

# **ANALYSIS OF INTERPERSONAL COMMUNICATION STYLES OF PPL STUDENTS IN THE LEARNING PROCESS TOWARDS STUDENTS' LEARNING MOTIVATION**

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ARTICLE INFO	ABSTRAK
<p>Diterima: 05 Desember 2025 Direvisi: 25 Desember 2025 Disetujui: 12 Januari 2026 Tersedia Daring: 31 Januari 2026</p> <hr/> <p><b>Kata Kunci</b> Motivasi, Kepuasan Kerja, Kedisiplinan Tenaga Pendidik, Sekolah Menengah Kejuruan</p>	<p>Penelitian ini bertujuan untuk mendapatkan informasi mengenai 1) motivasi dan kepuasan kerja 2) pengaruh motivasi dan kepuasan kerja terhadap kedisiplinan tenaga pendidik. Jenis penelitian yang digunakan adalah penelitian kuantitatif. Teknik analisa data dalam penelitian ini adalah statistik deskriptif dan analisis regresi. Hasil penelitian ini menunjukkan bahwa: 1) terdapat pengaruh yang signifikan antara motivasi terhadap kedisiplinan tenaga pendidik 2) terdapat pengaruh yang signifikan antara kepuasan kerja terhadap kedisiplinan tenaga pendidik; 3) terdapat pengaruh yang signifikan antara motivasi dan kepuasan kerja terhadap kedisiplinan tenaga pendidik di Sekolah Menengah Kejuruan..</p>

ABSTRACT	
<p><b>Keywords:</b> <i>Motivation, Job Satisfaction, Discipline Of Teaching Staff, Vocational High Schools</i></p>	<p><i>This study aims to obtain information regarding 1) motivation and job satisfaction 2) the influence of motivation and job satisfaction on the discipline of educators. The type of research used is quantitative research. Data analysis techniques in this study are descriptive statistics and regression analysis. The results of this study indicate that: 1) there is a significant influence between motivation on the discipline of educators 2) there is a significant influence between job satisfaction on the discipline of educators; 3) there is a significant influence between motivation and job satisfaction on the discipline of educators in Vocational High Schools.</i></p>

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## **1. Introduction**

Educators are the most important part of an educational institution because they are human resources who make a significant contribution to a school's success. Samsudin (Rahmawati et al., 2022) explains that the term "human resources" focuses on the people who work within the organization. Schools, as educational institutions, must be able to set an example for students, especially in terms of discipline from the teachers themselves. on time when attending school, able to carry out learning wit orderly so that

the teaching and learning process can run smoothly and orderly, directed and can achieve the learning objectives. In a organization discipline members of the organization are part of the organization's management, supported by the understanding of teacher work discipline according to Davis in Mangkunegara (Makhfud & Imron, 2020) who stated that work discipline can be interpreted as guidelines or rules - existing rules in the organization. A rule or guideline in an organization will be useless if not restrained by discipline Teacher. Like Which

As stated by Sun Tzu in Bahrodin (Purwanto & Evicasari, 2021) "all kinds or forms of wisdom are meaningless if there is no supporting discipline from the members." According to the Indonesian dictionary, discipline is defined as obedience or compliance. As an educator, you need a driving force or motivation to be able to work well. This is in line with the opinion of Mathis and Jackson (2001:89). Which put forward "The words need, want, desire and drive. According to Winardi (Try et al., 2022) "Motivation is something potential power that exists within a human being that can be developed independently, or developed by forces from outside the individual passively or actively. In addition to motivation, job satisfaction also influences teacher discipline. A teacher's job satisfaction comes from the fulfillment of higher needs. high social relations , self-esteem and self-actualization are not needs Which more A little or simple satisfaction can also be measured by the achievement of an award, according to Stolovitch and Keeps (Guntoro, 2020).

Therefore, this study will examine whether there is an influence between motivation and job satisfaction on teacher discipline. This research is supported by previous studies. Research conducted by Messa Media Gusti (2012), entitled "The Influence of Discipline, Work Motivation, and Teacher Perceptions of Principal Leadership on the Performance of Teachers at SMKN 1 Purworejo Post -Certification ". The results of the research conducted showed that there was no significant influence between work discipline on the performance of teachers at SMK N 1 Purworejo post-certification (Rejeki et al., 2020). certification. Another study was conducted by Kaliri (Setiadi et al., 2020) with the research title "The Influence of Discipline and Work Motivation on Teacher Performance at Public High Schools in Pemalang Regency". The results of the study explain the significant influence of discipline on the performance of public high school teachers in Pemalang Regency.

## **2. METHOD**

This type of research uses quantitative research, which based on on something the assumption that a symptom can be classified, and the relationship symptoms are causal (cause and effect) (Purwanto & Evicasari, 2021), so researchers only focus on a few variables just. Study This Time and Place of Research Research with the title of the influence of motivation And satisfaction work towards ex- research post de facto because the researcher did not provide any treatment , the researcher only revealed phenomena that occur and look for the causes of the variables in this research and collect facts based on measurements of existing or existing symptoms in self respondent (Musa Azhari et al., 2022).

Discipline is implemented at the UPTD of SMP Negeri 1 Pematang Siantar. Teachers are the subjects of the research (Afriana et al., 2016).

The population of this study was all teachers of UPTD SMP Negeri 1 Pematang Siantar. For determine sample when the object being studied or data source is very broad (Sugiyono, 2015). So that taking sample Salatiga. Sample selection using cluster sampling. This is a sampling technique based on a defined population area. Therefore, the sample studied was determined to be teachers at the UPTD of SMP Negeri 1 Pematang Siantar. Variable Data Collection Techniques study This consists of of two independent variables variable) that is Motivation (X 1) and Job Satisfaction (X 2). Whereas dependent variable variable) namely discipline (Y). Data collection for variable X 1 , variable X 2 and variable y uses a questionnaire as a tool to obtain data or information (Marlina & Setiawan, 2021). The data analysis technique in this study uses descriptive statistics. assumptions in study This namely: normality test, homogeneity test, linearity test , test autocorrelation Whereas (Waruwu, 2022). Hypothesis testing using simple regression analysis and determinant tests. As acceptance and rejection criteria used level significance 5%.

## **RESULTS STUDY AND DISCUSSION**

### **Description Data**

Calculations through descriptive statistical analysis of motivation and job satisfaction towards teacher discipline can be seen in Table 1. Descriptive Analysis, as follows:

**Table 1. Descriptive Analysis**

<b>Statistics</b>		<b>Motivation</b>	<b>Job satisfaction</b>	<b>Discipline</b>
N	Valid	33	33	33
	Missing	0	0	0
Mean		3.9152	3.7333	4.1434
Median		4,0000	3.8667	4.2000
Std . Deviation		.56403	.67041	.61692
Minimum		2.80	2.53	2.80
Maximum		5.00	4.87	5.00
Sum		129.20	123.20	136.73

The results of the descriptive analysis calculations of the data in Table 1 show that the motivation variable shows a mean of 3.91152. And standard deviation 0.56403,

### **Test Normality**

Normality test to determine whether the research variables are distributed normal or No. Results The job satisfaction variable shows a mean of 3.7333, standard deviation of 0.67041, and the research variable Y, namely discipline, shows a mean of 4.1434. And standard deviation 0.616 normality test The normality of the research data can be seen in table 2, as follows: (WATI, 2019)

**Table 2. Test Normality**

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Unstandardized Residual	33	-.97856	1.31308	.0000000	.47009800	.446	.409	1.071	.798
Valid N (listwise)	33								

Normality test aims to determine whether the research data is normally distributed or not. on Table 2. Test Data normality it is said distributed normal

### Test Homogeneity

if the skewness and kurtosis ratio is between -2 And +2. On ratio skewedness 0.446 and kurtosis 1.071, then the research data is said to be normally distributed .

**Table 3. Test Homogeneity**

Test of Homogeneity of Variances				
Kedisiplinan	Levene Statistic	df1	df2	Sig.
	6.004	8	18	.001
Test of Homogeneity of Variances				
Kedisiplinan	Levene Statistic	df1	df2	Sig.
	2.040	9	16	.102

The results of the data homogeneity test calculation, in decision making, a significance level of > 0.05 is set. In the Lavene table statistical significance value shows 6.004 > 0.05 And 2,040 > 0.05, So can Test Linearity linearity test aims to determine significantly whether two variables have a linear relationship or not. The test on SPSS with useit is concluded that the motivation data and homogeneous job satisfaction with teacher discipline at Saraswati Vocational High School, Salatig. Test for Linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance ( linearity ) is less than 0.05 (Fikran et al., 2022).

**Table 4. Test Linearity Motivation And Discipline**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig .
1	Regression	5.107	1	5.107	22,388	.000 <sup>b</sup>
	Residual	7,072	31	.228		
	Total	12,179	32			

a. Dependent Variables: Discipline  
b. Predictors: (Constant), Motivation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig .	
		B	Std. Error	Beta		
1	(Constant)	1,370	.592		2,315	.027
	Motivation	.708	.150	.648	4,732	.000

a. Dependent Variables : Discipline

linearity test table between motivation and discipline, it explains whether there is a real (significant) influence between variable x1 is motivation and y is discipline. From the output table of the test The linearity of the data between motivation and discipline can be seen in the table anova , in the F column the count is 22,388 with a significance level of  $0.000 < 0.05$ , so it can be used as a prediction of the participation variable.

Research hypothesis, Ho: There is no linearity between motivation and discipline. Ha: There is linearity between motivation and discipline. The coefficient table shows that the calculated t is 4.732 with mark significance  $0,000 < 0.05$  then Ho is rejected and Ha is accepted. So it can be concluded that motivation has a linear effect on teacher discipline in Saraswati Vocational High School Salatiga (Puspitasari et al., 2019).

**Table 5. Test Linearity Satisfaction Work And Discipline**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,932	1	4,932	21,098	.000 <sup>b</sup>
	Residual	7,247	31	.234		
	Total	12,179	32			

a. Dependent Variables : Discipline

b. Predictors : ( Constant ), Job Satisfaction

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	1,957	.483		4,049	.000
	Satisfaction yes	.586	.127	.636	4,593	.000

a. Dependent Variables : Discipline

linearity test table between motivation and discipline, it explains whether there is a real (significant) influence between variables x1, namely motivation, and y, namely discipline. From the output table of the test The linearity of the data between motivation and discipline can be seen in the ANOVA table , in the F column, the count is 21,098 with a significance level of  $0.000 < 0.05$ , so it can be used as a prediction of the participation variable.

**Hypothesis**

Test Linearity Motivation and Job Satisfaction Towards Discipline linearity test aims to determine whether there is a linear relationship or not between motivation and job satisfaction. And discipline, results test research, Ho: There is no linearity between satisfaction Work And discipline. Ha: There is a linearity between job satisfaction and discipline. The coefficient table is known to be t count 4,593 with a significance value of  $0.000 < 0.05$  then Ho rejected And Ha accepted. So it can be concluded that job satisfaction has a linear effect on teacher discipline at school. Saraswati Vocational High School Salatiga (Dewi et al., 2020).

linearity can be seen in table 6. Linearity Test of Motivation and Satisfaction Work To Discipline, following (Anggraeni et al., 2019):

**Table 6. Test Linearity Motivation And Satisfaction Work To Discipline**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,338	2	2,669	11,703	.000 <sup>b</sup>
	Residual	6,841	30	.228		
	Total	12,179	32			

a. Dependent Variables : Discipline

b. Predictors : ( Constant ), Motivation, Job satisfaction

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	( Constant )	1,472	.600		2,451	.020
	Satisfaction rja	.270	.268	.293	1,005	.323
	Motivation	.425	.319	.389	1,334	.192

a. Dependent Variables : Discipline

Linearity test carried out on the ANOVA table , column F, shows 11,703 with probability  $0.000 < 0.05$ . On table coefficients t count 2,451 with significance  $0.02 < 0.05$ . Research hypothesis  $H_0$ : There is no linear relationship between motivation And satisfaction Work towards discipline Teacher.  $H_a$ : There is linear relationship between motivation and satisfaction Work to discipline. So  $H_0$  is rejected and  $H_a$  is accepted, because there is relationship linear between motivations And satisfaction Work towards teacher discipline (Amiruddin et al., 2022).

### Test autocorrelation

A autocorrelation test aims to see whether or not there are autocorrelation symptoms in each research variable. The results of the autocorrelation test can be... seen on table 7, following (Perdamaian et al., 2023):

**Table 7. Autocorrelation Test**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.662 <sup>a</sup>	.438	.401	.47754	2,206

a. Predictors : ( Constant ), Motivation, Job Satisfaction  
b. Dependent Variable : Discipline

On table 7 show results autocorrelation test on Durbin column -Waston 2.206. Shows significance  $> 0$  it is said happen autocorrelation symptoms . So the results of the test autocorrelation show that  $2.206 > 0$  then autocorrelation symptoms occur

**Correlation Test**

**Table 8. Correlation Test**

Correlations		Motivation	Job satisfaction	Discipline
Motivation	Pearson Correlation	1	.883 **	.648 **
	Sig. (1- tailed)		.000	.000
	N	33	33	33
Job satisfaction	Pearson Correlation	.883 **	1	.636 **
	Sig. (1- tailed)	.000		.000
	N	33	33	33
Discipline	Pearson Correlation	.648 **	.636 **	1
	Sig. (1- tailed)	.000	.000	
	N	33	33	33

\*\* . Correlation is significant at the 0.01 level (1- tailed).

Decision making in correlation tests is based on significance. If significance < 0.05 then there is a correlation, whereas if significance value > 0.05, then there is no correlation between the variables (Rahmana Sari, 2021). In the Determinant Test Table 8 shows that the significance between motivation and job satisfaction is 0.000 < 0.05, motivation with satisfaction Work 0.000 < 0.05. So there is a correlation between the research variables.

**Table 9 Test Determinant Variable X1 To Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std . Error of the Estimate
1	.648 a	.419	.401	.47762

a. Predictors : ( Constant ), Motivation

In table 9. Explains the magnitude of the correlation / relationship (R) of 0.648 and explains the percentage of the influence of the independent variable on the dependent variable called coefficient determination

(R<sup>2</sup>) is 0.419. So it can be interpreted that variable X1, namely motivation, contributes or influences variable y (dependent variable), namely discipline, by 41.9% , while the rest influenced by other variables. Test Table Coefficient Determination between X2 And Y or satisfaction Work can be seen in table 10, below:

**Table 10 Test Coefficient Determinant variables X2 And Y**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.636 <sup>a</sup>	.405	.386	.48350
a. Predictors : ( Constant ), Job satisfaction				

In table 10, R shows 0.636 and it states the percentage of the influence of the independent variable on the dependent variable (Y) which is called the coefficient of determination which is results squaring from R. From output on table 10 It is known that (R<sup>2</sup>) is 0.405 which means that influence variables free that is discipline 40.5% and the others are influenced by other variables. A determination test of 2 variables x and y was also conducted to determine which variable had the greater influence on discipline Teacher. Table The Determinant Test can be seen in Table 11 as follows (Maghfirah, 2017):

**Table 11 Determinant Test**

<b>Variables Entered / Removed<sup>a</sup></b>			
<b>Model</b>	<b>Variables Entered</b>	<b>Variables Removed</b>	<b>Method</b>
1	Motivation	.	Stepwise (Criteria : Probability - of -F- to - enter <= .050, Probability - of - F- to - remove >= .100).
a. Dependent Variables: Discipline			

From the results of the test calculations determination can conclude that between motivation and job satisfaction Results and Discussiowhich influences teacher discipline. Motivation has big impact on job satisfaction (Rojanah, 2021).

statistical analysis used in this research is linear regression. This analysis serves to determine the extent of the influence of the variables. independent , namely work motivation (X1) and job satisfaction (X2) on teacher discipline. The magnitude of the influence of work motivation on teacher discipline is tested using a linearity test if seen from the probability value <0.05. The results of the linear test calculation show a sig of 0.000 <0.05 so that motivation has a linear relationship with discipline. The linearity test between the independent variable (X2), namely job satisfaction on discipline, produces a significance of 0.000 <0.05, so there is an influence on the job satisfaction variable on discipline (Habibah & Putri, 2023). The magnitude of the influence of the independent variable (motivation and job satisfaction) on the dependent variable (discipline). The results of the determinant test calculation show that R<sup>2</sup> between motivation and teacher discipline provides influence as big as 41.9% while the results of the test of job satisfaction determinants on discipline provide influence as big as 40.5%. So motivation and job

satisfaction both influence discipline, but the motivation variable contributes more (Ardyansyah, 2019). This research is supported by research that done by Linda Nur Susila with the title "The Influence of Motivation and Job Satisfaction on Work Discipline and Employee Performance" Body Personnel Surakarta City Area" with research results showing that motivation has a positive and significant effect on work discipline, and job satisfaction also has a positive and significant effect on job satisfaction.

## CONCLUSION

The results of the research that has been carried out, it can be concluded that there is an influence between motivation And satisfaction Work on teacher discipline at Saraswati Vocational High School, Salatiga. Teacher discipline, according to the research results, is more influenced by motivation compared to job satisfaction, as seen from the results of the determinant coefficient test, namely that motivation has an influence on discipline of 41.9%, while results calculation job satisfaction with discipline was 40.5%.

## Suggestion

Based on the research results, there are several suggestions that can be given. that is the need improvement teacher job satisfaction and further motivate teachers to continue to be enthusiastic in teaching so that even more discipline will be created .

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