# Analysis of Factors Affecting Teacher Performance
# ( Case Study at State Senior High School 12 Medan)

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## Abstract

Study This aiming For analyze factors that influence teacher performance at SMA Negeri 12 Medan. Research This use approach quantitative with type study descriptive causal . Population in study This is all teachers of State Senior High School 12 Medan who have own certificate educator as many as 49 people. Retrieval technique sample using saturated sampling Where all over population made into as sample research . The data used consists of from the primary data obtained through distribution questionnaire to respondents , and secondary data obtained from documentation school . Data collection was carried out through method questionnaires , observations , and studies documentation . Data analysis techniques using analysis multiple linear regression with SPSS software version 29 assistance . Before done analysis regression , data first formerly tested with assumption test classical tests including normality tests , multicollinearity tests , and heteroscedasticity tests . The results of the study show that in a way partial variable Discipline Work , Competence , and Motivation Work influential positive and significant to teacher performance . On the other hand , the allowance Profession No influential significant to teacher performance . The results of the simultaneous F test also confirmed that fourth variable in a way together influential positive and significant to teacher performance . Regression model show The R value is 0.718, which indicates connection positive enough strong between variable independence and teacher performance .

## Keywords :

Teacher Performance , Discipline Work , Competence , Benefits Profession and Motivation Work ,

## Background Behind

Education is one of the fundamental aspects in the development of a nation. The quality of education in Indonesia is still relatively low and requires serious attention.

This can be seen from Indonesia's education ranking for 2023 which is ranked 67th out of a total of 209 countries worldwide . The ranking is based on five levels of education in Indonesia, namely registration level school child age early as much as 68%, completion level SD 100%, level settlement JUNIOR HIGH SCHOOL 91.19%, level graduation High school 78% and college graduation rate 19% (Ramadhan, 2023). Although teachers are not the only determining factor for educational success, teaching is the heart of education as a reflection of quality. Teachers have a great contribution to the progress of education.

Teachers play a very vital role as the spearhead of education who interact directly with students in the learning process. The quality of education is very dependent on the performance of teachers in carrying out their duties and responsibilities as professional educators. According to(Mangkunegara, 2017) "performance is results Work Which can achieved somebody Good in a way quality and quantity moment carry out his job in accordance with not quite enough answer charged to him". Furthermore (Supardi, 2016) defines that "performance is the result of work, ability and achievement to carry out a job". Another opinion is put forward by (Priansa, 2018)stating that "performance is the result of work achieved by someone in order to achieve the desired goals". This directly has implications for the demands of improving teacher performance. Teacher performance is an important highlight because teachers are the main actors in transforming educational input into quality output. However, various phenomena in the field show that teacher performance is still not optimal and faces various challenges.

SMA Negeri 12 Medan, as one of the secondary education institutions in the city of Medan, also faces various challenges related to teacher performance. Teacher performance is influenced by various interrelated factors. Work discipline is an important factor that reflects the responsibility of teachers in carrying out their duties and obligations. Furthermore, (Hasibuan, 2017)it explains that "work discipline is the awareness and willingness somebody For comply all regulation company And norm prevailing social conditions." The opinion of (Agustini, 2019)stating "work discipline is attitude obedience to rule And norm Which applicable in a company in order to increase employee determination in achieving company/organizational goals".

Teacher competence also plays a vital role in determining the quality of learning. According to(Sutrisno, 2019) competence as a ability Which based on by skills and knowledge supported by work attitudes and their application in carrying out tasks and jobs that refer to the established work requirements. According to (Syafii, 2016)"teacher competence is the ability of a teacher to carry out obligations responsibly and properly". Competence Teacher is, skills, attitude And values which is manifested in the habit of thinking and acting which is a basic ability that must be possessed by a teacher (Octavia, 2019). A teacher's competence can be seen from his/her ability to master the material, present method And make media learning as well as interaction between students, parents and the community. Without having

good competence, a teacher cannot possibly have good performance. The higher the teacher's competence, the better the performance produced because the teacher is able to complete his work correctly and on time and in accordance with the established standards.

Professional allowances given to certified teachers should be a motivation to improve performance. Based on (PP No. 41 Tahun 2009, n.d.)the explanation that "professional allowances are allowances given to teachers and lecturers who have teacher certificates as award on his professionalism". Based on (Undang-Undang Republik Indonesia Nomor 14 , 2005)Article 14 of the Teachers and Lecturers Act, teachers are entitled to receive income above the minimum living needs and social welfare guarantees. The income in question is explained in Article 15, namely covering wages main, allowance Which attached on wages, as well as income others, one of which is a professional allowance. The performance of a Teacher will increase if they have received sufficient salary and are supported by adequate welfare. However, in reality, the salary received by teachers is still relatively low if compared to with profession other with level education Which The same. Besides teaching in class, Teacher Also must handle administration And task other in outside the classroom. While the salary received is not commensurate with the work done. For increase welfare Teacher so government provide a professional allowance that is equivalent to one basic salary. Professional allowance given in accordance with status And group Teacher. Giving allowance This is considered as an appreciation for the professionalism of teachers who have a teaching certificate, including civil servant teachers. and non-PNS. With the allowance profession This so for Teacher expected capable increase its performance in realizing national education goals.

Teachers' work motivation at SMA Negeri 12 Medan is also a special concern, considering that motivation is the main driver in achieving optimal performance. According to (Sedarmayanti, 2017)"work motivation is something that creates encouragement, work enthusiasm or a motivator of work enthusiasm. in carrying out his duties in school". Work motivation is very important in efforts to encourage and create somebody enthusiastic in operate his job (Sitorus, 2020). Furthermore, (Wahyudi, 2019)it explains that "teachers will work hard if they have high work motivation. Positive motivation will foster teachers' enthusiasm in carrying out their duties ". Providing positive motivation from outside, either from the institution or from the principal, can increase teachers' work enthusiasm. This motivation can be in the form of a comfortable work environment, opportunities for self-actualization, or awards ( *rewards* ) given. The existing phenomenon shows variations in the level of motivation among teachers that can affect the quality of teaching and the achievement of learning objectives. The work motivation embedded in teachers while working can affect their performance. Each teacher has different work motivation when carrying out their work. This difference in work motivation will be reflected in the various activities and achievements that have been achieved in a certain period. The

magnitude of the influence of motivation on a person's performance depends on how much intensity of motivation is given. Teachers who have high work motivation will carry out their work beyond the established standards.

Based on the background described above, the researcher conducted a study with the title **Analysis of Factors Influencing Teacher Performance (Case Study at State Senior High School 12 Medan).**

## Foundation Theoretical

### Performance Teacher

Performance can defined as success or ability a person in completing his duties and responsibilities. According to (Mangkunegara, 2017) "performance is results Work Which can achieved somebody Good in a way quality and quantity moment carry out his job in accordance with not quite enough answer which is charged to him". (Supardi, 2016)defines that "performance is the result of work, ability and achievement to carry out a job". Another opinion put forward by (Priansa, 2018) states that "performance is the result of work achieved by a person in order to achieve the desired goals".

According to (Barnawi & Arifin, 2014) "performance Teacher is level teacher success in carry out task education in accordance with authority And his/her responsibilities, based on established performance standards, during a certain period. so that achieved objective education". Furthermore (Supardi, 2016) explains "teacher performance is the teacher's ability to carry out learning tasks in school And responsible answer on participant educate in under his guidance by improving the learning achievements of students". According to(Ahmadi, 2018) "there is a number of standard performance Teacher Which relate with quality when carrying out his duties, namely working with students individually, preparing and planning learning, utilizing learning media, involving student in various experience Study And leadership Which active from the teacher".

### Discipline Work

Discipline is the form of individual compliance in complying with all regulations that come from one's own awareness without any element of coercion from other parties. According to (Sutrisno, 2021) "discipline is a person's behavior that is in accordance with the rules, procedure Work Which There is or attitude And behavior in demand as well as action which is in accordance with the regulations of the organization, both written and unwritten". Furthermore (Hasibuan, 2017) explains that "work discipline is the awareness and willingness somebody For comply all regulation company And norm prevailing social norms". The opinion of (Agustini,

2019) states that "work discipline is attitude obedience to rule And norm Which applicable in a company in order to increase employee determination in achieving company/organizational goals".

Furthermore (Naim, 2016) explains "teacher work discipline is obedience and compliance a Teacher on regulation, in side That, discipline Work Teacher also contains meaning  compliance to order leader, attention and control strong commitment to the use of time, responsibility for the tasks entrusted and sincerity towards the field of expertise being pursued". Teacher discipline has also been regulated in PP No. 53 of 2010 stating that "civil servant discipline is the ability of civil servants to comply with obligations and avoid prohibitions. -prohibition that has been determined in laws and/or official regulations which if not complied with or violated will be subject to disciplinary sanctions" (Mangkunegara, 2017).

**Competence**

Competence can be defined as a person's ability or skill in a particular field of work or profession. A person's competence comes from education, training, and independent learning. To be able to do a job, somebody must own ability in form knowledge, attitudes and skills that are relevant to their field of work. According to (Sutrisno, 2021) competence as a ability Which based on by skills and knowledge supported by work attitudes and their application in carrying out tasks and work that refer to the established work requirements.

According to (Syafii, 2016) "teacher competence is a teacher's ability to carry out obligations responsibly and properly". Competence Teacher is, skills, attitude And values  which is manifested in the habit of thinking and acting which is a basic ability that must be possessed by a teacher (Octavia, 2019). The definition of teacher competence according to Law of the Republic of Indonesia No. 14 of 2005 states that "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties".

**Allowance Profession**

Teacher certification is a program initiated by the government specifically for Teacher with give certificate educator for teachers Which have met the eligibility standards and have professional skills as educators. According to Law of the Republic of Indonesia No. 14 of 2005 Article 2, it is stated that "recognition of the position of teachers as professionals is proven by a teacher's certificate. Teachers who have participated in the certification program and are declared to have passed will receive a certificate and various other benefits, one of which is a professional allowance". Teacher certificates are obtained through the program certification whereas allowance profession Teacher obtained after follow the certification program.

 Based on PP No. 41 of 2009, it is explained that "professional allowances are

allowances given to teachers and lecturers who have a teaching certificate." as award on his professionalism". In Constitution RI No. 14 of 2005 Article 16 states that the government give professional allowance to Teacher Which the magnitude equivalent 1 time wages main on level time work, and the same qualifications. According to Article 15 paragraph (1) of PP No. 74 of 2008, the allowance profession given to Teacher Which fulfil condition as The teachers referred to are civil servant teachers and non-civil servant teachers appointed by the government. government area or foundation/community organizer education, both teaching in public and private schools. Based on Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Article 14, teachers have the right to receive income above the minimum living needs and social welfare guarantees. The income in question is explained in article 15, namely covering wages main, allowance Which attached on wages, as well as income others, one of which is professional allowance.

**Motivation Work**

Motivation is a desire or drive within a person to be able to complete their work optimally according to established standards. The motivation that each individual has cannot be seen directly. direct but can be interpreted from behavior when carrying out his work. According to (Sedarmayanti, 2017) "work motivation is something that creates encouragement, work enthusiasm or a motivator for work enthusiasm. in carrying out his duties in school". Work motivation is very important in efforts to encourage and create somebody enthusiastic in operate his job (Sitorus, 2020).

Furthermore (Wahyudi, 2019) explains "teachers will work hard if they have high work motivation. Positive motivation will foster teachers' enthusiasm in carrying out their duties". Providing positive motivation from outside, both from the institution and from the principal, can increase work enthusiasm for teachers. This motivation can be in the form of a comfortable work environment, opportunities for self-actualization, or awards ( *rewards* ) given.

**METHOD STUDY**

This study uses a quantitative research method with a descriptive approach. The type of research used is causal research which aims to analyze the causal relationship between independent variables and dependent variables. This study was conducted to identify and analyze factors that influence teacher performance at SMA Negeri 12 Medan.

The population in this study were all teachers of SMA Negeri 12 Medan who had teacher certificates totaling 49 people. Given the relatively small population, the

sampling technique used the saturated sampling method (census), where all members of the population were used as research samples. This was done to obtain more comprehensive results and minimize the level of error in the study.

The types of data used in this study consist of primary data and secondary data. Primary data were obtained directly from respondents through questionnaires and interviews, while secondary data were obtained from school documents, literature, and relevant previous research. Data collection techniques were carried out through distributing questionnaires with a Likert scale of 1-5, direct observation in the field, structured interviews with respondents, and documentation studies to obtain supporting data.

The data analysis technique in this study uses multiple linear regression analysis with the help of SPSS software. Before the regression analysis is carried out, a classical assumption test is first carried out which includes a normality test, a multicollinearity test, and a heteroscedasticity test. Furthermore, a hypothesis test is carried out consisting of a t-test (partial), an F-test (simultaneous), and a coefficient of determination ($R^2$) to determine how much influence the independent variable has on the dependent variable. To ensure the validity of the data, a validity test is carried out using Pearson's Product Moment and a reliability test using Cronbach's Alpha.

## RESULTS STUDY AND DISCUSSION

1. **Analysis Descriptive Respondents**
   Descriptive statistical analysis is a method in statistics used to describe or summarize data systematically through tables, graphs, or statistical measures. This analysis aims to provide a brief overview of the characteristics of 49 teachers at SMA Negeri 12 Medan based on gender, age, education, and length of service.
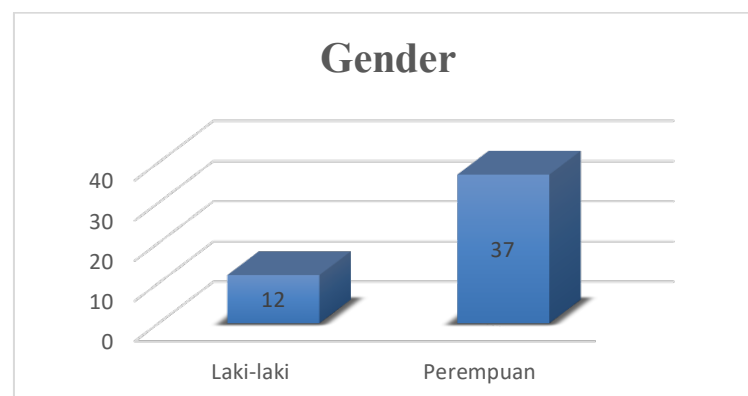


**Picture 1. Characteristics Respondents Based on Gender**
*Source: Results Study (data processed, 2025)*

Based on Figure 1, the majority of respondents in this study were female, as many as 37 people, while male numbered 12 people. This shows that the participation

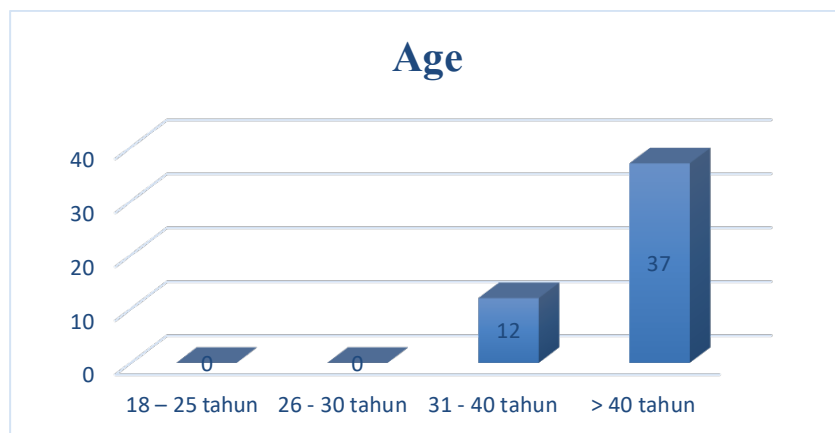of female teachers at SMA Negeri 12 Medan is more dominant than male.



**Figure 2. Characteristics Respondents By Age**
*Source: Results Study (data processed, 2025)*

Based on Figure 2, the majority of teachers at SMA Negeri 12 Medan are over 40 years old with a total of 37 people (75.51%), while teachers aged 31-40 years old number 12 people (24.49%). There were no respondents in the age range of 18-25 years or 26-30 years. This shows that the performance of teachers at this school is dominated by the more senior adult age group.
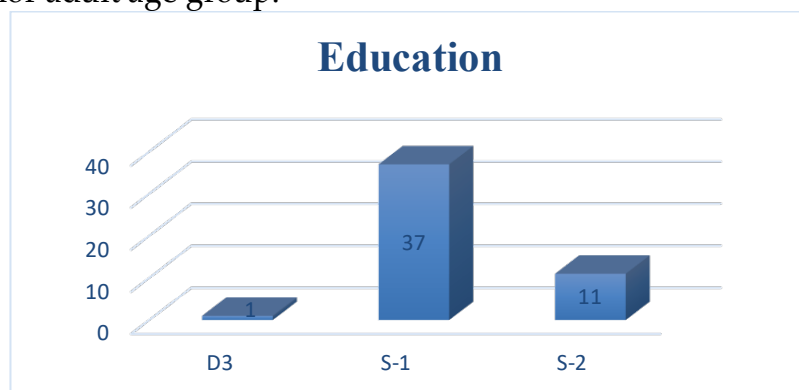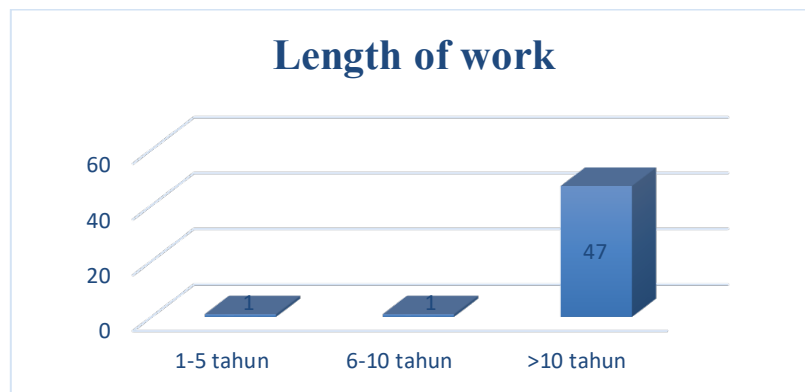


**Figure 3. Characteristics Respondents Based on Education**
*Source: Results Study (data processed, 2025)*

Based on Figure 3, the majority of teachers at SMA Negeri 12 Medan have a bachelor's degree of education, as many as 37 people, followed by teachers with a master's degree of education as many as 11 people, and only 1 person with a D3 education. This shows that most teachers have a bachelor's degree, which can affect their performance and professionalism.

**Picture 4. Characteristics Respondents Based on Length of work**
*Source: Results Study (data processed, 2025)*

From Figure 4, it can be seen that 47 people or 95.92% of respondents have been teachers for > 10 years. Respondents who have worked for 1 - 5 years number 1 person or 2.04%. Whereas Respondent Which Work 6 - 10 year amount to 1 person or 2.04%. Majority Teacher in SENIOR HIGH SCHOOL Country 12 Medan has Work more from 10 year.
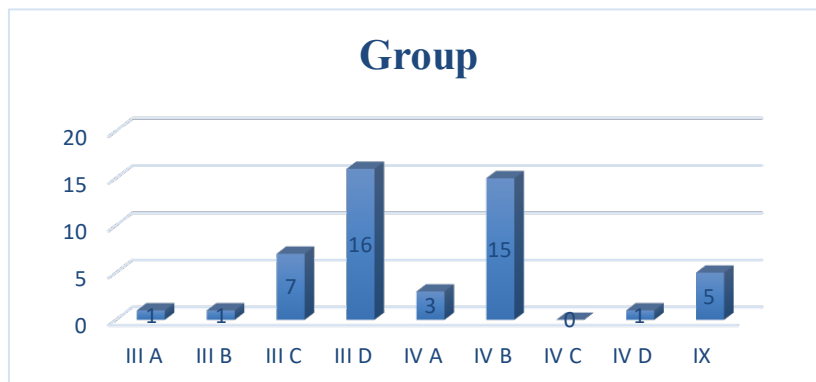


**Figure 5. Characteristics Respondents Based on Class**
*Source: Results Study (data processed, 2025)*

Based on table 4.5 known from 49 person Teacher in SENIOR HIGH SCHOOL Country 1 Field as much as 16 person Teacher has own group III D And 15 person Teacher have a class IV B. Whereas Teacher with group III A, III B And IV D each There is 1 person, Teacher Which have group IV A as much as 3 people, group IX is 5 people and group III C is 7 people.

2. **Classical Assumption Test**

Classical Assumption Test is a series of statistical tests conducted in linear regression to ensure that the model used meets the basic assumptions so that the estimation results are valid and unbiased. This test includes normality tests,

multicollinearity tests, heteroscedasticity tests, and autocorrelation tests. If these assumptions are not met, the regression results can be inaccurate and affect the conclusions of the study.

**Normality Test**

Normality test is a statistical test to determine whether the residual data in a regression model is normally distributed, which is one of the requirements in the classical assumption test. In this study, the Kolmogorov-Smirnov test was used, where the data is considered normally distributed if the significance value (Sig.) > 0.05. If the Sig. value ≤ 0.05, then the data is not normally distributed, which can affect the validity of the regression results and the interpretation of the relationship between variables.

**Table 1. Results of the Kolmogorov-Smirnov Normality Test**
**One-Sample Kolmogorov-Smirnov Test**

|  |  |  | Unstandardiz ed Residual |
|---|---|---|---|
| N |  |  | 49 |
| Normal Parameters [a,b] | Mean |  | .0000000 |
|  | Std. Deviation |  | 1.53867403 |
| Most Extreme Differences | Absolute |  | .173 |
|  | Positive |  | .067 |
|  | Negative |  | -.173 |
| Test Statistics |  |  | .173 |
| Asymp. Sig. (2-tailed) [c] |  |  | .200 |
| Monte Carlo Sig. (2-tailed) [d] | Sig. |  | .200 |
|  | 99% Confidence Interval | Lower Bound | .000 |
|  |  | Upper Bound | .001 |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.
*Source:  Results Study (data processed, 2025)*

The results of the Kolmogorov-Smirnov normality test show an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05, so the data does not show a significant difference with the normal distribution. Thus, it can be concluded that the residual data is normally distributed.

**Multicollinearity Test**

The multicollinearity test is used to detect the presence of a very high linear relationship between independent variables in the regression model, which can cause the regression coefficient estimate to become unstable. In this test, multicollinearity is considered not a problem if **the VIF (Variance Inflation Factor)** is less than 10 and **Tolerance** is more than 0.1. If the VIF value is greater than 10 or Tolerance is less than 0.1, then there is an indication of strong multicollinearity, which needs to be corrected so that the regression model can provide valid results.

**Table 2. Multicollinearity Test Results**
**Coefficients** [a]

| Model | | Collinearity Statistics | |
|---|---|---|---|
| | | Tolerance | VIF |
| 1 | Work Discipline (X1) | .640 | 1,561 |
| | Competence (X2) | .662 | 1,512 |
| | Professional Allowance (X3) | .907 | 1.102 |
| | Work Motivation (X4) | .696 | 1,438 |

a. Dependent Variable: Teacher Performance (Y)
*Source: Results Study (data processed, 2025)*

The results of the multicollinearity test show a Tolerance value greater than 0.1 and a VIF less than 10 for all independent variables, namely Work Discipline (X1), Competence (X2), Professional Allowance (X3), and Work Motivation (X4). Therefore, it can be concluded that there is no multicollinearity problem in this regression model.

**Heteroscedasticity Test**

The heteroscedasticity test aims to check whether the residual variance in the regression model is constant or not, which is one of the basic assumptions of linear regression. In this study, the heteroscedasticity test was carried out using **a scatterplot** , where if the plot shows a residual pattern spread randomly without any particular pattern, then the model does not experience heteroscedasticity problems.
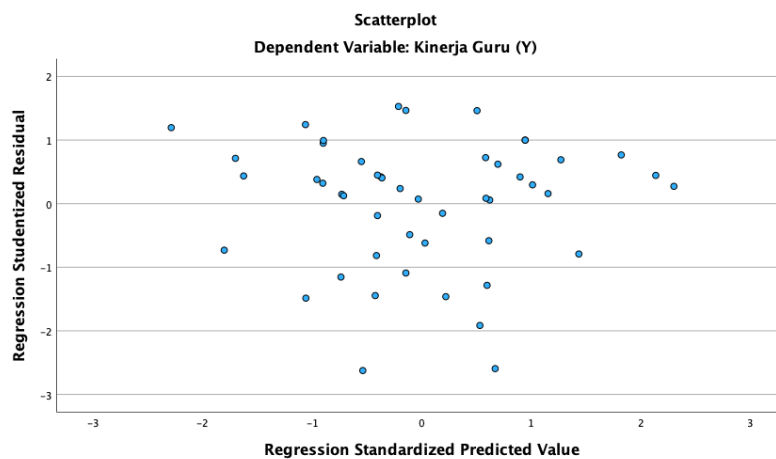
**Figure 6. Scatterplot**
*Source:  Results Study (data processed, 2025)*

Based on the scatterplot results, it can be seen that the data points are randomly distributed and do not form a particular pattern, either at the top or bottom of the axis. This shows that there is no indication of heteroscedasticity in this regression model.

### 3. Multiple Linear Regression

Multiple linear regression is a statistical method used to analyze the relationship between one dependent variable and two or more independent variables. The purpose of this regression is to predict the value of the dependent variable based on a combination of independent variables, and to evaluate how strong the relationship is between these variables.

**Table 3. Multiple Linear Regression Analysis**
**Coefficients** [a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .258 | 2,566 | | -.101 | .920 |
| | Work Discipline (X1) | .213 | .122 | .229 | 2,747 | .008 |
| | Competence (X2) | .352 | .123 | .368 | 2,857 | .007 |
| | Professional Allowance (X3) | .148 | .127 | .128 | 1.164 | .251 |

| | | | | | |
|---|---|---|---|---|---|
| Work Motivation (X4) | .263 | .146 | .226 | 2,798 | .009 |

a. Dependent Variable: Teacher Performance (Y)
*Source: Results Study (data processed, 2025)*

Based on the results of multiple linear regression analysis, a regression equation was obtained.

$$Y = 0.258 + 0.213X_1 + 0.352X_2 + 0.148X_3 + 0.263X_4.$$

This equation shows that the constant value of 0.258 means that if all independent variables are zero, then Teacher Performance will be -0.258. Work Discipline ($X_1$) has a positive coefficient of 0.213, meaning that every one-unit increase in Work Discipline will increase Teacher Performance by 0.213 units. Competence ($X_2$) has a positive influence with a coefficient of 0.352, indicating that every one-unit increase in Competence will increase Teacher Performance by 0.352 units. Professional Allowance ($X_3$) contributes positively with a coefficient of 0.148, where every one-unit increase in Professional Allowance will increase Teacher Performance by 0.148 units. Finally, Work Motivation ($X_4$) has a positive coefficient of 0.263, meaning that every one-unit increase in Work Motivation will increase Teacher Performance by 0.263 units.

## 4. Hypothesis Testing
### t-Test (Partial)

The t-test (partial) is used to test the influence of independent variables individually on the dependent variable in a regression model. The provisions in the t-test include a comparison between the calculated t value and the t table at a significance level of 0.05 (5%), as well as looking at the p-value. If the p-value is less than (0.05), then the hypothesis is rejected, and the variable **is** considered to have a significant influence.

### Table 4. t-Test Results (Partial)
#### Coefficients [a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .258 | 2,566 | | -.101 | .920 |
| | Work Discipline (X1) | .213 | .122 | .229 | 2,747 | .008 |
| | Competence (X2) | .352 | .123 | .368 | 2,857 | .007 |
| | Professional | .148 | .127 | .128 | 1.164 | .251 |

| | | | | | |
|---|---|---|---|---|---|
| Allowance (X3) | | | | | |
| Work Motivation (X4) | .263 | .146 | .226 | 2,798 | .009 |

a. Dependent Variable: Teacher Performance (Y)

*Source: Results Study (data processed, 2025)*

Based on the results of the t-test (partial) on the variables that affect Teacher Performance at SMA Negeri 12 Medan, the following results were obtained: The Work Discipline variable (X1) has a t-count of 2.747> t-table 2.01537 with a significance value of 0.008 <0.05, meaning that Work Discipline has a positive and significant effect on Teacher Performance. The Competence variable (X2) has a t-count of 2.857> t-table 2.01537 with a significance value of 0.007 <0.05, indicating that Competence has a positive and significant effect on Teacher Performance. The Professional Allowance variable (X3) has a t- count of 1.164 <t-table 2.01537 with a significance value of 0.251> 0.05, meaning that Professional Allowance does not have a significant effect on Teacher Performance. Meanwhile, the Work Motivation variable (X4) has a t-count of 2.798 > t-table 2.01537 with a significance value of 0.009 < 0.05, indicating that Work Motivation has a positive and significant effect on Teacher Performance.

**Simultaneous Test (F)**

The F test (simultaneous) is a statistical test used to determine the effect of independent variables simultaneously on the dependent variable in a multiple linear regression model. The provisions can be seen by comparing the F-calculation value with the F-table, where if the F-calculation> F-table and comparing the significance value (p-value) where if the sig value <0.05 then H0 is rejected and H1 is accepted which means that the independent variables simultaneously have a significant effect on the dependent variable.

**Table 5. F Test Results (Simultaneous)**
**ANOVA [a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 121,175 | 4 | 30,294 | 11,729 | <.001 [b] |
| | Residual | 113,641 | 44 | 2,583 | | |
| | Total | 234,816 | 48 | | | |

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Motivation (X4), Professional Allowance (X3), Competence (X2), Work Discipline (X1)

*Source: Results Study (data processed, 2025)*

Based on the results of the F test (simultaneous) in the study of factors that influence

Teacher Performance at SMA Negeri 12 Medan, the F-count value was obtained at 11.729> F-table 2.59 with a significance value of 0.001 <0.05. These results indicate that the variables Work Discipline (X1), Competence (X2), Professional Allowance (X3), and Work Motivation (X4) together (simultaneously) have a positive and significant effect on Teacher Performance (Y) at SMA Negeri 12 Medan.

5. **Coefficient of Determination**

The coefficient of determination ($R^2$) is a statistical measure that describes the extent to which the independent variables can explain the variation in the dependent variable in a regression model. The $R^2$ value ranges from 0 to 1, where the closer it is to 1, the greater the proportion of variance that can be explained by the model.

**Table 6. Coefficient of Determination**
**Model Summary** [b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .718 [a] | .516 | .472 | 1,607 |

a. Predictors: (Constant), Work Motivation (X4), Professional Allowance (X3), Competence (X2), Work Discipline (X1)
b. Dependent Variable: Teacher Performance (Y)
*Source: Results Study (data processed, 2025)*

Table 6 shows the results of the coefficient analysis, the regression model shows an R value of 0.718, which indicates a fairly strong positive relationship between the independent variables (Work Motivation, Professional Allowance, Competence, and Work Discipline) with Teacher Performance. The R Square value (0.516) indicates that 51.6% of the variation in Teacher Performance can be explained by these four factors. Meanwhile, the Adjusted R Square value (0.472) takes into account the degrees of freedom and provides a more accurate picture of the strength of this relationship after considering the number of predictors in the model. Std. Error of the Estimate of 1.607 indicates the level of accuracy of the regression model estimate in predicting Teacher Performance.

**CONCLUSION AND SUGGESTION**
**Conclusion**

Based on results study has done, so conclusion from This research is formulated as follows:

1. Discipline Work (X1) has an effect positive and significant to teacher performance , with a t- count of 2.747 which is greater big from t- table 2.01537

and the value significance 0.008 < 0.05. This is show that discipline good job will increase teacher performance .

2. Competence (X2) also has an influence positive and significant to teacher performance , with a t- count of 2.857 which is more big from t- table 2.01537 and the value significance 0.007 < 0.05. This means that the increase teacher competence will contribute to better performance Good .

3. Allowance Profession (X3) no influential significant to teacher performance , because t- count 1.164 < t- table 2.01537 with mark significance 0.251 > 0.05. This is show that although allowance profession Possible give motivation , no can in a way direct increase teacher performance in general significant .

4. Motivation Work (X4) has an effect positive and significant to teacher performance , with a t- count of 2.798 which is greater big from t- table 2.01537 and the value significance 0.009 < 0.05. This is show that motivation high work can push improvement teacher performance .

5. In general Overall , the F test results show that discipline work , competence , benefits profession and motivation workinformally together own positive and significant influence to teacher performance at State Senior High School 12 Medan, with F- value count 11.729 more big from F- table 2.59 and the value significance 0.001 < 0.05.

**Suggestion**

Based on the conclusions of the results of this study, the researcher provides the following suggestions:

1. School need Keep going push improvement discipline teacher work through strengthening system supervision , coaching routine , and provide award for teachers who demonstrate discipline high . Training program about management time and responsibility answer can become solution For increase discipline .

2. School must ensure existence training and development sustainable for teachers to increase competence . Giving access to training or related seminars with development latest in field education is also important For increase ability professional teacher.

3. Although allowance profession No show influence significant in study this , however still important For consider giving more allowance even and fair , and evaluate whether magnitude allowance can customized with achievement more performance Good .

4. Improvement motivation teacher's work is very important For maximize its performance . School can stage activities that can be done increase enthusiasm and motivation , such as award programs for teachers who demonstrate

innovation in the learning process teach , or strengthening communication between management school with teacher for each other support .

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