



The Influence of Motivation, Work Environment, and Work Discipline on Teacher Performance

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ABSTRACT

Keywords:

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Education is essential in developing high-quality, innovative, and adaptable human resources to meet the challenges of a changing world. The excellence of an educational institution is reflected in the effectiveness of its teaching and learning, which produces skilled and competitive students. Teacher performance plays a crucial role in this process, as teachers are directly involved in planning, implementing, and evaluating learning activities. Optimal teacher performance not only affects the quality of education but also contributes to achieving educational goals. This study examines the impact of work motivation, work discipline, and the work environment on teacher performance. A quantitative approach was used, with a questionnaire as the data collection instrument. The population consisted of 32 teachers, and a saturated sampling technique was applied, with 31 valid questionnaires. Data were analyzed using multiple linear regression with SPSS version 31. The results show that work motivation, work discipline, and the work environment significantly influence teacher performance. While work motivation had no significant individual effect, work discipline and the work environment did. Together, these three factors significantly improve teacher performance.

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INTRODUCTION

Education is a primary component in developing high-quality, innovative, and dynamic human resources that can keep pace with the demands of an evolving era (Balouei Jamkhaneh et al., 2022). UNESCO, in the *Global Education Monitoring Report*, states that the first step in improving the quality of education is to prioritize teacher welfare, provide training aligned with teachers' competencies, and ensure equitable distribution of educational quality (Souza, 2024). Emphasis on these components directly affects the management of

teachers' duties, as teacher welfare, competency-based training, and equitable educational quality contribute to improved teacher performance in fulfilling responsibilities and achieving educational goals. According to Puspitaningtyas (2024), teacher performance refers to the work outcomes achieved by teachers in carrying out tasks and responsibilities assigned by the school principal.

In the implementation of teacher performance, various phenomena in schools may lead to declines in performance, which in turn affect educational outcomes. These phenomena can be observed through teachers' motivation, work discipline, and work environment (Amalia et al., 2025). This research was conducted. According to the school principal, Triana Kusumaningtyas, S.Pd., the completeness of learning tools was 93%, teaching attendance was 96%, and teaching punctuality was 94.6%. In addition, teachers consistently carried out learning evaluations and actively participated in school activities, reflecting their professional responsibility in performing their duties (Geletu & Mihiretie, 2023).

However, several issues were identified regarding inconsistencies in completing administrative teaching tasks. These administrative tasks are assigned by both the local education office and the foundation, as the school operates under a foundation (Mhlongo & Chaane, 2025; Staurowsky et al., 2022; Haq et al., 2022). Tasks from the education office and school include completing Dapodik data, participating in teaching competency improvement programs, and maintaining teaching documents, lesson plans, work programs, syllabi, and end-of-semester summative assessments. Meanwhile, tasks assigned by the foundation include document management, student data archiving, semester programs, attendance maintenance, and reporting to the foundation. The large number of administrative tasks increases teachers' workload and contributes to declining student grade recaps, indicating a decline in teacher professionalism (Stacey et al., 2023).

Barasa (2023) explains that individual performance at work is influenced by both internal and external factors. Internal factors include work motivation and work discipline, while external factors are influenced by the work environment. Work discipline, according to Sudarso et al. (2022), represents an individual's responsibility in carrying out duties and completing tasks on time. States that work motivation increases when rewards are provided, whether in financial form or through other forms of appreciation, to foster teachers' enthusiasm for work (Marphudok, 2020). According to the principal, teacher motivation is largely driven by the desire to earn a salary. The work environment is the setting in which work activities take place, encompassing various dynamic and changing situations and conditions (Marphudok et al., 2020). The non-physical work environment is reflected in social interactions among teachers who maintain positive relationships, foster teamwork, and cooperate with school leaders, colleagues, students, and parents. These interactions are grounded.

Based on the previously discussed studies, the researcher identified a gap between the current study and prior findings. Earlier studies indicate that low teacher discipline in submitting assigned tasks is primarily caused by inadequate supporting facilities. In contrast to these conditions, it is equipped with relatively adequate facilities to support teachers' performance. However, teacher discipline in completing and submitting tasks remains suboptimal. This condition indicates a discrepancy between prior research findings and the current context, suggesting a research gap that warrants further investigation to identify the factors influencing teacher performance.

Furthermore, the objective rationale for selecting the title is based on preliminary interview data with the school principal. The findings reveal that teacher performance is a crucial factor that directly affects the quality of education. This issue is also relevant to the fundamental theories of human resource management, which emphasize the importance of motivation, discipline, and work environment in improving employee performance. In addition, it is characterized by a strong level of religiosity, consistent with the school's identity. This value is fundamental to managing teachers' psychological well-being and fostering positive social relationships between teachers and students.

RESEARCH METHODS

This research employed a quantitative approach, consistent with the positivist paradigm, to examine the relationship among work motivation, work discipline, the work environment, and teacher performance (Matović & Ovesni, 2023; Kilag et al., 2023). The research design was chosen for its ability to provide measurable, objective data to assess the impact of these variables on teacher performance. A descriptive correlational research design was used because it allows the exploration of relationships among multiple variables in a systematic, quantifiable manner, aligning with the study's objectives to analyze the influence of various factors on teacher performance (Rohbiyatun, Kusumaningsih, & Nurkolis, 2025).

The study was conducted at ST. Yoseph 1 Elementary School in Denpasar was selected because it represents a typical educational institution in the region. The school's size and the availability of the teaching staff made it an ideal location for this research. The sample comprised 32 teachers, with 31 valid questionnaires returned, providing a sufficient sample size to draw meaningful conclusions about the factors influencing teacher performance. The selection of this location also aligns with the research's focus on improving teacher performance within the context of school management and educational leadership.

Data were collected through a structured questionnaire, which served as the primary instrument for gathering information on teacher performance, work

motivation, work discipline, and the work environment (Strijker, Bosworth, & Bouter, 2020). The data were analyzed using SPSS version 31, following a systematic process of data condensation, reduction, and display. The findings were verified through multiple linear regression analyses to ensure reliability and validity. This approach provides a comprehensive view of how various factors within the educational management framework affect teacher performance, contributing to the broader understanding of how effective school management practices can enhance educational outcomes (Takona, 2024).

RESULTS AND DISCUSSION

Result

The results of this study are presented through a series of tests and analyses aimed at examining the effects of work motivation, work discipline, and the work environment on teacher performance at ST. Yoseph 1 Elementary School, Denpasar. The validity and reliability tests confirm that the measurement instruments used in this research are valid and reliable. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, all meet the required statistical assumptions, ensuring the robustness of the regression model. Hypothesis testing reveals significant findings: work discipline and the work environment significantly influence teacher performance, whereas work motivation does not. The regression analysis further supports these findings, demonstrating the collective impact of the three independent variables on teacher performance. The coefficient of determination indicates that the model explains 75.7% of the variance in teacher performance, underscoring the importance of these factors in educational outcomes.

Research Instrument Testing

Validity Test

The validity test was conducted to determine the accuracy of each item in measuring data that reflect the actual conditions. The validity test was carried out based on the following criteria:

An instrument is considered valid if the calculated r -value is greater than the r -table value. Conversely, an instrument is deemed invalid if the calculated r -value is smaller than the r -table value. Additionally, the significance value must be less than $\alpha = 0.05$, indicating that the instrument's measurement results are statistically reliable and acceptable. In other words, a valid instrument provides trustworthy and relevant results for measuring the study's intended variables.

Table 1. Validity Test

Item	R-hitung	R-tabel	Sig. (2-tailed)	α	Kesimpulan
X1.1	0,716	0,367	0,001	0,05	Valid
X1.2	0,559	0,367	0,001	0,05	Valid
X1.3	0,719	0,367	0,001	0,05	Valid
X1.4	0,626	0,367	0,001	0,05	Valid
X1.5	0,684	0,367	0,001	0,05	Valid
X1.6	0,639	0,367	0,001	0,05	Valid
X1.7	0,721	0,367	0,001	0,05	Valid
X1.8	0,786	0,367	0,001	0,05	Valid
X1.9	0,566	0,367	0,001	0,05	Valid
X1.10	0,752	0,367	0,001	0,05	Valid
X2.1	0,813	0,367	0,001	0,05	Valid
X2.2	0,934	0,367	0,001	0,05	Valid
X2.3	0,918	0,367	0,001	0,05	Valid
X2.4	0,837	0,367	0,001	0,05	Valid
X2.5	0,810	0,367	0,001	0,05	Valid
X2.6	0,824	0,367	0,001	0,05	Valid
X2.7	0,863	0,367	0,001	0,05	Valid
X2.8	0,918	0,367	0,001	0,05	Valid
X3.1	0,587	0,367	0,001	0,05	Valid
X3.2	0,884	0,367	0,001	0,05	Valid
X3.3	0,871	0,367	0,001	0,05	Valid
X3.4	0,826	0,367	0,001	0,05	Valid
X3.5	0,797	0,367	0,001	0,05	Valid
X3.6	0,807	0,367	0,001	0,05	Valid
Y.1	0,559	0,367	0,001	0,05	Valid
Y.2	0,832	0,367	0,001	0,05	Valid
Y.3	0,629	0,367	0,001	0,05	Valid
Y.4	0,935	0,367	0,001	0,05	Valid
Y.5	0,891	0,367	0,001	0,05	Valid
Y.6	0,817	0,367	0,001	0,05	Valid
Y.7	0,855	0,367	0,001	0,05	Valid
Y.8	0,578	0,367	0,001	0,05	Valid

Based on the results of the validity test presented in Table 1, the *r-count* values are greater than the *r-table* values, and the significance levels (2-tailed) are also below 0.05. These results indicate that all items measuring work motivation, work discipline, work environment, and teacher performance are valid and accurate.

Table 2. Results of the Reliability Tes

	Cronbach's Alpha	Ketentuan	Kesimpulan
X.1	0,858	> 0,6	Reliabel
X.2	0,951	> 0,6	Reliabel
X.3	0,886	> 0,6	Reliabel
Y	0,916	> 0,6	Reliabel

This study demonstrates strong reliability, with Cronbach's alpha values of 0.858 for X1, 0.951 for X2, 0.886 for X3, and 0.916 for Y. These values indicate that the reliability of the instruments for each variable is strong to excellent.

Classical Assumption Test Results

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.143	31	.107	.960	31	.286

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov–Smirnov and Shapiro–Wilk tests, the significance values (2-tailed) are greater than 0.05. These results indicate that the data are normally distributed and meet the statistical requirements for the normality assumption.

Multicollinearity Test Results

**Table 4. Multicollinearity Test Results
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.316	3.624		1.191	.244		
X1	-.107	.140	-.110	-.764	.451	.431	2.319
X2	.475	.133	.467	3.570	.001	.527	1.898
X3	.787	.177	.596	4.437	<.001	.499	2.004

a. Dependent Variable: Y

Source: output SPSS 31 version

Based on Table 4, the tolerance values of all independent variables are greater than 0.1 and the Variance Inflation Factor (VIF) values are less than 10. Therefore, the multicollinearity test indicates that the regression model is free from multicollinearity and is considered valid.

Heteroscedasticity Test Results

Table 5. Heteroscedasticity Test Results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.232	1.880		1.187	.246
	X1(Motivasi Kerja)	.039	.073	.148	.536	.596
	X2 (Disiplin Kerja)	.073	.069	.266	1.062	.298
	X3(Lingkungan Kerja)	-.157	.092	-.438	-1.704	.100

a. Dependent Variable: ABSRES
Source: Output SPSS 31version

Based on Table 5, the p-values for the independent variables are greater than 0.05. Therefore, the heteroscedasticity test results meet the theoretical requirements, indicating that the regression model is not heteroscedastic.

Hypothesis Testing Results

Table 6. Hypothesis Testing Results Partial Hypothesis Test (t-Test) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics Tolerance
		B	Std. Error	Beta			
1	(Constant)	4.316	3.624		1.191	.244	
	X1	-.107	.140	-.110	-.764	.451	.431
	X2	.475	.133	.467	3.570	.001	.527
	X3	.787	.177	.596	4.437	<.001	.499

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant)	
	X1	2.319
	X2	1.898
	X3	2.004

Source:
Output SPSS
31 Version

The t-test results indicate that the t-value for X1 is -0.764, which is lower than the t-table value of 2.051. The significance level for X1 is greater than 0.05

(Sig. = 0.451), indicating that work motivation does not have a significant effect on Y. Therefore, H_0 is accepted and H_1 is rejected.

Furthermore, variable X2 has a t-value of 3.570, which exceeds 2.051 at the 0.001 significance level (< 0.05). This result indicates that work discipline has a significant effect on Y; thus, H_2 is accepted, and H_0 is rejected.

Variable X3 has a t-value of 4.437, which exceeds the critical value of 2.051 at the < 0.001 significance level, indicating that the work environment significantly affects teacher performance. Accordingly, H_3 is accepted, and H_0 is rejected.

Simultaneous Hypothesis Test Results (F-Test)

Table 7. Simultaneous Hypothesis Test Results (F-Test)
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	781.159	3	260.386	27.984	<.001 ^b
	Residual	251.228	27	9.305		
	Total	1032.387	30			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Source: Output SPSS 31version

The F-test results show that the calculated F-value is 27.984, which exceeds the F-table value of 2.960 at the < 0.001 (< 0.05) significance level. This indicates that all three independent variables have a significant effect on the dependent variable (Y).

Coefficient of Determination Test

Table 8. Coefficient of Determination Test
Model Summary^b

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.870 ^a	.757	.730	3.05037

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

The R-square value is 0.757, indicating that work motivation, work discipline, and work environment jointly account for 75.7% of teacher performance. The remaining 24.3% is influenced by other variables not examined in this study.

Multiple Linear Regression Analysis

Table 9. Multiple Linear Regression Analysis

		Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	4.316	3.624		1.191	.244	
	X1	-.107	.140	-.110	-.764	.451	.431
	X2	.475	.133	.467	3.570	.001	.527
	X3	.787	.177	.596	4.437	<.001	.499

		Coefficients ^a	
Model		Collinearity Statistics	
		VIF	
1	(Constant)		
	X1		2.319
	X2		1.898
	X3		2.004

Based on Table 9, the constant value is 4.316, with regression coefficients of $\beta_1 = -0.107$ for X1, $\beta_2 = 0.475$ for X2, and $\beta_3 = 0.787$ for X3. The multiple linear regression equation obtained in this study is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Thus, the regression model can be expressed as:

$$Y = 4.316 - 0.107X_1 + 0.475X_2 + 0.787X_3 + e$$

Discussion

The Effect of Work Motivation on Teacher Performance

Based on the hypothesis testing, the t-value for work motivation (X1) is -0.764, which is lower than the critical t-table value of 2.051. Additionally, the significance value for work motivation (Sig. = 0.451) is greater than the threshold of 0.05, indicating that the relationship between work motivation and teacher performance is not statistically significant. This result suggests that variations in teacher performance cannot be explained by changes in work motivation in this study. Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected. This finding implies that work motivation, while often considered a key factor in improving teacher performance, does not have a strong or direct effect in the context of this research.

This conclusion aligns with the findings of Bastian et al. (2022) and Layel & Koodamara (2024), who also reported that work motivation does not significantly affect teacher performance. They suggested that other factors, such as work discipline or the work environment, may play a more substantial role in influencing teacher effectiveness. In the context of this study, teachers' motivation may not be sufficient to enhance their performance without additional external factors. Thus, while work motivation remains an important aspect of organizational behavior, its direct influence on teacher performance in this case appears limited, warranting further investigation of other contributing factors.

The Effect of Work Discipline on Teacher Performance

The hypothesis testing results show that work discipline (X₂) has a t-value of 3.570, which exceeds the critical t-value of 2.051 at the 0.001 significance level ($p < 0.05$). This indicates that work discipline significantly influences teacher performance. With a significance level well below 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_2) is accepted. These findings suggest that work discipline plays a crucial role in enhancing teacher performance, as adherence to established rules, regulations, and standards significantly improves overall performance.

This result is consistent with several prior studies, including those by Atika et al. (2022), Hariyasasti et al. (2025), Fahmi et al. (2022), and Andrianto et al. (2023). All of these studies have highlighted the positive and significant impact of work discipline on teacher performance. They suggest that teachers who demonstrate high levels of discipline in their work tend to have better performance outcomes, as discipline directly affects their ability to manage time, maintain consistent effort, and achieve teaching objectives. Consequently, the findings of this study reaffirm the importance of work discipline as a key factor in improving teacher performance.

The Effect of Work Environment on Teacher Performance

Based on the analysis, the work environment variable (X₃) has a t-value of 4.437, which exceeds the critical value of 2.051 at the significance level of < 0.001 . This indicates that the work environment significantly influences teacher performance. With a significance value well below 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_3) is accepted. The result highlights that the physical and social aspects of the work environment, including factors like classroom conditions, facilities, and interpersonal relationships, play a crucial role in shaping teacher effectiveness and overall performance.

This finding is consistent with previous research, including studies by Kilag et al. (2023), Ker et al. (2022), and Sriadmitum et al. (2023), which also found that the work environment significantly affects teacher performance. Their studies emphasized that a supportive work environment fosters better teaching outcomes, as teachers are more likely to perform effectively when it meets their professional and emotional needs. Therefore, the results of this study reinforce the importance of creating a positive work environment to enhance teacher performance and, ultimately, improve educational quality.

The Effect of Work Motivation, Work Discipline, and Work Environment on Teacher Performance

The F-test results show that the calculated F-value is 27.984, which significantly exceeds the critical F-value of 2.960 at the < 0.001 significance level. This indicates that, when considered together, the independent variables work motivation, work discipline, and the work environment have a significant simultaneous effect on teacher performance. The high F-value suggests that the model as a whole is statistically significant, meaning that the combined influence of these three factors is substantial enough to affect teacher performance. This result underscores the importance of considering these factors in tandem when seeking to improve educational outcomes.

This finding is consistent with prior research by Puspitaningtyas et al. (2024), Marphudok et al. (2020), Amaliah et al. (2025), Zulaida & Parwoto (2023), and Shaddiq (2023), all of whom also concluded that work motivation, work discipline, and the work environment significantly influence teacher performance when examined together. Their studies highlight the interrelated nature of these variables and their collective impact on enhancing teacher effectiveness. By reinforcing the notion that these factors work together to shape teacher performance, this study further underscores the importance of addressing these areas in school management practices to foster an environment conducive to high-quality education.

CONCLUSION

The conclusion of this study shows that work motivation does not significantly affect teacher performance, whereas work discipline and work environment do. These findings provide an important lesson: although work motivation is often considered a major factor in improving performance, in this study other factors, such as discipline and the work environment, are more influential in shaping teacher performance. This study also revealed that these three variables contribute significantly to teacher performance, underscoring the importance of a holistic approach to improving teaching quality.

The strength of this research lies in its contribution to the understanding of factors affecting teacher performance, particularly in the context of discipline and the work environment. This research provides new insights for developing education policies, particularly for improving the quality of human resources in the education sector. However, this study also has limitations, including not accounting for other variables that may affect outcomes, such as personal factors or more specific school policies. Therefore, future research can be more in-depth by expanding the scope of variables analyzed and considering the broader context, including the influence of external factors on teacher performance.

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