The Influence of Discipline, Motivation, and Teacher Performance Satisfaction on Teacher Performance at Junior High School

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Abstract: This study aims to analyze the influence of work discipline, work motivation, and job satisfaction on teacher performance at SMP IT Al Maksum Sunggal. This study's background is based on some teachers' weak performance, such as inconsistency in preparing learning tools, low variation in teaching methods, and varying levels of discipline and job satisfaction. This study uses a quantitative approach with the Partial Least square-structural Equation Modeling (PLS-SEM) analysis method through the SmartPLS 3.0 application. The respondents were 30 teachers, which was determined through total sampling techniques. The study showed that the three independent variables simultaneously influenced teacher performance with an R^2 value of 0.441. Partially, work discipline has a positive and significant effect on teacher performance (path coefficient = 0.505), but several indicators, such as DG2 and DG5, have low loading values and need to be evaluated. Conversely, work motivation negatively affects teacher performance (coefficient = -0.159), which indicates the possibility of conceptual problems in measuring indicators. Job satisfaction is the most consistent and significant variable influencing teacher performance (coefficient = 0.350), with strong reliability and convergent validity support. Thus, strengthening teacher discipline and job satisfaction must be the focus of human resource development in schools. In contrast, the motivation aspect needs to be reviewed conceptually and technically to maximize its contribution to improving teacher performance.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh disiplin kerja, motivasi kerja, dan kepuasan kerja terhadap kinerja guru di SMP IT Al Maksum Sunggal. Latar belakang penelitian ini didasari oleh fenomena lemahnya kinerja sebagian guru, seperti ketidakkonsistenan dalam mempersiapkan perangkat pembelajaran, rendahnya variasi metode pengajaran, serta tingkat disiplin dan kepuasan kerja yang bervariasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis Partial Least Square–Structural Equation Modeling (PLS-SEM) melalui aplikasi SmartPLS 3.0. Jumlah responden adalah 30 orang guru yang ditentukan melalui teknik total sampling. Hasil penelitian menunjukkan bahwa secara simultan ketiga variabel bebas memiliki pengaruh terhadap kinerja guru dengan nilai R^2 sebesar 0,441. Secara parsial, disiplin kerja berpengaruh positif dan signifikan terhadap kinerja guru (path coefficient = 0,505), namun beberapa indikator seperti DG2 dan DG5 memiliki nilai loading rendah dan perlu dievaluasi. Sebaliknya, motivasi kerja menunjukkan pengaruh negatif terhadap kinerja guru (koefisien = –0,159), yang mengindikasikan kemungkinan adanya masalah konseptual dalam pengukuran indikator. Kepuasan kerja merupakan variabel yang paling konsisten dan signifikan dalam memengaruhi kinerja guru (koefisien = 0,350), dengan dukungan reliabilitas dan validitas konvergen yang kuat. Dengan demikian, penguatan disiplin dan kepuasan kerja guru perlu menjadi fokus pengembangan sumber daya manusia di sekolah, sementara aspek motivasi perlu ditinjau ulang secara konseptual dan teknis agar kontribusinya terhadap peningkatan kinerja guru dapat dimaksimalkan.

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A. Introduction

In addition to playing a strategic role in national education, teacher performance is the most important aspect in determining the effectiveness of the education process in schools. There are several ways to assess teacher performance. One of the most important factors in proving the quality of education in schools is the involvement of instructors (Pratiwi & Warlizasusi, 2023). In addition to teaching science, teachers are also expected to be able to guide students in the learning process and instill moral principles (Basari, 2023). The ability of teachers to use effective teaching strategies and help students achieve their maximum learning potential is closely related to their academic success. Teachers have an important role in forming students' values, ethics, and character in addition to teaching science. Effective teachers set good examples for their students, which can impact the development of their attitudes and personalities. Findings from the study In the learning process, teacher ethics are significant in fostering a supportive and effective learning environment. Teachers are generally educators tasked with increasing IQ, fostering morals and teaching skills, and fostering a sense of love. Thus, teachers' rules, behavior, and personality in social interactions and learning activities are part of teacher ethics (Azhara, 2024).

Teacher Competency Standards are compiled in a comprehensive manner that is integrated with teacher performance, especially pedagogical competence, namely the abilities that teachers must have related to the characteristics of students as seen from various aspects such as moral, emotional, and intellectual. This is explained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies in the Directorate of Education Personnel. Personality Competency Teachers must have a strong leadership spirit in carrying out their duties to produce a quality generation of the nation's successors. Teachers with social competence in the eyes of students and the community should be emulated in everyday life. Professional Competency: Teachers must professionally organize and implement the learning process (Rorimpandey, 2020).

One of the main determinants of the effectiveness of the education process in schools is teacher performance. Teachers are important in providing information, mentoring, and character development to prepare their students for future challenges. However, in SMP-IT Al Maksum Sunggal, several phenomena indicate that teacher performance still needs to be improved to support the achievement of educational goals optimally with four indicators in teacher performance. The phenomena identified in this school are inconsistency in preparing learning tools, lack of innovation in teaching methods, and variations in the level of discipline among teachers. Some teachers perform well, but others still face obstacles in optimally meeting work demands. This certainly affects the effectiveness of the learning process and student learning outcomes (Asmarani et al., 2022; Haning, 2018).

Classroom discipline is one of the most important variables that affects student achievement. Punctuality, adherence to activity schedules, and excellent completion of administrative and teaching tasks are characteristics of teachers with a strong sense of

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discipline. Conversely, low work discipline often results in irregularity in carrying out tasks, decreasing the quality of learning (Judge et al., 2017). The study shows a strong positive correlation (r = 38.7%) between work discipline and teacher effectiveness. These findings indicate the impact of work discipline on teacher performance. It is stated that the regression equation describing the impact pattern between these two variables reveals that changes in one level of work discipline will cause changes in teacher performance (Selvia & Azhar, 2021).

Sutrisno (2021) explains that employees will be less productive if they do not have good work discipline, an obstacle to organizational goals. However, employees with good work discipline will be more productive. In this example, as educators, organizational goals will be achieved faster. From the previous description, work discipline affects teacher productivity. This is because work discipline is essential, as it can motivate teachers to comply with the standards or limitations that have been set. A teacher needs to have work discipline to support the learning process. In addition to discipline, work motivation also plays an important role in determining performance. Teachers with high motivation tend to be more enthusiastic when teaching, innovative in implementing learning methods, and more committed to self-development (Kompri, 2016). However, low work motivation is due to a high workload, lack of appreciation, or minimal opportunities for professional development. It can cause performance stagnation and reduced enthusiasm in carrying out tasks. The results of the study on the influence of work motivation (X1) on teacher performance (Y) show a powerful relationship of 51.4%, so in this case, in a process, teacher performance will be determined by motivation (Sahir, 2021; Zarkasi et al., 2019; Solong & Yadi, 2021).

Motivation is a psychology that stimulates and controls actions to achieve goals, according to Riyadi & Mulyapradana (2017). A highly motivated workforce should be able to do more. Organizational efficiency can be increased by improving the performance of its employees. This could increase the incentives for organizations and individuals to work, increasing the likelihood that they will succeed. One of the factors that influences teacher effectiveness is their level of job satisfaction. A teacher's good or bad sentiment towards their work is part of their job satisfaction, and several factors, including the work environment, workload, rewards, relationships with colleagues, and leadership, influence this sentiment. Measuring and evaluating the results of learning activities leads to increased job satisfaction for teachers, improving their classroom performance. According to research conducted on the topic, the impact of teacher job satisfaction on student academic achievement is positive and continues to increase. As a result, the impact on teacher performance is inversely proportional to their level of work loyalty and job happiness (Widayati, 2020; Juwantini et al., 2022). At SMP-IT Al Maksum Sunggal, the school pays particular attention to the relationship between teacher performance, motivation, discipline, and job satisfaction. Continuous efforts are needed to improve instructor discipline and motivation to build a more productive and conducive learning environment. The purpose of the study was to

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determine how work discipline and motivation affect teacher performance at SMP-IT Al Maksum Sunggal based on this phenomenon.

B. Method

This study uses a descriptive quantitative approach, which aims to provide a systematic, factual, and accurate description of the facts and relationships between the phenomena studied (Sugiyono, 2018; Suparno, 2018). Quantitative research is based on a positivistic paradigm, which relies on numerical data, standardized instruments, and statistical analysis to objectively test the relationship between variables.

The study was conducted at SMP IT Al Maksum, located on Jl. Sei Mencirim, Paya Geli, Kec. Sunggal, Deli Serdang Regency, North Sumatra 20351. The subjects were all 30 teachers/instructors, so the sampling technique used total sampling because the population was less than 100 people (Sugiyono, 2018).

Data collection was carried out by distributing questionnaires via a structured Google Form. The questionnaire was compiled using a five-level Likert scale to measure research variables, including work discipline, work motivation, job satisfaction, and teacher performance.

Data Analysis Technique

Data analysis was carried out using SmartPLS (Partial Least Square) to test the relationship model between latent and manifest variables. PLS-SEM is used because it is suitable for small sample sizes and non-normally distributed data (Sa'diyah et al., 2024). This analysis includes validity, reliability, and structural hypothesis testing between variables.

The hypotheses proposed in this study are:

H1: Work discipline has a significant effect on teacher performance.

H2: Work motivation has a significant effect on teacher performance.

H3: Job satisfaction has a significant effect on teacher performance (Jacqueline et al., 2024).

Each hypothesis will be tested using a t-statistic value> 1.96 and a p-value <0.05 to indicate significance in statistical hypothesis testing.

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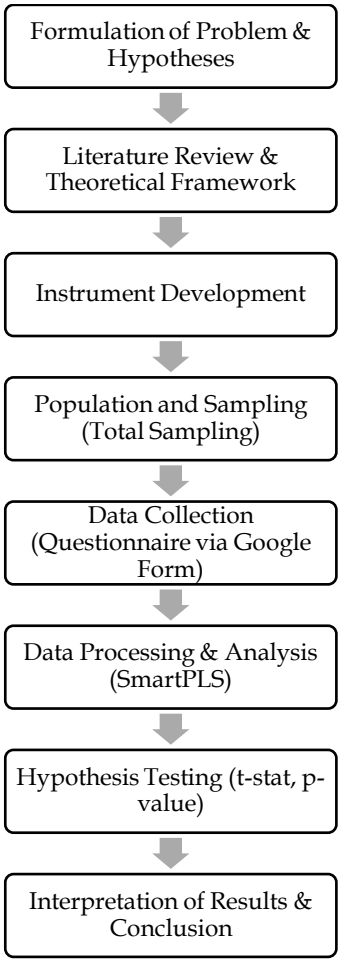

Figure 1. Research Flow

C. Result and Discussion

Result

Respondent Characteristics Based on Gender

Respondent characteristic data from the gender are presented below.

Table 1. Respondent Characteristics Based on Gender

No.	Gender	Total (Solomon)	Percentage (%)
1	Male	20	66,67%
2	Female	10	33,33%
	Total	30	100%

Data source: processed by the author (2025)

After dividing the demographics of the respondents by gender, we found that there were 30 respondents in total, with 20 males accounting for about 66.6% of the total respondents and 10 females accounting for about 33.3%. So, it is clear that males constitute the most significant portion of the sample.

https://doi.org/10.51276/edu.v6i2.1251

Respondents' Last Education

Data on respondent characteristics based on education level are presented in the following 2.

Table 2. Respondent Characteristics Based on Education Level

No.	Gender	Total (Solomon)	Percentage (%)
1	S1	25	83,33%
2	S2	5	16,67%
	Total	30	100%

Data source: processed by the author (2025)

Table 3. Outer Loadings (Measurement Model)

Variabel	Indicator	Ave
XI Teacher Discipline	XI.1	0.637
	XI. 2	0.198
	XI. 3	0.843
	XI.4	0.659
	XI.5	0.468
YI Teacher Performance	YI.1	0.680
	YI.2	0.602
	YI.3	0.567
	YI.4	0.778

Source: processed by author (2025)

Table 3 Shows the results of SmartPLS processing. Indicators on Teacher Discipline:

1) DG1 (0.637): The indicator explains the construct well.
2) DG2 (0.198): Low values indicate that this indicator is less relevant or weak in explaining the construct. It needs evaluation or removal.
3) DG3 (0.843): The indicator strongly explains the construct.
4) DG4 (0.659): The indicator explains the construct well.
5) DG5 (0.468): Weak indicator. It needs further evaluation.

Indicators on Teacher Performance:

1) KG1 (0.680): The indicator explains the construct well.
2) KG2 (0.602): The indicator explains the construct well.
3) KG3 (0.567): Weak indicator. It is still acceptable but needs evaluation.
4) KG4 (0.778): The indicator strongly explains the construct.

The relationship between the variable and the construct has convergent validity. This shows that indications with a loading factor value greater than 0.60 require further

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investigation. The study's results indicate that the variable is not significant because two of its indicators do not pass and do not meet the outer loading**.**

Table 4. Outer Loadings (Measurement Model)

Variabel	Indicator	Ave
XII Teacher Motivation	XI.1	0.747
	XI. 2	0.841
	XI. 3	0.628
	XI.4	0.597
	XI.5	0.644
YI Teacher Performance	YI.1	0.807
	YI.2	0.702
	YI.3	0.576
	YI.4	0.543

Source: processed by author (2025)

Table 4 Shows the results of SmartPLS processing

Teacher Motivation:

Indicators with high outer loading, such as MG2 (0.841) and MG1 (0.747), are good at explaining the construct. Indicators MG3 (0.628), MG4 (0.597), and MG5 (0.644) have lower loading values but are still within acceptable limits.

Teacher Performance:

Indicators KG1 (0.807) and KG2 (0.702) have high loading values and explain the construct well. Indicators KG3 (0.576) and KG4 (0.543) have lower loading values, although they are still within the minimum limit.

Convergent validity is met when there is a correlation between variables and constructs. Indications with loading factor values higher than 0.60 are considered worthy of further study. Based on the results, this variable is irrelevant because two indicators failed to meet external loading.

Table 5. Outer Loadings (Measurement Model)

Variabel	Indicator	Ave
XIII Job Satisfaction	XI.1	0.737
	XI. 2	0.801
	XI. 3	0.820
	XI.4	0.751
	XI.5	0.698
YI Teacher Performance	YI.1	0.642
	YI.2	0.738
	YI.3	0.645
	YI.4	0.686

Source: processed by author (2025)

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Table 5 Shows the results of SmartPLS processing.

Job Satisfaction:

All indicators have good loading values (above 0.6), with the highest value in KK3 (0.820) and the lowest value in KK4 (0.698). This shows that all indicators are strong enough to explain the Job Satisfaction construct.

Teacher Performance:

Indicator KG2 (0.738) has a reasonably high loading value, while indicators KG1 (0.642), KG3 (0.645), and KG4 (0.686) are within the minimum acceptable limit. These indicators are acceptable, but a higher loading value would be ideal.

Convergent validity is met when there is a correlation between variables and constructs. Indications with loading factor values higher than 0.60 are considered worthy of further study. Based on the results, this variable is irrelevant because two indicators failed to meet external loading.

Table 6. Outer Loading X1, X2, X3 against Y

Indicator	Teacher Discipline	Teacher Performance	Job Satisfaction	Teacher Motivation
DG1	0.628			
DG2	0.198			
DG3	0.844			
DG4	0.656			
DG5	0.478			
KG1			0.646	
KG2			0.643	
KG3			0.596	
KG4			0.772	
KK1		0.738		
KK2		0.814		
KK3		0.808		
KK4		0.747		
KK5		0.691		
MG1				0.755
MG2				0.845
MG3				0.576
MG4				0.585
MG5				0.644

Source: processed by author (2025)

The DG3 indicator has the highest contribution to the Teacher Discipline variable, with a loading value of 0.844. In contrast, DG2 has a very low contribution (0.198), even below the generally recommended minimum limit (0.5), so it can be considered removed from the model.

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All indicators have loading values above 0.6, which indicates a good contribution to the Teacher Satisfaction construct. KK2 is the strongest indicator, with a value of 0.814. All indicators have a pretty good loading value (> 0.6) except for KG3, which is approaching the lower threshold. KG4 is the most dominant indicator in measuring Teacher Performance. MG2 is the strongest indicator with the highest loading value (0.845). Meanwhile, MG3 and MG4 have values below 0.6, and it is necessary to consider whether they are still worthy of being maintained in the model.

Several indicators have loading values below the standard (generally a minimum of 0.5 or 0.6), such as DG2 (0.198), DG5 (0.478), MG3 (0.576), and MG4 (0.585). The indicators with the highest loading for each construct can be considered the strongest representation of the variable:

1) Teacher Discipline → DG3
2) Teacher Satisfaction → KK2
3) Teacher Performance → KG4
4) Teacher Motivation → MG2

Table 7. R-Square Value

	Composite Reliability	Average Variance Extracted (AVE)
Teacher Discipline	0.711	0.362
Teacher Performance	0.754	0.438

Source: processed by author (2025)

The composite reliability value is above the minimum limit of 0.7, indicating that the Teacher Discipline construct has a pretty good level of reliability. However, the AVE value is below 0.5, indicating that the indicators in this construct cannot adequately explain the construct variance.

Figure 2. Teacher Discipline and Teacher Performance

The relationship between Teacher Discipline and Teacher Performance is 0.640. This shows a relatively strong positive relationship between Teacher Discipline and Teacher Performance. The higher the Teacher Discipline, the better the Teacher Performance, with a reasonably significant relationship. R-Square (R^2) on Teacher Performance is 0.410. This

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shows that the construct of Teacher Discipline explains 41% of the variation in Teacher Performance, and 59% is explained by other factors not included in the model. The model is generally quite good, but several indicators need improvement, especially DG2, DG5, and KG3. The relationship between Teacher Discipline and Teacher Performance is quite strong (0.640) and reliable.

Table 8. R-Square Value

	Composite Reliability	Average Variance Extracted (AVE)
Teacher Motivation	0.823	0.486
Teacher Performance	0.756	0.443

Source: processed by author (2025)

The composite reliability value is above the minimum limit of 0.7, indicating that the Teacher Motivation construct has a pretty good level of reliability. However, the AVE value is below 0.5, indicating that the indicators in this construct cannot adequately explain the construct variance.

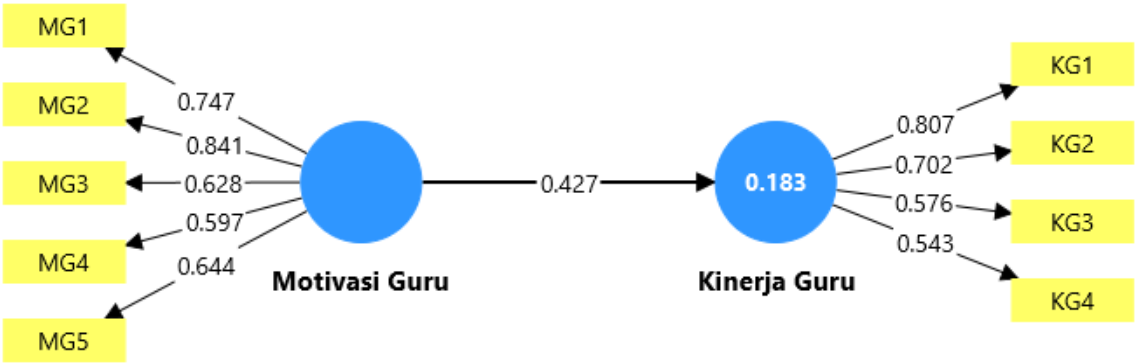

Figure 3. Teacher Motivation and Teacher Performance

The relationship between Teacher Motivation and Teacher Performance has a path coefficient of 0.427, indicating a positive and moderate relationship. This means that increasing Teacher Motivation contributes to Teacher Performance, although not completely strong. The R^2 value on the Teacher Performance construct is 0.183, indicating that Teacher Motivation can explain 18.3% of the variance in Teacher Performance. In comparison, the rest (81.7%) is influenced by other factors not included in the model.

Table 9. R-Square Value

	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0.874	0.581
Teacher Performance	0.773	0.461

Source: processed by author (2025)

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The Composite Reliability value is 0.874, meaning the job satisfaction construct is very reliable. This construct also meets convergent validity because the AVE value is above the minimum limit of 0.581, so the validity of the Job Satisfaction construct has been appropriately met.

Table 10. R-Square Value

	Composite Reliability	**Average Variance Extracted (AVE)**
Teacher Discipline	0.711	0.361
Job Satisfaction	0.873	0.579
Teacher Performance	0.761	0.445
Teacher Motivation	0.815	0.475

Source: processed by author (2025)

The CR value of 0.711 indicates sufficient construct reliability because a value above 0.7 is considered adequate for reliable measurement. However, the AVE value of 0.361 is below the minimum threshold of 0.5, indicating that the indicator variance explained by the construct is still low. This indicates that the indicators in the Teacher Discipline variable have not fully represented the construct consistently. In particular, the low loading values on indicators such as DG2 and DG5 could cause this low AVE.

The CR value is excellent (0.873), indicating that the Teacher Satisfaction construct has high internal consistency. The AVE value of 0.579 is also above the minimum limit of 0.5, so convergent validity (construct validity against indicators) is met. This shows that the indicators that form Teacher Satisfaction truly reflect the variable.

The CR value of 0.761 is quite good, indicating adequate internal reliability. However, the AVE value of 0.445 is slightly below the threshold of 0.5, indicating that the Teacher Performance indicator has not sufficiently explained the construct optimally. It is necessary to consider whether the KG3 indicator (loading 0.596) contributes poorly to the overall AVE.

The CR value of 0.815 is quite good, indicating that the Teacher Motivation construct can be measured reliably. AVE 0.475 is only slightly below 0.5, indicating that convergent validity is almost achieved. However, it still needs to be considered, especially in the MG3 and MG4 indicators, which have low loading values (0.576 and 0.585, respectively).

Teacher Satisfaction is built with the best measurement quality because it meets the second criterion (CR and AVE). Teacher Discipline has the lowest AVE, indicating potential problems in the indicator construct's validity that need to be evaluated. Teacher Motivation and Teacher Performance have sufficient reliability, but AVE is slightly below the standard, which is still acceptable but ideally needs to be improved.

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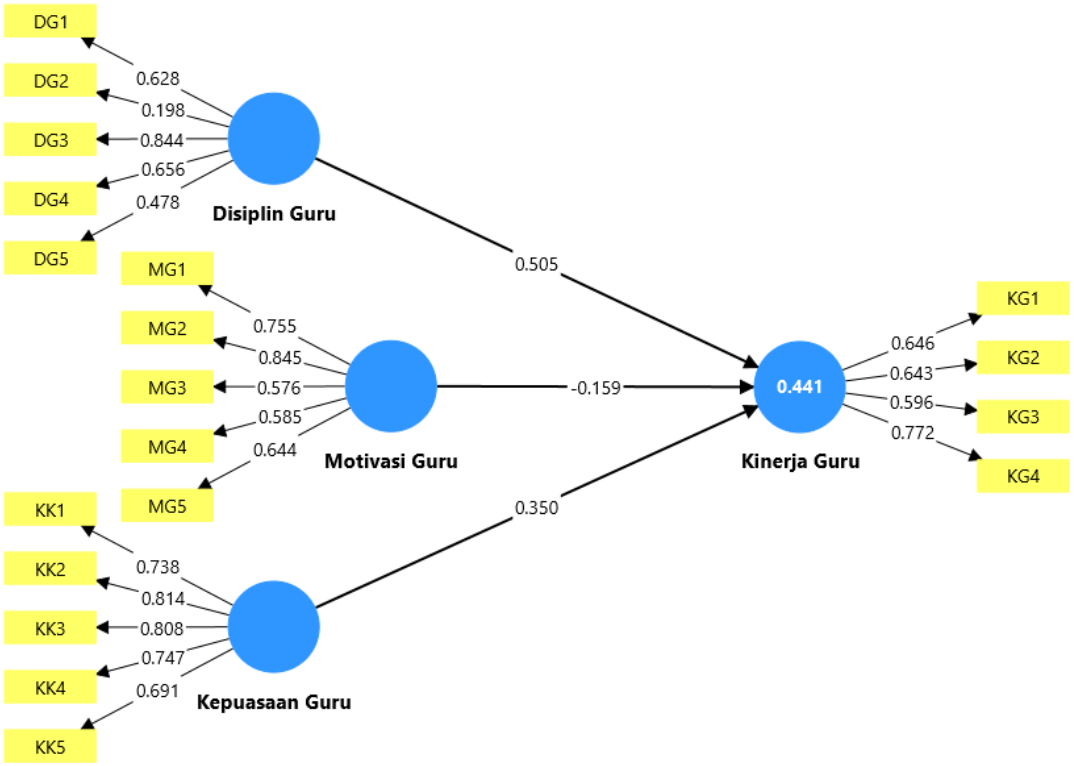

Figure 5. Relationship model between Teacher Discipline, Teacher Motivation, Teacher Satisfaction, and Teacher Performance

Inter-Variable Influence:

1) Teacher Discipline → Teacher Performance (0.505)
   This influence shows that teacher discipline has a positive and significant influence on teacher performance. The coefficient value of 0.505 indicates a strong influence.
2) Teacher Motivation → Teacher Performance (-0.159)
   This influence shows that teacher motivation has a negative influence on teacher performance. The coefficient value of -0.159 indicates a small and possibly insignificant negative influence.
3) Teacher Satisfaction → Teacher Performance (0.350)
   This influence shows that teacher job satisfaction positively influences teacher performance. The coefficient value of 0.350 indicates a moderate influence.

The R^2 value of 0.441 indicates that 44.1% of the variation in Teacher Performance can be explained by the three independent variables (Teacher Discipline, Teacher Motivation, and Teacher Satisfaction). The remaining 55.9% is explained by other factors not included in this model.

Discussion

Teacher performance is the central pillar in determining the success of education in schools. Teachers are not only transmitters of knowledge but also builders of students' character, morals, and ethics. At SMP IT Al Maksum Sunggal, various phenomena were

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found that showed that the performance of some teachers still needs to be improved. Some indicators that can be seen include inconsistent learning tool preparation, low variation in teaching methods, and suboptimal discipline. This phenomenon highlights the importance of evaluating variables influencing teacher performance, including discipline, work motivation, and job satisfaction.

According to Mulyasa (2013), teacher performance can be measured through several indicators, such as learning planning, implementation, and assessment of learning outcomes. Meanwhile, Bangun (2012) defines performance as the results of individual work based on the demands of their work, which are assessed based on specific criteria standards. This study shows that the three independent variables, namely work discipline, work motivation, and job satisfaction, significantly influence teacher performance. Quantitatively, the hypothesis test results using SmartPLS 3.0 show that all variables have a T-statistic value above 1.654, which indicates significance at a 95% confidence level. Teacher work discipline is proven to have a positive and significant influence on teacher performance, with a T-statistic value of 5.020 and a path coefficient of 0.640. This means that the higher the teacher's work discipline, the better the performance shown. However, the outer model analysis results show that not all indicators in the teacher discipline variable make a substantial contribution. From the outer loadings table, the DG3 indicator (0.844) is the strongest in representing teacher discipline (Zaenudin, 2015). At the same time, DG2 (0.198) and DG5 (0.478) show a very weak contribution, even below the minimum threshold of 0.5, so they need to be considered for evaluation or removal.

This impacts the AVE value of teacher discipline, which is only 0.361, below the minimum standard of 0.5, indicating that the convergent validity is not optimal even though the composite reliability value of 0.711 is quite adequate. Teacher motivation also significantly affects teacher performance, with a T-statistic value of 5.120 and a path coefficient of 0.427. Intrinsically and extrinsically motivated teachers tend to show responsibility, creativity, and enthusiasm in teaching. Structurally, the R-Square value of 0.183 indicates that teacher motivation explains 18.3% of the variation in teacher performance. This value indicates a moderate but significant contribution. From the outer model side, indicators MG2 (0.845) and MG1 (0.755) have the most significant contribution, while MG3 (0.576) and MG4 (0.585) show weak contributions but are still within the tolerance limit. The composite reliability value of motivation of 0.815 is quite good. At the same time, the AVE of 0.475, slightly below the threshold, indicates that the motivation indicator still needs to be strengthened to increase convergent validity. Job satisfaction shows the most decisive influence on teacher performance, with a T-statistic value of 5.220, a path coefficient of 0.519, and an R-squared value of 0.269. This means that 26.9% of the variation in teacher performance can be explained by job satisfaction. Teachers who are satisfied with their jobs tend to have high loyalty, dedication, and work enthusiasm. The job satisfaction indicator has good convergent performance, where all outer loading values are above 0.6, with KK2 (0.814) as the strongest indicator.

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The composite reliability value of 0.873 and AVE of 0.579 indicate that this construct has good convergent reliability and validity. In the teacher performance variable as a dependent construct, the KG4 indicator (0.772) is the strongest, while KG3 (0.596) and KG2 (0.643) are classified as weak. The composite reliability value of 0.761 is good, but the AVE value is only 0.445, slightly below the standard. This indicates that teacher performance indicators still need to be strengthened, especially KG3 and KG1. Overall, the R-Square value of the final model increased from 0.209 to 0.225, indicating that the variables of discipline, motivation, and job satisfaction simultaneously contribute better to explaining variations in teacher performance. Although some indicators must be evaluated, the model generally shows a strong and statistically significant relationship.

D. Conclusion

Based on the results of quantitative research analysis conducted at SMP IT Al Maksum Sunggal, it can be concluded that work discipline and job satisfaction significantly influence teacher performance. In contrast, work motivation shows an insignificant or even negative relationship. These findings confirm most of the research hypotheses, especially regarding the positive influence of discipline and job satisfaction on improving teacher performance. Thus, improving the quality of teacher performance is greatly influenced by the level of discipline and satisfaction in work, while the motivation dimension needs to be reviewed conceptually and instrumentally.

The implications of this study indicate that strengthening work discipline and efforts to maintain and improve teacher job satisfaction are important strategies for improving teacher performance in the school environment. These results provide a basis for educational policymakers, especially at the school level, to focus more on implementing rules that support discipline and providing a work environment that supports teacher job satisfaction. In addition, these results also serve as input for school administrators to evaluate the work motivation programs implemented so far because negative results indicate the possibility of inappropriateness of the motivational approach used.

Further research is suggested to re-evaluate the motivation indicators used in terms of theoretical concepts and measurement techniques to capture the dimensions of teacher motivation more accurately. In addition, developing sharper and more locally contextualized measurement instruments is highly recommended to improve construct validity. Researchers are also encouraged to expand the number of samples and include other schools to give the research results broader generalizability and allow for comparisons between different educational units.

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