follows:

1) Description of Respondents Identity

a. Respondent Characteristics by Sex

Respondents of teachers of Ekasakti senior high school Padang showed that female (61.54%) are more dominant when compared with male (38.46%) respondents. Interview results with teachers in Ekasakti high school Padang suggest that female teachers give more mothers touching in educating their students than male teachers.

b. Characteristics of Respondents by Age

Respondents of the youngest teacher at Ekasakti senior high school Padang is 25 years old, while the oldest age was 50 years. These data indicate that teachers in Ekasakti senior high school Padang dominated by aged under 41 years, which as many as 30 people (76.97%). Based on this condition, information obtained that the teacher acceptance selection in the Ekasakti senior high school Padang preferred younger ages because they are very potential in enforcing labor discipline and have motivation to perform better.

c. Characteristics of Respondents by Education Level

Education backgrounds of teachers in Ekasakti senior high school Padang are more dominant of S-1 by 28 people (71.79%). Based on these data, showed that teachers in Ekasakti senior high school has huge potential in increasing their productivity.

d. Characteristics of Respondents by working period

Viewed from the characteristics of teachers' working period in Ekasakti senior high school Padang between 5 to 10 years is more dominant, which is as many as 20 people (51.28%). Information obtained from the supervisor of teachers at senior high school at Department of Education Padang that the teachers of Ekasakti senior high school Padang undiscovered disciplinary violations while performing their duties as a teacher. From the performing of tasks, they are fairly productive. It is indicated that between year of 2010 to 2012, students' graduation rate at the State Final Examination (UAN) is high, on average of 98% who pass the exam.

2) Description of Research Variables

a. Description of Work Discipline variables (variables X_1)

Assessment results/ answers of the 39 respondents to the 27 items on the assessment of teacher's discipline at Ekasakti senior high school Padang obtained an average of 53.37% of respondents who agree (score 4). Discipline criteria for Ekasakti high school teachers Padang according to respondent answers can be known through comparing the total score of all respondents as 0.8849 or $0.8849 \times 100\% = 88.49\%$. The results show that the teachers discipline in Ekasakti senior high school Padang was very discipline. While the dominant indicator, is job destinations with the contribution as much as 16.14%. Based on the respondents assessment the the purpose desired by a teacher in supporting the work discipline in Ekasakti senior high school Padang.

b. Description of Work Motivation(variable X_2)

Assessment results of 39 respondents againsts 40 items of teachers' job motivation in Ekasakti senior high school Padang obtained an average of 44.87% of respondents with a choice of assessments often (score 4). Motivation criteria was obtained from respondents' answers toward the statements in the questionnaire, it can be seen by comparing the total score of all respondents as 0.7461 or $0.7461 \times 100\% = 74.61\%$. From the results of this comparison indicate that the working motivation of teachers classified as High. While the more dominant indicator is a responsibility that gives the biggest contribution to the factor intrinsic, as much as 16.14% as well as on extrinsic factors, indicators of administrative and organizational policies are more dominant, which is equal to 13.35 %.

Based on the assessment of the respondents the responsibilities and administrative and organizational policies are required by a teacher motivation in supporting their work.

c. Description of Work Productivity Variables (variable Y)

The average results of the assessment of the 39 respondents toward 16 items of teachers productivity obtained an average of 53.21% of respondents with a choice assessments of "a" (score 5), and respectively 45.83% of respondents with a choice assessment "b". Criteria for teachers work productivity obtained from respondents' answers to the questionnaire statements in teacher productivity amounted to 0.7808 or $0.7808 \times 100\% = 78.08\%$. From the results of this comparison show that teacher productivity is quite productive. While the more dominant indicator of teacher productivity variables is task qualification (assignment quality) that gives the biggest contribution as 26.48%. Based on the assessment of the respondents, qualification tasks is the highest of a teacher in supporting the achievement of teacher productivity in Ekasakti senior high school Padang.

3) Analysis of Investigation Results and Testing Hypotheses

The investigation results of 39 teachers of Ekasakti senior high school Padang as follows:

a. Effect of Work Discipline and Work Motivation Variable in Improving High School Teacher Produktivity in Ekasakti senior high school Padang

Partially influence between work disciplines to improve teachers produktivity of Ekasakti senior high school Padang by 0.3261 points. It means that if the work discipline up 1 point that the teacher productivity will increase by 0.3427 points, with the assumption that teachers' work motivation variables is constant. While the partially effect between work motivation in improving productivity is by 0.2288 points. It means that if the motivation to work up 1 point, the teacher productivity will increase by 0.2288 points, with the assumption that the variables work discipline is constant.

Simultaneously influence between the work discipline and work motivation in improving high school teacher working produktivity can be explained as follows:

- 1) If teachers productivity is not supported by work discipline variables and work motivation variables, then labor productivity of teacher of Ekasakti senior high school Padang is only 0.0392 points.
- 2) If the teacher productivity supported by workdiscipline variable and work motivation variables, the labor productivity of teacher of Ekasakti senior high school Padang is 0.5941 points.

b. Variable Correlation of Work Discipline and Work Motivation in Improving Teacher Productivity in Ekasakti senior High School Padang

Partial correlation between work discipline in improving working productivity in Ekasakti senior high school Padang teacher showed a strong correlation which is equal to 0.5319, while the level of accuracy of the data variation of 0.2829. Means of labor discipline affects 28.29% increase in labor productivity high school teacher Ekasakti Padang. Whereas the partial correlation between work motivation in improving high school teacher working produktivitas Ekasakti Padang showed a strong correlation which is equal to 0.5069, while the level of accuracy of the data variation of 0.2570. It means that 25.70% of employee motivation affects produktivitas increase high school teacher

Ekasakti Padang. Simultaneous correlation between work discipline and work motivation in improving teacher working produktivitas showed a very strong correlation which is equal to 0.7502, while the level of accuracy of the data variation of 0.5628. It means that 56.26% of work discipline together with work motivation affect teacher productivity at Ekasakti senior high school Padang.

c. Hypothesis Testing

Based on hypothesis testing calculations obtained as follows:

- 1) Testing hypotheses of partial influence on the work productivity and work discipline at Ekasakti senior high school Padang with an error of $(\alpha)=5\%$ obtained results, that the results of the comparison indicate that the $t_{\text{test}} = 4.9211 > t_{\text{table}} = 2.021$, so that, H_A is accepted and H_O is rejected. It means that there is a significant effect between the work productivity and work disciplines. While testing hypotheses between work motivation and work productivity with a standard error of Padang $(\alpha)=5\%$ obtained results, that the results of the comparison indicate that the $t_{\text{test}} = 4.7027 > t_{\text{table}} = 2.021$, so that H_A is accepted and H_O is rejected. It means that there is significant influence between work motivation on work productivity of teachers of Ekasakti senior high school Padang.
- 2) Testing hypotheses simultaneously influence the effect of work discipline and work motivation toward work productivity of teacher of Ekasakti senior high school Padang with a standard error of $(\alpha) = 5\%$ obtained results, that the results of the comparison indicate that the $F_{\text{test}} = 23.1664 > t_{\text{table}} = 3.23$, so that H_A is accepted and H_O is rejected. It means that there is significant influence between work discipline and work motivation toward work productivity of teacher of Ekasakti senior high school Padang on error level $(\alpha) = 5\%$.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions found in this investigation, as follows:

1. Teachers work discipline at Ekasakti senior high school Padang as very disciplined, while the dominant indicator of the work discipline is a work purposes.
2. Teacher motivation at Ekasakti senior high school Padang is high, while the dominant indicator of the teachers motivation based on intrinsic factors is the responsibility as well as extrinsic factors are administrative and organizational policies.
3. Work productivity at the Ekasakti senior high school Padang is quite productive, while the dominant indicator in labor productivity is a task qualification.
4. The effects of work discipline and work motivation in improving work productivity in Ekasakti senior high school Padang either partially or simultaneously is positive and significant.
5. Partial correlation between work discipline and work motivation towards the increasing of work productivity of teachers in Ekasakti senior high school Padang is strong, while simultaneously showing a very strong correlation.

Recommendations for further investigation, as follows:

1. Systems and methods for work discipline of teachers still need to be improved, because it still found the answer with a negative scale.
2. In terms of correlation, teachers' motivation needs to be improved so that the achievement of a work motivation for teachers in high school Ekasakti Padang will be much higher.
3. Teacher productivity at Ekasakti senior high school Padang still needs to be improved concerning to the application of the four indicators.

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