


The Influence of Motivation, Discipline, and Work Environment on the Performance of Teachers at SMP N 1 Wewewa Timur

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Article Info	ABSTRACT
<p>Keywords: work motivation, work discipline, work environment, teacher performance</p>	<p>This study aims to analyze the influence of work motivation, work discipline, and work environment on teacher performance at SMP Negeri 1 Wewewa Barat. Teacher performance is widely recognized as a key determinant of educational quality and student achievement. It is shaped by various internal and external factors, including psychological, behavioral, and organizational aspects. To examine the complex relationship among these factors, a quantitative approach was employed using path analysis, allowing for both direct and indirect effect testing. Data were collected through structured questionnaires distributed to all teachers at the school, making it a population study with 20 respondents. The findings from the F-test reveal that work motivation (X_1), work discipline (X_2), and work environment (X_3) collectively exert a significant influence on teacher performance ($F = 18.761$; $sig. = 0.000$). However, results from the partial test (t-test) show that only work motivation has a statistically significant individual impact ($t = 7.468$; $sig. = 0.000$), while the other two variables do not. Following model trimming to refine the regression equation, the final model retained only work motivation as a significant predictor, resulting in a coefficient of determination (R^2) of 0.756. These results highlight the central role of motivation in shaping teacher performance, with 75.6% of performance variability explained by motivational factors alone. Therefore, educational stakeholders are encouraged to prioritize policies and practices that cultivate intrinsic motivation among teachers, such as recognition systems, professional development, and supportive school cultures. The study provides valuable implications for improving educational outcomes through evidence-based teacher management strategies.</p>
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INTRODUCTION

Education plays a vital role in improving the quality of human resources, as it serves as the foundation for societal advancement and national development. In the context of formal education, the role of teachers is central and strategic, particularly in shaping student character, knowledge, and skills. Therefore, teacher performance becomes a key factor in achieving educational goals. High-performing teachers are expected to demonstrate

excellence not only in delivering subject matter but also in classroom management, student engagement, and professional commitment. Despite its importance, teacher performance in several educational institutions remains inconsistent. In many schools, challenges such as inadequate classroom control, limited instructional planning, over-reliance on lecture methods, and underutilization of teaching media still persist. These issues suggest that performance gaps among teachers may be influenced by several contributing factors, both internal and external.

At the junior secondary level (Sekolah Menengah Pertama or SMP), teachers are expected to not only deliver subject matter but also cultivate students' cognitive, affective, and psychomotor domains. However, in practice, several issues are often encountered. These include insufficient lesson planning, lack of classroom management skills, and a reliance on monotonous, teacher-centered instruction. Additionally, the limited use of varied instructional media and underutilization of contextual learning approaches hinder the delivery of meaningful education.

Among the numerous factors that influence teacher performance, work motivation, work discipline, and the work environment are three critical variables that warrant attention. Motivation, particularly intrinsic motivation, drives a teacher to perform beyond expectations and fosters a positive attitude toward work. A motivated teacher is more likely to be innovative, committed, and enthusiastic in delivering lessons (Kompri, 2016; Mulyasa, 2013). Motivated teachers are more likely to prepare lessons thoroughly, deliver content enthusiastically, and inspire students to engage actively in learning. As Maslow's hierarchy of needs and Herzberg's Two-Factor Theory suggest, motivation, especially intrinsic motivation is essential for sustained professional performance. Without adequate motivation, teachers may lack the drive to innovate and improve their instructional practices.

Discipline, on the other hand, reflects a teacher's commitment to organizational rules and responsibilities. It encompasses punctuality, compliance with school regulations, and a consistent work ethic. A disciplined teacher contributes to a structured and goal-oriented educational environment (Apsiyah & Martono, 2016). Discipline is another internal factor influencing teacher performance. Discipline reflects a teacher's commitment to professional ethics, time management, adherence to institutional rules, and consistency in executing duties. It fosters a sense of responsibility and accountability, which is crucial in maintaining professional standards.

Equally important is the work environment. A supportive and well-structured work environment can influence a teacher's psychological well-being and job satisfaction. Factors such as collegiality, leadership support, and adequate facilities play a role in shaping the work atmosphere and, consequently, performance outcomes (Barnawi & Arifin, 2017). On the other hand, the work environment constitutes an external factor that shapes teacher satisfaction and effectiveness. A supportive environment, characterized by collegiality, administrative support, access to resources, and a positive school culture, can enhance job satisfaction and encourage collaborative practices. Conversely, a hostile or under-resourced environment may hinder teacher productivity and morale.

Given the significance of these three variables, this study aims to investigate the extent to which work motivation, work discipline, and work environment influence the performance of teachers at SMP Negeri 1 Wewewa Barat. The specific research questions include: (1) Does work motivation influence teacher performance? (2) Does discipline affect teacher performance? (3) Does the work environment impact teacher performance? (4) What is the overall contribution of these factors to teacher performance? By examining these questions, the study seeks to provide empirical insights that can inform teacher development programs and school management policies aimed at improving educational outcomes

METHOD

This study adopted a quantitative research design with a causal survey approach, aimed at examining the direct and indirect effects of work motivation, discipline, and work environment on teacher performance. The population in this study comprised all teachers at SMP Negeri 1 Wewewa Barat, totaling 20 respondents, making it a population study without sampling. Data were collected using a structured questionnaire, consisting of four variable constructs: work motivation (X_1), work discipline (X_2), work environment (X_3), and teacher performance (Y). Each variable was measured through multiple items on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The items were developed based on relevant theoretical frameworks and previous research to ensure content validity.

Before conducting the main analysis, the instrument underwent validity and reliability testing. Validity was assessed using Pearson product-moment correlation for each item against the total score of its respective variable. Items with a correlation coefficient (r) above the critical value at $\alpha = 0.05$ were retained. Reliability was tested using Cronbach's Alpha, with a minimum acceptable value of 0.7, indicating good internal consistency.

The data were analyzed using path analysis, a statistical technique that allows for testing both direct and indirect effects among variables in a causal model. The analysis was conducted using SPSS software, where the regression coefficients (Beta) served as the basis for identifying significant relationships. Model trimming was applied by gradually eliminating non-significant paths to obtain the most parsimonious model. Model evaluation included t -tests for individual predictors and F -tests for the overall model significance. The coefficient of determination (R^2) was also calculated to assess how much variance in teacher performance could be explained by the independent variables.

RESULTS AND DISCUSSION

This study investigates the effect of work motivation, work discipline, and work environment on teacher performance at SMP Negeri 1 Wewewa Timur. The research uses multiple regression with a trimming model approach to identify dominant influencing factors.

Descriptive Results and Regression Overview

Descriptive statistics reveal that the work motivation variable (X_1) has a high average score, indicating that most teachers feel driven, enthusiastic, and engaged in fulfilling their professional responsibilities. This reflects a generally strong internal drive among the teachers at SMP Negeri 1 Wewewa Barat. In contrast, the work discipline variable (X_2) and the work

environment variable (X_3) exhibit moderate levels and greater variability, suggesting inconsistent practices in rule adherence and differences in perception of the school's physical and social conditions. These variations may be attributed to individual differences in experience, tenure, or personal work values. The dependent variable, teacher performance (Y), also shows moderately high results, suggesting a generally satisfactory level of teaching quality, though there is still room for improvement.

The table below summarizes the results of the regression test, which was used to determine the significance of each independent variable in predicting teacher performance.

Table 1. Regression Test Result

Variable	t-value	Sig.	Significance
Work Motivation	7.468	0.000	Significant
Work Discipline	-	> 0.05	Not Significant
Work Environment	-	> 0.05	Not Significant

Table 1 presents the descriptive data collected from 20 respondents, including scores for motivation, discipline, environment, and performance. These results help illustrate the baseline characteristics of the research sample, while also supporting the analytical process used in the study. The multiple regression analysis was carried out in three stages to refine the model. Model 1 included all three independent variables (motivation, discipline, and environment). Model 2 eliminated the least significant predictor to improve parsimony. Model 3 retained only the strongest variable, motivation, as the final predictor.

The regression test results indicate that, among the three independent variables, only work motivation has a statistically significant positive effect on teacher performance ($t = 7.468$; $sig. = 0.000$). Meanwhile, work discipline and work environment variables do not show a significant effect, implying that these two factors, while possibly relevant in other contexts, may not have a direct influence in this particular school setting. These findings suggest that teacher motivation plays a dominant and direct role in shaping performance outcomes and should be prioritized in performance-enhancement initiatives.

Result of the F-test and the Coefficient of Determination (R^2)

Table 2 displays the results of the F-test and the coefficient of determination (R^2), which assess the simultaneous influence of the independent variables on teacher performance.

Table 2. F-Test and Coefficient of Determination (R^2) Results

Model Summary	F-value	Sig.	R^2
Full Model (X_1, X_2, X_3)	18.761	0.000	—
Final Model (Motivation only)	—	—	0.756

The F-test result shows that the model consisting of work motivation, work discipline, and work environment simultaneously has a significant influence on teacher performance ($F = 18.761$; $sig. = 0.000$). This indicates that, as a group, the three independent variables contribute meaningfully to explaining variations in the dependent variable.

However, upon conducting model trimming to enhance the efficiency and parsimony of the regression equation, only work motivation was retained as a significant predictor in the

final model. The coefficient of determination (R^2) for this model is 0.756, meaning that 75.6% of the variation in teacher performance can be explained by work motivation alone. This is a relatively high value, suggesting that motivation is not only a significant variable but also a dominant factor in predicting teacher outcomes in this context.

The exclusion of discipline and environment from the final model suggests that their effects, while possibly present, are not strong enough to produce a statistically meaningful contribution in the presence of motivation. This reinforces the notion that teacher motivation operates as the primary engine of performance, capable of overshadowing other contextual or behavioral variables when analyzed in combination.

Interpretation Based on Theoretical Perspectives

The findings of this study are in strong alignment with Herzberg's Two-Factor Theory, which distinguishes between motivators (intrinsic factors) and hygiene factors (extrinsic conditions). According to the theory, motivators such as achievement, responsibility, personal growth, and recognition tend to drive performance more effectively than hygiene factors like salary or work conditions (Robbins & Judge, 2017). In the present research, motivation emerged as the only independent variable that had a direct and statistically significant impact on teacher performance ($t = 7.468$; $p < 0.001$), confirming the theory's emphasis on the central role of intrinsic factors. Uno (2011) further reinforces this notion by highlighting that teacher motivation is strongly correlated with instructional readiness, student engagement, and the ability to innovate in teaching methods. When teachers are intrinsically motivated, they are more likely to engage in thoughtful lesson planning, show perseverance in the face of classroom challenges, and invest emotionally in student progress. This is consistent with the data obtained from the respondents, where high levels of motivation coincided with relatively strong performance outcomes.

On the other hand, Supardi (2014) emphasizes discipline as a cornerstone of professional conduct in education. Despite this, the study found no significant individual effect of discipline on performance. One possible explanation lies in the uniformity of school regulations and policy enforcement at SMP Negeri 1 Wewewa Barat, which may limit variation in disciplinary behavior and thus reduce its predictive strength in a regression model. Another possibility is that discipline functions more as a moderating or supporting variable, rather than a direct determinant of performance.

Similarly, while Barnawi and Arifin (2017) argue that a conducive work environment is associated with job satisfaction, collaboration, and task efficiency, its role was not statistically significant in this case. This may suggest that while a supportive environment is desirable, it may not be sufficient on its own to elevate teacher performance without being accompanied by high internal motivation. The results indicate that the emotional and cognitive drive of teachers—their internal desire to succeed and grow, is what most strongly determines how well they perform, even more so than structural or contextual factors.

In sum, this interpretation supports the growing body of literature that underscores motivation as a powerful and direct predictor of teacher effectiveness. It also suggests that while discipline and the work environment are important, their influence may be more indirect or contingent upon the motivational climate within the school.

Practical Implications for School Management

The findings of this study provide meaningful implications for school administrators and education policymakers. Given the dominant role of motivation in influencing teacher performance, school management must place a strategic focus on fostering a motivational climate within the institution. Enhancing teacher motivation is not merely a matter of offering material rewards, but involves cultivating a work environment that values, supports, and empowers educators.

Several practical strategies can be implemented to this end: **Recognition Programs:** Establish formal systems for acknowledging teacher achievements, such as monthly awards, public commendations during staff meetings, or recognition through school newsletters and social media platforms. These gestures can significantly boost morale and reinforce a sense of professional purpose. **Career Development:** Provide access to continuous professional learning, including participation in educational workshops, seminars, training, and postgraduate education. Supporting career advancement signals institutional investment in teacher growth and reinforces intrinsic commitment. **Autonomy and Trust:** Allow teachers greater autonomy in making pedagogical decisions and innovating in their classrooms. Trusting teachers to manage their instructional approaches encourages creativity and ownership over teaching outcomes. **Constructive Feedback:** Develop supportive feedback mechanisms through regular appraisals, mentoring, and coaching. Feedback should be formative, focused on improvement, and accompanied by actionable guidance rather than punitive measures.

Although work discipline and work environment did not show a statistically significant direct impact in this study, they remain critical contextual elements that support and sustain motivation. A structured school culture, characterized by consistent expectations, routines, and rules, can serve as a foundation for motivational interventions. Additionally, maintaining a clean, safe, and resourceful physical environment contributes to teachers' psychological well-being and readiness to perform.

Therefore, school leaders should not view discipline and environment in isolation, but rather as part of a broader ecosystem that either enables or constrains motivational growth. Integration of these elements into holistic school management plans can ultimately lead to sustained improvements in teacher performance and, by extension, student learning outcomes.

Comparison with Previous Studies

The findings of this study are in strong alignment with the works of Rohmawati and Daryanto (2013) as well as Susanto (2014), both of whom emphasize the pivotal role of teacher motivation in enhancing educational outcomes. These studies describe motivation as a fundamental driver of teacher dedication, resilience in facing challenges, and commitment to continuous self-improvement. The present study reinforces this view, showing that motivation alone accounts for the largest portion of variance in teacher performance.

In contrast, research by Achmad Slamet (2007) emphasized discipline as a major determinant of teacher effectiveness. However, the current study does not support this conclusion, at least not in the context of SMP Negeri 1 Wewewa Barat. One possible reason

for the discrepancy lies in contextual factors such as organizational culture, enforcement of rules, or the homogeneity of disciplinary behavior among respondents. It is also plausible that the role of discipline, while important, may function more as a baseline expectation rather than a performance-enhancing factor. Mulyasa (2013) offers a more integrative perspective, noting that teacher performance is not solely determined by observable behaviors, but also by internal attributes such as knowledge, attitude, and psychological readiness—factors often shaped by motivational dynamics. This broader conceptualization supports the idea that intrinsic factors tend to exert a deeper and more lasting influence on teacher performance than structural or procedural variables like discipline or environment.

These comparisons illustrate how context-specific conditions and methodological approaches can lead to varying interpretations of what truly drives teacher performance. Nonetheless, a common thread across the literature remains: motivation consistently emerges as a central pillar in the framework of professional teaching effectiveness.

Expanded Discussion of Motivation's Role

Motivation is inherently multidimensional, encompassing both intrinsic and extrinsic elements. Intrinsic drivers include personal values, professional aspirations, commitment to student growth, and a sense of fulfillment in teaching. Extrinsic motivators range from salary, recognition, job security, to institutional support. In the context of this study, the dominance of motivation as the only significant predictor of teacher performance underscores its comprehensive and far-reaching influence. At SMP Negeri 1 Wewewa Timur, highly motivated teachers exhibited proactive behaviors such as designing engaging and contextualized lesson plans, applying inquiry-based and student-centered pedagogies, and conducting self-reflection to improve classroom strategies. These practices form the foundation of professional excellence and directly contribute to improved learning outcomes. The R^2 value of 0.756 highlights that more than 75% of the variation in teacher performance can be attributed to motivation alone. This is a remarkably high proportion, exceeding commonly reported thresholds in educational literature, particularly in urban or well-resourced settings.

Such results emphasize that in rural or resource-limited environments—where material rewards and infrastructure may be inadequate—internal motivation becomes not just important, but essential. Teachers who possess strong intrinsic motivation are often more resilient, self-directed, and mission-oriented, allowing them to overcome systemic constraints. This aligns closely with Herzberg's motivation-hygiene theory, which posits that true job satisfaction and performance gains stem from motivators such as achievement, growth, and recognition, rather than the mere absence of dissatisfaction.

Furthermore, motivation contributes to long-term job satisfaction, reduces emotional exhaustion, and promotes teacher retention—factors that indirectly impact student achievement. School leadership should therefore invest in strategies that ensure the sustainability of motivation over time. This goes beyond occasional rewards and must include ongoing professional development, teacher autonomy, meaningful collaboration, and a school culture that appreciates educators as change agents.

Limitations and Future Directions

While this study provides valuable insights into the factors influencing teacher performance, it is important to acknowledge several limitations. Most notably, the research was conducted within a single school setting, SMP Negeri 1 Wewewa Timur thus limiting the generalizability of the findings to broader educational contexts. The specific cultural, administrative, and geographical characteristics of the school may have influenced the outcomes in ways that do not fully represent other institutions, particularly in urban or more diverse environments. To enhance the robustness and applicability of future research, several directions are proposed. First, incorporating multi-site samples across various regions, school levels (elementary, secondary), and management models (public, private, religious) would allow for comparative analysis and improved external validity. Second, utilizing mixed-method approaches that combine quantitative data with qualitative insights through interviews, classroom observations, or focus group discussions can uncover contextual and experiential nuances that purely numerical data may overlook. Additionally, future studies could explore interaction effects between variables. For instance, examining how the work environment moderates the relationship between motivation and performance may reveal conditional influences that were not captured in the current model. Researchers may also investigate other relevant variables, such as school leadership style, collegial collaboration, teacher autonomy, and feedback from students or parents. These elements could provide a more comprehensive understanding of the complex dynamics that shape teacher performance in different educational settings.

By addressing these areas, subsequent research can build a more nuanced and integrative model of teacher effectiveness, ultimately informing more targeted and effective policy interventions.

CONCLUSION

This study concludes that work motivation significantly influences teacher performance at SMP Negeri 1 Wewewa Barat, whereas work discipline and work environment do not show statistically significant individual effects. However, when analyzed collectively, the three variables, work motivation, discipline, and environment, have a significant impact on teacher performance ($F = 18.761$; $sig. = 0.000$). The results of the t-test indicate that only work motivation has a meaningful individual contribution ($t = 7.468$; $sig. = 0.000$), while the effects of work discipline and the work environment remain statistically insignificant in this model. The final trimmed regression model confirms that work motivation alone serves as the best predictor of teacher performance, accounting for 75.6% of the variance ($R^2 = 0.756$). These findings highlight the central role of intrinsic motivation in shaping teachers' behavior, commitment, and effectiveness in delivering quality education. Teachers with higher levels of motivation are more likely to plan their lessons thoroughly, manage classroom interactions effectively, respond constructively to challenges, and demonstrate ongoing professional engagement. In this light, work motivation emerges not only as a psychological factor but also as a strategic element in school improvement efforts. Educational stakeholders, including school leaders, policymakers, and curriculum developers, are urged to focus on designing and

implementing strategies that foster and sustain teacher motivation. These strategies may include offering clear career advancement pathways, establishing recognition and reward systems for achievement, providing access to professional development and peer collaboration, encouraging participative decision-making, and ensuring the availability of supportive infrastructure and adequate teaching resources.

Although the variables of discipline and work environment did not show direct significant influence in this study, they should not be dismissed. These factors may operate as underlying conditions that reinforce or inhibit motivation, suggesting an indirect or mediating role in influencing performance. Moreover, the presence of a disciplined professional culture and a conducive school climate can enhance the impact of motivational programs and lead to more sustainable performance improvements. The scope of this study was limited to a single educational institution with a relatively small number of respondents. Therefore, future research is recommended to employ a broader and more diverse sample size, possibly incorporating schools from different regions and educational contexts. Additionally, using mixed-method approaches that combine quantitative and qualitative data can provide deeper insights into how motivational, disciplinary, and environmental factors interact with institutional culture, leadership style, and teacher well-being in influencing performance outcomes. Such studies will enrich the understanding of teacher performance as a multidimensional construct and contribute to more holistic education policy design.

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