



ANALYSIS OF THE FACTORS DRIVING TEACHER PERFORMANCE AT SENIOR HIGH SCHOOL 1 PAMOTAN

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ABSTRACT

Education is the main foundation in producing quality human resources, teachers play a vital role in improving student learning quality. The challenge in optimizing teacher performance is influenced by various internal and external factors within the school. The study aims to identify the effect of the work environment, work discipline, work motivation, and job satisfaction on teacher performance at SMA Negeri 1 Pamotan. This study employed a quantitative approach using saturated sampling, involving the entire population of 41 civil servant teachers and PPPK teachers at SMA Negeri 1 Pamotan. Primary data were collected through questionnaires and analyzed using multiple linear regression techniques. The analysis results show that the work environment and work motivation have a positive and significant influence on teacher performance. Conversely, work discipline has a negative but insignificant influence, while job satisfaction shows an insignificant positive influence on teacher performance. The determination test showed a result of 83.9%. The remaining 16.1% was explained by other factors not covered in this study. The increase in teacher performance effectiveness at SMA Negeri 1 Pamotan was predominantly determined by a comfortable work environment and strong motivation. Although discipline and satisfaction remain important, the school's main focus should be directed at creating a conducive environment and maintaining motivation to achieve optimal performance.

INTRODUCTION

In this era of globalization, education is a core aspect. Education serves as a means of transferring knowledge. Education is the main foundation in creating a qualified and accomplished human resource (Lubis, 2020). According to (Sujana et al., 2023) educators are a vital element that functions in the teaching process, and directly influences the improvement of the quality of student learning.

Performance is the achievement of a teacher in carrying out a task (Rohmah & Tahwin, 2024). According to (Lubis, 2020), performance is the output of a process, where performance discusses what is done and how it is done. Teacher's performance itself refers to the efforts to prove the work of teachers during their work as educators.

The work environment at school can help implement learning activities, with the efficiency of the educational experience for both teachers and students ultimately helps teachers perform well. According to Sedarmayanti in (Zahli et al., 2024), work environment is the entirety of the facilities where a person works, work processes, and

work arrangements, both as an individual and as a team. According to (Zahli et al., 2024), it was found that the work environment has a positive effect on teacher performance. This is in contrast to the research (Wati et al., 2023), which found that the work environment has a negative and significant effect on teacher performance.

Work discipline is an attitude of obedience in following work rules in the form of verbal and written instructions from a group or organization. An educator's performance can be influenced by elements such as work discipline (Lubis 2020). As shown by the outcomes of the study by (Husnah et al., 2023) work discipline has a favorable and considerable impact on how well teachers perform. The study by show that there is a positive and significant effect of work discipline on teacher performance (Abidin et al., 2023) however, contradicts this by demonstrating that work discipline has a detrimental impact on teacher performance.

Motivation arises not only from within but also from stimuli from the surrounding environment. Everyone needs motivation. Motivation is something that a person has that drives them to carry out activities that are useful for achieving their goals. The motivation embedded in a person is the energy or driving force that will bring about actions to achieve self-satisfaction. The motivation of each teacher varies. Insructors possessing elevated levels of work motivation tend to exhibit a robust commitment and genuine dedication to fulfilling all their responsibilities, leading to potential enhancemmmntes in their overall effectiveness. In contrast, educators demonstrating limited work motivation are less likely to edequately accopmplish their duties, subsequently causing a reduction in their performance quality. overall effectiveness. In costrast, educatio The results of the study (Martadewi et al., 2023) show work motivation has a significant effect on teacher performance. This is incontrast to the study (Astuti & Raharjo, 2023) which found that work motivation has a negative but insignificant effect on teacher performance.

Satisfaction is the attitude and behavior exhibited by each worker in carrying out their responsibility by obtaining satisfactory work results, job promotions, treatment, and work environment conditions. (Panggalo et al., 2021). The results of the study (Rohmah & Tahwin, 2024) show that satisfaction has a significant effect on teacher performance. This is in contrast to the study (Handariani et al., 2023), which found that job satisfaction has a negative and significant effect on teacher performance.

Although numerous studies have been conducted on teacher performance, a significant research gap remains among researchers. This phenomenon has given rise to unresolved empirical debate, particularly regarding the variables of work environment, work discipline, work motivation, and job satisfaction. Inconsistencies are evident in the work environment variable (Zahli et al., 2024), which found that a conducive work environment had a positive and significant impact on teacher performance. However, this finding contrasts with research (Wati et al., 2023), which showed that the work environment had a negative and significant impact on teacher performance. A similar contradiction emerged with respect to work discipline. Research (Husnah et al., 2023) reported a positive and significant influence of work discipline on teacher performance. Conversely (Abidin et al., 2023) found anomalous results, with work discipline having a significant negative effect on teacher performance. For the motivation variable, inconsistent results persisted (Martadewi et al., 2023) confirming that motivation significantly influences teacher performance. However (Astuti & Raharjo, 2023) offer a different perspective, finding that work motivation has a negative and insignificant effect on teacher performance. Finally, the job satisfaction variable also shows fluctuations (Rohmah & Tahwin, 2024), proving a significant effect of satisfaction on performance, while (Handariani et al., 2023) found the opposite result, with job satisfaction having a negative and significant effect.

Table 1
Teacher Attendance Data Summary
State High School 1 Pamotan, 2024

No	Month	Number of Teachers	DL	Leave	Permission	Sick	Absent	Attendance
1.	January	41	57	2	-	-	-	94.47%
2.	February	41	30	8	-	-	-	95.97%
3.	March	41	19	-	-	-	-	98.07%
4.	April	43	42	4	-	-	-	95.33%
5.	May	43	37	8	-	-	-	95.56%
6.	June	43	26	18	-	-	-	95.69%
7.	July	43	13	37	-	-	-	93.80%
8.	August	43	17	2	-	-	-	96.74%
9.	September	43	27	8	-	-	-	97.24%
10.	October	43	24	8	-	-	-	95.24%
11.	November	43	35	11	-	-	-	94.26%
12.	December	42	19	114	-	11	1	86.20%

Source: Attendance Data of State Senior High School 1 Pamotan, 2024

According to Table 1 above, it is evident that no teacher achieved a monthly attendance of 100%. This condition indicates that teacher discipline at SMA Negeri 1 Pamotan needs to be improved.

Table 2
Teacher Performance Evaluation Summary Results
State High School 1 Pamotan 2022-2024

No	Year	Number of Employees	Performance Rating				
			Very Good	Good	Fair	Poor	Very Poor
1.	2022	32	3.1%	96.9%	-	-	-
2.	2023	34	-	100%	-	-	-
3.	2024	39	-	100%	-	-	-

Source: Performance Evaluation Data, 2022-2024

State Senior High School 1 Pamotan is located on Jalan Lasem, Kilometer 01, Pamotan District, Rembang Regency. Based on the performance assessment data of teachers at State Senior High School 1 Pamotan in 2022-2024, the performance rating of teachers in 2022 was 96.8% in good category and 3.1% in excellence category. Meanwhile, based on performance assessment data of teachers at SMA Negeri 1 Pamotan in 2023 and 2024, 100% of teachers were rated as good. There was only one case of a teacher's performance rating changing from good to excellence within a period of three years. However, in the following year, there were no changes in performance ratings from good to excellence. This situation indicates that the effectiveness of teachers at SMA Negeri 1 Pamotan enhancement. This study intends to demonstrate and clarify the effect of work environment, work discipline, work motivation, and job satisfaction on teacher's performance at SMA Negeri 1 Pamotan, drawing on attendance records, performance assesment data, and variations in earlier research findings.

LITERATURE REVIEW

This study utilizes *goal setting theory*. The *goal setting theory* places a strong emphasis on how the objectives that are set are related to the performance outcomes that are ultimately achieved. The mechanism that stems from the *goal setting* framework has a substantial impact on the degrees of personal output. The *goal setting* structure also encompasses the formulation of practical approaches intended to drive or steer a person or collective entity in the direction of an objective. The purpose of creating *goal setting theory* is to understand how *goal setting* effect the work environment, work discipline, work motivation, and job satisfaction in relation to performance. Element like the work setting, work ethics, work motivation, and job satisfaction are interconnected and act as key effect in enhancing performance quality. As a result, this ensures that organizational objectives can be met to the fullest possible degree.

Work Environment

Educators who are in a conducive work environment will work consciously without coercion, thus the work will be done quickly and accurately. The work environment have an emotional impact on educators. If teachers like their work environment, they will feel comfortable at work, feel satisfied doing their activities, and use their working time productively. According to (Azahra et al., 2023), the work environment of an organization is the psychological characteristics of the organization as perceived by educators and considered to influence their attitudes and behavior towards their duties. The conditions where educators operate play a significant role in enabling them to fullfill their teaching responsibilities. It is crucial for them to successfully hadle their instructional obligations, with activities that are essential. Theachers are more successful at performing their jobs and duties when they have a work atmosphere that encouraging, pleasant, and safe, because according to *goal setting theory*, the work environment is a crucial component and the secret to maximizing performance while completing tasks, which ultimateraly raisese school performance.

Work Discipline

Work discipline refers to a teacher's dedication to follow and adhere to all the rules set forth by the school's regulations. Work discipline refers to the capacity to perform tasks consistently, diligently, and obediently, while adhering to legal requirements (Maisyaroh & Rosyidi, 2024) . Work discipline will improve teacher performance. A readiness to carry out tasks while adhering to all rules and norms, as well as a sense of responsibility for education. Good work discipline makes teachers more consistent, organized, and able to complete tasks on time, thereby contributing to improved performance. Thus, *goal-setting theory* can help strengthen discipline through the achievement of more realistic goals.

Work Motivation

Motivation represents an intrinsic impluse that propels individuals to engage in particular actions to realize a desired outcome. As a result, the driving force that resides within a person is the energy that propels them to action and makes it easier for them to achieve personal fulfillment. Is an inner urgent to conduct particular task in order to reach a goal. Therefore, a person's motivation is the energy that propels them to act in order to fulfill their own desires. Someone who feels motivated will easily increase their efforts to achieve optimal performance (Kurroman & Ilhami, 2024) . High work motivation encourages to be more productive and maximize their capabilities, enabling the achievement of difficult and spesific goals. Based on the *goal setting theory* approach, teachers can positively enchanche work motivation by setting specific, measurable, and

achievable goals. Thus, teachers can focus on the goals they want to achieve and develop effective plans to achieve them.

Job Satisfaction

Job satisfaction is the attitude and work behavior demonstrated by employee in carrying out their duties and work by achieving positive work results, treatment, atmosphere, and working conditions. Job satisfaction is also related to teachers' sense of ownership and loyalty because it is their perspective on the organization or company (Panggalo et al., 2021) . When a teacher works to achieve performance goals, they will also tend to achieve better performance. Thus, *goal setting theory* help increase individual job satisfaction with the work being done, and a pleasant economic attitude can reflect job satisfaction.

Teacher Performance

How well employees do their jobs leads to their jobs leads to their performance, which is often the key factor in judging how good they are. A teacher's performance can be understood by looking at how well they have learned the skills they have learned the skills they need to have (Maisyaroh & Rosyidi, 2024). According to (Simamora et al., 2021), teacher performance describes the capabilities and expertise of teachers in teaching and creating effective educational interactions with students.

RESEARCH MODEL

The following is the study's framework, which is based on the suggested hypothesis:

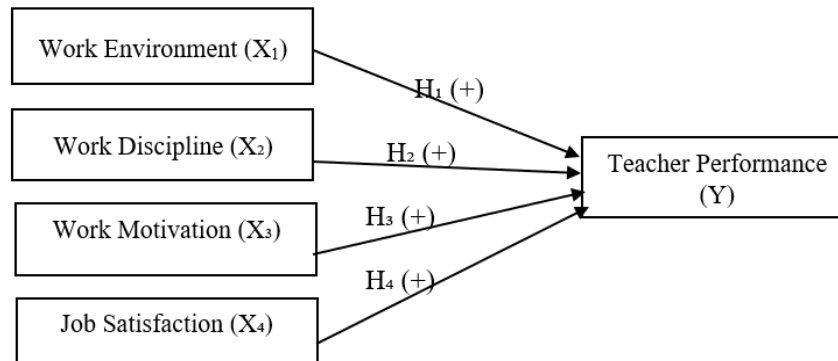


Figure 1. Research Model

Hypothesis:

- H1: Work environment has a positive and significant effect on teacher performance.
- H2: Work discipline have a positive and significant effect on teacher performance.
- H3: Work motivation has a positive and significant effect on teacher performance.
- H4: Job Satisfaction has a positive and significant effect on teacher performance.

RESEARCH METHOD

This research applied quantitative research. The researcher chose a questionnaire as the method of collecting research data. The questionnaire used was a closed questionnaire, in which the researcher provided answer options and respondents simply chose the one that corresponded to their situation by marking it with an (X) or (✓). The survey's measurement tool employed a likert scale, incorporating both positively and

negatively worded assertions. This study used subject data and the data source was primary data. 41 civil servant teachers and PPPK teachers at Pamotan 1 Public High School made up the study's population. The researcher employed a census sampling approach, also referred to as saturated sampling, a method where the entire population is included in the sample, consequently, the study's sample comprised 41 educators. Multiple linear regression used statistical method for evaluating the effect of two or more independent variables on a single dependent variable.

In this study, the environmental variable adopted indicators from Sedarmayanti, in Eti., et al (2022), namely work environment indicators such as lighting, air temperature, noise, required space, work safety, and teacher relationships. In this study, the discipline aspect was evaluated using criteria outlined by Rivai in Husnah., et al (2023), which included punctuality, adherence to company policies, meeting job performance expectations, maintaining vigilance, and upholding moral principles at work. The motivation aspect was measured based on standard from Syahyuti in Wijaya & Andriani (2022), specifically the desire to succeed, a positive attitude towards work, selfdirection, innovation, and accountability. The satisfaction variable adopts indicators from Kristina et al. (2021), namely salary, work, and coworkers. The dependent variable of teacher performance adopts indicators from Susanto in Husnah et al. (2023), namely mastery of knowledge related to basic teacher skills, positive attitude, and ability to adapt to the work environment.

RESULTS AND DISCUSSION

RESULTS

A trial of the research equipment marked the starts research began with a trial of the resear of the study. The purpose of this study was to evaluate the questionnnaire's validity. The research instrument was compiled using 49 statements representing the indicators of each variable. Before conducting the regression analysis, the instrument was tested by distributing it to 30 respondents. Thus, there were 30 respondents in this instrument testing.

Continued Table 5
Table 5. Environmental Variable Validity Test

Statement	Sig. Value	Description
WE1	0.000	Valid
WE2	0.000	
WE3	0.000	
WE4	0.000	
WE5	0.002	
WE6	0.131	Invalid
WE7	0.000	
WE8	0.000	
WE9	0.000	
WE10	0.000	
WE11	0.000	Valid
WE12	0.000	
WE13	0.000	
WE14	0.000	
WE15	0.000	

Source: Processed primary data, 2025

Table 6. Variable Validity Test for Discipline

Statement	Sig. Value	Description
WD1	0.000	Valid
WD2	0.000	
WD3	0.000	
WD4	0.000	
WD5	0.000	
WD6	0.000	
WD7	0.001	
WD8	0.000	
WD9	0.000	
WD10	0.000	
WD11	0.000	

Source: Processed primary data, 2025

Table 7. Variable Motivation Validity Test

Statement	Sig. Value	Description
WM1	0.000	Valid
WM2		
WM3		
WM4		
WM5		
WM6		
WM7		
WM8		
WM9		

Source: Processed primary data, 2025

Continued Table 8

Table 8. Variable Validity Test for Satisfaction

Statement	Sig. Value	Description
JS1	0.000	Valid
JS2		
JS3		
JS4		
JS5	0.000	Valid
JS6		
JS7		

Source: Processed primary data, 2025

Table 9. Teacher Performance Variable Validity Test

Statement	Sig. Value	Description
TP1	0.053	Not Valid
TP2	0.001	Valid
TP3	0.000	
TP4	0.000	
TP5	0.001	
TP6	0.000	

TP7	0.000
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Source: Processed primary data, 2025

In the validity test of 30 respondents, the work environment variable statement 6 (WE6) obtained a result of 0.131 and the teacher performance variable in teacher performance statement 1 (WE1) obtained a result of 0.053. This means that WE 6 and TP 1 have invalid results because the significance value is greater than 0.05. In addition, a reliability test was also conducted. The purpose of this test was to demonstrate the reliability of the instrument. The statements were considered reliable if the Cronbach's alpha value was > 0.70 . The results of the reliability test can be seen in Table 10.

Table 10. Reliability Test

Variable	Cronbach Alpha Value	Description
Work Environment	0.934	Reliable
Work Discipline	0.932	
Work Motivation	0.937	
Work Satisfaction	0.912	
Teacher Performance	0.834	

Source: Processed primary data, 2025

Each Cronbach's alpha value exceeds 0.70, indicating that all factors tested in this analysis are reliable.

Furthermore, the research instrument was tested again using 49 statements representing indicators for each variable. The second instrument testing was conducted because the previous validity test using 30 respondents on the work environment variable 6 (WE6) and teacher performance 1 (TP1) obtained invalid results, so 5 respondents were added to retest the instrument. Thus, the number of respondents for this instrument test was 35 respondents.

Continued Table 11
Table 11. Validity Test of Environmental Variables (second)

Statement	Sig. Value	Description
WE1	0.000	Valid
WE2	0.000	
WE3	0.000	
WE4	0.000	
WE5	0.001	
WE6	0.025	Valid
WE7	0.000	
WE8	0.000	
WE9	0.000	
WE10	0.000	
WE11	0.000	
WE12	0.000	
WE13	0.000	
WE14	0.000	

WE15	0.000
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Source: Processed primary data, 2025

Table 12. Variable Validity Test for Discipline (second)

Statement	Sig. Value	Description
WD1	0.000	Valid
WD2	0.000	
WD3	0.000	
WD4	0.000	
WD5	0.000	
WD6	0.000	
WD7	0.007	
WD8	0.005	
WD9	0.000	
WD10	0.000	
WD11	0.000	

Source: Processed primary data, 2025

Table 13. Variable Motivation Validity Test (second)

Statement	Sig. Value	Description
WM1	0.000	Valid
WM2	0.000	
WM3	0.001	
WM4	0.000	
WM5	0.000	
WM6	0.000	
WM7	0.000	
WM8	0.000	
WM9	0.000	

Source: Processed primary data, 2025

Continued Table 14

Table 14. Validity Test of Satisfaction Variables (second)

Statement	Sig. Value	Description
JS1	0.000	Valid
JS2		
JS3		
JS4		
JS5	0.000	Valid
JS6		
JS7	0.000	Valid

Source: Processed primary data, 2025

Table 15. Performance Variable Validity Test (second)

Statement	Sig. Value	Description
TP1	0.020	Valid
TP2	0.001	
TP3	0.000	
TP4	0.000	
TP5	0.000	
TP6	0.000	
TP7	0.007	

Source: Processed primary data, 2025

Since the significance value is < 0.05 , all data indicate that each item statement is valid. In addition, a reliability test was conducted to demonstrate the stability of the instrument. If the Cronbach's alpha is score greater than > 0.70 , the claims are deemed consistent. Table 16 displays the realibility test result.

Table 16. Reliability Test (second)

Variable	Cronbach Alpha Value	Description
Environment	0.933	Reliable
Discipline	0.906	
Motivation	0.938	
Satisfaction	0.918	
Teacher	0.836	
Performance		

Source: Processed primary data, 2025

Since each *Cronbach's alpha* value exceeds 0.70, the results indicate that all factors tested in this analysis are reliable. Additionally, Table 17 shows the result of multiple linear regression testing, wich was utilized to demonstrated how numerous independent factors affected a single dependent variable.

Respondent Characteristics

This research considered qualities of the participants like gender and how old they were. This information provides an initial overview of the respondent profile so that data analysis can be carried out in a more focused manner and in accordance with the demographic conditions of the teachers involved in the study.

Table 3. Gender

Gender	Number	Percentage
Male	21	51
Female	20	49
Total	41	100

Based on Table 3, the respondents in this study consisted of 21 male teachers (51%) and 20 female teachers (49%). This composition shows that male respondents dominated this study.

Table 4. Age of Respondents

Age	Number	Percentage
23-30	2	5
31-40 Years	11	27
41-49 years old	10	24
>50 years old	18	44
Total	41	100

Based on Table 4, the majority of respondents were in the age range of >50 years (44%) and 31-40 years (27%). This condition indicates that most respondents have considerable work experience, enabling them to provide objective assessments of the variables in the study, particularly those related to teacher performance. The diverse age range also reflects a variety of perspectives that enrich the research results.

Table 17. Regression Test

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Note
	B	Std. Error	B			
Constant	-,028	2.730	-	-0.010	.992	-
Work Environment (X1)	,140	.055	,232	2,555	.015	Accepted
Work Discipline (X2)	-,026	.107	-,039	-,247	.806	Rejected
Work Motivation (X3)	.510	,101	,722	5,063	,000	Received
Job Satisfaction (X4)	,094	,141	,141	.665	.510	Rejected

Source: Processed primary data, 2025

$$Y = -0.028 + 0.140 X1 - 0.026 X2 + 0.510 X3 + 0.094 X4 + e$$

From the regression equation provided, the following insights can be gathered:, the following insights can be derived:

1. The Employee Performance variable will be -0.028 if the four independent variables Work Environment, Work Discipline, Work Motivation, and Work Satisfaction are held constant, then the Employee Performance variable will be 0.028.
2. The coefficient for Work Environment of 0.140 signifies that a one-unit rise in Work Environment leads to a of 0.140 in Teachers Performance.
3. The coefficient for Work Discipline stands at -0.026, which implies that an increase of one unit in Work Discipline corresponds to a decrease of 0.026 in Teacher performance.
4. A single unit increase in Work Motivation will raise Teacher by 0.510, according to the coefficient of 0.510 for Work Motivation.
5. The coefficient for Job Satisfaction being 0.094, suggests each one unit increase

in Job Satisfaction will enhance Teacher Performance by 0.094.

Partial Test (t-test)

The significance of the effect independent variable on the dependent variable is assessed using the t-test. Table 17 indicates that the work environment variable exhibits a positive trend with a value of 0.140 and a significance level of 0.015. In summary, the workplace has a considerable positive effect on teacher performance, as the significance value is < 0.05 , indicating acceptance. The variable yielded a regression coefficient of -0.026 with a significance level of 0.806. Since the p-value exceeds 0.05 threshold, we conclude that work discipline has a negligible negative effect on teacher. Consequently, the hypothesis regarding this variable is rejected. The data shows a regression coefficient of 0.510 and a significance value of 0.000. Because the significance is well below 0.05, it is evident that work motivation exerts a substantial positive effect on teacher performance. Therefore, this hypothesis is accepted. For this factor, this regression coefficient is 0.094 with a significance of 0.510. Given that the significance value is greater than 0.05, job satisfaction has only a marginal positive effect that is not statistically relevant. As a result this hypothesis is rejected.

Determination Test Results

In this study, the R^2 determination test was used.

Table 18. Determination Test

Model	<i>Adjusted R Square</i>
Work Environment, Work Discipline, Work Motivation, Work Satisfaction on Teacher Performance	0.839

Source: Processed primary data, 2025

The outcomes of the determination test indicate that the of work environment, work discipline, work motivation, and job satisfaction on teacher performance is 0.839 or 83.9%, suggesting that this connection is robust. Simultaneously, the other 16.1% is accounted for by factors not detailed in this research.

DISCUSSION

The Influence of Work Environment and Teacher Performance

The findings of the research show that work environment has a positively influences teacher performance significantly. A comfortable work environment has been proven to create favorable psychological conditions for teachers to work optimally. Consequently, the initial hypothesis (H1), which claims that "the work environment positively and significantly effect on teacher performance at SMA Negeri 1 Pamotan," has been demonstrated to be accurate. This discovery aligns with the study titled " , which revealed that the work atmosphere positively and significantly effect on teacher's performance. This condition suggests that a more comfortable work environment will positively effect teacher performance, while a less comfortable, one will negatively affect it. In addition, most teachers also feel that their relationships with fellow teachers are excellence, as indicated by 30 respondents (73.17%) who stated that they experience this condition. In *goal setting theory*, a supportive work environment can make teachers more effective in carrying out the tasks assigned to them. This is because the work environment is one of the crucial factors in creating high performance in completing tasks, which will then improve school performance. This reinforces the finding that a conducive work environment can improve teacher performance at SMA Negeri 1 Pamotan. Therefore, it

can be inferred that the work environment plays a crucial role in enhancing teacher performance at SMA Negeri 1 Pamotan. This situation reinforces the research indicating that the work environment positively and significantly influences teacher performance at SMA Negeri 1 Pamotan.

The Influence of Work Discipline and Teacher Performance

The research indicates that work discipline negatively impacts teacher performance, but the effect is significant. The outcomes show that work discipline has not been able to provide a strong incentive for improving teacher performance at SMA Negeri 1 Pamotan. Thus, hypothesis (H2), which states that "work discipline has a positive and significant effect on teacher performance at SMA Negeri 1 Pamotan," is not proven. This result is consistent with the study (Enjarwati & Ahsani, 2024) that discovered work discipline has a negative yet insignificant effect on teacher performance. A total of 30 respondents (73.17%) stated their discipline through student learning outcome evaluations, while 23 respondents (56.10%) worked according to the set time. The better the level of discipline that teachers have, the less it affects teacher performance. In *Goal Setting Theory*, work discipline is an important element because discipline allows individuals to maintain consistent behavior in achieving predetermined goals. This theory emphasizes that clear goals require commitment, self-regulation, and compliance with standards, so that discipline directly strengthens performance achievement. This indicates that work discipline that is considered too strict and good may make employees feel restricted in carrying out their duties. Thus, it is possible that work discipline that is too good does not significantly effect teacher performance. These findings additionally confirm that work discipline adversely affects the performance of teachers at State Senior High School 1 Pamotan, although this effect is negligible.

The Influence of Work Motivation and Teacher Performance

The research indicated that work motivation positively and significantly effect teacher performance. This indicates that increased work motivation will positively effect teacher performance, while a decrease in work motivation will negatively effect teacher performance. Thus, the first hypothesis (H3), which states that "work motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Pamotan," is proven to be true. As shown by the research, which shows that work motivation has a positive and significant effect on teacher performance. A total of 26 respondents (63.41%) stated that teachers always try to complete their work as well as possible. In *Goal Setting Theory*, work motivation is a factor that can guide individuals in achieving goals, where this theory emphasizes that optimal performance occurs when a person has clear, challenging goals and receives support in the form of feedback and rewards for their achievements and recognition from peers. Consequently, a strong level of motivation among teachers clearly enhances their intrinsic drive to achieve work objectives and ultimately boost the quality of teacher performance at SMA Negeri 1 Pamotan. This condition reinforces the study, indicating that work motivation has a positive and significant effect on teacher performance at SMA Negeri 1 Pamotan.

The Influence of Job Satisfaction and Teacher Performance

Job satisfaction has a positive but insignificant effect on teacher performance at Pamotan 1 Public High School. It means, if job satisfaction improves, it does not have a significant effect on improving teacher performance. Conversely, if job satisfaction worsens, it has a slight effect on reducing teacher performance. These results indicate that job satisfaction is not yet able to provide a strong incentive for improving teacher performance at SMA

Negeri 1 Pamotan. Accordingly, hypothesis (H4), which states that "job satisfaction has a positive but insignificant effect on teacher performance at SMA Negeri 1 Pamotan," is not proven. This is as shown by the research (et al., 2025), which shows that work motivation has a positive but insignificant effect on teacher performance. A total of 30 respondents (73.1%) felt that there was good cooperation and communication (), and 26 respondents (63.41%) received adequate and appropriate salaries for the job responsibilities assigned to them. Thus, *goal setting theory* can help increase individual job satisfaction and a pleasant economic attitude can reflect job satisfaction. This indicates that job satisfaction that is rated too high may cause employees to feel restricted in performing their duties. Consequently, it might be that excessively high job satisfaction has little effect on teachers' performance. These outcomes further support that job satisfaction positively influences but does not significantly effect on teacher performance at State Senior High School 1 Pamotan.

CONCLUSION

The research result and discussions demonstrate that the work environment and work motivation significantly and positively effect on teacher performance at SMA Negeri 1 Pamotan. It means that the work environment and work motivation have a significant effect on teacher performance at SMA Negeri 1 Pamotan. Conversely, work discipline has a negative but insignificant effect on teacher performance, and job satisfaction has a positive but insignificant effect on teacher performance. It means the teachers' performance at SMA Negeri 1 Pamotan is not greatly effected by work discipline and job satisfaction. These results confirm that teacher performance will be optimized if the school is able to build a comfortable work environment, establish good discipline, maintain work motivation, and create high job satisfaction through self-development and recognition of achievements.

RECOMMENDATIONS

This study has demographic limitations and a limited sample, so the results cannot be generalized to the fullest extent. Therefore, it is recommended that future studies expand the research location and add other variables related to teacher performance. Notwithstanding these drawbacks, the results of this study are expected to offer a more up to date and comprehensive picture of teacher performance, particularly for SMA Negeri 1 pamotan. The outcomes of this study are expected to contribute positively to organizational management at SMA Negeri 1 Pamotan in planning and improving teacher performance through an understanding of the effect of work environment, work discipline, work motivation, and job satisfaction. Therefore, further research is expected to expand the research subject and add relevant variables such as leadership style, organizational culture, and workload.

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