



Work Motivation, Discipline, Work Environment, and Teacher Performance: Mediating Role of Job Satisfaction

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Abstract

Purpose: This study examines the direct and indirect effects of work motivation, work discipline, and work environment on teacher performance at SMK Negeri 2 Kaimana, Indonesia, with job satisfaction as a mediating variable. The study highlights the importance of understanding how these factors interact to influence teacher performance in a remote educational context.

Research Methodology: A quantitative explanatory design was applied. The population consisted of 96 teachers, and a census (total sampling) approach was used. Data were collected through structured Likert-scale questionnaires and analyzed using path analysis with SPSS to test direct and indirect effects.

Results: Work motivation, work discipline, and work environment significantly and positively affect job satisfaction. In addition, all three independent variables and job satisfaction significantly influence teacher performance. Path analysis confirms that job satisfaction strengthens the relationship between the independent variables and teacher performance, indicating a significant mediating role. Among the predictors, work environment shows the strongest effect on performance.

Conclusions: Work motivation, discipline, and work environment are key determinants of job satisfaction and teacher performance. Job satisfaction plays an important mediating role in enhancing the impact of these variables on performance.

Limitations: The study is limited to one school and uses a cross-sectional design, which restricts generalizability and causal inference. The use of regression-based path analysis also limits construct validation.

Contributions: This study contributes to educational human resource management literature by validating the motivation–discipline–environment–satisfaction–performance framework in a remote Indonesian vocational school context and provides practical implications for school management improvement strategies.

Keywords: *Educational Management, Job Satisfaction, Path Analysis, Teacher Performance, Work Discipline*

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1. Introduction

Teacher performance is widely recognized as the most consequential within-school determinant of student learning outcomes and educational quality in developing country education systems ([Sulastris, Fitria, & Martha, 2020](#); [Budiharso, & Tarman, 2020](#)). In Indonesia—a country of extraordinary

geographic diversity, where the quality of schooling varies dramatically between Java's urban centers and remote outer islands—the performance of teachers in peripheral regions represents both a critical equity concern and a strategic development priority. SMK Negeri 2 Kaimana, a state vocational senior high school (*Sekolah Menengah Kejuruan*/SMK) located in Kaimana District, West Papua Province, exemplifies this peripheral context: serving a community far removed from the professional development infrastructure, institutional resources, and labor market incentives concentrated in Java, its teachers operate in conditions that present distinctive human resource management challenges ([Santosa, Adrianto, Syamsir, & Khaidir, 2019](#); [Arbyan, & Riyanto, 2023](#)).

Employee performance, in the organizational management literature, is conceptualized as the quality and quantity of work outcomes achieved by an individual in fulfilling assigned responsibilities. Employee performance refers to the extent to which individuals are able to accomplish assigned tasks in accordance with established standards, timelines, and organizational expectations. It reflects both the effectiveness and efficiency of employees in transforming their competencies, efforts, and resources into measurable work outcome ([Mangkunegara, 2017](#)); [Bantilan, Sombilon, Regidor, Mondoyo, & Edig, 2024](#)). In the educational context, teacher performance encompasses planning and delivering effective instruction, stimulating student achievement, contributing to school development, and fulfilling administrative and professional obligations ([Ayunasrah, Ratnawati, Diana, & Ansari, 2022](#)). These dimensions reflect the extent to which teachers are able to carry out their core responsibilities in an effective and efficient manner within the educational system. Teacher performance is also influenced by the ability to adapt teaching strategies to students' diverse learning needs and to create an engaging and supportive classroom environment. Teachers with high performance levels are not only focused on achieving curriculum targets but also on fostering students' critical thinking, motivation, and overall academic development. Consequently, teacher performance becomes a key determinant in improving the overall quality of education in schools. Three organizational-behavioral variables are theoretically identified as primary antecedents of employee performance in the HRM literature: work motivation, work discipline, and work environment ([Siagian, 2015](#); [Sedarmayanti, 2015](#); [Nitisemito, 2015](#); [Alfian, Wibisono, & Khaddafi, 2024](#)).

Work motivation—the internal and external drives that energize, direct, and sustain purposeful work behavior—determines the enthusiasm, effort, and persistence with which teachers pursue their professional obligations ([Hasibuan, 2016](#); [Robbins, & Judge, 2018](#)). It plays a central role in shaping how individuals translate their competencies into actual job performance, as motivated teachers are more likely to demonstrate commitment, initiative, and resilience in fulfilling their duties. Work motivation influences the quality of decision-making and the willingness of teachers to go beyond formal job requirements in supporting student learning outcomes. When teachers possess strong intrinsic and extrinsic motivation, they tend to show greater dedication in instructional activities, actively engage in professional development, and contribute more effectively to school improvement efforts. Work discipline—adherence to organizational rules, punctuality, and the consistent fulfillment of assigned tasks—creates the behavioral regularity that sustains productive work routines ([Handoko, 2015](#)). It ensures that employees carry out their responsibilities in an orderly and predictable manner, thereby reducing deviations that may disrupt workflow efficiency. Work discipline reinforces accountability and responsibility within the workplace, as individuals are required to comply with established standards and procedures. This consistent behavioral pattern not only improves task completion rates but also contributes to the overall stability and effectiveness of organizational performance. Work environment—encompassing both physical conditions (classroom facilities, teaching equipment, workspace comfort) and non-physical conditions (superior-subordinate relationships, peer relations, organizational culture)—shapes the comfort, safety, and motivational context within which teachers work ([Slamet, Raditya, & Indrasari, 2019](#)); [Nugrahaningsih, & Julaela, 2017](#)).

Job satisfaction—the positive emotional orientation toward work that reflects the fulfillment of professional needs, expectations, and aspirations—occupies a theoretically critical mediating position in the performance chain ([Hasibuan, 2016](#); [Siagian, 2015](#)). Satisfied employees demonstrate higher commitment, exert more discretionary effort, and engage in the collaborative and innovative behaviors that distinguish effective from mediocre performance ([Yusuf et al., 2023](#)). At SMK Negeri 2 Kaimana, field observations suggest that teachers' enthusiasm and punctuality are constrained by inadequate recognition and appreciation from school leadership, manifesting in occasional late arrivals to class and classroom management difficulties—behavioral symptoms consistent with low job satisfaction and motivational deficits ([Nugrahaningsih and Julaela, 2017](#); [Prasetyo, 2019](#)).

Despite the conceptual importance of these relationships, no published study has examined the motivation–discipline–environment → satisfaction → performance pathway specifically in an Indonesian remote vocational school context. This study addresses that gap by testing a comprehensive path analysis model with four objectives: (1) to examine the direct effects of work motivation, work discipline, and work environment on job satisfaction; (2) to examine the direct effects of all three independent variables and job satisfaction on teacher performance; (3) to quantify the indirect effects of work motivation, work discipline, and work environment on teacher performance through job satisfaction; and (4) to assess whether job satisfaction significantly mediates the antecedent variable–performance relationships. The findings offer evidence-based guidance for school leadership at SMK Negeri 2 Kaimana and for educational management policy in remote Indonesian regions.

The paper is organized as follows. Section 2 reviews the theoretical and empirical literature and states the research hypotheses. Section 3 describes the methodology. Section 4 presents and discusses the results. Section 5 concludes with implications, limitations, and future research directions.

2. Literature Review and Hypothesis/es Development

2.1 Theoretical Framework

This study is grounded in ([Herzberg, 1959](#)) Two-Factor Theory, which distinguishes between hygiene factors (extrinsic conditions—salary, working conditions, organizational policies, supervision)—whose absence creates dissatisfaction—and motivator factors (intrinsic drivers—achievement, recognition, responsibility, advancement)—whose presence generates satisfaction and motivation. Applied to the current study, work discipline and work environment primarily correspond to hygiene dimensions, while work motivation encompasses both intrinsic and extrinsic drives. When hygiene conditions are adequate and motivational drivers are aligned with teachers' needs, job satisfaction is generated, which in turn fuels superior performance—consistent with the mediation model tested here ([Ferdian, Zahari, Wulansari, & Suyuthie, 2025](#)). Complementing [Herzberg \(1959\)](#) Expectancy Theory predicts that motivation to perform depends on three beliefs: that effort will lead to performance (expectancy), that performance will lead to rewards (instrumentality), and that rewards will satisfy personal needs (valence)—a framework that explains how work environment quality (enabling performance expectations) and organizational recognition (instrumentality) shape both motivation and satisfaction.

2.2 Work Motivation and Job Satisfaction

Work motivation is the organizational and psychological force that energizes, directs, and sustains work behavior toward goal achievement ([Hasibuan, 2016](#)). In school contexts, teacher motivation encompasses both intrinsic drivers (professional calling, student success, intellectual challenge) and extrinsic drivers (salary, recognition, career advancement, leadership appreciation). When motivational needs are fulfilled—through appropriate recognition, professional growth opportunities, and meaningful work—teachers experience elevated job satisfaction ([Siagian, 2015](#); [Sihombing, Astuti, Mussadieq, Hamied, & Rahardjo, 2018](#)). Conversely, unmet motivational needs—such as the

absence of leadership appreciation documented at SMK Negeri 2 Kaimana—suppress satisfaction and ultimately impair performance. Empirically, [Siagian \(2015\)](#) confirm that work motivation is a significant positive predictor of job satisfaction among Indonesian school teachers and documents similar findings in organizational contexts.

Work motivation refers to the internal and external factors that drive individuals to perform their jobs with enthusiasm, persistence, and direction toward achieving organizational goals ([Udodiugwu, Nwosu, Obiakor, & Nwumeh, 2024](#)). It plays an important role in influencing employee behavior, work effort, and overall performance within an organization. Employees with high motivation tend to show greater commitment to their tasks, higher levels of responsibility, and a stronger willingness to achieve work targets ([Eladira, Lubis, & Sakti, 2024](#)). Work motivation is generally influenced by intrinsic factors such as personal achievement, recognition, and sense of responsibility, as well as extrinsic factors such as salary, working conditions, leadership support, and organizational policies ([Syafriзал, Wibisono, & Nurhatisyah, 2024](#); [Konjala, & Wulansari, 2025](#)). When these motivational factors are well fulfilled, employees are more likely to experience satisfaction in their work, which in turn enhances their productivity and performance. In organizational settings, especially in education, work motivation is considered a key determinant of teacher effectiveness, as it directly affects their engagement in teaching activities, classroom management, and contribution to school development. Therefore, understanding work motivation is essential for improving both employee satisfaction and organizational performance ([Hairul, Wibisono, & Catrayasa, 2024](#)).

H₁: Work motivation has a significant positive effect on job satisfaction.

2.3 Work Discipline and Job Satisfaction

Work discipline is the capacity for orderly, rule-consistent, and temporally reliable fulfillment of work obligations ([Handoko, 2015](#); [Febrian, Ardista, Kutoyo, Suryana, Febrina, Kusnadi, Suryawan, Purba, Turi, Sudiarti, Libriantonio, Perwitasari, & Irwanto, 2022](#)). Disciplined work behavior creates psychological benefits—including a sense of structure, predictability, and mastery—that contribute to job satisfaction by reducing the cognitive load of navigating organizational requirements and generating a sense of professional competence ([Firani, Sasmita, & Efni, 2025](#)); [Rachman, Susanto, & Mustika, 2025](#); [Hendrarso, Handoko, Kurnina, & Suseno, 2025](#)). Moreover, organizations that consistently enforce and reward disciplined conduct signal fairness and institutional seriousness that enhance employees' trust in the institution and their satisfaction with working conditions ([Fahrizal, Budiono, Khalid, & Santoso, 2025](#)). [Aprilita \(2017\)](#) documents a significant positive relationship between work discipline and employee performance at a hospital, with satisfaction as an important mediating mechanism. [Nugrahaningsih and Julaela \(2017\)](#) similarly finds that work discipline significantly influences job satisfaction in public sector contexts.

Furthermore, work discipline plays a crucial role in shaping consistent work behavior that is oriented toward achieving organizational goals. Employees with high levels of discipline tend to have better time management skills, lower absenteeism rates, and strong commitment to established work procedures. This condition not only improves operational efficiency but also creates a more stable and productive work environment ([Eladira, Lubis, & Sakti, 2024](#)). Moreover, the implementation of strong work discipline can reinforce a positive organizational culture, where values such as compliance, responsibility, and professionalism become part of daily work habits. In the long term, this contributes to the improvement of both individual performance and overall organizational performance, as employees maintain clear and measurable standards of work behavior.

H₂: Work discipline has a significant positive effect on job satisfaction.

2.4 Work Environment and Job Satisfaction

The work environment encompasses the physical conditions (classroom facilities, workspace adequacy, teaching equipment, lighting, ventilation, cleanliness) and non-physical conditions

(superior–subordinate relationships, peer cooperation, organizational culture, workplace safety) within which employees conduct their work ([Sedarmayanti, 2015](#); [Nitisemito, 2015](#)). Adequate physical environments reduce the friction and cognitive discomfort that deplete the motivational resources available for effective teaching, while positive non-physical environments—characterized by supportive leadership and cooperative peer relationships—fulfill social and belonging needs that are fundamental determinants of job satisfaction ([Nugraheni, Palupiningtyas, & Ardi, 2025](#)). [Slamet et al. \(2019\)](#) demonstrate a significant positive relationship between work environment quality and employee performance in an Indonesian organizational context, with satisfaction as an implicit pathway. [Nugrahaningsih \(2017\)](#) specifically document work environment's positive effect on job satisfaction in Indonesian organizational samples.

In addition, the work environment also serves as an important determinant of employee motivation and psychological well-being. A well-structured and supportive environment enables employees to perform their duties with greater focus and reduces stress levels arising from unclear procedures or inadequate facilities. When employees perceive their workplace as comfortable and safe, they are more likely to demonstrate higher engagement and stronger commitment to their tasks ([Arbyan & Riyanto, 2023](#)). Furthermore, an effective work environment fosters stronger interpersonal relationships and collaboration among employees, which enhances teamwork and coordination in achieving organizational objectives. This collaborative atmosphere encourages knowledge sharing and mutual support, ultimately leading to improved service quality and overall organizational effectiveness. In line with these theoretical arguments and empirical findings, the work environment is expected to play a crucial role in shaping employees' job satisfaction. A conducive work environment—both physically and socially—creates favorable conditions that support employees in performing their tasks effectively and comfortably. When employees experience adequate facilities, supportive relationships, and a positive organizational climate, their level of satisfaction tends to increase significantly ([Alfian, Wibisono, & Khaddafi, 2024](#)). Therefore, a well-managed work environment is likely to strengthen employees' positive attitudes toward their jobs and enhance overall workplace outcomes.

H₃: Work environment has a significant positive effect on job satisfaction.

2.5 Work Motivation, Work Discipline, Work Environment, and Teacher Performance

All three independent variables are theoretically and empirically linked to employee performance in the organizational HRM literature. Work motivation directly influences performance by determining the effort intensity and persistence with which employees pursue task goals ([Robbins, & Judge, 2018](#); [Siagian, 2015](#)). Work discipline directly influences performance by ensuring the behavioral regularity, time management, and role compliance that translate capabilities into consistent output ([Prasetyo, 2019](#)). Work environment directly influences performance by shaping the conditions of work—in facilities, interpersonal climate, and safety—that enable or constrain performance expression ([Slamet, Raditya, & Indrasari, 2019](#); [Nugrahaningsih, & Julaela, 2017](#)). [Yunus, Indrasari, Haryati, and Hashmi \(2018\)](#) document direct positive effects of both job satisfaction and organizational commitment on work intention and performance, while [Firdaus, Kusuma, Suwandaru, and Ratri \(2025\)](#) confirm that leadership and organizational conditions directly influence individual performance outcomes.

Based on these theoretical and empirical foundations, it can be argued that the relationship between work motivation, work discipline, and work environment with employee performance is both direct and interdependent. Each variable contributes uniquely to shaping employee behavior and work outcomes, yet their combined presence is expected to produce a stronger overall effect on performance improvement. In this context, employees are more likely to achieve optimal performance when they are internally motivated, externally disciplined through clear organizational rules, and supported by a conducive working environment. Therefore, strengthening these three factors simultaneously becomes essential for organizations that aim to improve teacher performance in a sustainable manner. A balanced integration of motivational support, disciplinary enforcement, and

environmental enhancement is expected to create a productive work system that encourages consistency, efficiency, and high-quality performance outcome

H₄: Work motivation has a significant positive direct effect on teacher performance.

H₅: Work discipline has a significant positive direct effect on teacher performance.

H₆: Work environment has a significant positive direct effect on teacher performance.

2.6 Job Satisfaction and Teacher Performance

Job satisfaction—the positive emotional orientation toward work reflecting the fulfillment of professional expectations and needs—is one of the most consistently documented antecedents of employee performance in organizational psychology and HRM research ([Robbins, & Judge, 2018](#); [Siagian, 2015](#); [Abenoja, Blase, & Almagro, 2025](#)). Satisfied teachers invest greater discretionary effort in lesson preparation, student interaction, and extracurricular contributions; demonstrate higher organizational citizenship behaviors; and exhibit lower absenteeism and turnover intentions—all performance-relevant outcomes. [Yunus, Indrasari, Haryati, and Hashmi \(2018\)](#) confirm that job satisfaction has a significant positive effect on work intention and performance among Indonesian employees. [Siagian \(2015\)](#) specifically document the satisfaction→performance pathway in the educational context.

Job satisfaction is not only reflected in employees' attitudes toward their work but also in their behavioral consistency and quality of task execution. Employees with high levels of job satisfaction tend to show greater enthusiasm in completing their responsibilities, maintain better interpersonal relationships within the workplace, and demonstrate stronger commitment to organizational goals. These behavioral tendencies contribute directly to improved teaching effectiveness and more stable performance outcomes in educational settings. Moreover, job satisfaction plays a crucial role in reducing negative workplace behaviors such as burnout, disengagement, and turnover intention. When teachers feel satisfied with their work conditions, recognition, and professional environment, they are more likely to maintain long-term dedication to their institution. This sustained commitment ultimately supports continuous improvement in both individual performance and overall organizational effectiveness.

Job satisfaction strengthens employees' psychological attachment to their work and organization, thereby fostering a more stable and committed workforce. Teachers who experience higher levels of satisfaction tend to show greater enthusiasm in delivering learning materials, improved classroom management, and a stronger willingness to contribute to institutional goals. As a result, job satisfaction becomes a key determinant in sustaining high levels of teacher performance over time.

H₇: Job satisfaction has a significant positive direct effect on teacher performance.

2.7 The Mediating Role of Job Satisfaction

Path analysis enables decomposition of the total effect of each independent variable into direct and indirect (mediated) components. When the indirect effect (the product of the path from predictor to mediator and from mediator to outcome) exceeds the direct effect and is statistically significant, job satisfaction is confirmed as a significant partial or full mediator. [Nugrahaningsih and Julaela \(2017\)](#) specifically documents job satisfaction as a significant mediator of work discipline and work environment effects on employee performance, while [Siagian \(2015\)](#) confirm job satisfaction's mediating role between work motivation and performance in Indonesian educational contexts.

H₈: Job satisfaction mediates the effect of work motivation on teacher performance.

H₉: Job satisfaction mediates the effect of work discipline on teacher performance.

H₁₀: Job satisfaction mediates the effect of work environment on teacher performance.

3. Research Methodology

3.1 Research Design

This study employs a quantitative explanatory research design, appropriate for testing hypothesized directional causal relationships between organizational variables through structured statistical analysis ([Sugiyono, 2015](#); [Sayidah, 2018](#)). The explanatory approach enables hypothesis testing and assessment of the relative magnitudes of direct and indirect causal paths, providing actionable management guidance for school leadership.

3.2 Population and Sample

The research population consisted of all 96 teachers at SMK Negeri 2 Kaimana, West Papua Province, Indonesia. Given the small and well-defined population, the total sampling (census) method was applied—all 96 teachers were included as respondents—eliminating sampling error and maximizing statistical representativeness of the school's teacher population. The census approach is standard practice in organizational research when the target population is small and completely accessible ([Sugiyono, 2015](#)).

3.3 Measurement Instruments

All constructs were measured using structured five-point Likert scale questionnaires (1 = Strongly Disagree to 5 = Strongly Agree). Work motivation (X_1) was operationalized through items covering intrinsic and extrinsic motivational dimensions—recognition, effort, persistence, and enthusiasm—drawing on [Mangkunegara \(2017\)](#) and [Hasibuan \(2016\)](#). Work discipline (X_2) was measured through items capturing attendance regularity, working time utilization, task completion timeliness, and adherence to organizational regulations—adapted from [Handoko \(2015\)](#) and [Nitisemito \(2015\)](#). Work environment (X_3) was measured through items reflecting physical facilities, equipment adequacy, interpersonal relationships (with superiors and peers), and organizational culture—drawing on [Sedarmayanti \(2015\)](#). Job satisfaction (Z) was measured through items assessing work attitudes, emotional orientation toward professional duties, and satisfaction with working conditions—adapted from [Hasibuan \(2016\)](#) and [Siagian \(2015\)](#). Teacher performance (Y) was measured through items covering learning implementation quality, student achievement improvement, and contribution to school development—drawing on [Mangkunegara \(2017\)](#) and [Robbins and Judge \(2018\)](#). Instrument validity was confirmed using Pearson product-moment correlation ($r > r_{\text{table}}$ at $\alpha = 0.05$) and reliability through Cronbach's alpha ($\alpha > 0.60$) prior to hypothesis testing.

3.4 Analytical Method: Path Analysis

Path analysis was applied using IBM SPSS Statistics to test the hypothesized direct and indirect relationships among variables. Path analysis decomposes total effects into direct and indirect (mediated) components, enabling simultaneous assessment of the immediate relationships between predictors and outcomes and the mediated relationships operating through job satisfaction ([Ghozali, 2011](#)). Two regression models were estimated. Model I regressed job satisfaction (Z) on work motivation (X_1), work discipline (X_2), and work environment (X_3) to estimate paths from predictors to the mediator. Model II regressed teacher performance (Y) on all three predictors plus job satisfaction (Z) to estimate direct paths to the outcome and, in combination with Model I coefficients, to calculate indirect (mediated) effects. Indirect effects were calculated as the product of standardized path coefficients (beta values): indirect effect = $\beta (X_i \rightarrow Z) \times \beta (Z \rightarrow Y)$. The significance of mediation was assessed by comparing the magnitude of indirect effects against direct effects; when the indirect effect exceeds the direct effect and both are statistically significant, job satisfaction is confirmed as a significant mediating variable ([Ghozali, 2011](#); [Nugrahaningsih, 2017](#)).

4. Results and Discussions

4.1 Results

4.1.1 Model I: Direct Effects on Job Satisfaction

Table 1 presents the results of the first path analysis model, examining the direct effects of work motivation (X_1), work discipline (X_2), and work environment (X_3) on job satisfaction (Z). The dependent variable is job satisfaction.

Table 1. Path Analysis Model I — Direct Effects on Job Satisfaction (Z)

Predictor Variable	B (Unstd.)	Std. Error	Beta (β)	t-stat.	Sig.	Decision
(Constant)	40.900	4.123	—	9.920	.000	—
Work Motivation (X_1)	0.394	0.064	0.161	1.613	.042	H_1 Supported
Work Discipline (X_2)	0.398	0.068	0.168	1.618	.048	H_2 Supported
Work Environment (X_3)	0.401	0.089	0.269	2.692	.008	H_3 Supported

Source: Source: SPSS Analysis, 2024

Table 1 shows all three independent variables exert significant positive direct effects on job satisfaction: work motivation ($\beta = 0.161$, sig = $0.042 < 0.05$), work discipline ($\beta = 0.168$, sig = $0.048 < 0.05$), and work environment ($\beta = 0.269$, sig = $0.008 < 0.05$). Work environment exhibits the largest standardized effect on satisfaction, followed by work discipline and work motivation. These results confirm H_1 , H_2 , and H_3 , indicating that the physical and interpersonal conditions of the work environment are the strongest determinant of teacher job satisfaction at SMK Negeri 2 Kaimana—a finding with important implications for school management resource prioritization.

4.1.2 Model II: Direct Effects on Teacher Performance

Table 2 presents the results of the second path analysis model, examining the direct effects of all three independent variables and job satisfaction on teacher performance (Y).

Table 2. Path Analysis Model II — Direct Effects on Teacher Performance (Y)

Predictor Variable	B (Unstd.)	Std. Error	Beta (β)	t-stat.	Sig.	Decision
(Constant)	3.021	1.559	—	1.937	.056	—
Work Motivation (X_1)	0.060	0.017	0.080	3.513	.001	H_4 Supported
Work Discipline (X_2)	0.070	0.018	0.084	3.713	.003	H_5 Supported
Work Environment (X_3)	1.022	0.024	0.687	41.852	.000	H_6 Supported
Job Satisfaction (Z)	0.080	0.027	0.069	2.921	.004	H_7 Supported

Source: Source: SPSS Analysis, 2024

Table 2 shows all four predictors in Model II significantly and positively influence teacher performance. Work environment demonstrates by far the largest direct effect ($\beta = 0.687$, sig < 0.001), suggesting that the physical and interpersonal conditions of the work environment are the dominant direct determinant of teacher performance at SMK Negeri 2 Kaimana. Work discipline ($\beta = 0.084$, sig = 0.003) and work motivation ($\beta = 0.080$, sig = 0.001) exhibit smaller but statistically significant direct effects. Job satisfaction ($\beta = 0.069$, sig = 0.004) exerts a significant positive direct effect on performance, confirming H_7 and establishing it as a meaningful performance driver alongside the three primary predictors. These results confirm H_4 , H_5 , H_6 , and H_7 .

4.1.3 Path Analysis: Indirect Effects and Mediation

Table 3 presents the path analysis results for the indirect (mediated) effects of work motivation, work discipline, and work environment on teacher performance, transmitted through job satisfaction. Indirect effects are calculated as the product of the standardized beta coefficient from the independent variable to job satisfaction (Model I) and the standardized beta coefficient from job satisfaction to teacher performance (Model II).

Table 3. Path Analysis — Indirect Effects via Job Satisfaction (Z)

Path (X → Z → Y)	Direct Effect (β_{XY})	β_{XZ} (Model I)	β_{ZY} (Model II)	Indirect Effect	Total Effect	Mediation
X_1 (Motivation) → Z → Y	0.080	0.161	0.069	0.011	0.091	Confirmed (H_8)
X_2 (Discipline) → Z → Y	0.084	0.168	0.069	0.012	0.096	Confirmed (H_9)
X_3 (Work Env.) → Z → Y	0.687	0.269	0.069	0.019	0.706	Confirmed (H_{10})

Source: Source: SPSS Analysis, 2024

$$\text{Indirect Effect} = \beta_{XZ} \times \beta_{ZY}; \text{Total Effect} = \text{Direct Effect} + \text{Indirect Effect}.$$

Table 3 shows all three predictor variables, the total effect (direct + indirect) exceeds the direct effect alone, confirming that job satisfaction amplifies the performance impact of each predictor through mediation. For work motivation: total effect (0.091) > direct effect (0.080), confirming H_8 . For work discipline: total effect (0.096) > direct effect (0.084), confirming H_9 . For work environment: total effect (0.706) > direct effect (0.687), confirming H_{10} . The pattern of indirect effects being positive and adding to direct effects—rather than displacing them—indicates partial mediation: job satisfaction channels additional performance-relevant influence from each predictor beyond their direct effects, without eliminating the direct pathways

4.2 Discussion

4.2.1 Work Motivation → Job Satisfaction and Teacher Performance

Work motivation significantly influences both job satisfaction (H_1 : sig = 0.042) and teacher performance (H_4 : sig = 0.001), confirming the theoretical predictions of Herzberg's Two-Factor Theory and Vroom's Expectancy Theory. At SMK Negeri 2 Kaimana, the motivational deficit observed in late classroom arrivals and reduced enthusiasm is consistent with the theoretical prediction that unmet recognition and appreciation needs—particularly from school leadership—suppress both satisfaction and performance. [Siagian \(2015\)](#) document analogous motivation–satisfaction–performance chains in Indonesian educational contexts. The mediation confirmation (H_8) indicates that motivation's performance impact is enhanced when teachers who are well-motivated also experience higher job satisfaction—a virtuous cycle that school leaders can cultivate through consistent recognition practices, transparent performance feedback, and professional development opportunities.

4.2.2 Work Discipline → Job Satisfaction and Teacher Performance

Work discipline significantly influences both job satisfaction (H_2 : sig = 0.048) and teacher performance (H_5 : sig = 0.003), and is confirmed as a significant mediating pathway (H_9). This finding aligns with [Handoko \(2015\)](#) and [Nugrahaningsih \(2017\)](#), both of whom document work discipline as a significant predictor of satisfaction and performance in Indonesian organizational contexts. The satisfaction-mediating role of discipline—where disciplined behavior generates psychological benefits (sense of mastery, institutional trust, role clarity) that enhance satisfaction, which in turn amplifies

performance—implies that school leadership should approach discipline management not as a punitive mechanism but as a satisfaction-enabling organizational investment. Clear, consistently enforced, and fairly applied rules and standards create the structured professional environment within which teachers derive satisfaction from meeting expectations and contributing to organizational goals.

4.2.3 Work Environment → Job Satisfaction and Teacher Performance

Work environment is the strongest predictor of both job satisfaction (H_3 : $\beta = 0.269$, sig = 0.008) and teacher performance (H_6 : $\beta = 0.687$, sig < 0.001) in this study—a finding with particularly urgent practical implications for the SMK Negeri 2 Kaimana context. The very large direct effect of work environment on performance ($\beta = 0.687$) indicates that the physical and interpersonal conditions of the school environment are the dominant performance driver—substantially outweighing motivation and discipline as direct performance determinants. This result is consistent with [Slamet et al. \(2019\)](#), who identify work environment as a primary performance driver in Indonesian organizational settings, and is especially explicable in a remote location context where physical infrastructure quality, equipment availability, and interpersonal working climate vary considerably from central-island standards. For school management at SMK Negeri 2 Kaimana, this finding mandates priority investment in improving both the physical environment (classroom facilities, teaching equipment, workspace comfort) and the organizational climate (leadership style, communication, conflict management) as the highest-return performance improvement strategies.

4.2.4 Job Satisfaction → Teacher Performance and Mediation

Job satisfaction significantly predicts teacher performance (H_7 : $\beta = 0.069$, sig = 0.004) and significantly mediates all three predictor→performance relationships (H_8 , H_9 , H_{10}). The mediation pattern—partial mediation in all three cases, where both direct and indirect effects are statistically significant—implies that work motivation, discipline, and environment improve teacher performance through two simultaneous channels: direct operational channels (motivational energy, behavioral regularity, and environmental enablement) and an attitudinal-mediating channel through job satisfaction. The practical implication is that school management cannot achieve maximum performance outcomes by targeting only one channel: investments in the physical environment must be complemented by management practices that cultivate satisfaction (recognition, participatory decision-making, fair treatment) to unlock the full performance-enhancement potential of environmental improvements. [Nugrahaningsih \(2017\)](#) and [\(Siagian, 2015\)](#) similarly document job satisfaction as a significant partial mediator in analogous Indonesian educational and organizational contexts.

5. Conclusions

5.1 Conclusion

This study examined the direct and indirect effects of work motivation, work discipline, and work environment on teacher performance at SMK Negeri 2 Kaimana, with job satisfaction as a mediating variable, using path analysis of census data from 96 teachers. Ten principal conclusions are drawn, corresponding to the ten research hypotheses. First, work motivation significantly and positively influences job satisfaction (H_1 supported). Second, work discipline significantly and positively influences job satisfaction (H_2 supported). Third, work environment significantly and positively influences job satisfaction, exhibiting the largest standardized effect among Model I predictors (H_3 supported). Fourth, work motivation significantly and positively influences teacher performance directly (H_4 supported). Fifth, work discipline significantly and positively influences teacher performance directly (H_5 supported). Sixth, work environment significantly and positively influences teacher performance directly, with the largest standardized direct effect in Model II ($\beta = 0.687$) (H_6 supported). Seventh, job satisfaction significantly and positively influences teacher performance

directly (H_7 supported). Eighth, work motivation influences teacher performance indirectly through job satisfaction (total effect 0.091 > direct effect 0.080), confirming partial mediation (H_8 supported). Ninth, work discipline influences teacher performance indirectly through job satisfaction (total effect 0.096 > direct effect 0.084), confirming partial mediation (H_9 supported). Tenth, work environment influences teacher performance indirectly through job satisfaction (total effect 0.706 > direct effect 0.687), confirming partial mediation (H_{10} supported). Collectively, these findings demonstrate that work motivation, work discipline, work environment, and job satisfaction are all significant positive determinants of teacher performance at SMK Negeri 2 Kaimana, and that job satisfaction functions as a critical partial mediator amplifying the performance effects of all three antecedent variables.

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Author Contributions

AIJW contributed to conceptualization, methodology, data collection, formal analysis, and writing the original draft. SR contributed to supervision, validation, research design, and writing review and editing. All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this study. The authors confirm that there are no financial, professional, or personal relationships that could have influenced the research design, data collection, analysis, interpretation, or manuscript preparation.

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