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The Effects of Self-Efficacy, Work Discipline, and Work Facilities on Teacher Performance at SMA Negeri 1 Kunir

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ABSTRACT

This study analyzes the effects of self-efficacy, work discipline, and work facilities on teacher performance at SMA Negeri 1 Kunir. The study used a quantitative approach, employing total population sampling with a population of 34 teachers. Data were collected by distributing questionnaires to all teachers at SMA Negeri 1 Kunir. Multiple linear regression was used to examine the individual effect of each independent variable on the dependent variable. The results indicate that self-efficacy affects teacher performance, while work discipline significantly affects teacher performance, and work facilities have no effect on teacher performance. These findings indicate that self-efficacy and work discipline are factors influencing teacher performance at SMA Negeri 1 Kunir, whereas work facilities serve only as a supporting factor.

Keywords: Self-Efficacy; Work Discipline; Work Facilities; Teacher Performance

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INTRODUCTION

The education sector is expected to adapt to advances in science and technology by continuously improving the quality of learning and managing education effectively to produce skilled human resources (Habsy et al., 2024). Teachers are central to the success of the educational process, and their potential needs to be developed because the success of the national education system is reflected, among other things, in teacher performance (Nurfadilah & Farihah, 2021). Accordingly, teachers need not only sound academic competence but also mental readiness, self-confidence, work discipline, and adequate work facilities to fulfill their roles effectively and achieve educational goals (Fitria & Limgiani, 2024). SMA Negeri 1 Kunir is an A-accredited educational institution in Kunir District, located at Jl. Sumbersari No. 1, Kunir Lor, Kunir District, Lumajang Regency, East Java Province. It offers two academic streams, Mathematics and Natural Sciences and Social Sciences, and employs 34 teachers. The school also offers the SMA Double Track program, which includes culinary arts, fashion design, and automotive workshop training (https://www.smankunir.sch.id).

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Table 1. Teacher Attendance Rates at SMA Negeri 1 Kunir

No	Month	Description			Total	Percentage
		Sick Leave	Authorized Leave	Reason		
1.	July	4	1	0	5	85%
2.	August	3	3	0	6	82%
3.	September	3	5	0	8	76%
4.	October	7	5	0	12	65%
5.	November	2	5	0	7	79%
6.	December	0	0	0	0	100%

Table 1 shows that teacher attendance was 85% in July, with the remaining 15% taking leave; 82% in August, with 18% taking leave; and 76% in September, with 24% taking leave. In October, attendance declined considerably to 65%, with the remaining 35% taking leave. Attendance increased to 79% in November, with 21% taking leave, and rose significantly to 100% in December, indicating that no teachers took leave during that month. The situation above indicates that teacher performance at SMA Negeri 1 Kunir remains low, as evidenced by the considerable number of teachers taking leave, particularly in October. Teachers' self-efficacy varies, and many lack strong confidence when performing professional tasks such as classroom management, lesson delivery, and dealing with diverse student characteristics and conflicts. Teacher discipline is also low, although every teacher should take full responsibility for their duties and obligations, including arriving on time and completing assignments according to established procedures. Furthermore, the available facilities do not fully support optimal learning. Some facilities and infrastructure require repair, including deteriorating desks and chairs and inadequate classrooms. Performance refers to teachers' work achievements in carrying out their assigned responsibilities (Nurfadilah & Farihah, 2021). Teacher performance is the success achieved in completing work within a particular period, measured against the competency standards and criteria associated with the position (Sahrul et al., 2022). It is reflected not only in classroom teaching ability but also in planning, instruction, evaluation, discipline, and other professional responsibilities (Faluziyyalh & Rohyalni, 2022).

Self-efficacy is defined as individuals' assessment of their competence in completing assigned tasks to achieve particular outcomes (Busro, 2017:134). It refers to individuals' belief in their ability to organize and carry out the efforts needed to address future circumstances (Salri et al., 2025). Previous studies report that self-efficacy significantly affects teacher performance (Imnur et al., 2023; Jumialti & Kartiko, 2022; Muffidalh et al., 2024). However, other findings indicate that self-efficacy has no significant effect on teacher performance (Utalmi & Halndalyalni, 2025). Discipline is defined as attitudes and actions directed toward complying with written and unwritten rules (Siregalr & Pralbowo, 2025). Work discipline refers to individuals' attitude or ability to exercise self-control and adhere to social rules (Fitrial & Limgialni, 2024). Several previous studies identify a significant effect of work discipline on teacher performance (Halyalroh & Tumalnggor, 2024; Nurfaldilalh & Falrihalh, 2021; Salhrul et al., 2022). However, other research reports no significant effect (ALnalm, 2018). Work facilities comprise all equipment and infrastructure provided to support teacher performance in learning activities (Suminalringwulaln & Suhalnal, 2025). They support employees in working more productively and increase their enthusiasm for achieving goals (Jufrizen & Haldi, 2023). Previous research indicates that work facilities significantly affect teacher performance (Herialti & Dalulaly, 2020; Rosalyu et al., 2023; Sum & Ridwaln, 2024). However, other findings indicate no significant effect (Kristinal et al., 2023).

Previous research examining the effects of self-efficacy, work discipline, and work facilities on teacher performance has produced inconsistent findings. This suggests a research gap that requires further empirical evidence. Therefore, the researcher undertook a study entitled “The Effects of

Self-Efficacy, Work Discipline, and Work Facilities on Teacher Performance at SMA Negeri 1 Kunir."

METHODS

This study adopts a quantitative approach to examine the extent to which the independent variables, self-efficacy, work discipline, and work facilities, affect the dependent variable, teacher performance. The study uses primary data obtained directly from sources, as well as internal institutional data, including the school profile, the number of teachers, and teacher attendance records. The population consists of all 34 teachers at SMA Negeri 1 Kunir. Nonprobability sampling was employed using total population sampling. Total population sampling includes every member of the population in the research sample and is also known as a census (Sugiyono, 2020:152). Data were collected by distributing printed questionnaires to all teachers at SMA Negeri 1 Kunir. Multiple linear regression analysis was performed using SPSS Statistics 26.

RESULTS AND DISCUSSION

Validity Test

Table 2. Summary of Validity Test Results

No.	Variable	Indicator	Calculated r	Critical r	Significance	Result
1.	*Self-Efficacy (X1)*	X1.1	0.381	0.339	0.026	Valid
		X1.2	0.632	0.339	0.000	Valid
		X1.3	0.723	0.339	0.000	Valid
2.	Work Discipline (X2)	X2.1	0.401	0.339	0.019	Valid
		X2.2	0.379	0.339	0.027	Valid
		X2.3	0.678	0.339	0.000	Valid
		X2.4	0.678	0.339	0.000	Valid
		X2.5	0.535	0.339	0.001	Valid
3.	Work Facilities (X3)	X3.1	0.684	0.339	0.000	Valid
		X3.2	0.652	0.339	0.000	Valid
		X3.3	0.447	0.339	0.007	Valid
		X3.4	0.610	0.339	0.000	Valid
		X3.5	0.365	0.339	0.034	Valid
4.	Teacher Performance (Y)	Y1	0.421	0.339	0.013	Valid
		Y2	0.545	0.339	0.001	Valid
		Y3	0.398	0.339	0.020	Valid
		Y4	0.421	0.339	0.013	Valid
		Y5	0.442	0.339	0.009	Valid
		Y6	0.498	0.339	0.003	Valid

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Table 2 shows that the correlation coefficients for all questionnaire items are valid and acceptable because their calculated r values exceed the critical r value of 0.339. Thus, the instrument can collect the information required for this study.

Reliability Test

Table 3. Summary of Reliability Test Results

Variable	*Cronbach's Alpha Coefficient*	*Reliability Range*	Description
Self-Efficacy (X1)	0.675	0.601-0.80	Reliable
Work Discipline (X2)	0.696	0.601-0.80	Reliable
Work Facilities (X3)	0.434	0.401-0.60	Moderately Reliable
Teacher Performance (Y)	0.638	0.601-0.80	Reliable

Table 3 indicates that the Cronbach's alpha coefficients fall within the reliable and moderately reliable categories. The questionnaire is therefore considered appropriate and dependable because repeated testing of the same subjects at different times can produce consistent results.

Normality Test

Table 4. Summary of Normality Test Results

Test Statistic	*Asymp. Sig. (2-tailed)*	*Description*
0.089	0.200	Normal

Table 4 shows that the Kolmogorov–Smirnov (K–S) normality test produced a significance value of 0.200 > 0.05, indicating that the research data are normally distributed and suitable for use.

Multicollinearity Test

Table 5. Summary of Multicollinearity Test Results

Variable	*Collinearity Statistics*		Description
	Tolerance	VIF	
Self-Efficacy (X1)	0.900	1.111	No Multicollinearity
Work Discipline (X2)	0.941	1.062	No Multicollinearity
Work Facilities (X3)	0.929	1.076	No Multicollinearity

Table 5 shows that all variables have tolerance values > 0.10 and VIF values < 10. The model is therefore considered free from multicollinearity, as no correlation between the variables was identified.

Heteroscedasticity Test

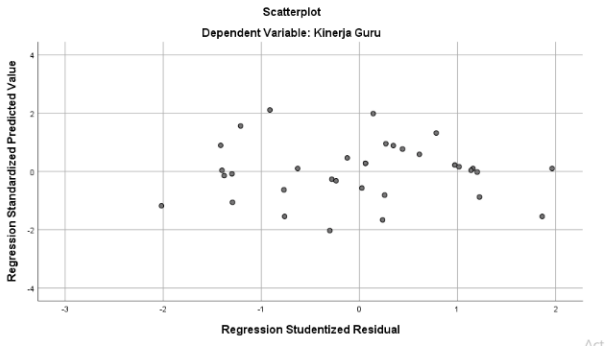

Figure 1. Heteroscedasticity Test Result

The figure above shows that the data points are randomly distributed above and below zero on the y-axis. The regression model is therefore suitable for use because it is free from heteroscedasticity.

Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Results

Model	*Unstd. Coefficients*		*Std. Coefficients Beta*
	B	***Std. Error***	
(Constant)	3.145	4.451	
Self-Efficacy (X1)	0.619	0.224	0.381
Work Discipline (X2)	0.479	0.141	0.457
Work Facilities (X3)	0.206	0.131	0.214

Multiple linear regression analysis was used to determine the magnitude of the effects of the independent variables, self-efficacy (X1), work discipline (X2), and work facilities (X3), on the dependent variable, teacher performance (Y). The relationship is expressed as follows:
KG = 3.145 + 0.619 SE + 0.479 DK + 0.206 FK + 4.451

Individual Significance Test t-Test

Table 7. Results of the Individual Significance Test t-Test

Model	Calculated t	Critical t	Sig.	Description
Self-Efficacy (X1)	2.764	2.042	0.010	Has an Effect
Work Discipline (X2)	3.392	2.042	0.002	Significant Effect
Work Facilities (X3)	1.577	2.042	0.125	No Effect

1) Self-efficacy has a calculated t value of 2.764 > the critical t value of 2.045 and a significance value of 0.010 < 0.05. Therefore, Ha is accepted, and H0 is rejected. This means that self-efficacy individually affects teacher performance at SMA Negeri 1 Kunir.
2) Work discipline has a calculated t value of 3.392 > the critical t value of 2.045 and a significance value of 0.002 < 0.05. Therefore, Ha is accepted, and H0 is rejected. Work discipline individually has a significant effect on teacher performance at SMA Negeri 1 Kunir.
3) Work facilities have a calculated t value of 1.577 < the critical t value of 2.042 and a significance value of 0.125 > 0.05. Therefore, H0 is accepted, and Ha is rejected. Working facilities individually do not affect teacher performance at SMA Negeri 1 Kunir.

Coefficient of Determination R^2

Table 8. Coefficient of Determination Results R^2

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	0.698	0.488	0.437	1.212

The results in Table 7 show an R-squared value of 0.488, indicating that 48.8% of teacher performance is explained by the independent variables, self-efficacy, work discipline, and work facilities. The remaining 51.2% is influenced by other factors not explained in this research model.

The Effect of Self-Efficacy on Teacher Performance at SMA Negeri 1 Kunir

The findings indicate that self-efficacy affects teacher performance at SMA Negeri 1 Kunir. Teachers who believe in their abilities can face challenges in various situations, complete teaching tasks effectively even when they are difficult, and maintain confidence in their teaching ability across different classroom situations. The school can strengthen self-efficacy through training, professional development, and support that builds teachers' confidence in performing their duties. Consequently, teachers will feel more confident and valued and can perform more effectively. These findings are consistent with previous research indicating that self-efficacy affects teacher performance (Imnur et al., 2023; Jumialti & Kalrtiko, 2022; Muffidalh et al., 2024). However,

other research identifies no effect of self-efficacy on teacher performance (Utalmi & Halndalyalni, 2025).

The Effect of Work Discipline on Teacher Performance at SMA Negeri 1 Kunir

The findings indicate that work discipline significantly affects teacher performance at SMA Negeri 1 Kunir. Teachers with high work discipline perform their duties and fulfill their obligations professionally, including attending during designated working hours, working carefully to minimize the risk of occupational accidents, complying with work standards and regulations, and following established procedures. The school can improve teacher discipline by establishing clear rules, maintaining consistent supervision, and applying fair sanctions. This can strengthen discipline and encourage optimal performance. These findings are consistent with previous research reporting a significant effect of work discipline on teacher performance (Halyalroh & Tumalnggor, 2024; Nurfaldilalh & Falrihalh, 2021; Salhrul et al., 2022). However, other research reports no significant effect (Alnalm, 2018).

The Effect of Work Facilities on Teacher Performance at SMA Negeri 1 Kunir

The findings indicate that work facilities do not affect teacher performance at SMA Negeri 1 Kunir. The available facilities have been adapted to teachers' needs and are easy to use in learning activities. They help teachers complete instructional tasks more effectively and in less time. Facilities are also arranged neatly to facilitate learning and create a more orderly work environment. Nevertheless, although the facilities are adequate, their availability has not fully improved classroom learning. The school can therefore provide training on using facilities effectively, adapt facilities to teaching and learning needs, and periodically evaluate their effectiveness in the classroom. These findings are consistent with previous research indicating that work facilities do not affect teacher performance (Kristina et al., 2023). However, other findings indicate that work facilities do affect teacher performance (Herialti & Dalulaly, 2020; Rosalyu et al., 2023; Sum & Ridwaln, 2024).

CONCLUSION

Based on the field research, self-efficacy and work discipline affect teacher performance at SMA Negeri 1 Kunir, whereas work facilities have no effect. High self-efficacy encourages teachers to feel confident in facing challenges, setting learning targets, and completing teaching tasks effectively. Good work discipline also improves teacher performance through compliance with rules, effective time management, and adherence to established procedures. Meanwhile, the available work facilities have not improved classroom learning. Thus, improvements in teacher performance at SMA Negeri 1 Kunir are influenced more strongly by internal factors, particularly self-efficacy and work discipline, than by the external factor of work facilities.

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