
Improving Teacher Performance Through Discipline, Transformational Leadership, Work Motivation, and Organizational Culture (Empirical Study Using Path Analysis on Public Elementary School Teachers in East Jakarta)

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ABSTRACT

Teacher performance is a key factor in achieving quality education because teachers not only serve as instructors but also as educators, role models, and agents of change in shaping students' character and competencies. However, optimizing teacher performance still faces challenges related to discipline, leadership, organizational culture, and work motivation. This study aims to identify strategies to improve teacher performance through these factors. The research method employs a quantitative approach using path analysis and SITOREM. The study population consisted of 513 public elementary school teachers in Region 2 of East Jakarta, with a sample of 225 teachers. The results showed that discipline ($\beta = 0.424$; $p = 0.001$), transformational leadership ($\beta = 0.134$; $p = 0.005$), organizational culture ($\beta = 0.088$; $p = 0.001$), and work motivation ($\beta = 0.087$; $p = 0.002$) have a direct and significant effect on teacher performance. In addition, discipline ($\beta = 0.110$; $p = 0.002$), transformational leadership ($\beta = 0.225$; $p = 0.001$), and organizational culture ($\beta = 0.290$; $p = 0.001$) also have a significant effect on work motivation. However, work motivation does not function effectively as an intervening variable in the indirect influence of these three factors on teacher performance. The implications of these findings emphasize the importance of strengthening discipline, transformational leadership, and organizational culture directly to enhance teacher performance. Therefore, more effective development strategies should focus on these factors, while work motivation serves a supportive rather than a primary mediating role.

Keyword: Teacher performance, Discipline, Transformational leadership, Organizational culture, Work motivation.

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INTRODUCTION

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System emphasizes that education serves to develop abilities and shape the character and civilization of a dignified nation, with the aim of enlightening the life of the nation and developing the potential of students to become people who are faithful, pious, noble, healthy, knowledgeable, skilled, creative, independent, democratic, and responsible. However, the reality of education in Indonesia is still far from these expectations (Herdianto et al., 2022; Trinova et al., 2022). In relation to the education subsystem, Law No. 14 of 2005 states that teachers are professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate students.

The role of teachers is highly strategic as the spearhead in improving the quality of education because they are the ones who implement policies, curricula, strategies, and learning models in the classroom (Azizah & Ayu, 2025). According to Mulyasa (2021), the 2018 PISA results show that the literacy level of Indonesian students is concerning, with 70% unable to reach level 2 on the PISA framework, while the average for students in 79 participating countries is only 23%. Furthermore, research by RISE–The SMERU Research

Institute predicts that the quality of education in Indonesia, particularly in reading skills, will only reach the OECD average by 2090.

In line with this, Musyarofah (2021) state that teacher performance remains a serious issue requiring significant attention, as evidenced by the lack of discipline, inadequate supervision of teaching materials, and suboptimal teaching methods. This condition poses a challenge for teachers who play an essential role in advancing education, especially in implementing the *Merdeka Belajar* Curriculum (Pratiwi, 2025), where good teacher performance greatly influences education quality improvement and overall educational success (Ndari & Mahmudah, 2023; Zaini et al., 2023).

Teacher performance is closely related to competence, which reflects a teacher's abilities and expertise (Aindra et al., 2022). Supriyanto (2021) research shows a significant relationship between teacher competence and performance, with a correlation coefficient of 0.603 at a significance level of 0.05. These findings confirm that improving teacher performance is crucial to supporting student learning outcomes and achieving national education goals (Yelfianita et al., 2023).

Based on a preliminary study conducted through a questionnaire survey of 30 public elementary school teachers in Region 2 of East Jakarta, it was found that teacher performance still needs improvement (Dakhliatunnaviah & Adi, 2024). The questionnaire results showed that 38% of teachers need to enhance their responsibility in improving education quality, 33% are not yet optimal in problem-solving, 32% pay little attention to developing new ideas, 58% are still low in self-development, and 34% are not yet optimal in applying values within the school environment. This condition aligns with the findings of Selpiyani et al. (2021), which indicate low teacher performance standards, including inadequate lesson planning, inappropriate teaching methods, and teaching practices that fail to optimize learning resources and varied media. Therefore, improving teacher performance is an urgent priority to enhance the quality of the teaching and learning process (Alwi & Mumtahana, 2023).

Based on this background, it can be identified that improving teacher performance is a key requirement for developing competencies and producing better student outcomes. Factors influencing teacher performance include discipline, which needs strengthening so that teachers can contribute optimally (Fitri & Habiburahman, 2025; Patobun et al., 2025); transformational leadership, which should be implemented because it can provide rewards and motivation for teachers (Akbar & Imaniyati, 2019; Zulkarnaen et al., 2020; Supandi, 2023); and work motivation, which must be continuously maintained to encourage enthusiasm and productivity (Zulkarnaen et al., 2020; Fitri & Habiburahman, 2025; Patobun et al., 2025). Additionally, educational institutions need to build a conducive organizational culture so that teachers feel comfortable and motivated in carrying out their duties (Prayoga & Yuniati, 2019; Zulkarnaen et al., 2020). Although many other factors can influence the improvement of teacher performance, such as competence, commitment, and communication, this study focuses on four main aspects: discipline, transformational leadership, work motivation, and organizational culture.

The novelty of this study lies in the identification of strategies and methods to improve teacher performance through discipline, transformational leadership, work motivation, and organizational culture, as well as the use of Path Analysis to test hypotheses that differentiate it from previous studies. Theoretically, this study serves as a scientific reference for variables that directly influence teacher performance and can be used as material for further research.

Practically, the results of this study are useful for the East Jakarta Regional Education Office as input for policy development, for schools as guidelines to improve teacher performance, and for teachers as an important source of insight related to aspects of discipline, transformational leadership, work motivation, and organizational culture.

METHOD

This research used a quantitative approach with a survey method by distributing questionnaires to public elementary school teachers in East Jakarta. The research process is deductive, in which theories or concepts are used to answer the research questions and then formulated into hypotheses. Data is collected using research instruments and analyzed quantitatively using descriptive and inferential statistics to prove the proposed hypotheses. Samples are selected randomly so that the research results can be generalized to the population.

This research was conducted in State Elementary Schools in Region 2 of East Jakarta, which covers 25 schools spread across five sub-districts, with a duration of six months starting in November. The research population consisted of 516 teachers from State Elementary Schools with A accreditation in East Jakarta, spread across four sub-districts. The sampling technique used proportional random sampling, which is random sampling based on population proportions. The sample size was calculated using the Slovin formula in Sugiyono, with a precision level of 0.05, resulting in a rounded calculation of 225 teachers as the research sample.

The independent variables in the study (discipline, transformational leadership, work motivation, and organizational culture) were tested for their effect on the dependent variable, namely teacher performance. The research instrument was a closed questionnaire with provided answer options, addressed to accredited A public elementary school teachers in Region 2 of East Jakarta as respondents and analysis units. The research stages began with the preparation of instruments, validity and reliability tests, to the distribution of instruments to the predetermined sample. The constellation of the path analysis model between the independent and dependent variables to be studied can be described as follows.

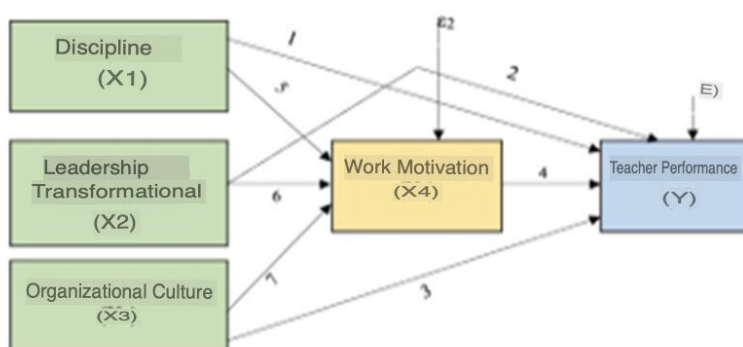


Figure 1. Constellation of Relationships Between Research Variables

Hypothesis testing using path analysis to determine the direct and indirect effects of independent variables on dependent variables, including through intervening variables. The analysis is supplemented with SITOREM to reinforce the path analysis results by identifying indicators that need to be improved, maintained, or developed. The prioritization of indicator

improvements in SITOREM considers the strength of the influence between variables, the results of expert assessments, and the indicator values from respondents, which are then visualized in the form of a summary of the final results.

RESULTS AND DISCUSSION

The hypotheses proposed were then concluded with the calculation of path coefficient scores and significance in each path studied. The results of this action on all hypotheses proposed can be interpreted as follows.

Testing the First Hypothesis The hypothesis was tested through a direct effect test

The results of the analysis and direct effect test can be seen in Table 1.

Table 1. Results of the calculation of the direct effect test of the Discipline variable on Teacher Performance

Variable	N	Dk	y1	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₁ of Y	225	224	0.424	6.706	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Discipline (X₁) has a direct positive and significant effect on Teacher Performance (Y).

Second Hypothesis Testing

The results of the analysis and direct effect test can be seen in Table 2.

Table 2. Calculation Results of the Direct Effect Test of Transformational Leadership Variables on Teacher Performance

Variable	N	Dk	y2	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₂ of Y	225	224	0.134	4.997	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Transformational Leadership (X₂) has a direct positive and significant effect on Teacher Performance (Y).

Testing the Third Hypothesis

The results of the analysis and direct effect test can be seen in Table 3.

Table 3. Calculation Results of the Direct Effect Test of Work Motivation Variables on Teacher Performance

Variable	N	Dk	y3	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₃ of Y	225	224	0.088	7.347	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Organizational Culture (X₃) has a direct, positive, and significant effect on Teacher Performance (Y).

Testing the Fourth Hypothesis

The results of the analysis and direct effect test can be seen in Table 4.

Table 4. Calculation Results of the Direct Effect Test of the Work Motivation Variable on Teacher Performance

Variable	N	Dk	y4	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₄ of Y	225	224	0.087	3.312	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Work Motivation (X₄) has a direct positive and significant effect on Teacher Performance (Y).

Testing the Fifth Hypothesis

The results of the analysis and direct effect test can be seen in Table 5.

Table 5. Calculation Results of the Direct Effect Test of the Discipline Variable on Job Satisfaction

Variable	N	Dk	41	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₁ of X ₄	225	224	0.110	4.155	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Discipline (X₁) has a direct, positive, and significant effect on Work Motivation (X₄).

Testing the Sixth Hypothesis

The results of the analysis and direct effect test can be seen in Table 6.

Table 6. Calculation Results of the Direct Effect Test of Transformational Leadership Variables on Work Motivation

Variable	N	Dk	21	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₂ of X ₃	225	224	0.255	3.857	1.97	2.34

source: processed data

Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, therefore H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Transformational Leadership (X₂) has a direct positive and significant effect on Work Motivation (X₄).

Testing the Seventh Hypothesis

The results of the analysis and direct effect test can be seen in Table 7.

Table 7. Calculation Results of the Direct Effect Test of Organizational Culture Variables on Work Motivation

Variable	N	Dk	41	tcount	ttable $\alpha =$ 0,05	ttable $\alpha =$ 0,01
X ₃ of X ₄	225	224	0.290	4.582	1.97	2.34

source: processed data

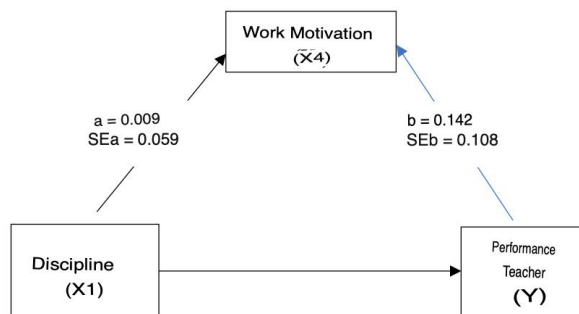


Figure 2. Sobel Test of Discipline (X1) on Teacher Performance (Y) through Work Motivation (X4)

The magnitude of mediation can be calculated using the Sobel test with the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient value of the regression equation. The calculation is as shown in the figure below:

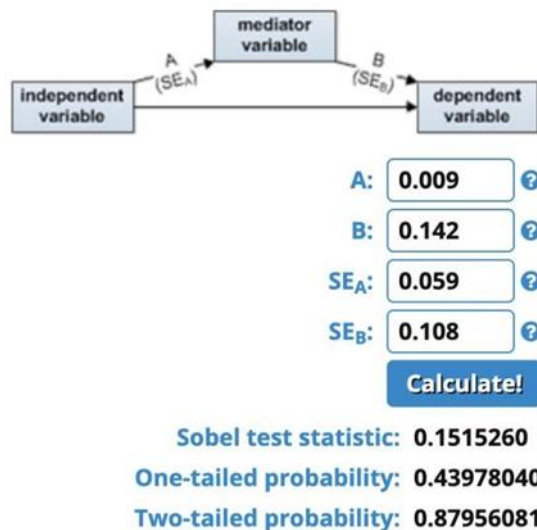


Figure 3. Sobel Test of Discipline (X1) on Teacher Performance (Y) through Work Motivation (X4)

The Sobel test value obtained was 0.1515 and the significance level was $0.8795 > 0.05$, so H_0 was accepted and H_1 was rejected. This condition shows that Work Motivation (X4) was not able to mediate Discipline on Teacher Performance (Y). The results of the Sobel test of Discipline (X1) on Teacher Performance (Y) through Work Motivation (X4) can be seen in Table 8.

Table 8. Results of the Sobel Test of Discipline (X1) on Teacher Performance (Y) through Work Motivation (X4)

Indirect Effect	Sobel Test Result		Sig.	Conclusion
	Tstatistics	p-value		
Work Discipline (X1) through Work Motivation (X4)	0.1515	0.8795	0,05	H_0 is accepted, H_1 is rejected, meaning it does not mediate.

source: processed data

Testing the Tenth Hypothesis

The Sobel test uses the coefficients from the regression equation. Based on the regression coefficient calculations, $a = 0.259$ is obtained, and the indirect effect of Organizational Culture (X3) on Teacher Performance through Work Motivation (X4) is presented as follows:

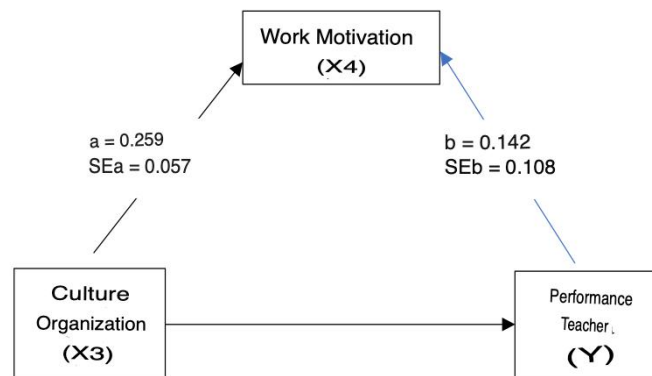


Figure 4. Diagram of the indirect effect of Organizational Culture (X3) on Teacher Performance (Y) through Work Motivation (X4)

The magnitude of mediation can be calculated using the Sobel test with the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient values from the regression equation. The calculation is as shown in the figure below:

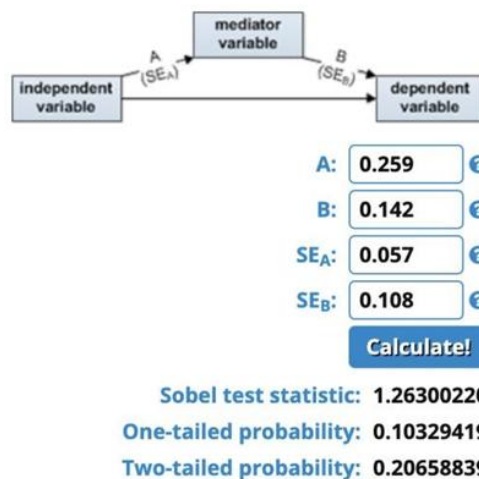


Figure 5. calculation results

Figure 11. Sobel Test of Organizational Culture (X3) on Teacher Performance (Y) through Work Motivation (X4)

Indirect Effect	Sobel Test Result		Sig.	Conclusion
	Tstatistics	p-value		
Work Culture (X3) through Work Motivation (X4)	1.2630	0.2065	0,05	H0 is accepted, H1 is rejected, meaning No Mediation

source: processed data

A summary of all hypothesis testing results is summarized in Table 12 below.

Table 12 Summary of Hypothesis Testing Result

No	Variable	Path Coefficient	t-count / t-statistic	t-table	Test Decision
1	X1 to Y	0.424	6.706	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Work Discipline on Teacher Performance.
2	X2 to Y	0.134	4.997	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Transformational Leadership on Teacher Performance.
3	X3 to Y	0.088	7.347	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Organizational Culture on Teacher Performance.
4	X4 to Y	0.087	3.312	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Work Motivation on Teacher Performance.
5	X1 to X4	0.110	4.155	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Work Discipline on Work Motivation.
6	X2 to X4	0.255	3.857	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Transformational Leadership on Work Motivation.
7	X3 to X4	0.290	4.582	1.97	H0 is rejected, H1 is accepted. There is a direct positive and significant effect of Organizational Culture on Work Motivation.
8	X1 to Y through X4	0.009	0.151	1.97	H0 is accepted, H1 is rejected. Work Motivation does not function effectively as an intervening variable in the indirect effect of Work Discipline on Teacher Performance.
9	X2 to Y through X4	0.019	1.244	1.97	H0 is accepted, H1 is rejected. Work Motivation does not function effectively as an intervening variable in the indirect effect of Transformational Leadership on Teacher Performance.
10	X3 to Y through X4	0.025	1.263	1.97	H0 is accepted, H1 is rejected. Work Motivation does not function effectively as an intervening variable in the indirect effect of Organizational Culture on Teacher Performance.

source: processed data

Direct Effect of Discipline (X1) on Teacher Performance (Y)

From the calculation results, the path coefficient value obtained is $\gamma_1=0.424$. The significance test results for the coefficient obtained a t-value of 6.706 and a t-table (df = 224, with $\alpha = 0.05$) of 1.97 and a t-table (df = 224, with $\alpha = 0.01$) of 2.34. Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, so H0 is rejected and H1 is accepted. Thus, it can be concluded that Discipline (X1) has a direct positive and significant effect on Teacher Performance (Y).

Discipline is one of the important factors that determine the quality of teacher performance. Teachers who have high discipline will show compliance with rules, punctuality, consistency in carrying out tasks, and responsibility for their professional obligations. Teacher discipline reflects a professional attitude that is oriented towards achieving learning objectives

and effective classroom management. Teacher performance can be seen from their ability to plan lessons, conduct lessons, evaluate learning outcomes, and carry out additional tasks optimally.

Theoretically, discipline has a direct influence on teacher performance because a disciplined attitude encourages teachers to work according to applicable standards and procedures. This is in line with the opinion of Ariani et al. (2020), who stated that work discipline is the key to success in achieving work productivity. In other words, the higher the teacher's discipline, the better their performance. The results of research by Fiannisa et al. (2024) also show that discipline has a positive and significant effect on teacher performance. Teachers who are disciplined in terms of time, administration, and school regulations have more optimal performance than teachers with low discipline. Similarly, research by Muafidah et al. (2024) reveals that discipline contributes directly to improving the quality of teacher performance, especially in the aspects of planning and implementing learning. Thus, it can be concluded that discipline (X1) has a direct effect on teacher performance (Y). Improving teacher discipline will have an impact on increasing the effectiveness of learning, achieving educational goals, and the quality of student learning outcomes.

The Direct Effect of Transformational Leadership (X2) on Teacher Performance (Y)

From the calculation results, the path coefficient value obtained was $\gamma_2=0.134$. The significance test results for the coefficient obtained a t-value of 4.997 and a t-table (df = 224, with $\alpha = 0.05$) of 1.97 and a t-table (df = 224, with $\alpha = 0.01$) of 2.34. Based on the calculation results as shown in the table above, $t_{count} > t_{table}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Transformational Leadership (X2) has a direct positive and significant effect on Teacher Performance (Y).

Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and empower subordinates to achieve common goals optimally. In the context of education, the transformational leadership of school principals plays an important role in improving teacher performance. Transformational leaders not only direct but also set an example, build a shared vision, and encourage teachers to continue to innovate in the learning process. Theoretically, transformational leadership has a direct effect on teacher performance because inspirational leaders are able to raise work enthusiasm, increase loyalty, and encourage teachers to give their best performance. According to Alimin et al. (2025), transformational leadership emphasizes four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, all of which can encourage an increase in subordinate performance. The results of this study also show the same thing as the study conducted by Kurniawati (2023), namely that transformational leadership has a significant positive effect on teacher performance, especially through increased work motivation and organizational commitment.

Thus, it can be confirmed that transformational leadership (X2) has a direct effect on teacher performance (Y). Improving the effectiveness of the principal's transformational leadership will encourage teachers to be more committed, creative, and productive in carrying out their professional duties, so that teacher performance can continue to be improved.

The Direct Effect of Organizational Culture (X3) on Teacher Performance (Y)

The calculation results obtained a path coefficient value of $y_3 = 0.088$. The significance test for the coefficients yielded a calculated t of 7.347, a t -test ($dk = 224$, with $\alpha = 0.05$) of 1.97, and a t -test ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results, as shown in the table above, the calculated $t > t$ -test, thus H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Organizational Culture (X3) has a direct, positive and significant effect on Teacher Performance (Y).

School organizational culture is a set of values, norms, beliefs, and habits shared by all school members in carrying out educational activities. A strong and positive organizational culture will shape consistent work behavior, increase a sense of belonging, and encourage teachers to work in accordance with the school's vision, mission, and goals. Teachers in organizational environments with positive cultures tend to be highly motivated, have a sense of responsibility, and are passionate about providing the best possible service in learning.

Theoretically, organizational culture influences teacher performance because the values and norms adopted by the organization guide their attitudes and actions. According to Robbins & Judge (2019), a strong organizational culture can increase work effectiveness by creating a shared identity, facilitating coordination, and fostering commitment among organizational members. In the school context, a positive organizational culture strengthens teacher professionalism and supports the success of the educational process. Research by Efendi et al. (2023) shows that organizational culture has a positive and significant effect on teacher performance by strengthening commitment and work motivation. Similarly, a study by Liswinda & Faeni (2025) revealed that a school organizational culture that emphasizes discipline, collaboration, and innovation significantly contributes to improving teacher performance in planning, implementing, and evaluating learning.

Thus, it can be concluded that organizational culture (X3) directly influences teacher performance (Y). A conducive school organizational culture will create a positive work climate, increase motivation, and encourage teachers to work more productively and professionally, thereby improving the quality of education.

The Direct Effect of Work Motivation (X4) on Teacher Performance (Y)

The calculation results obtained a path coefficient value of $y_4 = 0.087$. The significance test for the coefficients yielded a calculated t of 3.312, a t -test ($dk = 224$, with $\alpha = 0.05$) of 1.97, and a t -test ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results, as shown in the table above, the calculated $t > t$ -test, thus H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Work Motivation (X4) has a direct, positive and significant effect on Teacher Performance (Y).

Work motivation is an internal and external drive that influences a person's enthusiasm in carrying out their duties and responsibilities. For teachers, work motivation is a crucial factor in determining the quality of their performance. Highly motivated teachers demonstrate commitment to teaching, enthusiasm in carrying out their duties, and consistency in achieving learning objectives. Teacher performance, as reflected in their ability to plan, implement, and evaluate learning, is significantly influenced by their level of work motivation. Motivation serves as a driving force that drives teachers to strive harder, innovate, and overcome challenges that arise in the learning process. Conversely, low work motivation can reduce productivity, the quality of learning, and the achievement of educational goals.

Theoretically, work motivation directly influences teacher performance because it encourages goal-oriented behavior. Herzberg's motivational theory (Two Factor Theory) explains that motivating factors such as rewards, achievement, and recognition can improve performance. Meanwhile, Maslow emphasized that fulfilling basic needs and self-actualization will foster high work motivation. Empirical research findings also support this view. Research by Sari et al. (2021) shows that work motivation has a significant positive effect on teacher performance, particularly in terms of teaching creativity and the quality of interactions with students. Another study by Aisah et al. (2024) revealed that highly motivated teachers are able to implement learning more effectively, complete administrative tasks on time, and achieve school-set performance targets. Thus, it can be concluded that work motivation (X4) has a direct effect on teacher performance (Y). The higher a teacher's work motivation, the greater their contribution to improving the quality of learning and achieving educational goals at school.

Direct Effect of Discipline (X1) on Work Motivation (X4)

The calculation results obtained a path coefficient value of $\beta_{41} = 0.110$. The significance test for the coefficients yielded a calculated t of 4.155, a t -table ($dk = 224$, with $\alpha = 0.05$) of 1.97, and a t -table ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results, as shown in the table above, the calculated $t > t$ -table indicates that H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Discipline (X1) has a direct, positive and significant effect on Work Motivation (X4).

Discipline has a direct effect on work motivation because regularity, compliance, and consistency in implementing school rules can foster teacher enthusiasm. Teachers who are disciplined in attendance, classroom management, and administrative tasks will feel more focused, responsible, and satisfied with their work. Theoretically, discipline creates an orderly work climate, thus motivating teachers to achieve better goals. Nusyifa emphasized that work discipline functions as a form of self-control that encourages individual motivation in carrying out tasks. Empirical research also supports this, where Mufarrohah & Sumartik (2022) proved that discipline has a positive and significant effect on work motivation. Thus, the higher a teacher's discipline, the greater their work motivation in improving the quality of learning and achieving educational goals. Therefore, it can be concluded that discipline influences work motivation.

The Direct Effect of Transformational Leadership (X2) on Work Motivation (X4)

The calculation results obtained a path coefficient value of $\beta_{42} = 0.255$. The significance test for the coefficients yielded a calculated t of 3.857, a t -test ($dk = 224$, with $\alpha = 0.05$) of 1.97, and a t -test ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results, as shown in the table above, the calculated $t > t$ -test, thus H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that Transformational Leadership (X2) has a direct, positive and significant effect on Work Motivation (X4).

Transformational leadership directly influences work motivation because leaders who are able to provide inspiration, a clear vision, and individualized attention can foster work enthusiasm in subordinates. Theoretically, transformational leadership influences work motivation because it contains dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which can increase teacher self-

confidence and work enthusiasm. Research by Khofifah & Al Banin (2023) demonstrated that transformational leadership has a significant positive effect on teacher work motivation by increasing trust, appreciation, and engagement in professional tasks. The stronger the transformational leadership implemented by the principal, the higher the teacher's work motivation in carrying out their responsibilities. Therefore, it can be concluded that Transformational Leadership influences Work Motivation.

Direct Effect of Organizational Culture (X3) on Work Motivation (X4)

The calculation results obtained a path coefficient value of $\beta_{34} = 0.290$. The test for significance of the coefficients yielded a calculated t of 4.582, a t -test ($dk = 224$, with $\alpha = 0.05$) of 1.97, and a t -test ($dk = 224$, with $\alpha = 0.01$) of 2.34. Based on the calculation results, as shown in the table above, the calculated $t > t$, therefore, H_0 is rejected and H_1 is accepted. Thus, it can be concluded that Organizational Culture (X3) has a direct, positive, and significant effect on Work Motivation (X4).

Organizational culture directly influences work motivation because the values, norms, and customs shared within a school guide teachers' behavior in carrying out their duties. A strong and positive organizational culture, such as habits of discipline, collaboration, innovation, and quality orientation, will create a conducive work environment, thereby fostering teacher motivation to perform better. Teachers who feel they are in a supportive work environment aligned with organizational values will be more motivated to carry out their duties optimally. Theoretically, organizational culture influences work motivation because it can shape identity, foster a sense of belonging, and strengthen the commitment of organizational members (Katili et al., 2024). Research by Iba et al. (2021) shows that organizational culture has a significant, positive effect on teacher work motivation, particularly through increasing a sense of community and responsibility. Therefore, the stronger the organizational culture established in a school, the higher the teacher's work motivation in achieving educational goals. Therefore, it can be concluded that Discipline influences Work Motivation.

The Indirect Effect of Discipline (X1) on Teacher Performance (Y) through Work Motivation (X4)

The calculation results obtained a path coefficient of $\gamma_{11} = 0.009$. The Sobel test statistic yielded a value of 0.1515 and a significance level of $0.8795 > 0.05$. Therefore, H_0 is accepted and H_1 is rejected. This indicates that Work Motivation (X4) is unable to mediate Discipline on Teacher Performance (Y).

Discipline not only directly impacts teacher performance but also indirectly through work motivation. Teachers who are disciplined in carrying out their duties, arriving on time, and completing administrative tasks in an orderly manner will experience satisfaction and order in their work, which ultimately increases their work motivation. Theoretically, this aligns with the view of Rivai & Sagala that discipline is a form of self-control that can foster work enthusiasm, while Herzberg explained that motivation is a driving factor in improving performance. Empirical research also shows a similar relationship, including those by Susanti & Aesah (2022), who found that discipline had a significant positive effect on work motivation, and Utami & Negara (2021), who proved that work motivation directly contributes to improved teacher performance. Therefore, it can be concluded that the influence of discipline on teacher performance will be stronger when mediated by work motivation, as discipline fosters

motivation, which in turn leads to better performance. Ultimately, the motivation born of discipline strengthens teachers' commitment to achieving professional standards, increasing productivity, and supporting the sustainable achievement of educational goals.

Indirect Effect of Transformational Leadership (X2) on Teacher Performance (Y) through Work Motivation (X4)

The calculation results obtained a path coefficient of $\beta_{y42} = 0.019$. The Sobel test statistic yielded a value of 1.2442 and a significance level of $0.2133 > 0.05$. Therefore, H_0 is accepted and H_1 is rejected. This indicates that Work Motivation (X4) is unable to mediate Transformational Leadership (X2) on Teacher Performance (Y).

Transformational leadership not only directly influences teacher performance but also exerts an indirect influence through work motivation. Principals who implement transformational leadership are able to build a shared vision, provide inspiration, and provide individual attention to teachers. Theoretically, Lamirin et al. (2023) explain that transformational leadership has four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which directly foster subordinate work motivation. Research by Muhammad demonstrated that transformational leadership has a positive effect on teacher work motivation. Thus, it can be confirmed that transformational leadership has a stronger impact on teacher performance when mediated by work motivation, because motivation is the driving force for teachers to optimize their professional duties. Therefore, strategies to strengthen transformational leadership need to focus on increasing work motivation so that teacher performance can develop sustainably.

Indirect Effect of Organizational Culture (X3) on Teacher Performance (Y) through Work Motivation (X4)

The calculation results obtained a path coefficient of $\beta_{y43} = 0.025$. The Sobel test results obtained a statistical value of 1.2630 and a significance level of $0.2065 > 0.05$. Therefore, H_0 is accepted and H_1 is rejected. This condition indicates that Work Motivation (X4) is unable to mediate Organizational Culture (X3) on Teacher Performance (Y).

Organizational culture has an indirect effect on teacher performance through work motivation. A school environment that implements the values of togetherness, discipline, innovation, and quality orientation will create a conducive work environment, thereby encouraging teacher motivation to carry out their duties optimally. Theoretically, Robbins & Judge (2019) stated that a strong organizational culture can foster the identity and commitment of organizational members, which automatically influences work motivation. Research by Firanti et al. (2021) found that organizational culture positively influences teacher work motivation, while Hariyasasti & Purwanto proved that work motivation significantly improves teacher performance. This suggests that the influence of organizational culture on teacher performance will be more optimal when mediated by work motivation. Therefore, building a healthy organizational culture while fostering teacher motivation is an important strategy for continuously improving teacher performance.

CONCLUSION

The study concludes that teacher performance can be effectively improved by strengthening discipline, transformational leadership, organizational culture, and work motivation, as these four factors have a direct and significant impact on performance. Efforts

should focus on enhancing weaker indicators—such as assessment, follow-up actions, additional tasks, time management, inspirational motivation, and intellectual stimulation—while maintaining and further developing stronger aspects like learning planning, implementation, rule enforcement, responsibility, individual attention, and achievement. The optimal strategy involves synergizing improvements across weak and strong indicators to ensure sustainable teacher performance enhancement. Future research should explore the integration of digital transformation and professional development programs as mediating factors in strengthening these key performance variables.

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