

THE INFLUENCE OF *SELF-ESTEEM*, ACHIEVEMENT MOTIVATION, AND WORK DISCIPLINE ON TEACHER PERFORMANCE AT AL-AKHYAR I AND II VOCATIONAL HIGH SCHOOL

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Abstract: This study aims to determine the influence of variables of *self-esteem*, achievement motivation, and work discipline on teacher performance at SMK Al-Akhyar I and II. In this study using descriptive quantitative methods, the sampling technique in this study uses saturated sampling techniques. The saturated sampling technique is a sampling technique when all members of the population are sampled and relatively small. The data analysis methods used in this study are Validity Test, Reliability Test, Partial Significance Hypothesis Test and Simultaneous Significance Test. The results showed that the variable *self-esteem* affects teacher performance, achievement motivation affects teacher performance and work discipline affects teacher performance. The results of hypothesis testing show that the variables of *self-esteem*, achievement motivation and work discipline together have a simultaneous effect on teacher performance.

Keywords: Self Esteem, Achievement Motivation, Work Discipline, Teacher Performance

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh variabel *self esteem*, motivasi berprestasi, dan disiplin kerja terhadap kinerja guru pada SMK Al-Akhyar I dan II. Dalam penelitian ini menggunakan metode kuantitatif deskriptif, Teknik penentuan sampel dalam penelitian ini menggunakan teknik sampling jenuh. Teknik sampling jenuh adalah teknik penentuan sampel bilasemua anggota populasi dijadikan sampel dan relative kecil. Metode analisis data yang digunakan dalam penelitian ini adalah Uji Validitas, Uji Reliabilitas, Uji Hipotesis Signifikansi Parsial dan Uji Signifikansi Simultan. Hasil penelitian menunjukkan bahwa variabel *self esteem* berpengaruh terhadap kinerja guru, motivasi berprestasi berpengaruh terhadap kinerja guru dan disiplin kerja berpengaruh terhadap kinerja guru. Hasil pengujian hipotesis menunjukkan bahwa variabel *self esteem*, motivasi berprestasi dan disiplin kerja secara bersama-sama berpengaruh simultan terhadap kinerja guru.

Kata Kunci: *Self Esteem, Motivasi Berprestasi, Disiplin Kerja, Kinerja Guru.*

INTRODUCTION

Success in the world of education can be realized if there is a two-way interaction and communication, namely educators and students. Therefore, educators have an important role in advancing the field of education that seeks to improve the level of teaching. A teacher is a qualified and professional educator, who is assigned the task of educating, training, guiding, and educating his students with the aim of fostering the nation's intellectual development through formal education at the primary and secondary levels (Cahyadi et. al, 2020). Teachers are an important element in achieving educational goals. According to the findings of Nawangsih and Linyaningsih (2015), the readiness of educators plays an important role in determining their level of achievement. Teacher readiness includes the process of equipping students through learning activities both inside and outside the classroom.

Based on Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers, in early childhood education through formal education, primary education, and secondary education, professional educators are tasked with instructing, teaching, guiding, directing, training, assessing, and evaluating students ("<https://kspstendik.kemdikbud.go.id/>"). This requires a teacher to fulfill the responsibility to improve the performance of an educator. Good teacher performance in learning activities must be owned by every educator or teacher to obtain good results. In addition, to improve the quality of work, educators must have quality based on predetermined criteria. When discussing teacher performance, what is meant is the actions taken by educators in overseeing the entire learning process, from improvement to evaluation. And the achievement of teacher performance, based on the four teacher competencies, in completing tasks as well as possible, is the result of teacher performance. (Yandatini and Wiyasa, 2021).

SMK Al-Akhyar I and II is a private vocational school located in East Jakarta, under the control of Yayasan Perguruan Islam Al-Akhyar. Proficient personnel are programmed in areas such as audio-video engineering, light vehicle engineering, electrical power engineering, as well as institutional accounting and finance. In the process of implementing teacher work at SMK Al-Akhyar I and II, it can be seen from *the performance of self esteem*, which is about general competence and includes intellectual abilities, such as teacher performance, self-regulation capacity, and confidence where teachers have not been able to show their capacity and confidence in the surrounding environment, especially in the school environment. Another factor is the motivation for teacher achievement is the teacher's encouragement to be active in learning activities and related to the achievement to be aimed at, with that the teacher has a target with excellence and the desire to achieve a goal that has been expected, but the teacher does not care about a feedback from the results of the performance they have lived and the lack of responsibility carried out by the teachers and is not carried out properly. And the work discipline carried out by teachers at SMK Al-Akhyar is said to be not good, because there are several things that can be observed from a number of aspects of teachers doing, such as disorganization of working hours, teacher absenteeism and tardiness which can be factors in decreasing teacher performance.

From the results of the explanation above, it can be concluded that there is still low *self-esteem*, achievement motivation and work discipline owned by teachers in the school, if a

teacher is high in this attitude, it will affect the results of the performance they have done and will also have a good impact on improving quality progress in the world of education.

LITERATURE REVIEW

According to Yandatini and Wiyasa (2021), *Self-esteem* is a form of considering the quality of oneself good and bad, based on how successful a person interacts with important people in his environment, and how others perceive, accept, appreciate, and treat themselves. *Self-esteem* can help a person achieve their goals and teach them about the importance of respecting themselves. According to Desmita (2013: 165), *self-esteem* refers to the evaluation that the individual makes and usually maintains that with regard to himself, this expresses an attitude of agreement or disapproval and shows the degree to which the individual believes himself as capable, important, successful and valuable. It can be said that *self-esteem* as a certain part of the attitude or as an attitude towards a certain object. According to Reasoner (2010: 3), there are five indicators of self-esteem, namely Feeling Of Security, *Feeling Of Identity*, *Feeling Of Belonging*, *Feeling Of Ability*.

According to Mangkunegara (2015: 94), achievement motivation is a person's innate desire to succeed and strive for glory in competition. Motivation is a mental condition that encourages a person to achieve his achievements to the maximum. The success of a teacher's work is significantly influenced by their level of achievement motivation. Achievement motivation is a drive that can trigger a person's desire to achieve something to achieve the desired target. According to Rivai Wahyudi (2013: 840), achievement *motivation* is a person's desire to overcome problems and obstacles that prevent him from achieving these goals. People with strong achievements Motivated people try harder to do something or complete a task assigned to them. According to Siagian (2018: 290), the indicators of achievement motivation are responsibility, trying to find feedback, daring to take risks, creative and innovative, good at managing time, and hard work.

According to Soetrisno (2017: 94), work discipline is the main aspect that affects the quality of teacher performance. An organization can use work discipline to assess or release its employees if they break the rules. The influence of work discipline on work behavior and how to overcome performance problems to improve teacher performance are some examples of the application of work discipline. Work discipline according to Soetrisno (2017: 86), is defined as an attitude shown by someone to be able to obey and comply with applicable regulatory standards in the workplace. The indicators of work discipline according to Soetrisno (2017: 94) are obeying the rules of time, obeying organizational regulations, obeying rules and behavior at work, and obeying other regulations in the organization.

According to Supardi (2014: 54) teachers are a person's ability to carry out tasks and learning in madrasah and are responsible for students under his guidance by increasing the learning achievement of students. According to the provisions in Law No. 14 of 2005 Article 20 (a) concerning Teachers and Lecturers, the standard of work performance of a teacher in carrying out his professional duties includes the preparation of high-quality learning plans, assessment of learning outcomes, and the implementation of his main duties through teaching and learning activities ("<https://kspstendik.kemdikbud.go.id/>"). Teacher performance indicators

according to Supardi (2014: 73) are the results of teacher work in learning, teacher work behavior in learning, and personal nature in teacher performance development.

Frame of Thought and Hypothesis

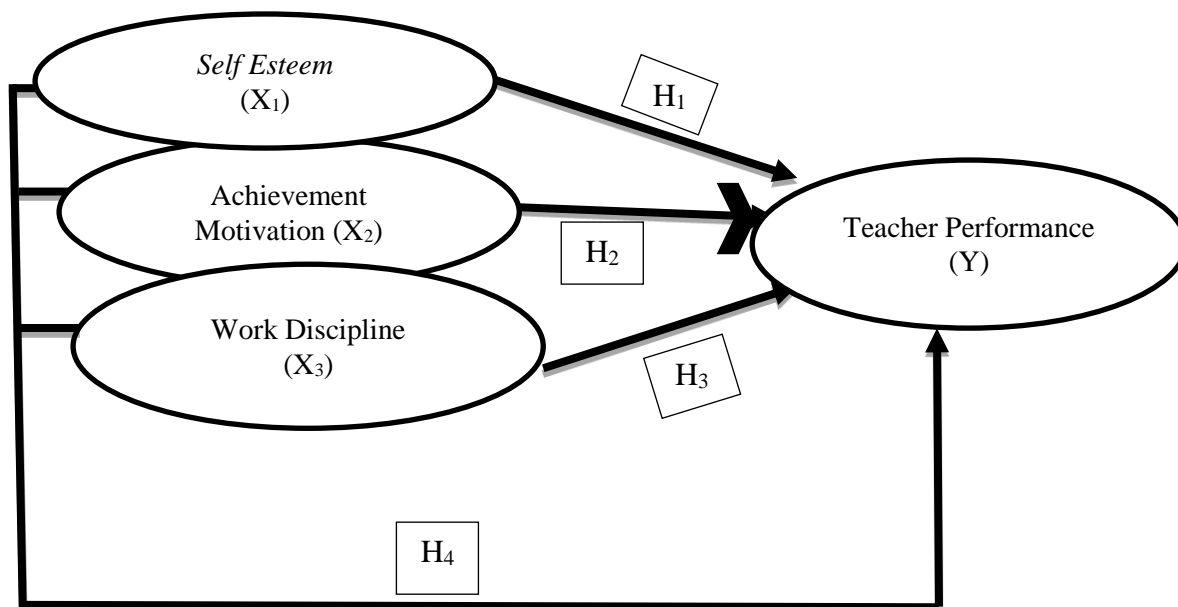


Figure 1. Framework

RESEARCH METHODOLOGY

This research will apply quantitative descriptive techniques to assess certain populations or samples. Evidence was collected through the use of research instruments and statistical analysis in this method (Sugiyono, 2018: 23). The descriptive approach describes the data briefly. Insights that can explain, predict, and potentially control events are expected to be generated by this study method.

Sample and Population

Population is a large collection of objects or people that have characteristics set by researchers to be studied and draw conclusions (Sugiyono, 2018: 136). Thus, the target population of the study is all teachers of SMK Al-Akhyar I and II as many as 45 people. From the current population, research samples are then obtained and examined.

Researchers use a sampling technique called saturated sampling, which is classified as a category of *non-probability sampling*. Sugiyono (2018: 144) said that saturated sampling is a sample that has been maximized, because any addition will not have an impact on the current population. Saturated sampling in this context refers to a sampling method that takes the entire population. Thus, this study used a saturated sample consisting of all teachers, especially 45 people who worked at SMK Al-Akhyar I and II.

Data and Data Collection Methods**Table 1.** Research Variable : *Self Esteem* (X_1)

Research Variables	Indicator	Sub Indicators	No. Item
<i>Self Esteem</i> (X_1)	Feelings of security	A sense of trust in the environment	1
	Feeling Of Identity	Unique characteristics	2
	Feeling Of Belonging	Appreciated	3
	Feeling Of Competence	Competence	4
	Feeling Of Worth	Personal experience	5

Source: Reasoner (2013:33)

Table 2. Research Variable : Performance Motivation (X_2)

Research Variables	Indicator	Sub Indicators	No. Item
Performance Motivation (X_2)	Responsibility	Obligation	1
	Seek feedback	Collecting information	2
	Dare to take risks	No doubt	3
	Creative & innovative	Do new things	4
	Good at managing time	Time management	5
	Strive	Never give up	6

Source: Siagian (2018:290)

Table 3. Research Variable : Work Discipline (X_3)

Research Variables	Indicator	Sub Indicators	No. Item
Work Discipline (X_3)	Obey the rules of time	Hours of entry, home, rest	1
	Obey the rules of the organization	Wearing and behavior	2
	Obey the rules and behavior in the lesson	Perform work in accordance with their duties	3
	Obey other rules of the organization	Other rules that the organization sets	4

Source : Soetrisno (2017:94)

Table 4. Research Variable : Teacher Performance (Y)

Research Variables	Indicator	No. Item
Teacher Performance (Y)	Ability to load lesson plans	1
	Ability to evaluate learning outcomes	2
	Ability to efficiently manage learning	3
	Effectiveness of learning process management	4
	Ability to guide students in the process of learning activities	5
	Ability in knowledge in completing tasks	6
	Ability to take risks	7
	Ability to obey the rules set by the school	8

Source: Supardi (2014:73)

Data Analysis Techniques

a. Validity Test

- If the calculated value of the correlation coefficient (r) is greater than the correlation value of the table (r table) and has a positive value, then the statement or variable is considered valid.
- If the calculated value of the correlation coefficient (r) is smaller than the correlation value of the table (r table) and has a positive value, then the statement or variable is considered invalid.

b. Reliability Test

- If *Cronbach's Alpha value* > from 0.6, it can be concluded that the instrument has a high level of reliability.
- If *Cronbach's Alpha value* < 0.6, then it can be concluded that the instrument tested is unreliable or does not have sufficient reliability.

c. Partial Significance Test (t-Test)

- If t counts > t table or $-t$ counts < $-t$ table
If the significance value < 0.05, then the independent variable has an influence on the dependent variable.
- If t counts < t table or $-t$ counts > $-t$ tables
If the significance value > 0.05 then the independent variable has no significant influence on the dependent variable.

d. Simultaneous Significance Test (F Test)

- If the F value is calculated > from the F table and the significance value < 0.05
Then the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. This means that the independent variable has a simultaneous influence on the dependent variable.
- If the F value is calculated < from the F table and the significance value > 0.05
Then the null hypothesis (H_0) is accepted while the alternative hypothesis (H_1) is rejected. This shows that all independent factors simultaneously have no significant influence on the dependent variable.

e. Coefficient of Determination (*R-Square*)

$$KD = (r)^2 \times 100\%$$

Information :

KD = coefficient of determination

r = multiple correlation coefficients

RESULT AND DISCUSSION

Validity Test

Table 5. Validity Test Self Esteem (X_1)

Nomor Item	Calculate r value	Table r value	Information
SE1	0,570	0,294	VALID
SE2	0,352	0,294	VALID
SE3	0,374	0,294	VALID
SE4	0,404	0,294	VALID
SE5	0,357	0,294	VALID

SE6	0,481	0,294	VALID
SE7	0,490	0,294	VALID
SE8	0,314	0,294	VALID
SE9	0,597	0,294	VALID
SE10	0,695	0,294	VALID

Source: Primary Data Processed SPSS 25, 2023

Based on the table above, the self-esteem variable consisting of ten statements proved valid because each statement had a correlation value greater than the r table, which was 0.294 ($r_{\text{count}} > r_{\text{table}}$), so that all items of the self-esteem variable statement were declared as valid items.

Table 6. Achievement Motivation Validity Test Table (X_2)

Nomor Item	Calculate r value	Table r value	Information
MB1	0,314	0,294	VALID
MB2	0,352	0,294	VALID
MB3	0,732	0,294	VALID
MB4	0,635	0,294	VALID
MB5	0,313	0,294	VALID
MB6	0,619	0,294	VALID
MB7	0,523	0,294	VALID
MB8	0,507	0,294	VALID
MB9	0,649	0,294	VALID
MB10	0,641	0,294	VALID

Source: Primary Data Processed SPSS 25, 2023

Based on the table above, the achievement motivation variable consisting of ten statements proved valid because each statement had a correlation value greater than r table, which was 0.294 ($r_{\text{count}} > r_{\text{table}}$), so that all items of achievement motivation variable statements were declared as valid items.

Table 7. Work Discipline Validity Test Table (X_3)

Nomor Item	Calculate r value	Table r value	Information
DK1	0,649	0,294	VALID
DK2	0,759	0,294	VALID
DK3	0,592	0,294	VALID
DK4	0,738	0,294	VALID
DK5	0,590	0,294	VALID
DK6	0,454	0,294	VALID
DK7	0,347	0,294	VALID
DK8	0,622	0,294	VALID
DK9	0,664	0,294	VALID
DK10	0,659	0,294	VALID

Source: Primary Data Processed SPSS 25, 2023

Based on the table above, the work discipline variable consisting of ten statements proved valid because each statement had a correlation value greater than r table, which was 0.294 ($r_{\text{count}} > r_{\text{table}}$), so that all items of the work discipline variable statement were declared as valid items.

Table 8. Teacher Performance Validity Test Table (Y)

Nomor Item	Calculate r value	Table r value	Information
Y1	0,724	0,294	VALID
Y2	0,587	0,294	VALID
Y3	0,307	0,294	VALID
Y4	0.725	0,294	VALID
Y5	0,848	0,294	VALID
Y6	0,561	0,294	VALID
Y7	0,693	0,294	VALID
Y8	0,515	0,294	VALID
Y9	0.364	0,294	VALID
Y10	0,388	0,294	VALID

Source: Primary Data Processed SPSS 25, 2023

Based on the table above, the teacher performance variable consisting of ten statements proved valid because each statement had a correlation value greater than r table, which was 0.294 ($r \text{ count} > r \text{ table}$), so that all items of teacher performance variable statements were declared as valid items.

Reliability Test

Table 9. Reliability Test Results

Variable	Cronbach's alpha	R table	Information
<i>Self Esteem</i>	0,604	0,60	<i>Reliable</i>
Performance Motivation	0,727	0,60	<i>Reliable</i>
Work Discipline	0,809	0,60	<i>Reliable</i>
Teacher Performance	0,793	0,60	<i>Reliable</i>

Source: Primary Data Processed SPSS 25, 2023

Based on the reliability test findings above, all variables have a *Cronbach's alpha* value greater than 0.6 which indicates reliability or meets the standard. This shows that research statement items can produce consistent data, and if the statement is asked again usually the answer will be the same as previously given.

Partial Hypothesis Test (Test t)

Table 10. Test (Results t)

Model	Coefficients ^a			t	Sig.		
	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta				
1	(Constant)	-.820	5.130			-.160	.874
	Self Esteem	.296	.148	.217		1.996	.053
	Motivasi Berprestasi	.130	.187	.111		.692	.493
	Disiplin Kerja	.600	.152	.599		3.949	.000

a. Dependent Variable: Kinerja Guru

Source: Primary Data Processed SPSS 25, 2023

Based on the terms of analysis in statistics using the t test, the decision to reject H0 is made if the value of t is calculated > t table. With the value of t table = 1.679 and Sig = 0.05.

The results of partial hypothesis testing are as follows:

1. Based on the table, a calculated t value of 1.996 > t table of 1.679 or a Sig value of 0.053 > 0.05 is obtained. So it can be concluded that partially on the variable *Self Esteem* (X1) there is a positive influence not significant on teacher performance.
2. Based on the table, a calculated t value of 0.692 < t of the table of 1.679 or a Sig value of 0.493 > 0.05 is obtained. So it can be concluded that partially on the variable *Achievement Motivation* (X2) there is no significant influence on teacher performance.
3. Based on the table, a calculated t value of 3.946 > t table of 1.679 or a Sig value of 0.000 < 0.05 is obtained. So it can be concluded that partially in the variable *Work Discipline* (X3) there is a significant positive influence on Teacher Performance.

Simultaneous Significance Test (F Test)

Table 11. Results of Coefficient of Determination of Self Esteem, Party Motivation, and Work Discipline on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.701	.679	2.54524

Source: Primary Data Processed SPSS 25, 2023

Table 12. ANOVA^a

	Model	SumOf Squares	Df	Mean Square	F	Sig
1	Regression	622,303	3	207,43	32,020	0,000
	Residual	265,608	41	6,478		
	Total	887,911	44			

Source: Primary Data Processed SPSS 25, 2023

Based on the calculation results of table 12, a correlation coefficient of influence of *self-esteem*, achievement motivation, and work discipline together on teacher performance was obtained, the r value was 0.837 with a sig value. (0.000) < α (0.05), so Ho was rejected. From the results of the data processing, it can be stated that there is a very strong relationship between *self-esteem*, achievement motivation, and work discipline together on teacher performance.

Furthermore, to measure the magnitude of the contribution of the influence of *self-esteem*, achievement motivation, and work discipline together on teacher performance seen from the adjusted coefficient of determination (Adjusted R Square) which is 0.679. The result of the coefficient of determination is 67.9%, meaning that the contribution of *self-esteem*, achievement motivation, and work discipline together to teacher performance is 67.9%. Meanwhile, the contribution of other factors is 32%.

In simultaneous hypothesis testing using the Anova test or F test, a Fcalculate value of 32.020 was obtained. The value in Ftable where df1 is 3 and df2 is 45-3-1=41 is 2.83. Therefore, it can be concluded that the Fcalculate value (32.020) > the Ftable value (2.83), and the significance value (0.000) < the α significance level (0.05). As a result, the null hypothesis (H0) can be rejected.

Partial Determination Coefficient Test

1. The Effect of *Self Esteem* (X1) on Teacher Performance

Table 13. Koefisien determinasi *Self Esteem*
Correlations

Control Variables			Self Esteem	Kinerja Guru
Motivasi & Berprestasi & Disiplin Kerja	Self Esteem	Correlation	1.000	.298
		Significance (2-tailed)	.	.053
		Df	0	41
	Kinerja Guru	Correlation	.298	1.000
		Significance (2-tailed)	.053	.
		Df	41	0

Source: Primary Data Processed SPSS 25, 2023

Based on the calculation results of table 4.13 the results of calculating the correlation coefficient between achievement motivation and teacher performance, the r value is 0.298 with the sig value. $(0.000) < \alpha (0.05)$, so H_0 was rejected. From the results of the data processing, it can be stated that there is a strong relationship between *self-esteem* and teacher performance.

$$KD = R^2 \times 100\%$$

$$KD = 0,2982 \times 100\%$$

$$KD = 0,089 \times 100\%$$

$$KD = 88.9\%$$

The result of the coefficient of determination is 88.9%, meaning that the contribution of *self-esteem* to teacher kineja is 88.9%. While the contribution from other factors is 11.1%. According to the results of partial research shows that *self-esteem* has a significant effect on teacher performance.

2. The Effect of Achievement Motivation (X2) on Teacher Performance

Table 14. Coefficient of Determination of Achievement Motivation (X2)
Correlations

Control Variables			Motivasi Berprestasi	Kinerja Guru
Self Esteem & Disiplin Kerja	Motivasi Berprestasi	Correlation	1.000	.108
		Significance (2-tailed)	.	.493
		Df	0	41
	Kinerja Guru	Correlation	.108	1.000
		Significance (2-tailed)	.493	.
		Df	41	0

Source: Primary Data Processed SPSS 25, 2023

Based on the calculation results of table 4.14 the results of the calculation of the correlation coefficient between achievement motivation and teacher performance, the r value is 0.108 with the sig value. $(0.000) < \alpha (0.05)$, so H_0 was rejected. From the results of the data processing, it can be stated that there is a very low relationship between achievement motivation and teacher performance.

$$KD = R^2 \times 100\%$$

$$KD = 0,1082 \times 100\%$$

$$KD = 0,011 \times 100\%$$

$$KD = 1.1\%$$

The result of the coefficient of determination is 1.1%, meaning that the contribution of achievement motivation to teacher kineja is 1.1%. While the contribution from other factors is 98.9%. According to the results of partial research shows that achievement motivation has a significant effect on teacher performance.

3. The Effect of Work Discipline (X3) on Teacher Performance

Table 15. Correlation Coefficient of Work Discipline

		Correlations		
Control Variables		Disiplin Kerja	Kinerja Guru	
	Correlation	1.000	.525	
Self Esteem & Motivasi Berprestasi	Disiplin Kerja Significance (2-tailed)	.	.000	
	Df	0	41	
	Correlation	.525	1.000	
	Kinerja Guru Significance (2-tailed)	.000	.	
	Df	41	0	

Source: Primary Data Processed SPSS 25, 2023

Based on the calculation results of table 4.15 the results of calculating the correlation coefficient between work discipline and teacher performance, the r value is 0.525 with the sig value. $(0.000) < \alpha (0.05)$, so H_0 was rejected. From the results of the data processing, it can be stated that there is a moderate relationship between work discipline and teacher performance.

$$KD = R^2 \times 100\%$$

$$KD = 0,5252 \times 100\%$$

$$KD = 0,275 \times 100\%$$

$$KD = 27.5\%$$

The result of the coefficient of determination is 27.5%, meaning that the contribution of labor discipline to teacher performance is 27.5%. While the contribution from other factors is 72.5%. According to the results of partial research shows that work discipline has a significant effect on teacher performance.

Discussion

- H1: *Self Esteem* has a positive and significant effect on the performance of teachers of SMK Al-Akhyar I and II
- H2: Achievement Motivation has a positive and significant effect on the performance of teachers of SMK Al-Akhyar I and II
- H3: Work Discipline has a positive and significant effect on the performance of teachers of SMK Al-Akhyar I and II
- H4: *Self Esteem* (X1), Achievement Motivation (X2), Work Discipline (X3) simultaneously have a significant effect on teacher performance (Y) at SMK Al-Akhyar I and II.

CONCLUSION AND SUGGESTION

Conclusion

The conclusions that can be drawn from research findings regarding the influence of *self-esteem*, achievement motivation, and work discipline on the performance of teachers of SMK Al-Akhyar I and II are as follows:

1. *Self Esteem* affects the performance of teachers of SMK Al-Akhyar I and II by 88.9%. This means that the higher the level of *self-esteem*, the better the performance of teachers of SMK Al-Akhyar I and II.
2. Achievement Motivation affects the performance of teachers of SMK Al-Akhyar I and II by 1.1%. This means that the higher the level of achievement motivation, the better the performance of SMK Al-Akhyar I and II teachers.
3. Work Discipline affects the performance of teachers of SMK Al-Akhyar I and II by 27.5%. This means that the higher the level of work discipline, the better the performance of SMK Al-Akhyar I and II teachers.
4. *Self-esteem*, achievement motivation, and work discipline simultaneously affect the performance of teachers of SMK Al-Akhyar I and II by 67.9%. This means that the higher the level of *self-esteem*, achievement motivation, and work discipline, the better the teacher's performance.

Suggestion

1. In the *self-esteem* variable, based on the results of the study showed indicators of feelings of ability, namely about attitudes that like to compare teaching abilities with other teachers, have a low number of scores that will have an impact on the performance of teachers. It is recommended for teachers of SMK Al-Akhyar I and II to maintain the nature of not comparing teaching ability with other teachers, because each teacher has different characteristics of education with the same goals, and by not comparing it will be an improvement in the resulting performance.
2. In the variable of achievement motivation, based on the results of the study showed indicators of seeking feedback, which is about feeling motivated by the achievements or awards I received as a teacher, having a low number of scores that will have an impact on decreasing teacher performance. It is recommended for teachers of SMK Al-Akhyar I and II to continue to be motivated with the achievements that have been obtained for the resulting performance benchmark materials.
3. In the variable of work discipline, based on the results of the study showed indicators of obedience to the rules and behavior in lessons about following a predetermined teaching schedule without delay, having a low number of scores that would have an impact on decreasing teacher performance. It is recommended for teachers of SMK Al-Akhyar I and II to be more diligent in the accuracy of teaching time and there are no delays and reductions in time in the teaching process.
4. In the variable of teacher performance, based on the results of the study shows indicators of teacher work behavior in learning about interacting with students in supporting learning, having a low number of scores that will have an impact on decreasing teacher performance. It is recommended for teachers of SMK Al-Akhyar I and II to be more open and close to

the students to create a good learning atmosphere and can improve teacher performance to be better than before.

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