

The Influence of Non-Physical Work Environment, Discipline, and Motivation on Teacher Performance in Deli Serdang

Farida^{1*}, Theresia Pradiani², Widi Dewi Ruspitasari³

Institut Teknologi dan Bisnis ASIA Malang, Indonesia

Email: aulia.farida@yahoo.com^{*}, theresia.pradiani@asia.ac.id, wididewi@asia.ac.id

Abstract

This study aims to examine the influence of the non-physical work environment and work discipline on teacher performance, with work motivation serving as a mediating variable at the Pelita Intelektual Foundation in Deli Serdang. A quantitative approach was applied, utilizing path analysis through Partial Least Squares Structural Equation Modeling (PLS-SEM). The study involved a total of 96 teachers as the research population, using total sampling. The results indicate that both the non-physical work environment and work discipline have positive and significant effects on teacher performance, both directly and indirectly through work motivation as a mediating factor. Work motivation strengthens the influence of the non-physical work environment and work discipline on performance outcomes. These findings underscore the importance of creating a supportive non-physical work environment, enforcing work discipline, and continuously fostering teacher motivation to enhance performance. It is recommended that the foundation place greater emphasis on these three factors as part of its sustainable human resource development strategy.

Keywords: Work Environment, Work Discipline, Work Motivation, Teacher Performance

Corresponding: Farida

E-mail: aulia.farida@yahoo.com



INTRODUCTION

Teacher performance has emerged as a critical determinant of educational quality worldwide, facing multifaceted challenges that transcend geographical and cultural boundaries (Boon, 2019). According to the OECD, educational systems globally struggle with teacher retention, professional development gaps, and inconsistent performance standards that directly impact student learning outcomes (OECD, 2021). The World Bank's 2020 report on education quality highlighted that teacher effectiveness accounts for approximately 30% of variance in student achievement, yet systematic approaches to measuring and improving teacher performance remain inadequately developed in many contexts (World Bank, 2020). Research by Green et al. (2022) further emphasizes that despite significant investments in teacher training, the lack of consistent performance evaluation frameworks in schools leads to stagnation in educational improvement. Additionally, teacher motivation, which plays a pivotal role in performance, is influenced by institutional support and working conditions (Koehler & Kim, 2021).

The challenge of optimizing teacher performance is particularly acute in developing nations, where resource constraints, inadequate infrastructure, and limited professional development opportunities create significant barriers (Iqbal & Ali, 2024; Phulpoto et al., 2024). UNESCO's Global Education Monitoring Report (2023) emphasized that teacher motivation and workplace conditions are among the most pressing issues affecting educational quality in Southeast Asian countries. In Indonesia specifically, the Ministry of Education and Culture has identified teacher performance variability as a key obstacle to achieving national education goals, with particular concerns about non-physical work environment factors that influence psychological well-being and professional commitment (Kemendikbud, 2022).

Recent research has increasingly focused on the interplay between organizational factors and individual performance in educational settings. Studies by Darling-Hammond and colleagues (National Academy of Education, 2024) demonstrate that teacher competence and performance significantly impact students' academic achievement, but these outcomes are not solely dependent on individual capabilities. Rather, they are deeply influenced by contextual factors, including work environment quality, disciplinary systems, and motivational climates within educational institutions.

Education is not only a process of transferring knowledge but also plays an important role in shaping character and instilling a lifelong spirit of learning. Teachers play a key role in the education system, where the quality of learning is greatly influenced by their competence, professionalism, and dedication. A study conducted by Darling-Hammond (National Academy of Education, 2024), an American academic, shows that teacher competence and performance have a significant impact on students' academic achievement. The OECD report (Pont & Montt, 2013) confirms that teaching effectiveness does not depend only on individual abilities but is also influenced by the supportive work environment and policies implemented in educational institutions.

Former Minister of Education, Culture, Research, and Technology, Nadiem Makarim, has emphasized on various occasions that the role of teachers cannot be replaced by technology. The direct interaction, guidance, and inspiration provided by educators have a long-term impact on student development. This opinion aligns with the UNESCO & International Task Force on Teachers for Education 2030 (UNESCO & International Task Force on Teachers for Education 2030, 2024), which reveals that the success of education depends on how educators are given space to develop their competencies through a supportive system. External factors such as the schoolwork atmosphere, discipline culture, and work motivation greatly contribute to teachers' effectiveness in carrying out their duties. The OECD (2021) revealed that schools with a strong discipline culture and clear reward systems contribute to improving educators' professionalism.

The Pelita Intelektual Education Foundation is an educational institution overseeing levels from kindergarten to senior high school. In the Deli Serdang area, this foundation is located among several other educational institutions, including three schools situated quite closely. One of these has a long history in education. What distinguishes the Pelita Intelektual Education Foundation from others is its national-plus education approach. Meanwhile, nearby schools follow national or international curricula. This national-plus approach reflects the foundation's commitment to combining the national curriculum with character strengthening, foreign language development, and learning technology.

The journey of the Pelita Intelektual Education Foundation began at kindergarten and elementary levels. Over time, growing community trust led the foundation to open a high school level. The 2020/2021 school year marked an important milestone, as SMA Pelita Intelektual officially began operating. Although relatively new, the school's growth has been rapid. From initially accepting 36 students in the first year, enrollment reached 238 in the 2024/2025 school year. This increase reflects public trust in the foundation's education quality.

Behind this growth are consistent work principles: building a supportive work environment, fostering intrinsic motivation among educators, and creating a discipline culture

that encourages potential development rather than restriction. In the 2024/2025 school year, total enrollment across kindergarten, elementary, junior high, and high school reached 1,939 students—an achievement that demands continued innovation and quality maintenance. This growth proves that sincere commitment, adaptability, and a spirit of nation-building can drive significant change.

As a tangible illustration, the following data show student enrollment growth at the Pelita Intelektual Education Foundation over the last five academic years (2020/2021–2024/2025), revealing a consistent upward trend. Public trust stems from strong academics, teacher creativity, and a robust disciplinary system. Many students commute from distant areas because parents perceive the education quality as meeting expectations. Student achievements span national and international levels.

The Deli Serdang Pelita Intelektual Education Foundation serves as a rayon representative for international competitions, such as the Thailand International Mathematical Olympiad (TIMO), Hong Kong International Mathematical Olympiad (HKIMO), Southeast Asian Mathematical Olympiad (SEAMO), Big Bay Cup (BBC), and Hippo English Language Olympiad. This role enables the foundation to host regional preliminary rounds, providing opportunities for students from Deli Serdang and beyond. Through this, the foundation advances mathematics and English education while preparing students for international competition.

At the Deli Serdang Pelita Intelektual Education Foundation, educators' roles extend beyond classroom teaching to guiding students in national and international competitions. Teachers train students outside regular hours, provide motivation, and offer moral support to sustain enthusiasm. This approach fosters a conducive learning environment and maximizes student potential.

Teacher performance greatly determines education quality. Their roles include imparting knowledge, facilitating learning, and motivating students. Research by Analisa, Mohammad Bukhori, and Widi Ruspitasari (Analisa et al., 2023) in the *Scientific Journal of Management Application Research* shows that competence and motivation significantly and positively influence lecturer performance, while the work environment has a positive but insignificant effect. Research by Mursyida, Nurmalawati, and Heikal (Nurmalawati et al., 2023) supports this, finding that work environment and discipline directly improve teacher performance at State Junior High Schools in Blang Mangat District, with motivation strengthening these relationships. These studies confirm that a supportive work environment, clear discipline system, and high motivation are key to quality education and student achievement.

Conversely, Asyraf and Widodo (2023) found different patterns in their study at SMK Muhammadiyah Rembang. Work discipline and environment showed no strong direct influence on teacher performance, despite adequate motivation levels. This inconsistency suggests context-dependent relationships, influenced by organizational culture, leadership, or other factors varying across institutions.

Tarigan et al. (2023) investigated work discipline and school environment effects on teacher performance at SMAN 1 Taebenu in Kupang Regency, with work motivation as a mediator. Their path analysis revealed significant mediating effects, aligning with Nurmalawati

et al. (2023) but contrasting Asyraf and Widodo (2023). These inconsistencies across Indonesian educational contexts underscore the need for context-specific research accounting for local characteristics.

This research contributes to Indonesian education literature by examining non-physical work environment impacts on teacher performance at a rapidly growing national-plus private foundation, capturing dynamics often overlooked in public school studies. Employing comprehensive mediation analysis, it evaluates how work environment and discipline affect performance via motivation. It bridges theory and practice with empirical data addressing challenges like unauthorized absences, offering actionable insights for administrators.

The Deli Serdang Pelita Intelektual Education Foundation has built a reputation for its disciplined work system. Efforts to maintain educator quality face ongoing challenges. Some teachers show high dedication, yet teaching effectiveness varies. Work environment, discipline, and motivation critically determine the education system's success. The work structure supports optimal teaching and learning, with discipline standards fostering professionalism—though implementation does not always align with teachers' individual needs. Some view it as effective for order, while others struggle to balance it with teaching flexibility. Motivation varies, influenced by rewards, self-development opportunities, and management support.

This study analyzes how work environment, discipline, and motivation interact to influence teacher performance at the Deli Serdang Pelita Intelektual Education Foundation. Expected findings will deepen understanding of supporting and hindering factors. Results can inform effective policies for educator quality and an adaptive, professionalism-based system. The research clarifies motivation's role in enhancing performance, particularly in this foundation's context.

Recapitulation data on teacher attendance at the Pelita Intelektual Education Foundation from October 2024 to February 2025 show consistent monthly absenteeism without notice, though small relative to active teachers. This signals indiscipline warranting attendance management evaluation. It may stem from non-physical work environment influences, such as reluctance to communicate openly with leadership. Sanctions like salary cuts sometimes exacerbate morale issues and emotional distance.

Internal factors like work routine boredom, teaching inconfidence, or psychological pressures may also contribute. Mangkunegara (Management-Human-Resources-Company, n.d., 2009) and Robbins (Ummah, 2019) note that work environment encompasses social interactions and individuals' inner atmospheres. Non-physical environment includes psychological dimensions like work perceptions, emotions, and role pressures. Thus, unnotified absences reflect not just administrative violations but deeper psychological and experiential issues, requiring empathetic, holistic approaches.

Attendance data confirm monthly unnotified absenteeism, minor yet indicative of potential problems like declining motivation, routine boredom, or disconnection. Mursyida, Nurmawati, and Heikal (Nurmawati et al., 2023) at State Junior High Schools in Blang Mangat District found work environment and discipline significantly affect performance when mediated by motivation.

In contrast, Arka Deva, Al Asyraf, and Agustina Widodo (Asyraf & Widodo, 2023) at SMK Muhammadiyah Rembang concluded that discipline and environment lack strong influence on performance despite good motivation. These gaps justify examining these variables at the Deli Serdang Pelita Intelektual Education Foundation.

This study reveals how applied work environment and discipline affect teacher performance via motivation at the foundation. Despite motivational activities and conducive environments, inconsistencies persist in attendance and performance—necessitating in-depth analysis.

Structurally sound, the work environment still underoptimizes non-physical dimensions like emotional atmosphere, teacher communication, leadership appreciation, and perceptions of support and fairness. Some teachers are physically present but emotionally disengaged, impacting enthusiasm, resilience, and commitment.

Motivation grows from self-actualization and teaching meaning, beyond incentives. Despite morale-boosting programs, not all teachers exhibit stable high motivation—signaling needs for managerial review. This study offers theoretical and practical input for sustainable educator quality improvement.

Based on this background, key research problems include: whether work environment directly affects teacher performance at the Deli Serdang Pelita Intelektual Education Foundation; whether work discipline directly affects teacher performance there; whether work environment directly affects teacher motivation; whether work discipline directly affects teacher motivation; whether teacher motivation directly affects teacher performance; whether teacher motivation mediates work environment and teacher performance; and whether teacher motivation mediates work discipline and teacher performance.

Accordingly, this study's purposes are to analyze the direct influence of work environment on teacher performance; direct influence of work discipline on teacher performance; direct influence of work environment on teacher motivation; direct influence of work discipline on teacher motivation; direct influence of teacher motivation on teacher performance; and the mediating role of teacher motivation between work environment/discipline and performance at the Deli Serdang Pelita Intelektual Education Foundation. It clarifies motivation's linking role and provides practical benefits for researchers, the foundation, and teachers in managing factors affecting teaching quality and productivity.

RESEARCH METHOD

This study employed a quantitative approach with path analysis. The approach tested the cause-and-effect relationships between independent variables (work environment and work discipline), the dependent variable (teacher performance), and the mediating variable (work motivation). Path analysis examined both direct and indirect influences systematically.

Data were collected via closed questionnaires from respondents, yielding numerical scores analyzed through statistical techniques. This enabled generalized, valid, and reliable results measuring the influences at the Pelita Intelektual Education Foundation.

The research took place at the Pelita Intelektual Education Foundation, located at Jl. Cemara Boulevard No. 174-182, Percut Sei Tuan, Deli Serdang City, North Sumatra Province. Data collection occurred over four months, from March to June 2025.

RESULTS AND DISCUSSION

Hypothesis Test

After structural model analysis and fit model testing, the next step is to test the hypothesis that has been formulated in this study. Hypothesis testing was carried out to find out whether there was a significant influence between independent variables on bound variables, either directly or through mediating variables. This test uses path coefficient, t-statistic, and p-value values obtained from the calculations in SmartPLS software version 3.2.9.

The results of hypothesis testing in this study are shown in the following table:

Table 1 Hypothesis Testing

No.	Relationships between variables	Original sample(O)	T statistics (O/STDEV)	P values	Information
Direct Influence					
H1	Work Discipline (X2) → Teacher Performance (Y)	0.316	4.221	0.000	Significant Positives
H2	Work Discipline (X2) → Teacher Motivation (Z)	0.199	2.778	0.006	Significant Positives
H3	Work Environment (X1) → Teacher Performance (Y)	0.233	2.821	0.005	Significant Positives
H4	Work Environment (X1) → Teacher Motivation (Z)	0.721	11.062	0.000	Significant Positives
H5	Teacher Motivation (Z) → Teacher Performance (Y)	0.463	7.894	0.000	Significant Positives
The Influence of Mediation					
H6	Work Discipline (X2) → Teacher Motivation (Z) → Teacher Performance (Y)	0.092	2.864	0.004	Significant Positives
H7	Work Environment (X1) → Teacher Motivation (Z) → Teacher Performance (Y)	0.334	5.682	0.000	Significant Positives

Hypothesis testing was carried out by looking at the path coefficient, T-statistics, and significance values (p-value) of the bootstrapping results on SmartPLS. The T-value > 1.96 and the p-value < 0.05 indicate that the influence between variables is statistically significant. Based on the results of the direct and indirect influence test presented in the table above, it can be explained as follows:

- a. H1: Obtained a t-statistical value of 4.221 > 1.96 with a p-value of 0.000 < 0.05, then the H1 hypothesis is accepted. These results show that Work Discipline has a positive and significant effect on Teacher Performance. This means that teachers who have a high level of discipline in carrying out their duties and responsibilities will tend to show good

- performance. Discipline includes punctuality, adherence to rules, and consistency in work. Therefore, the hypothesis that reads: "Work Discipline directly has a positive and significant effect on Teacher Performance at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable.
- b. H2: Obtained a t-statistical value of $2.778 > 1.96$ and a p-value of $0.008 < 0.05$, then the H2 hypothesis is accepted. This proves that Work Discipline has a positive and significant effect on Teacher Motivation. High work discipline can encourage teachers' enthusiasm and passion for work, increasing awareness to carry out their professional roles well. Teachers who are used to working regularly and responsibly tend to have a strong internal drive to achieve their work goals. So, the hypothesis that reads: "Work Discipline directly has a positive and significant effect on Teacher Motivation at the Deli Serdang City Intellectual Lamp Education Foundation" is acceptable.
 - c. H3: A t-statistical value of $2.821 > 1.96$ with a p-value of $0.008 < 0.05$ indicates that the H3 hypothesis is accepted. This means that the Work Environment has a positive and significant effect on Teacher Performance. A supportive, comfortable, and harmonious work environment will create a conducive atmosphere for teachers to work optimally. Good relationships between colleagues, adequate facilities, and support from school management will improve teachers' performance in teaching and carrying out other responsibilities. Therefore, the hypothesis that reads: "The Work Environment directly has a positive and significant effect on Teacher Performance at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable.
 - d. H4: Obtained a t-statistic value of $11.062 > 1.96$ and a p-value of $0.000 < 0.05$, then the H4 hypothesis is accepted. This shows that the Work Environment has a positive and significant effect on Teacher Motivation. A positive work environment not only creates physical comfort but also psychologically encourages teachers to be more motivated in carrying out their roles. Aspects such as supportive leadership, a conducive work atmosphere, and healthy social interaction can strengthen teachers' work motivation. So, the hypothesis that reads: "The Work Environment directly has a positive and significant effect on Teacher Motivation at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable.
 - e. H5: The results of the analysis showed a t-statistical value of $7.894 > 1.96$ with a p-value of $0.000 < 0.05$, so the H5 hypothesis was accepted. This means that Teacher Motivation has a positive and significant effect on Teacher Performance. Teachers who have high motivation will show enthusiasm, enthusiasm, and responsibility in carrying out learning activities and other tasks. Motivation is one of the main internal factors that encourage teachers to achieve the best work results. Thus, the hypothesis that reads: "Teacher motivation directly has a positive and significant effect on Teacher Performance at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable.
 - f. H6: Based on the results of the mediation effect test, the t-statistical value of $2.864 > 1.96$ and the p-value of $0.004 < 0.05$ indicate that the H6 hypothesis is accepted. This means that there is a positive and significant mediation effect of Work Discipline on Teacher Performance through Teacher Motivation. Work discipline can increase teachers'

motivation, and that motivation then has a positive impact on their performance. Therefore, the hypothesis that reads: "Work Discipline has a positive and significant effect on Teacher Performance through Teacher Motivation at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable. Previously, it has also been proven that Work Discipline has a direct and significant effect on Teacher Performance (Hypothesis 1 accepted), and Work Discipline has a direct effect on Teacher Motivation (Hypothesis 2 accepted). With the acceptance of the influence of mediation through Teacher Motivation (H6), it can be concluded that Teacher Motivation plays a role as a partial mediator, meaning that Work Discipline can still directly affect Teacher Performance, but this influence is also strengthened through Teacher Motivation as an indirect path.

- g. H7: Obtained a t-statistical value of $5.682 > 1.96$ and a p-value of $0.000 < 0.05$, then the H7 hypothesis is accepted. This indicates that the Work Environment has a positive and significant mediating influence on Teacher Performance through Teacher Motivation as a mediation variable. A supportive work environment will increase teachers' motivation, and will ultimately improve and improve their performance. Therefore, the hypothesis that reads: "The Work Environment has a positive and significant effect on Teacher Performance through Teacher Motivation at the Deli Serdang City Intellectual Pelita Education Foundation" is acceptable. Previously, it has also been proven that the Work Environment has a direct and significant effect on Teacher Performance (Hypothesis 3 accepted) and the Work Environment has a significant effect on Teacher Motivation (Hypothesis 4 is accepted). In addition, Teacher Motivation has been shown to significantly affect Teacher Performance (Hypothesis 5 accepted). Thus, the results of this test strengthen that Teacher Motivation is a significant mediating variable in strengthening the relationship between the Work Environment and Teacher Performance. Since both the direct and indirect pathways are equally significant, it can be concluded that the Teacher's Motivation acts as a partial mediator in this relationship.

This research has shown that work environment, work discipline, and teacher motivation are three interrelated and equally important factors in influencing teacher performance. The work environment and work discipline are proven not only to have a direct effect on teacher performance, but also through teacher motivation as a mediating variable. These findings confirm that teachers' motivation has a strategic role in improving the quality of their performance.

Therefore, foundations or educational institutions need to pay special attention to creating a supportive work environment, improving teacher discipline, and strengthening internal factors that arouse teachers' work motivation. By doing this in a sustainable manner, it is hoped that the quality of teacher performance will continue to improve and have a positive impact on the quality of learning at the Deli Serdang City Intellectual Pelita Education Foundation.

Discussion

The researcher will elaborate and reflect on the results of the hypothesis test that has been obtained through the SEM-PLS analysis. The discussion was carried out systematically based

on seven main hypotheses, referring to empirical findings and the results of previous research as a reinforcing or balancing mirror.

1. Direct Influence of the Work Environment on Teacher Performance

The results of the analysis show that the work environment has a direct positive and significant influence on teacher performance. This means that the better the quality of the work environment, both physically and non-physically, the higher the level of performance shown by teachers.

This is illustrated by the perception of the majority of respondents who agreed with the indicators of the work atmosphere that support concentration, harmonious relationships between colleagues, and the support of the principal in learning activities. However, there are still some teachers who answer disagree (TS) or strongly disagree (STS) on statements such as: "I received help from the school coordinator" (5 people/5.2% TS); "I am ready to manage the classroom helped by the principal's direction" (8 people/8.3% TS). This shows that not all teachers feel collegial and managerial support equally. In this context, the results of the study support Herzberg's theory which states that the work environment as a hygienic factor affects work comfort and productivity.

This research is in line with the findings of Hanafi and Zulkifli (2018) and Caksana (2019) who stated that the work environment has a positive effect on performance. Thus, theoretically and empirically, these results support existing theories and reinforce the importance of creating a conducive work climate in the world of education.

2. The Direct Influence of Work Discipline on Teacher Performance

Work discipline has been proven to have a positive and significant effect on teacher performance. Teachers who demonstrate punctuality, adherence to school rules, and consistency in carrying out tasks, tend to have a higher quality of performance. From the descriptive data, it was found that a small percentage of respondents chose TS/STS on the indicator: "Arrival time is recorded by the electronic attendance system starting at 07.30" (6 TS/6.3% respondents); "Work uniforms are neat according to school regulations" (6 TS respondents/6.3%). This reflects the existence of some teachers who may not be completely consistent in carrying out aspects of administrative discipline. But in general, teachers' perceptions show that discipline is the foundation of professional work behavior. These results are in line with the findings of Wibisono (2020) and Syafar (2015), and support Skinner's theory which emphasizes the importance of habituation through reinforcement. The discipline that is formed and enforced will form a measurable and efficient work pattern, so that these results support the foundation of theory and previous research.

3. The Direct Influence of the Work Environment on Teacher Motivation

The results of the analysis show that the work environment has a strong direct influence on teacher motivation. Teachers who feel cared for, supported, and valued in their work environment tend to have an inner drive to work better. This can be seen from the high percentage of responses that agree with indicators related to work atmosphere, communication, and awards. However, there were also respondents who answered TS to statements such as: "I get an award for my performance" (3 TS). It is important to note that the reward system has

not been fully felt by all teachers. However, overall a good work environment has succeeded in encouraging teachers' intrinsic motivation. These results support Maslow's theory, especially on the need for self-actualization and a sense of belonging. In addition, these results are in line with the research of Basori et al. (2017) and Josephine & Harjanti (2017) which also stated that the work environment has an effect on motivation.

4. The Direct Influence of Work Discipline on Teacher Motivation

Work discipline has also been proven to have a direct positive influence on teacher motivation. Teachers who have high discipline tend to have strong work motivation because they feel responsible and confident in the role they are playing. Although a small number of teachers replied to TS to the statement: "I was given the space to manage my own schedule responsibly" (5 TS). But in general, these results show that discipline built from internal awareness and external reinforcement encourages the growth of work motivation.

These results corroborate the findings of Arifa and Muhsin (2018) and support Herzberg's theoretical view, that internal factors such as responsibility and achievement are the main triggers of work motivation. Thus, these results are theoretically and empirically aligned.

5. The Direct Influence of Teacher Motivation on Teacher Performance

Motivation has a significant direct influence on teacher performance. Motivated teachers will show enthusiasm, dedication, and high quality of work in the learning process and administrative tasks. However, it was also found that several respondents answered TS to the indicator: "I feel supported to develop through training or workshops" (3 TS people). This means that professional development opportunities still need to be expanded so that motivation can continue to be maintained. Overall, these findings are in line with Vroom's theory, which states that motivation is influenced by expectations of the outcome of the work and the value of those outcomes. This research also supports the research results of Wahyu Lianingsih (2022) and Istiqomah & Suhartini (2015), which stated that motivation has a significant contribution to teacher performance.

6. The Effect of Teacher Motivation Mediation in the Relationship between the Work Environment on Teacher Performance

The test results showed that motivation significantly mediated the influence of the work environment on teacher performance. This means that a good work environment will increase motivation, and high motivation will have an impact on performance improvement. With a significant indirect pathway coefficient, this relationship indicates that motivation is an important bridge between the work environment and the teacher's work output. Therefore, improving the quality of the work environment will not only have a direct impact, but also through a deeper and more sustainable motivational path. These results are in line with the research of Caksana (2019) and Siagian & Pranoto (2019), and theoretically support Herzberg's two-factor motivation theory framework.

7. The Effect of Teacher Motivation Mediation in the Relationship between Work Disciplines on Teacher Performance

Work discipline also has an indirect effect on performance through motivation. This means that teachers who are disciplined tend to have high motivation, and this motivation is a driving factor that strengthens the relationship between discipline and performance. These

results confirm Zainal's (2016) research which found that motivation can act as a mediator between discipline and performance, as well as support the behavioral theory approach in education.

Based on the overall results of data analysis and interpretation of the findings described in the previous chapter, the researcher states that theoretically, the results of this study are supported and in line with most of the conceptual frameworks that have been formulated previously. This research proves that the work environment and work discipline not only have a direct effect on teacher performance, but also play a role in shaping work motivation, which ultimately becomes the main driver in improving performance. These findings are in line with various theories that have been discussed in the literature review, such as Herzberg's two-factor motivation theory, Skinner's theory of reinforcement, and Maslow's hierarchy of needs, which consistently emphasize the importance of environmental aspects, behavioral orderliness, and the need for self-actualization in creating superior performance.

CONCLUSION

Based on the findings of this study, it can be concluded that the non-physical work environment, work discipline, and work motivation collectively and significantly influence teacher performance at the Deli Serdang Intellectual Pelita Education Foundation, with motivation serving as a key mediating variable that amplifies the positive effects of both the work environment and discipline. This underscores the necessity for educational institutions to adopt a holistic human resource strategy that simultaneously cultivates a supportive and communicative organizational climate, enforces clear and consistent disciplinary standards, and nurtures intrinsic and extrinsic teacher motivation through recognition, professional development, and empathetic leadership. For future research, it is recommended to expand the scope to include longitudinal designs and mixed-method approaches to capture the dynamic interplay of these variables over time, as well as to explore additional mediating or moderating factors such as leadership styles, organizational culture, or individual psychological traits that may further elucidate the complex mechanisms driving teacher performance in diverse educational contexts.

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