

Investigating the Supply Chain Strategy for Enhancing Teacher Performance

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Education plays a vital role in ensuring the survival of the country. It aims to improve and develop the quality of human resources. Of these, the current study employs to investigate the supply chain strategy for enhancing teacher performance. This study uses motivation, discipline and communication as an independent variable. Meanwhile, the performance is the dependent variable. A total of 70 respondents participated in this study and collected by using a probability sampling. The data analysed using multiple linear regression model by assisting the statistical software, namely SPSS-25. In conclusion, the results of the analysis show that the variable of motivation, discipline and communication have a significant positive effect on teacher performance. Also, discipline is a determinant variable for enhancing teacher performance and followed by a communication variable. The variable of motivation only 5.5 per cent estimated the teacher performance.

Key words: *Motivation, Discipline, Communication, Performance.*

Introduction

In the activities of a country, education plays a crucial role to ensure the survival of the country and nation. Among its many roles education contributes to improving and developing the quality of human resources. Education is a process that assists human beings in their growth, not only intellectually in being able to think scientifically and philosophically but also able to develop the spiritual aspect of life. Education without a teacher in the room is an education without light. Teachers have a vital role in the world of education. It caused by all

the educational components that exist such as curriculum, infrastructure, learning methods and the environment. Teachers are the essential element in the determination or decline of students' interest in a school. To achieve the school vision teachers are required who can adapt to the requirements in the school, and also be able to perform the tasks prescribed by the school. Every school will always strive to improve the performance of its teachers, with the hope that the school's vision will be achieved.

College Foundation Dr Wahidin Sudirohusodo is engaged in education. This foundation is one of the educational institutions in the city of Medan that has four levels of education that is a Kindergarten (TK), Elementary school (SD), Junior High School (SMP) and Senior high school (SMA). The Dr Wahidin Sudirohusodo College Foundation has the same vision of creating quality in Indonesian human resources through the process of quality education, in a way that is sustainable in realising the national education Indonesian gold generation. In carrying out the vision, the Dr Wahidin Sudirohusodo University Foundation often encountered problems that could impede the teacher's performance. The teacher's ability is reflected in a good performance which means optimal performance. The teacher's performance is one of the capitals for the school to achieve its objectives. So the teacher's performance is something that the school headmaster needs to consider. Performance is generally interpreted as a person's success in performing a job. Teachers can work well when they have high performance so they can produce good work that can improve their students' quality.

A fluctuation in teacher performance is caused by several factors such as organisational culture, namely work environment, work ethic, work motivation, work discipline, communication, leadership, job satisfaction, experience/employment, caring, and lack of responsibility of the teacher. In this research, the authors only examine variable work motivation, work discipline and communication that affects the teacher's performance as researchers find the problems posed that can affect the teacher's performance so that it is not maximised. Also, motivation, discipline and communication are the roots of improved performance. Teachers who feel motivated will do their best to educate their students and strive to achieve their vision and mission. The problem that is often found in the work motivation by the Dr Wahidin Sudirohusodo Foundation concerns the provision of benefits based on employment.

Also, for motivating teachers, discipline is a necessity. This is because the discipline could be providing and distributing the knowledge to students through procedures and provisions. Teachers are also guides and role models for their students. The foundation wanted is for the students not only to be equipped with science but also supported to develop a good character. Communication is also a variable that is examined by researchers because of classrooms, number of teachers, number of students and several supervisors. Therefore, there is a good

communication between fellow teachers, parents, students, supervisors and principals. The problem that arises at the Dr Wahidin College Foundation is the fact that the School foundation of Dr Wahidin has 70 teachers, so it is necessary to communicate what is needed in the material delivery to students in each class. When the number of headmasters is substantial, they will discuss again to decide the process, so that it takes a long time in determining a decision.

Besides, the headmaster will usually hold meetings with the school's assistant team. The school's assistant team will convey the information to the teachers in supervision. This means that communication between teachers and principals very rarely occurs. Also, every month, class supervision is performed by supervisors to view and assess teacher teaching techniques in the classroom. The Supervisor will create a report on the class which will be given to the principal. Thus, the principal can only assess the performance of a teacher through reports provided by the supervisor without knowing the actual conditions in the school. Based on the background of the problem described above, this study is written to investigate the supply chain strategy for enhancing teacher performance in College Foundation of Dr Wahidin Sudirohusodo, Medan, Indonesia.

Literature Review

Motivation and Its Relationship on Teacher Performance

The word motivation comes from the word motif, which means the reason for doing something (Armstrong, 2010). Motivation relates to the strengths and direction of behaviour and factors that influence people to behave in specific ways. The term 'motivation' can refer variably to individual goals, how individuals choose their goals, and how others try to change their behaviour. There is a difference between extrinsic and intrinsic motivation. Extrinsic motivation occurs when things are done to motivate people, examples of earning rewards such as incentives, salary increases, praise or promotions, and penalties such as disciplinary action by withholding salaries or criticism. The work itself provides the intrinsic motivation. Besides that, according to Mathis and Jackson (2011) motivation is a desire in someone that causes that person to act. People usually work to achieve goals, which means that motivation is a thrust directed at a rare target in a vacuum. The words needs, desires, desires, and encouragement are all similar to motifs, from which the word motivation originated. Motivation is complex and individual, and managerial strategies and tactics must be broad-based to address individual motivation problems in the workplace. Factors that can impede motivation and performance of work include the capacity and determination of workers to get the job done without difficulty. For example, with poorly performing employees, managers must determine whether inadequate individual behaviour is due to employee shortages, inconsistent award policies, or low desires for rewards on offer. In addition, Winardi (2010)

defines motivation as the process of trying to influence someone to do something we want. Thus, the motives that exist in the individual need to be recorded/encouraged. So that, the individual with motives can carry out a positive action or work so that the motive is fulfilled and the needs of the company's organisation is also fulfilled.

Discipline and its Relationship on Teacher Performance

Discipline is what the employee must abide by in respecting the rules governing the Organisation (Robbins and Coulter (2012)). The purpose of discipline is to encourage employees to behave wisely at work (make sense following the rules and regulations). Discipline is required when an employee violates the rules. Proper disciplinary procedures are important for some reason (beyond the fact, it is an ethical thing to do). Mathis and Jackson (2011) define discipline as a form of practice to enforce the rules of an organisation. Discipline is a level of obedience and obedience to applicable rules which the employee must be willing to accept so that sanctions or penalties in violation of the rules outlined in such discipline, can be applied. Also, Joshi (2015) defines discipline as a strict determination of rules relating to the practice and conduct of safe work with the possibility of ensuing punishment of those who are disobedient. It may be the best way to give lessons to others. If the HR manager considers that disciplinary action is required, then she/ he must do so.

Communication and Its Relationship on Teacher Performance

Communication is an important factor in developing interpersonal relationships. All communication barriers must be eliminated. The manager must behave like someone who can be approached by his subordinate, someone who is a good listener. In the organisation of vertical communication, horizontal communication, and diagonal communication are permitted. Communication not only integrates various subunits but also shifts the value information obtained from the environment to various departments, groups and individuals (Kondalkar, 2007). Besides, Robbins and Coulter (2012) defined that communication is a systemic process in which people interact with and through symbols to create and interpret meanings. Communication is a process, which means it continues and always moves, moving forward and constantly changing. It's hard to know when the communication starts and stops because what happens long before we talk to someone can affect interactions, and what happens in a particular meeting may have an impact in the future. We can not stop communication. Communication is also systemic, which means it occurs in the system of interconnected parts that influence each other. In family communication, for example, each family member is part of the system. Further, Armstrong (2010) defines communication as relating to the exchange of information and ideas in an organisation, the needs of consulting and involving managers to seek and consider the views of employees before making a decision. Also, Widjaja (2008) explained that communication is the contact relationship



between human beings, both individuals and groups. In everyday life, realised or not communication is part of human life itself. People from birth have been communicating with each other and their their environment.

Performance and the Variable that was Influencing Teacher Performance

Performance is the result obtained by an organisation whether it is profit-oriented or non-profit oriented, generated over a period of time. Performance is a result of work that has a strong relationship with the strategic objectives of the organisation, customer satisfaction and provides economic constriction. Performance is a description of the level of achievement of an activity/program/discretion in realising the objectives, mission and vision of the organisation contained in the formulation of the strategic scheme (Strategic planning) of an organisation (Fahmi, 2016). Also, Armstrong (2010) defined performance as an accomplishment, execution, undertaking, work of whatever is commanded or performed. Performance refers to the output/outcome (achievement), or about doing work as well as about the results achieved. Also, Mathis and Jackson (2011) stated that individual performance is a major part of why employers want to keep on or exclude individuals. Competent employees who are satisfied with their employer, who know what to expect, and who have reduced the potential turnover are an asset to the organisation. But just as individuals in an organisation can be a competitive advantage, they can also be a liability. When some employees are satisfied with their work, when people continuously leave the organisation, and when employees are still working ineffectively, the organisation faces competitive losses.

Methodology

This study was conducted on the College Foundation of Dr Wahidin Sudirohusodo. The scope of this research is work motivation, work discipline, communication and employee performance. The population in this study was a total of 70 teachers. The sampling technique is a census method, meaning that the entire population is a sample of research. The data collection techniques used are questionnaires and documentation. The data analysis techniques used in this study is inferential statistics, namely, multiple linear regression.

Results and Discussion

As mentioned in the previous section, for achieving the objective of this study, we have used the investigating of the relationship of work motivation, discipline and communication on teacher performance. The result of multiple linear regression analysis, as seen in Table 1 below:

Table 1: The Result of Hypotheses Testing

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.855	0.387		2.212	0.030
Motivation	0.055	0.027	0.114	2.017	0.048
Discipline	0.607	0.053	0.615	11.393	0.000
Communication	0.286	0.071	0.272	4.013	0.000
	0.999 ^a		Sum of Squares	1416.973	
R Square	0.998		df	3	
Adjusted R Square	0.998		Mean Square	472.324	
Std. Error of the Estimate	0.19235		F	6496.64	
			Sig.	0.000 ^b	
a. Dependent Variable: Teacher Performance					

Table 1 above shows that the variable of motivation, discipline and communication have a significant positive relationship on teacher performance. In partial, the estimated value of motivation variable is 0.055, and the standard error is 0.027 with t-stat as much as 2.017 and significant at the level 5%. It means that, by assuming an increase of 1 per cent in motivation, then teacher performance will increase as much as 5.5 per cent. Further, the variable of discipline has estimated the teacher performance to be as much as 0.607, and the standard error is 0.053, the value of t-stat as much as 11.393 and significant at the level of 1%. It means that, by assuming an increase of 1 per cent in discipline, then teacher performance will increase as much as 60.7 per cent. Also, the estimated value of the communication variable is 0.286, and the standard error is 0.071. The value of t-stat is as much as 4.013 and significant at the level of 1%. It means that, by assuming an increase of 1 per cent in communication, then teacher performance will increase as much as 28.6 per cent.

Also, by using Table 1 above, the result indicated that the variable of motivation, discipline, and communication could explain its relationship on teacher performance to be as much as 99.8 per cent and remaining as big as 2 per cent explained by other variables which do not include in this study. It means that the contribution of three variables used in this category is high. After that, this study found that the value of F-stat is 6496,640 and significant at the level of 1 per cent. It proves that the variable of motivation, discipline and communication have simultaneously had an effect on teacher performance at College Foundation Dr Wahidin Sudirohusodo Medan, Indonesia. The ordinary least square required the data should normally be distributed and no multicollinearity. For those, this study presents the result of multicollinearity test using VIF (Variance Inflation Factor)

Table 2: The Result of Multicollinearity Testing

	Collinearity Statistics	
	Tolerance	VIF
(Constant)	-	-
Motivation	0.983	1.017
Discipline	0.141	7.082
Communication	0.140	7.125

a. Dependent Variable: Teacher Performance

Table 2 displays that the value of tolerance is more than 0.10. The tolerance value of motivation is 0.983, with the VIF value is 1.017. Then, the tolerance value of discipline is 0.141, with the VIF value is 7.082. Lastly, the tolerance value of communication is 0.140, with the VIF value is 7.125. From the above Table, the VIF value for three variables is less than the required number that is 10. It means that there is no issue collinearity or perfect linear relationship among independent variables in this study.

Further, in the next section, we present the result of normality testing. It can be seen as follows:

Table 3: The Result of Normality Testing

		Motivation	Discipline	Communication
N		70	70	70
Normal Parameters ^{a,b}	Mean	0.00E+00	0.00E+00	0.00E+00
	Std. Deviation	3.86547101	2.8525479	2.0836702
Most Extreme Differences	Absolute	0.1129	0.069	0.115
	Positive	0.073	0.069	0.115
	Negative	-0.129	-0.038	-0.059
Kolmogorov-Smirnov Z		1.076	0.581	0.96
Asymp. Sig. (2-tailed)		0.198	0.889	0.316

a. Test distribution is Normal.

b. Calculated from data.

By using the above table, we found that the value of Kolmogorov-Smirnov Z for every variable are motivation (0.198), discipline (0.581) and communication (0.96) and Asymp. Sig. (2-tailed) are motivation (0.198), discipline (0.889) and communication (0.316). It means that the data normally distributed.

Discussion

Motivation is a condition in person that encourages individuals to perform certain activities to achieve their goals. For agencies, motivation or encouragement is crucial for employees to improve employee performance (Mathis and Jackson, 2011). It is similar to the finding obtained in this study, whereas the motivation has a positive and significant relationship on teacher performance. Further, discipline must be enforced in a corporate organisation. Without good employee discipline support, it is difficult for the company to realise its objectives. So discipline is the key to a company's success in achieving its objectives (Hasibuan, 2013). This statement supports the findings of this study which found that discipline has a significant positive relationship on teacher performance. Also, we indicated that discipline is a determinant variable for estimating teacher performance. Communication nurtures motivation by providing explanations to employees about what to do, how well they work on it, and what it can do to improve performance if it is under the standard. The establishment of special objectives, feedback on progress toward achieving objectives and strengthening behaviours are all desirable in the motivation and need of communication (Robbins, 2014). Similar findings were supported by this study, i.e. that communication has a positive and significant relationship on teacher performance.

Conclusion

In conclusion, a person with high motivation will increase the effort to achieve a goal so that motivated people will have good performance as well, in addition to motivation, to get good performance people or employees should have high discipline and good communication towards fellow employees and superiors. With discipline, the employee can train themselves to do the work in accordance with the rules that have been set. And with good communication, employees can exchange information and ideas to achieve better performance.

Policy Implication

For the work motivation variables, it is expected to provide satisfactory benefits to the teachers (e.g. for teachers who are present on time given the benefits of attendance and crafts by the Foundation's decisions). We expected to provide equipment that is safe to use (e.g. providing quality markers for use by teachers, providing anti-contact to avoid fires in the presence of electricity); we expect to provide medical equipment in a more thorough way; it is expected of superiors to better acknowledge the teacher's devotion to work over a period of time (e.g. for teachers who have taught more than ten years to be given severance enhancement); it is expected that the employer not use abusive words and expected that they provide an opportunity to participate in decision making. For a variable discipline work, it is



expected of the employer to be more assertive to the time discipline of the teacher (e.g. using system fingerprint in attendance); expected that the employer must be more confident in timeliness when entering into class. For communication variables, it is expected that they convey the working procedure to the teacher in a better way (e.g. every teacher must perform the duties according to work procedures such as RPP and syllabus); expected that things are put into place that can change views on superiors (e.g. superiors should be able to receive input from teachers and more flexible to be able to build vision and Mission Foundation); and it is expected to create an event for personal relationships with peers to be better Again (e.g. holding games that require cooperation) and for performance variables, teachers are expected to complete tasks according to predefined work standards (e.g. performing tasks according to RPP and agreed syllabus). They are expected to establish good cooperation with the group.



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