Can Sports Teachers in Indonesia Be Effective Without Strict Discipline?

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ABSTRACT: Based on the results of the SMK Teacher Competency Test (UKG) in Indonesia, especially the Karawang area in 2022, the average score is 57.01, while the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 29 article 9 paragraph 1 explains that the minimum score for passing the UKG is at least 70, and it can be said that the UKG score is below standard. Therefore, the researcher aims to determine and analyze the effect of discipline on the performance of sports teachers at SMK Karawang Regency. The method used is a survey method with a quantitative approach. Data collection is in the form of questionnaires distributed to the sample, and the analysis techniques used are descriptive statistics, and inferential. The results showed the effect of discipline on the performance of sports teachers with a count value of 5.130 while the table value is 1.658. It can be stated that if count> table then h0 is rejected and ha is accepted, namely there is a significant direct effect of discipline on the performance of sports teachers at SMK Karawang Regency.

KEYWORDS: Discipline and Performance

INTRODUCTION

Performance is the quality of work that an employee achieves to carry out their duties under the responsibilities given to them (Mangkunegara & Anwar, 2016). There are also goals of performance, namely administrative goals and strategic goals (Ma'arif & Kartika, 2021). Teacher performance is a pedagogical attitude of teachers expected to improve student achievement (Skourdoumbis, 2019). Therefore, the quality of teachers for students is essential because highly qualified teachers in education can lead to student success in learning, have good attitudes, and become responsible individuals (Reynolds & Park, 2021).

Basically, teacher performance is the activity of a teacher in carrying out his or her obligations and duties as an educator in school (Rohman, 2020). The National Education Standards consist of content standards, process standards, competency standards, graduation standards, educational personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards that must be improved on a planned and periodic basis (UU No. 20 tahun 2003 pasal 35 ayat 1). This confirms that educational personnel, including teachers, need to have performance standards that should be apparent when the individual performs their duties. Teacher quality is crucial for students to support student success in learning, have good attitudes, and make students responsible individuals (Reynolds & Park, 2021). It can be concluded from the above that teacher performance must be of high quality and have good performance standards because teachers are facilitators for learners. To achieve good performance, it is necessary to have basic principles of performance that are instilled, such as strategic principles, holistic principles, integrated principles, goal formulation, planning, feedback, performance measurement, performance improvement, sustainability, development in performance, and honesty (Wibowo, 2016). There are also goals of performance, namely strategic goals, development goals, and administrative goals (Ma'arif & Kartika, 2021).

Therefore, teachers must have standards in performance, based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 29 article 9 paragraph 1 states that the minimum score for passing the Teacher Competency Test is at least 70 for each level of education. In the Karawang Regency area, there are results of the Teacher Competency Test (UKG) at the Vocational High School (SMK) level of 57.01 (Kemendikbud, 2022). In the SMK UKG results, it can be stated that it is still below the standards set by government regulation. Then the results of surveys and interviews with the Head of the Subject Teacher Consultation Meeting (MGMP), show that several teachers are still absent from attending trainings that develop teacher competence. These problems are also supported by factors that affect performance such as compensation, competence, discipline, and motivation (Wibowo, 2016).

Work discipline is something that affects the level of work performance of an individual in a company or government agency (Rivai, 2016). Work discipline is an important part or variable when developing human resource management because discipline is needed in an organization so that there is no negligence, deviation, or negligence and ultimately waste in doing work (Arif et al., 2020). Work discipline is one of the most important operative functions of human resource management, because the better the discipline, the higher the work performance that can be achieved, good discipline reflects the magnitude of one's sense of responsibility for the tasks assigned to the teacher (Hasibuan, 2016). Teacher discipline has a major impact on the quality of education. Disciplined teacher performance can help create an efficient and effective environment in schools. Therefore, the presence of disciplined teachers at work can improve the quality of teacher performance.

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Several studies have stated that discipline is a factor that can affect teacher performance. According to (Rodi et al., 2019), the results of this study showed that discipline and work facilities had a significant effect on teacher performance in a study of SMKN 1 Grati. Meanwhile, according to (Sirhi, 2018), the results of the study showed that motivation and discipline had a positive effect on the performance of teachers at SMA Muhammadiyah Kabupaten Ende. These studies provide evidence that teacher discipline is a significant factor influencing their performance.

Based on the phenomena that occur, this study aims to determine and analyze the effect of discipline on the performance of vocational sports teachers in Karawang Regency. Sports teachers play an important role and can support students' physical fitness in carrying out learning at school and in everyday life. Then from this previous research, this research offers a solution about how discipline can have a significant effect on performance. This study also has novelty about the variables studied, has more complex problems, and the geographical location of the sample studied.

METHOD

A quantitative approach with a survey method was used in this study. The population of vocational sports teachers in Karawang Regency was 119 teachers. Of that population, a sample of 119 teachers was taken using a census sampling technique, in which the entire population was used as the sample (Sugiyono, 2018). The instrument used was a questionnaire with Likert scale scores. In the preparation of the instrument, the following aspects should be considered: determining the variables, determining the dimensions, creating indicators, and formulating questions. Data analysis techniques used descriptive and inferential statistics by calculating data with the help of SPSS 26. Then, the research hypothesis was tested with a significance level of $\alpha = 0,05$.

RESULTS AND DISCUSSION

In the performance variable, there is a mean of 130.50, median of 130, mode of 159, maximum value of 160, minimum value of 92, range of 68, standard deviation of 16.92, and variance of 283.81. Then the performance data is translated into a frequency distribution table and bar chart as follows:

Table 1. Work Performance Category

No	Interval			Category	F	%
1	156	x >		Very Good	11	9%
2	139	< x <	156	Good	33	28%
3	122	< x <	139	Fairly Good	39	33%
4	105	< x <	122	Not Good Enough	24	20%
5		x <	105	Very Bad	12	10%
Total					119	100%

Picture 1. Performance Bar Chart

Based on the results of Table 1 and Figure 1, 11 teachers have very good performance with a percentage of 9%, 33 teachers in the good category with a percentage of 28%, 39 teachers in the fairly good category with a percentage of 33%, 24 teachers in the not good enough category with a percentage 20%, and 12 teachers in the very bad category with a percentage of 10%.

In the discipline variable there is a mean of 136.84, a median of 136, a mode of 128, a maximum value of 168, a minimum value of 102, a range of 66, a standard deviation of 11.61, and a variance of 133.66. Then the disciplinary data is translated into the

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form of a frequency distribution table and bar chart as follows:

**Table 2: Frequency Distribution of Discipline**

No	Interval			Category	F	%
1	154	x >		Very Good	8	7%
2	143	< x <	154	Good	30	25%
3	131	< x <	143	Fairly Good	41	34%
4	119	< x <	131	Not Good Enough	34	29%
5		x <	119	Very Bad	6	5%
Total					119	100%

Figure 2. Discipline Bar Chart

Based on the results of table 2 and figure 2, 8 teachers have very good performance with a percentage of 7%, 30 teachers in the good category with a percentage of 25%, 41 teachers in the good category with a percentage of 34%, 34 teachers in the poor category with the percentage 29%, and in the very bad category 6 teachers with a percentage of 5%.

The normality test results show an Lcount value of 0.0622, and an Ltable value of 0.0812 with a significance level used of α= 0.05. In hypothesis H0 the data distribution is normally distributed, and H1 the data distribution is not normally distributed. These results show that the Lcount value is 0.0622 < Ltable 0.0812, so the data is normally distributed. Then, in the linearity test, the Fcount value was 1.151 and Ftable 1.599 with a significance level of α= 0.05. The results of the linearity test, it shows that the Fcount value is 1.151 < Ftable 1.599, so the data has a significant linear relationship. So that the distribution of estimated points forms an acceptable linear shape, it can be illustrated in graphical form as follows:
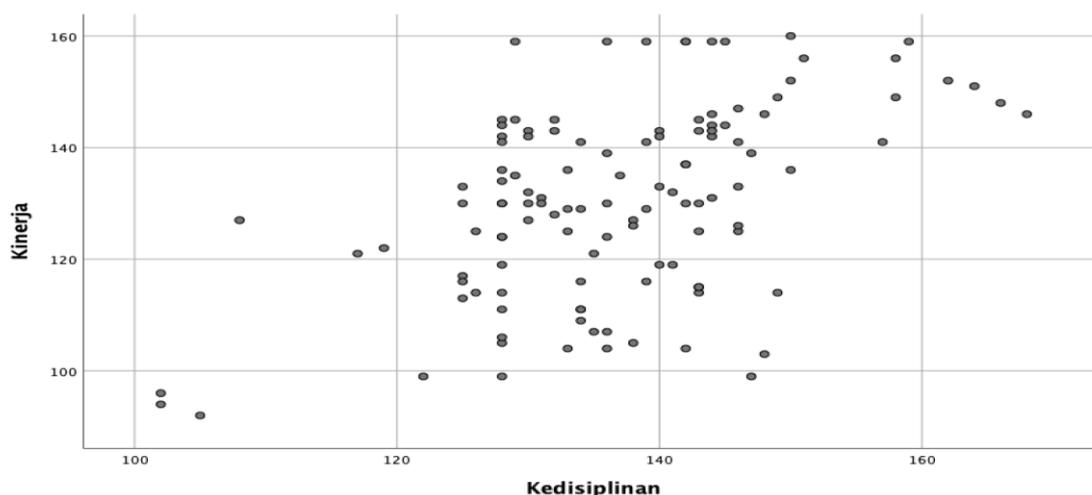
Pict 3. Linearity Graph

Based on the test results, the tcount value is 5.130 and ttable is 1.98 using a significance level of α= 0,05 n=119. From these results, it is stated that tcount 5.130 > ttable 1.98, so there is a significant influence of discipline on the performance of sports teachers at Karawang Regency Vocational High Schools (SMK).

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CONCLUSION

Based on the results of the study, it has been proven that discipline has a significant impact on teacher performance. Therefore, local governments should pay more attention to discipline because disciplined teachers can improve the quality of teacher performance and can improve the quality of education in Indonesia.

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