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Dra. Rini Wijayaningsih, M.M.

Judul : The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

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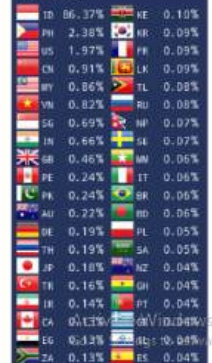
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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

Rini Wijayaningsih

Universitas Bhayangkara Jakarta Raya, Indonesia

DOI: <https://doi.org/10.37641/jimkes.v13i6.4492>

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment

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ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the

of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

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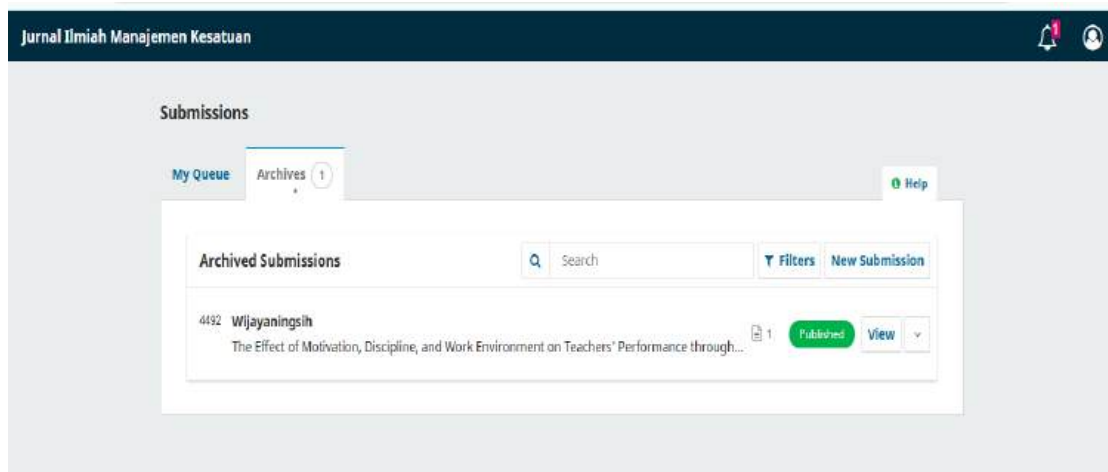
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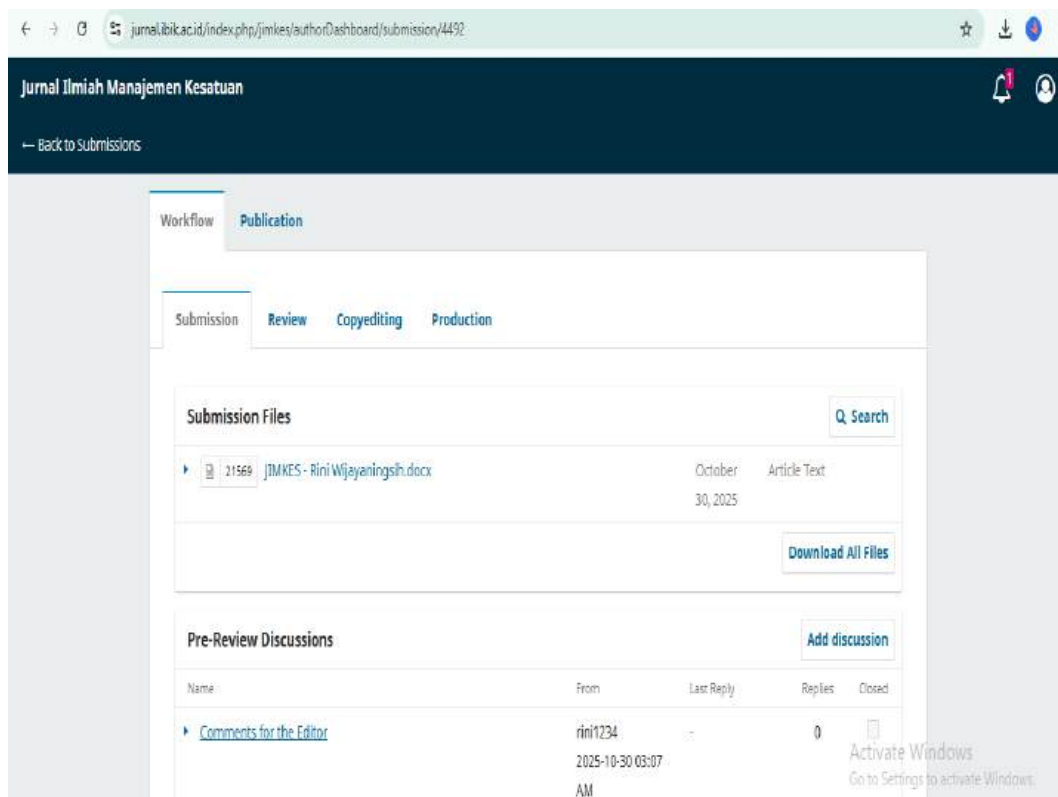
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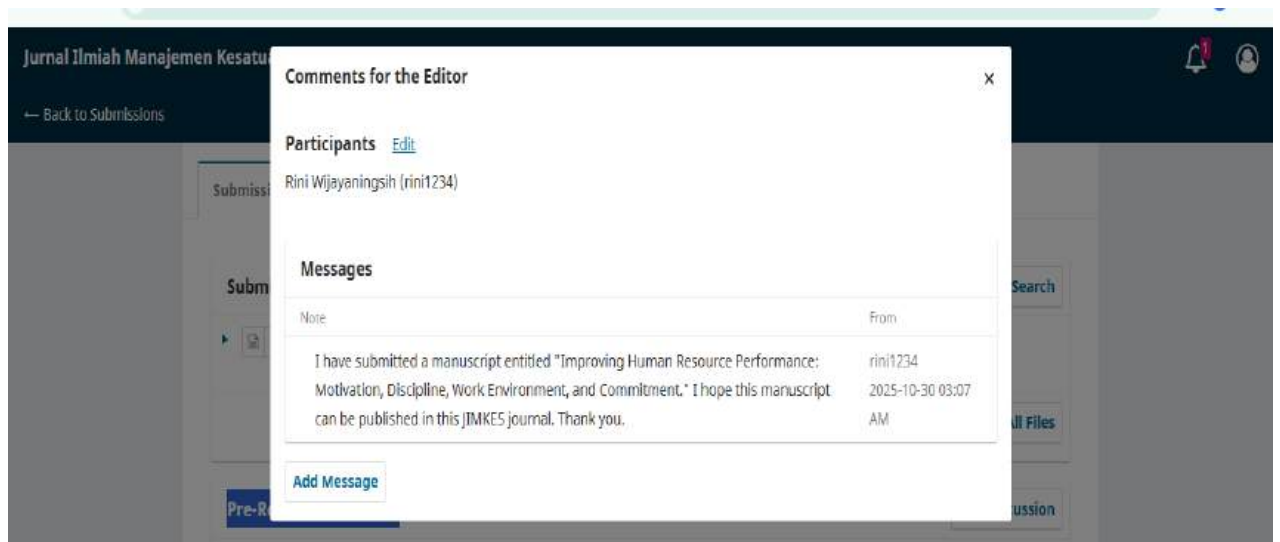
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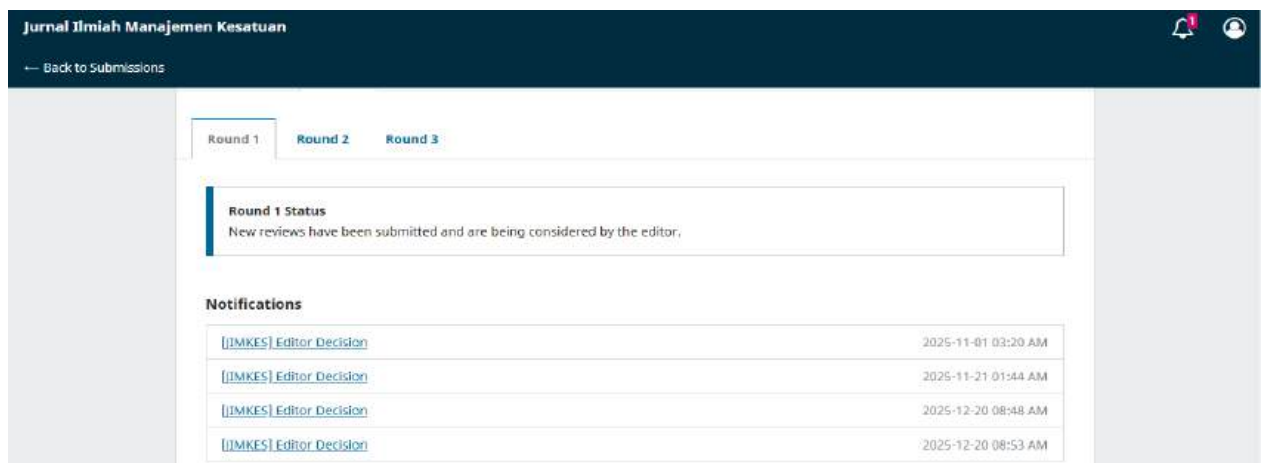
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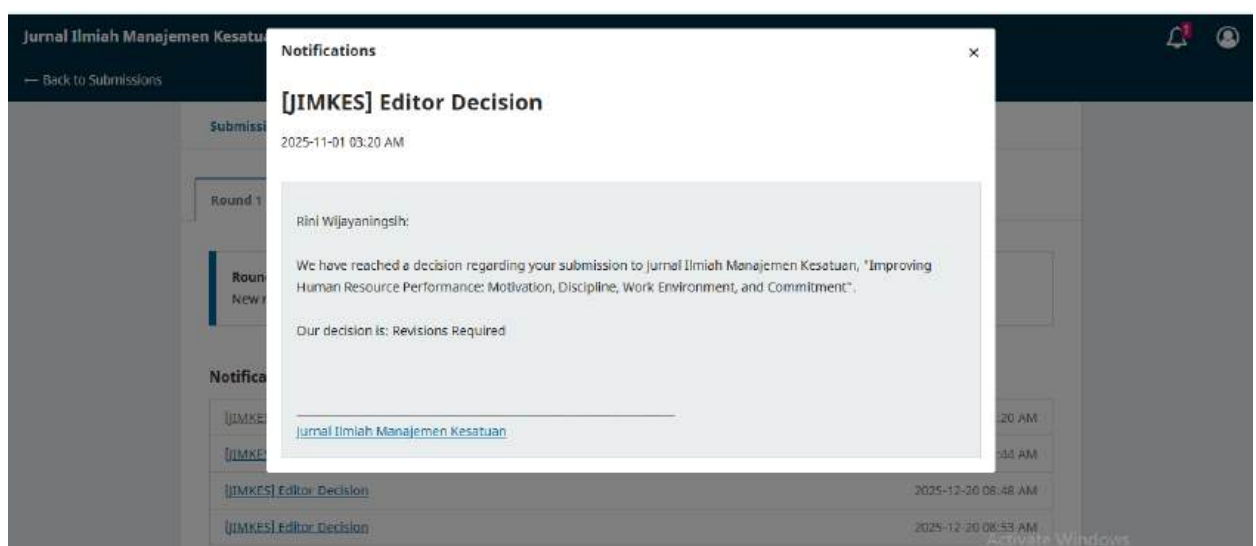
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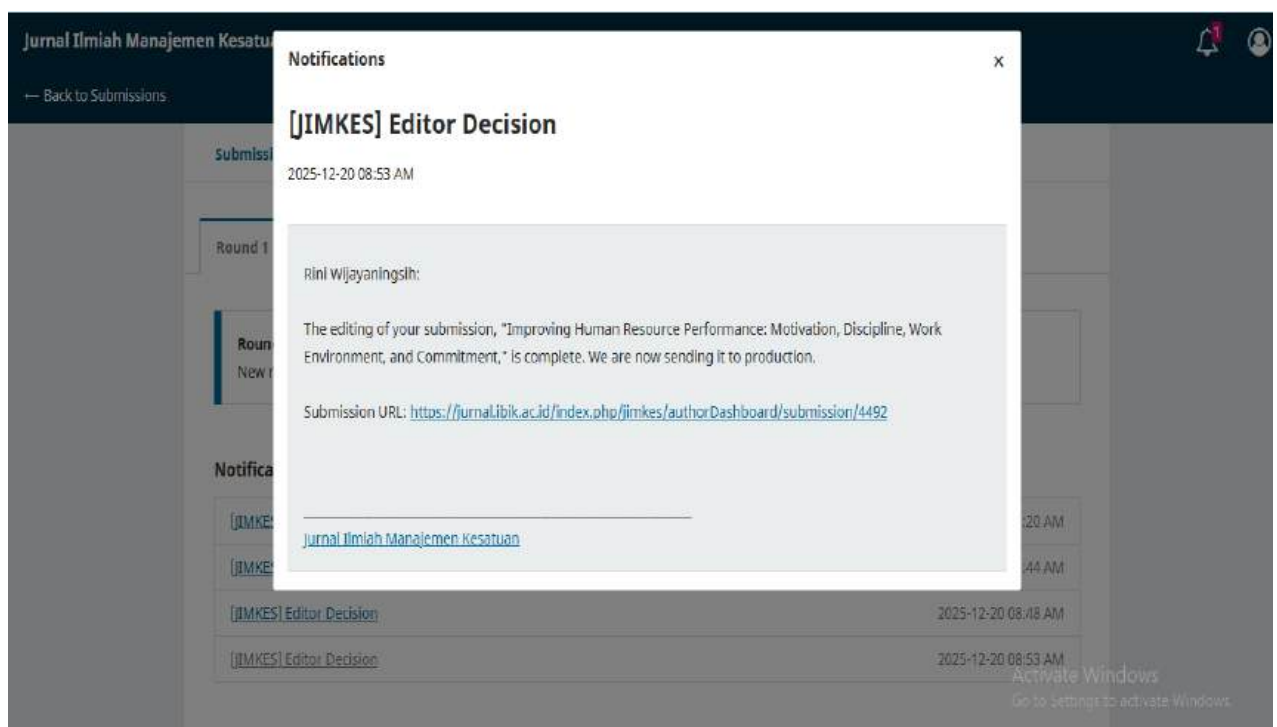
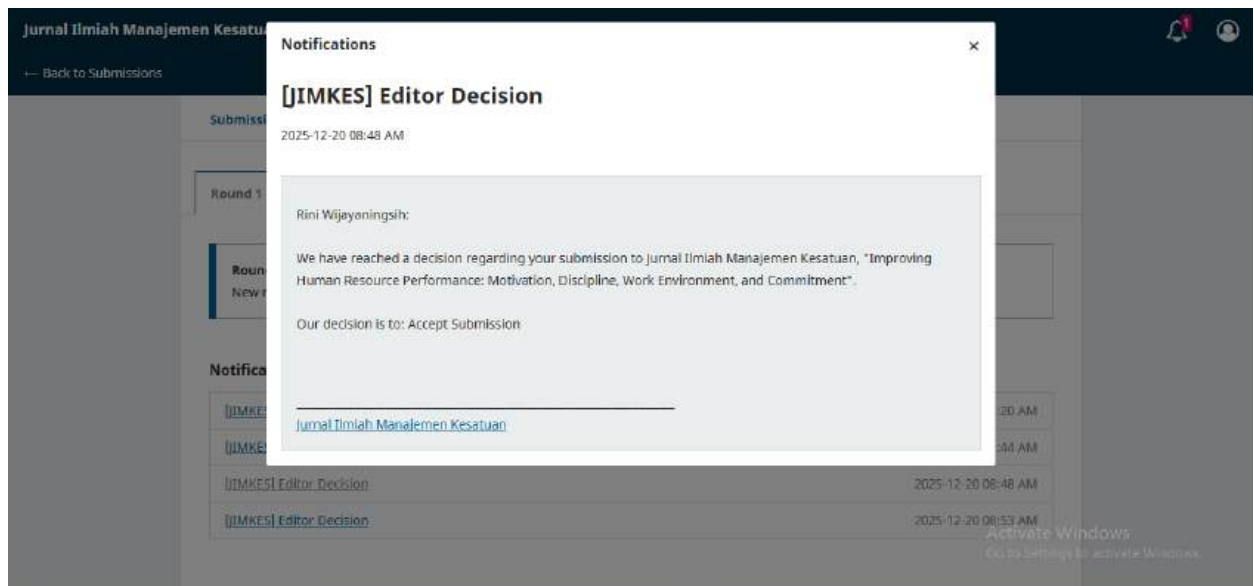
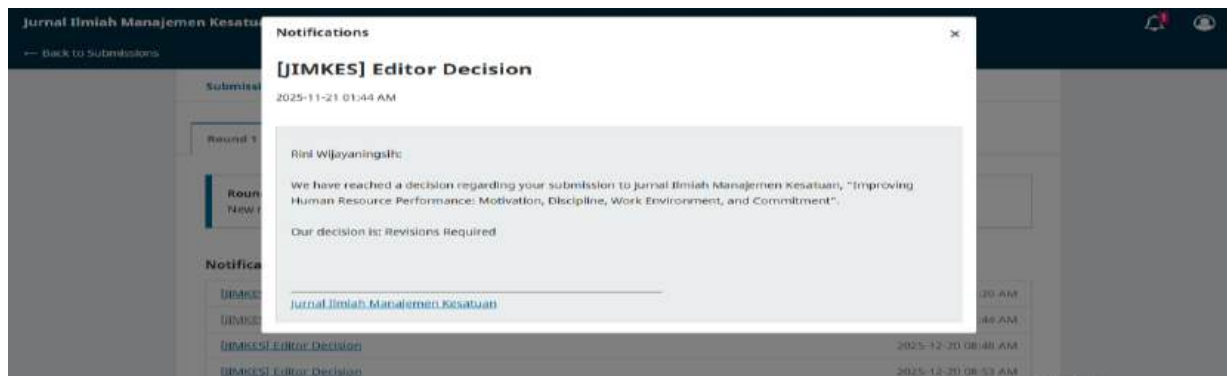


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ABSTRACT

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Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

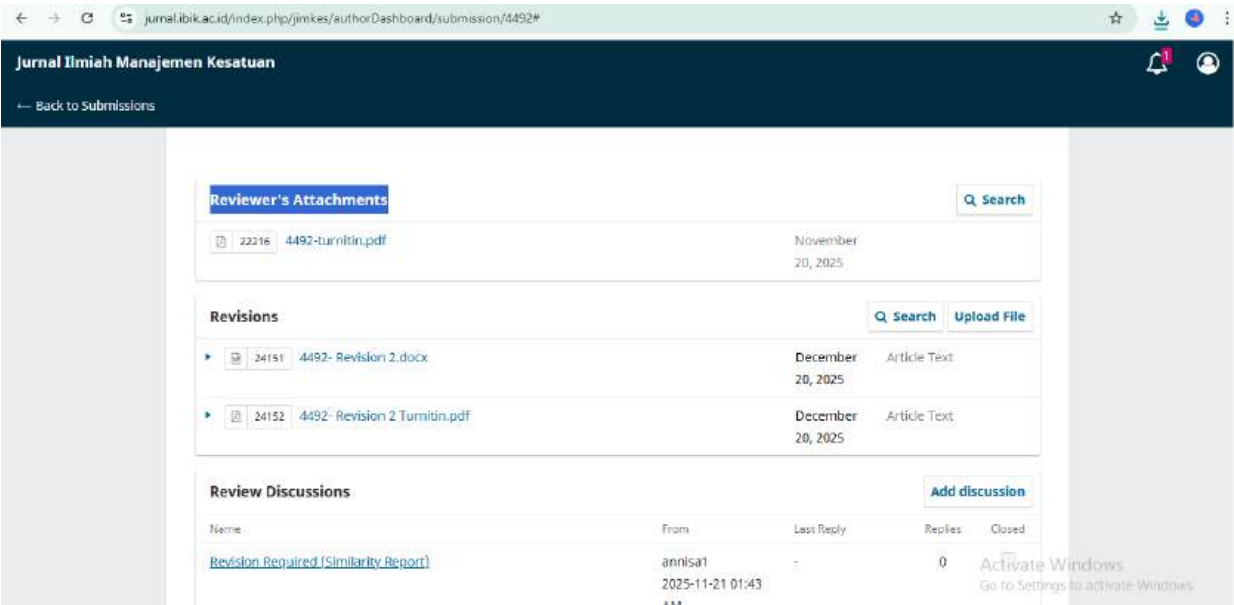
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Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

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Section	Assessment (1-5)	Evaluation	Comments / Suggestions
Title	4	Good	Clear and informative. Could be slightly shortened for precision, e.g., "Motivation, Discipline, Work Environment, and Teacher Performance."
Abstract	3	Needs improvement	Expand to ~200 words. Include background, research gap, aims, method, key findings, and practical implications. Include 5 searchable keywords.
Keywords	3	Needs improvement	Add specific terms such as "Teacher Commitment," "HR Performance," "Work Discipline," "Motivation Factors," or "School Environment." Maintain consistent format.
Introduction	3	Needs improvement	Strengthen background, clearly formulate the problem, highlight research gap, state aims, and include explicit research questions that are answered in results.

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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

Keywords: Human Resources Performance, Organizational Commitment, Work Environment, Discipline, Motivation.

The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through

The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

*The Effect on
Teachers'
Performance*

13 Rini Wijayaningsih
Universitas Bhayangkara Jakarta Raya; Jakarta, Indonesia
E-Mail: rini.wijayaningsih@dsn.ubharajaya.ac.id

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ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

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OCTOBER 2025

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DECEMBER 2025

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59.8 persen varians komitmen dan 67.4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah

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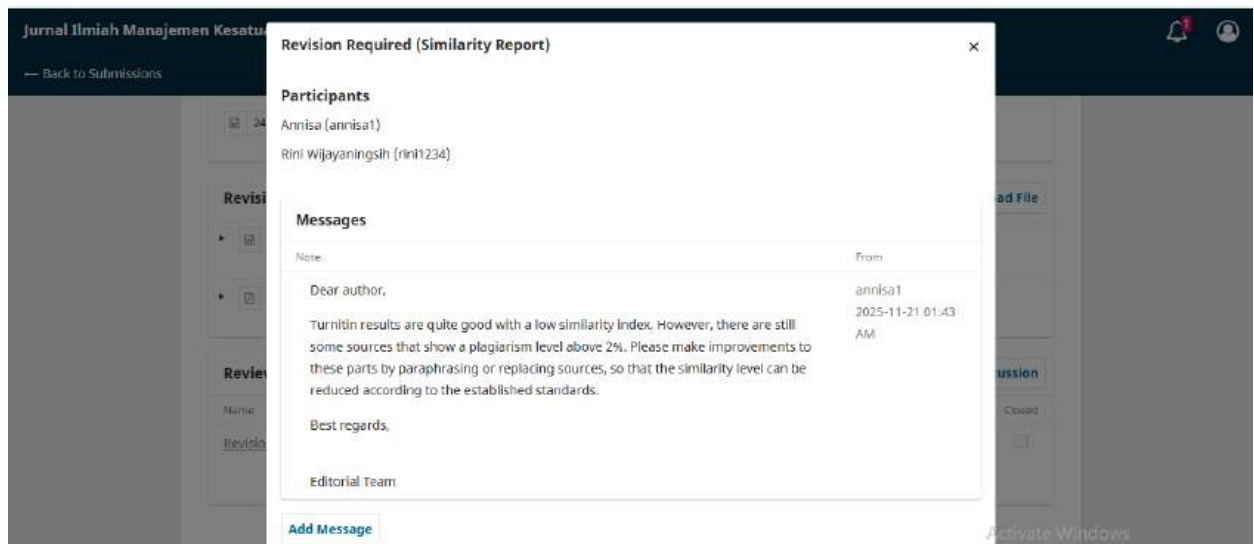
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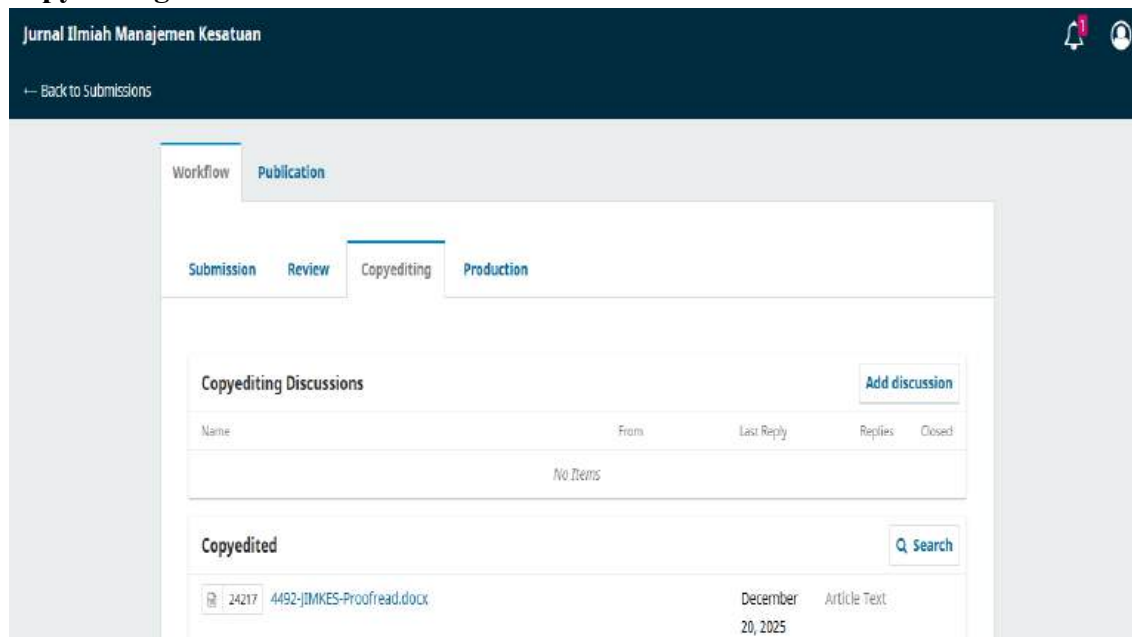
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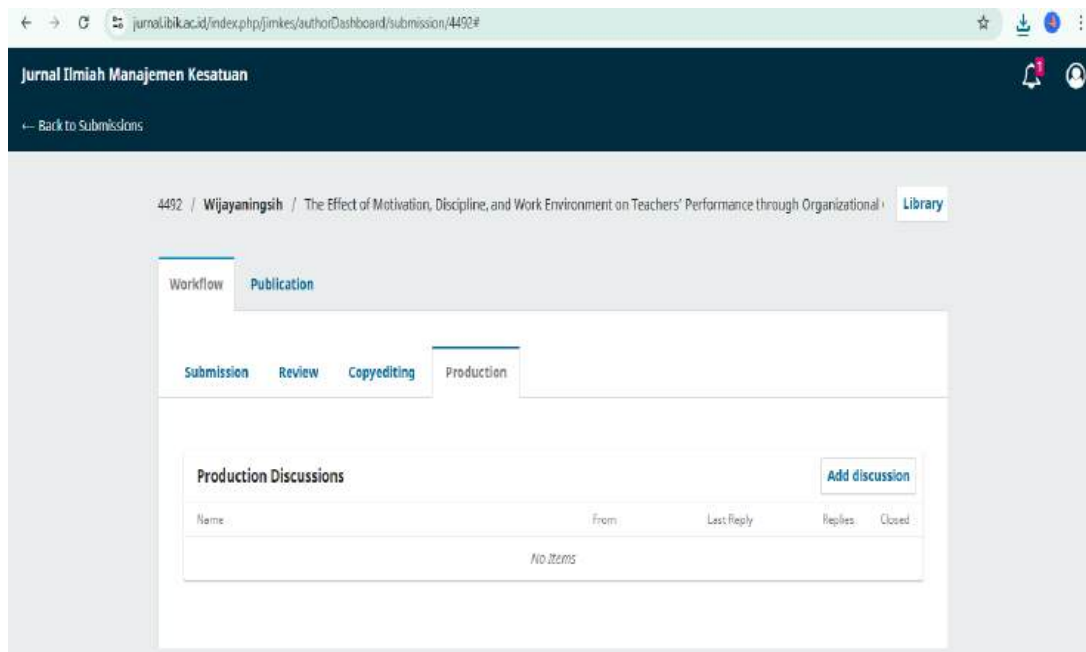
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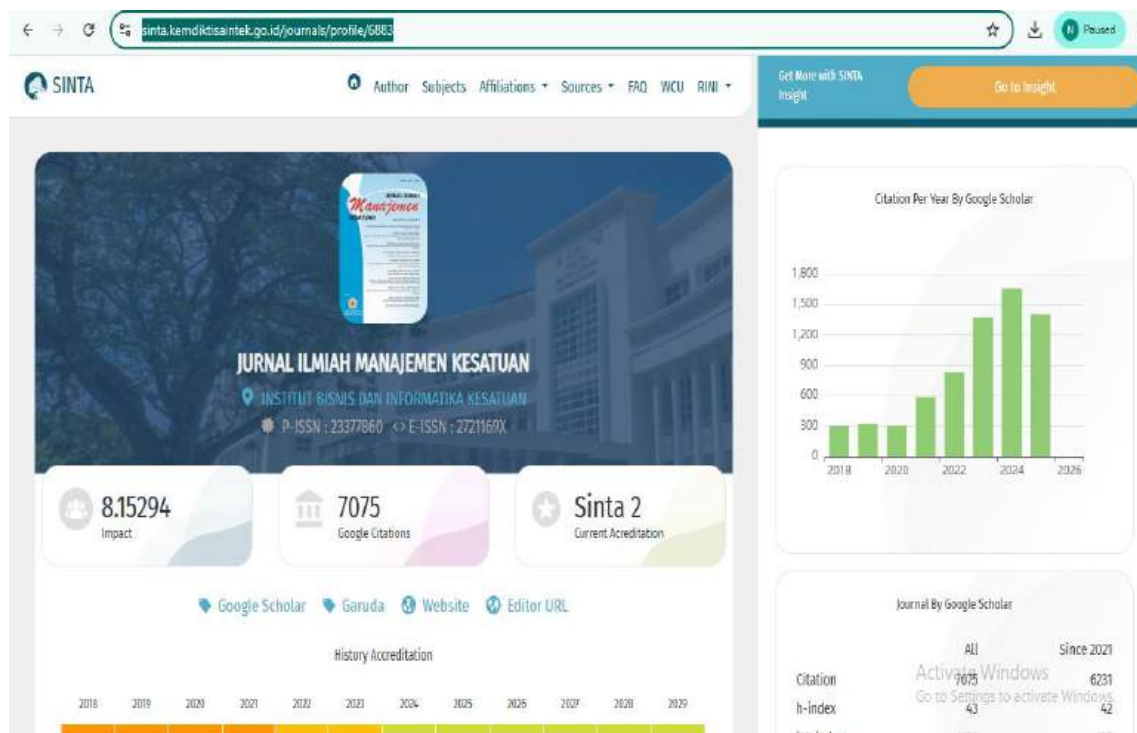


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Rini Wijayaningsih
Universitas Bhayangkara Jakarta Raya, Indonesia

DOI: <https://doi.org/10.37641/jimkes.v13i6.4492>

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment



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Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

Rini Wijayaningsih

Bhayangkara Jakarta Raya University, DKI Jakarta, Indonesia

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Submitted:
FEBRUARI 2013

Accepted:
MARET 2013

ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science

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provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

FINDINGS AND DISCUSSION

According to Lyons et al. (1993) and Fletcher and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, *The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia*. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation

to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larternier, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, *The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency*, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubbard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly agreed-upon criteria. Employee contribution to the company,

employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

CONCLUSION AND RECOMMENDATION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.

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JURNAL ILMIAH MANAJEMEN KESATUAN

1st round review- Editorial Screening

Judul Naskah : Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

ID Naskah : 4492

No	Kategori	Ketentuan	Perbaikan oleh Penulis	Halaman
1.	Judul	Judul naskah maksimal 20 kata dan tidak boleh lebih dari dua baris.		
		Judul harus mencerminkan substansi isi artikel secara jelas dan spesifik.		
2.	Identitas Penulis	Nama penulis, afiliasi institusi, dan email korespondensi tidak boleh dicantumkan dalam naskah utama (blind). Identitas hanya dimasukkan melalui metadata submission di OJS.		
		Jika naskah masih mencantumkan identitas penulis, mohon dihapus terlebih dahulu untuk menjaga prinsip blind review.		
3.	Abstrak	Abstrak wajib disajikan dalam Bahasa Inggris.		
		Abstrak tersebut harus dalam 1 halaman, di halaman judul saja.		
		Panjang maksimal 200 kata disertai 4-6 keywords		
4.	Struktur Artikel	Artikel harus terdiri dari bagian: <ul style="list-style-type: none"> - Introduction - Literature Review and Hypothesis Development - Research Method - Results - Discussion - Conclusions and Suggestions 		
		Minimalisir penggunaan subheading yang berlebihan. Pastikan bahwa setiap subheading disertai dengan pembahasan yang memadai dan proporsional.		
5.	Tabel dan Gambar	Tabel dan gambar harus diberi nomor urut (Table 1, Figure 1, etc.), serta dilengkapi judul dalam Inggris.		
		Pastikan setiap tabel dan gambar yang disertakan dalam naskah dikutip atau dirujuk secara eksplisit di dalam teks.		
		Gunakan standar internasional untuk penulisan angka (koma untuk ribuan, dan titik untuk desimal)		
6.	Gaya Kutipan	Gaya kutipan dan daftar pustaka wajib mengikuti format APA Style edisi ke-6.		
		Pastikan seluruh kutipan yang digunakan tercantum dalam daftar pustaka, dan sebaliknya.		
		Disarankan menggunakan reference manager seperti Mendeley atau Zotero untuk konsistensi kutipan.		

7.	Referensi dan Kutipan	Minimal terdapat 30 referensi ilmiah yang relevan dan berkualitas (jurnal, prosiding, buku referensi) dari sumber bereputasi internasional dan berbahasa Inggris.		
		Sebanyak 80% referensi sebaiknya berasal dari jurnal terbitan 5 tahun terakhir.		
		Penulis diwajibkan mengutip artikel-artikel yang relevan dari jurnal terbitan IBI Kesatuan (JIMKES , JIAKES dan RISET), dan menandainya di dalam naskah revisi.		

*Seluruh perbaikan wajib ditandai/highlight dengan **warna kuning** baik untuk perbaikan editorial atau substansi dari reviewer

JURNAL ILMIAH MANAJEMEN KESATUAN

1st round review- Editorial Screening

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ID Naskah : 4492

No	Kategori	Ketentuan	Perbaikan oleh Penulis	Halaman
1.	Judul	Judul naskah maksimal 20 kata dan tidak boleh lebih dari dua baris.	√	1
		Judul harus mencerminkan substansi isi artikel secara jelas dan spesifik.	√	1
2.	Identitas Penulis	Nama penulis, afiliasi institusi, dan email korespondensi tidak boleh dicantumkan dalam naskah utama (blind). Identitas hanya dimasukkan melalui metadata submission di OJS.	-	
		Jika naskah masih mencantumkan identitas penulis, mohon dihapus terlebih dahulu untuk menjaga prinsip blind review.	-	
3.	Abstrak	Abstrak wajib disajikan dalam dua bahasa: Bahasa Indonesia dan Bahasa Inggris.	√	1
		Abstrak dalam kedua Bahasa tersebut harus dalam 1 halaman, di halaman judul saja.	√	1
		Panjang maksimal 200 kata disertai 4-6 keywords	√	
4.	Struktur Artikel	Artikel harus terdiri dari bagian: <ul style="list-style-type: none"> - Introduction - Literature Review and Hypothesis Development - Research Method - Results - Discussion - Conclusions and Suggestions 	√	1-9
		Minimalisir penggunaan subheading yang berlebihan. Pastikan bahwa setiap subheading disertai dengan pembahasan yang memadai dan proporsional.	√	1-9
5.	Tabel dan Gambar	Tabel dan gambar harus diberi nomor urut (Table 1, Figure 1, etc.), serta dilengkapi judul dalam Inggris.	√	-
		Pastikan setiap tabel dan gambar yang disertakan dalam naskah dikutip atau dirujuk secara eksplisit di dalam teks.	√	-
		Gunakan standar internasional untuk penulisan angka (koma untuk ribuan, dan titik untuk desimal)	√	
6.	Gaya Kutipan	Gaya kutipan dan daftar pustaka wajib mengikuti format APA Style edisi ke-6.	√	
		Pastikan seluruh kutipan yang digunakan tercantum dalam daftar pustaka, dan sebaliknya.	√	
		Disarankan menggunakan reference manager seperti Mendeley atau Zotero untuk konsistensi kutipan.	√	

7.	Referensi dan Kutipan	Minimal terdapat 30 referensi ilmiah yang relevan dan berkualitas (jurnal, prosiding, buku referensi) dari sumber bereputasi internasional dan berbahasa Inggris.	√	8-9
		Sebanyak 80% referensi sebaiknya berasal dari jurnal terbitan 5 tahun terakhir.	√	8-9
		Penulis diwajibkan mengutip artikel-artikel yang relevan dari jurnal terbitan IBI Kesatuan (JIMKES , JIAKES dan RISET), dan menandainya di dalam naskah revisi.		
8.	Plagiarisme dan Orisinalitas	Kirimkan hasil pengecekan plagiarisme dengan skor maksimal 20% (menggunakan Turnitin atau alat sejenis).	√	

*Seluruh perbaikan wajib ditandai/highlight dengan **warna kuning** baik untuk perbaikan editorial atau substansi dari reviewer

Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

LITERATURE REVIEW

Motivation and Human Resource Performance

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. These perspectives imply that motivation acts as the psychological engine that drives work effort and persistence. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. This suggests that motivation not only impacts task execution but also strengthens employees' attachment to organizational goals.

Empirical studies also reinforce the positive link between motivation and performance. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, confirming its role in improving educational performance. Additionally, Eva Kris Diana Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment, indicating that motivation interacts with broader psychological conditions. McNeese-Smith (1996) provides complementary evidence by proving that motivation contributes to increased productivity and organizational commitment, which enhances performance within health institutions. These findings align with Muhammad Syibli et al. (2009), who argued that motivated employees demonstrate greater resilience, responsibility, and consistency in completing tasks.

Overall, motivation shapes employees' work behavior, emotional engagement, and willingness to contribute to organizational objectives. Employees who are highly motivated tend to show persistence, initiative, and a stronger commitment to organizational success. Taken together, the literature suggests that organizations that invest in motivational strategies—such as incentives, recognition programs, and supportive leadership—can expect meaningful improvements in human resource performance. Therefore, motivation is not merely an individual attribute but a strategic component that supports long-term organizational effectiveness.

Discipline and Organizational Commitment

Discipline serves as a crucial determinant of both organizational commitment and employee performance. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, which includes punctuality, adherence to procedures, and consistent alignment with workplace expectations. This definition highlights discipline as an indicator of employees' internalized values and professional responsibility. Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Thus, discipline is not merely a rule-based obligation but a behavioral foundation that enables consistent, high-quality performance.

Several scholars highlight the relationship between discipline and commitment. Parvatiyar and Sheth (2001) argue that discipline contributes to long-term commitment by establishing clear expectations and reliability within workplace relationships. Lory (2008) supports this view, explaining that discipline requires continuous motivation from both parties—the employee and the organization—to sustain cooperation and accountability. Once discipline becomes a habit, deviations from expected behavior trigger discomfort, indicating that discipline has been internalized. This transformation reflects maturity in work ethics and stronger employee–organization alignment.

Empirical studies further validate the role of discipline in enhancing performance. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, suggesting that discipline strengthens the consistency

of work output. Radika Luhur Sulistyawan (2008) also identified a strong relationship between organizational commitment and work discipline, reinforcing the idea that disciplined employees tend to exhibit higher dedication and ownership of their roles. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment, indicating that disciplined behavior enhances loyalty and responsibility.

In summary, discipline acts as a structural and psychological mechanism that fosters commitment and performance. Employees who internalize discipline tend to demonstrate stronger responsibility, reliability, and alignment with organizational values. Consequently, discipline becomes an essential factor in strengthening employee performance and organizational effectiveness.

Work Environment as a Predictor of Commitment and Performance

The work environment is an essential determinant of employee productivity, commitment, and job satisfaction. Nitisemito (1999) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. A conducive work environment enhances comfort, reduces stress, and strengthens social relationships within the organization. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. These conditions shape a positive organizational climate that encourages commitment and performance.

Rokhman (2002) explains that the work environment is shaped by internal and external commitments, which arise from task responsibilities and the ability of leaders to cultivate professionalism. When leaders provide a supportive environment, employees develop stronger emotional ties and willingness to contribute. Luthans (2006) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. This suggests that employees evaluate not only the physical conditions of the work environment but also the social and managerial support received.

Furthermore, prior studies highlight the work environment's role in increasing performance. Vera Parlinda and Wahyuddin (2008) found that the work environment, combined with leadership and motivation, significantly improves employee performance in public sector organizations. Wahyuningrum (2008) also demonstrated that the work environment influences job satisfaction and discipline, which subsequently enhance performance. Ostroff (1992) supports this by revealing that attitudes and satisfaction at the organizational level are closely related to environmental conditions and ultimately influence performance outcomes.

In conclusion, the work environment significantly shapes employees' psychological and behavioral responses, influencing both commitment and performance. A positive environment provides emotional security, strengthens relationships, and enhances employees' willingness to fulfill organizational goals. Therefore, organizations that prioritize conducive working conditions can expect stronger commitment and higher human resource performance.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Heidjrachman and Husnan (2002), and Nitisemito (1999). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent

expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes.

Overall, the methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

According to Lyons et al. (1993) and Fletcher and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, *The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia*. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larner, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, *The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency*, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly

agreed-upon criteria. Employee contribution to the company, employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

DISCUSSION

The findings of this study demonstrate that motivation, discipline, and the work environment play a substantial role in shaping teachers' commitment and overall human resource performance. The positive effect of motivation on commitment aligns with the notion that individuals who possess strong internal drive and clear goal orientation tend to exhibit higher workplace engagement. This result is consistent with Luthans (1995), who asserts that motivated employees show stronger behavioral persistence and emotional readiness to contribute. Similarly, the strong association between readiness to work, willingness to sacrifice, and task completion supports the argument of Hasibuan (1997) that motivation functions as a psychological energy that directs an individual's effort toward organizational objectives. These findings reinforce earlier work by Jae (2000), who noted that intrinsic and extrinsic motivation both strengthen commitment, making the evidence in this study theoretically robust.

Furthermore, the significant influence of discipline on commitment confirms the role of structured behavioral expectations in fostering a sense of responsibility. Employees who manage their time well, adhere to rules, and comply with organizational procedures tend to develop

stronger emotional and normative attachment to their workplace. This outcome is aligned with Heidjrachman and Husnan (2002), who emphasize discipline as a foundational element of managerial control and behavioral order. Davis (2002) also argues that discipline creates cooperative patterns of behavior, which explains why disciplined teachers in this study showed higher commitment. The positive relationship between discipline and performance is consistent with the findings of Hernowo and Wadji (2007), who observed that disciplined employees display clearer work focus, punctuality, and strengthened accountability. These parallels confirm that discipline is not only a regulatory mechanism but also a psychological anchor that encourages alignment with organizational values.

The work environment also exhibits a meaningful contribution to commitment, suggesting that supportive social interactions, adequate facilities, and a conducive atmosphere enhance employees' willingness to remain attached to their organization. This aligns with Nitisemito (1999), who defines the work environment as elements that directly affect an individual's ability to perform tasks effectively. The findings of this study also echo Rokhman (2002), who emphasizes that a positive organizational environment fosters stronger internal and external commitment. Luthans (2006) supports this by arguing that a supportive work atmosphere reinforces positive psychological states and increases attachment. The present study strengthens these arguments, showing that teachers working in an environment with better relationships and adequate facilities tend to express stronger dedication and continuity intentions.

Additionally, motivation, discipline, and work environment all show significant effects on human resource performance. This is consistent with Eva Kris Diana Devi (2009), who found that motivation combined with psychological factors can enhance performance through strengthened commitment. The link between motivation and performance aligns with McNeese-Smith (1996), who reported that motivated employees exhibit higher productivity levels. Meanwhile, the finding that discipline enhances performance parallels the conclusion of Radika Luhur Sulistyawan (2008), who demonstrated that employees with better adherence to organizational norms tend to achieve superior results. The influence of work environment on performance, similarly, supports the work of Vera Parlinda and Wahyuddin (2008), who found that conducive organizational settings significantly improve employee output.

Taken together, these findings present a cohesive theoretical narrative that integrates classical human resource concepts with contemporary organizational behavior perspectives. Motivation acts as the psychological driver, discipline provides behavioral structure, and the work environment offers situational support. Together, they shape commitment as an intervening variable that ultimately enhances human resource performance. The interaction among these factors illustrates that performance is not merely the result of individual capability, but of a dynamic system shaped by personal, behavioral, and environmental components.

Implications of this study highlight the need for educational institutions to design comprehensive HR strategies that simultaneously enhance motivation, discipline, and work environment quality. Schools should strengthen motivational programs, provide clear behavioral standards, and invest in a more supportive work climate to foster stronger commitment and, ultimately, improved teacher performance. These strategic improvements can enhance institutional effectiveness and strengthen long-term organizational sustainability.

CONCLUSION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences

commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.


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Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

LITERATURE REVIEW

Motivation and Human Resource Performance

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. These perspectives imply that motivation acts as the psychological engine that drives work effort and persistence. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. This suggests that motivation not only impacts task execution but also strengthens employees' attachment to organizational goals.

Empirical studies also reinforce the positive link between motivation and performance. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, confirming its role in improving educational performance. Additionally, Eva Kris Diana Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment, indicating that motivation interacts with broader psychological conditions. McNeese-Smith (1996) provides complementary evidence by proving that motivation contributes to increased productivity and organizational commitment, which enhances performance within health institutions. These findings align with Muhammad Syibli et al. (2009), who argued that motivated employees demonstrate greater resilience, responsibility, and consistency in completing tasks.

Overall, motivation shapes employees' work behavior, emotional engagement, and willingness to contribute to organizational objectives. Employees who are highly motivated tend to show persistence, initiative, and a stronger commitment to organizational success. Taken together, the literature suggests that organizations that invest in motivational strategies—such as incentives, recognition programs, and supportive leadership—can expect meaningful improvements in human resource performance. Therefore, motivation is not merely an individual attribute but a strategic component that supports long-term organizational effectiveness.

Discipline and Organizational Commitment

Discipline serves as a crucial determinant of both organizational commitment and employee performance. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, which includes punctuality, adherence to procedures, and consistent alignment with workplace expectations. This definition highlights discipline as an indicator of employees' internalized values and professional responsibility. Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Thus, discipline is not merely a rule-based obligation but a behavioral foundation that enables consistent, high-quality performance.

Several scholars highlight the relationship between discipline and commitment. Parvatiyar and Sheth (2001) argue that discipline contributes to long-term commitment by establishing clear expectations and reliability within workplace relationships. Lory (2008) supports this view, explaining that discipline requires continuous motivation from both parties—the employee and the organization—to sustain cooperation and accountability. Once discipline becomes a habit, deviations from expected behavior trigger discomfort, indicating that discipline has been internalized. This transformation reflects maturity in work ethics and stronger employee–organization alignment.

Empirical studies further validate the role of discipline in enhancing performance. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, suggesting that discipline strengthens the consistency

of work output. Radika Luhur Sulistyawan (2008) also identified a strong relationship between organizational commitment and work discipline, reinforcing the idea that disciplined employees tend to exhibit higher dedication and ownership of their roles. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment, indicating that disciplined behavior enhances loyalty and responsibility.

In summary, discipline acts as a structural and psychological mechanism that fosters commitment and performance. Employees who internalize discipline tend to demonstrate stronger responsibility, reliability, and alignment with organizational values. Consequently, discipline becomes an essential factor in strengthening employee performance and organizational effectiveness.

Work Environment as a Predictor of Commitment and Performance

The work environment is an essential determinant of employee productivity, commitment, and job satisfaction. Nitisemito (1999) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. A conducive work environment enhances comfort, reduces stress, and strengthens social relationships within the organization. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. These conditions shape a positive organizational climate that encourages commitment and performance.

Rokhman (2002) explains that the work environment is shaped by internal and external commitments, which arise from task responsibilities and the ability of leaders to cultivate professionalism. When leaders provide a supportive environment, employees develop stronger emotional ties and willingness to contribute. Luthans (2006) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. This suggests that employees evaluate not only the physical conditions of the work environment but also the social and managerial support received.

Furthermore, prior studies highlight the work environment's role in increasing performance. Vera Parlinda and Wahyuddin (2008) found that the work environment, combined with leadership and motivation, significantly improves employee performance in public sector organizations. Wahyuningrum (2008) also demonstrated that the work environment influences job satisfaction and discipline, which subsequently enhance performance. Ostroff (1992) supports this by revealing that attitudes and satisfaction at the organizational level are closely related to environmental conditions and ultimately influence performance outcomes.

In conclusion, the work environment significantly shapes employees' psychological and behavioral responses, influencing both commitment and performance. A positive environment provides emotional security, strengthens relationships, and enhances employees' willingness to fulfill organizational goals. Therefore, organizations that prioritize conducive working conditions can expect stronger commitment and higher human resource performance.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Heidjrachman and Husnan (2002), and Nitisemito (1999). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent

expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes.

Overall, the methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

According to Lyons et al. (1993) and Flecther and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larternier, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly

agreed-upon criteria. Employee contribution to the company, employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

DISCUSSION

The findings of this study demonstrate that motivation, discipline, and the work environment play a substantial role in shaping teachers' commitment and overall human resource performance. The positive effect of motivation on commitment aligns with the notion that individuals who possess strong internal drive and clear goal orientation tend to exhibit higher workplace engagement. This result is consistent with Luthans (1995), who asserts that motivated employees show stronger behavioral persistence and emotional readiness to contribute. Similarly, the strong association between readiness to work, willingness to sacrifice, and task completion supports the argument of Hasibuan (1997) that motivation functions as a psychological energy that directs an individual's effort toward organizational objectives. These findings reinforce earlier work by Jae (2000), who noted that intrinsic and extrinsic motivation both strengthen commitment, making the evidence in this study theoretically robust.

Furthermore, the significant influence of discipline on commitment confirms the role of structured behavioral expectations in fostering a sense of responsibility. Employees who manage their time well, adhere to rules, and comply with organizational procedures tend to develop

stronger emotional and normative attachment to their workplace. This outcome is aligned with Heidjrachman and Husnan (2002), who emphasize discipline as a foundational element of managerial control and behavioral order. Davis (2002) also argues that discipline creates cooperative patterns of behavior, which explains why disciplined teachers in this study showed higher commitment. The positive relationship between discipline and performance is consistent with the findings of Hernowo and Wadji (2007), who observed that disciplined employees display clearer work focus, punctuality, and strengthened accountability. These parallels confirm that discipline is not only a regulatory mechanism but also a psychological anchor that encourages alignment with organizational values.

The work environment also exhibits a meaningful contribution to commitment, suggesting that supportive social interactions, adequate facilities, and a conducive atmosphere enhance employees' willingness to remain attached to their organization. This aligns with NitiseMITO (1999), who defines the work environment as elements that directly affect an individual's ability to perform tasks effectively. The findings of this study also echo Rokhman (2002), who emphasizes that a positive organizational environment fosters stronger internal and external commitment. Luthans (2006) supports this by arguing that a supportive work atmosphere reinforces positive psychological states and increases attachment. The present study strengthens these arguments, showing that teachers working in an environment with better relationships and adequate facilities tend to express stronger dedication and continuity intentions.

Additionally, motivation, discipline, and work environment all show significant effects on human resource performance. This is consistent with Eva Kris Diana Devi (2009), who found that motivation combined with psychological factors can enhance performance through strengthened commitment. The link between motivation and performance aligns with McNeese-Smith (1996), who reported that motivated employees exhibit higher productivity levels. Meanwhile, the finding that discipline enhances performance parallels the conclusion of Radika Luhur Sulistyawan (2008), who demonstrated that employees with better adherence to organizational norms tend to achieve superior results. The influence of work environment on performance, similarly, supports the work of Vera Parlinda and Wahyuddin (2008), who found that conducive organizational settings significantly improve employee output.

Taken together, these findings present a cohesive theoretical narrative that integrates classical human resource concepts with contemporary organizational behavior perspectives. Motivation acts as the psychological driver, discipline provides behavioral structure, and the work environment offers situational support. Together, they shape commitment as an intervening variable that ultimately enhances human resource performance. The interaction among these factors illustrates that performance is not merely the result of individual capability, but of a dynamic system shaped by personal, behavioral, and environmental components.

Implications of this study highlight the need for educational institutions to design comprehensive HR strategies that simultaneously enhance motivation, discipline, and work environment quality. Schools should strengthen motivational programs, provide clear behavioral standards, and invest in a more supportive work climate to foster stronger commitment and, ultimately, improved teacher performance. These strategic improvements can enhance institutional effectiveness and strengthen long-term organizational sustainability.

CONCLUSION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences

commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.

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Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

LITERATURE REVIEW

Motivation and Human Resource Performance

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. These perspectives imply that motivation acts as the psychological engine that drives work effort and persistence. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. This suggests that motivation not only impacts task execution but also strengthens employees' attachment to organizational goals.

Empirical studies also reinforce the positive link between motivation and performance. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, confirming its role in improving educational performance. Additionally, Eva Kris Diana Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment, indicating that motivation interacts with broader psychological conditions. McNeese-Smith (1996) provides complementary evidence by proving that motivation contributes to increased productivity and organizational commitment, which enhances performance within health institutions. These findings align with Muhammad Syibli et al. (2009), who argued that motivated employees demonstrate greater resilience, responsibility, and consistency in completing tasks.

Overall, motivation shapes employees' work behavior, emotional engagement, and willingness to contribute to organizational objectives. Employees who are highly motivated tend to show persistence, initiative, and a stronger commitment to organizational success. Taken together, the literature suggests that organizations that invest in motivational strategies—such as incentives, recognition programs, and supportive leadership—can expect meaningful improvements in human resource performance. Therefore, motivation is not merely an individual attribute but a strategic component that supports long-term organizational effectiveness.

Discipline and Organizational Commitment

Discipline serves as a crucial determinant of both organizational commitment and employee performance. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, which includes punctuality, adherence to procedures, and consistent alignment with workplace expectations. This definition highlights discipline as an indicator of employees' internalized values and professional responsibility. Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Thus, discipline is not merely a rule-based obligation but a behavioral foundation that enables consistent, high-quality performance.

Several scholars highlight the relationship between discipline and commitment. Parvatiyar and Sheth (2001) argue that discipline contributes to long-term commitment by establishing clear expectations and reliability within workplace relationships. Lory (2008) supports this view, explaining that discipline requires continuous motivation from both parties—the employee and the organization—to sustain cooperation and accountability. Once discipline becomes a habit, deviations from expected behavior trigger discomfort, indicating that discipline has been internalized. This transformation reflects maturity in work ethics and stronger employee–organization alignment.

Empirical studies further validate the role of discipline in enhancing performance. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, suggesting that discipline strengthens the consistency

of work output. Radika Luhur Sulistyawan (2008) also identified a strong relationship between organizational commitment and work discipline, reinforcing the idea that disciplined employees tend to exhibit higher dedication and ownership of their roles. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment, indicating that disciplined behavior enhances loyalty and responsibility.

In summary, discipline acts as a structural and psychological mechanism that fosters commitment and performance. Employees who internalize discipline tend to demonstrate stronger responsibility, reliability, and alignment with organizational values. Consequently, discipline becomes an essential factor in strengthening employee performance and organizational effectiveness.

Work Environment as a Predictor of Commitment and Performance

The work environment is an essential determinant of employee productivity, commitment, and job satisfaction. Nitisemito (1999) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. A conducive work environment enhances comfort, reduces stress, and strengthens social relationships within the organization. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. These conditions shape a positive organizational climate that encourages commitment and performance.

Rokhman (2002) explains that the work environment is shaped by internal and external commitments, which arise from task responsibilities and the ability of leaders to cultivate professionalism. When leaders provide a supportive environment, employees develop stronger emotional ties and willingness to contribute. Luthans (2006) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. This suggests that employees evaluate not only the physical conditions of the work environment but also the social and managerial support received.

Furthermore, prior studies highlight the work environment's role in increasing performance. Vera Parlinda and Wahyuddin (2008) found that the work environment, combined with leadership and motivation, significantly improves employee performance in public sector organizations. Wahyuningrum (2008) also demonstrated that the work environment influences job satisfaction and discipline, which subsequently enhance performance. Ostroff (1992) supports this by revealing that attitudes and satisfaction at the organizational level are closely related to environmental conditions and ultimately influence performance outcomes.

In conclusion, the work environment significantly shapes employees' psychological and behavioral responses, influencing both commitment and performance. A positive environment provides emotional security, strengthens relationships, and enhances employees' willingness to fulfill organizational goals. Therefore, organizations that prioritize conducive working conditions can expect stronger commitment and higher human resource performance.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Heidjrachman and Husnan (2002), and Nitisemito (1999). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent

expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes.

Overall, the methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

According to Lyons et al. (1993) and Fletcher and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, *The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia*. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larternier, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, *The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency*, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly

agreed-upon criteria. Employee contribution to the company, employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

DISCUSSION

The findings of this study demonstrate that motivation, discipline, and the work environment play a substantial role in shaping teachers' commitment and overall human resource performance. The positive effect of motivation on commitment aligns with the notion that individuals who possess strong internal drive and clear goal orientation tend to exhibit higher workplace engagement. This result is consistent with Luthans (1995), who asserts that motivated employees show stronger behavioral persistence and emotional readiness to contribute. Similarly, the strong association between readiness to work, willingness to sacrifice, and task completion supports the argument of Hasibuan (1997) that motivation functions as a psychological energy that directs an individual's effort toward organizational objectives. These findings reinforce earlier work by Jae (2000), who noted that intrinsic and extrinsic motivation both strengthen commitment, making the evidence in this study theoretically robust.

Furthermore, the significant influence of discipline on commitment confirms the role of structured behavioral expectations in fostering a sense of responsibility. Employees who manage their time well, adhere to rules, and comply with organizational procedures tend to develop

stronger emotional and normative attachment to their workplace. This outcome is aligned with Heidjrachman and Husnan (2002), who emphasize discipline as a foundational element of managerial control and behavioral order. Davis (2002) also argues that discipline creates cooperative patterns of behavior, which explains why disciplined teachers in this study showed higher commitment. The positive relationship between discipline and performance is consistent with the findings of Hernowo and Wadji (2007), who observed that disciplined employees display clearer work focus, punctuality, and strengthened accountability. These parallels confirm that discipline is not only a regulatory mechanism but also a psychological anchor that encourages alignment with organizational values.

The work environment also exhibits a meaningful contribution to commitment, suggesting that supportive social interactions, adequate facilities, and a conducive atmosphere enhance employees' willingness to remain attached to their organization. This aligns with Nitisemito (1999), who defines the work environment as elements that directly affect an individual's ability to perform tasks effectively. The findings of this study also echo Rokhman (2002), who emphasizes that a positive organizational environment fosters stronger internal and external commitment. Luthans (2006) supports this by arguing that a supportive work atmosphere reinforces positive psychological states and increases attachment. The present study strengthens these arguments, showing that teachers working in an environment with better relationships and adequate facilities tend to express stronger dedication and continuity intentions.

Additionally, motivation, discipline, and work environment all show significant effects on human resource performance. This is consistent with Eva Kris Diana Devi (2009), who found that motivation combined with psychological factors can enhance performance through strengthened commitment. The link between motivation and performance aligns with McNeese-Smith (1996), who reported that motivated employees exhibit higher productivity levels. Meanwhile, the finding that discipline enhances performance parallels the conclusion of Radika Luhur Sulistyawan (2008), who demonstrated that employees with better adherence to organizational norms tend to achieve superior results. The influence of work environment on performance, similarly, supports the work of Vera Parlinda and Wahyuddin (2008), who found that conducive organizational settings significantly improve employee output.

Taken together, these findings present a cohesive theoretical narrative that integrates classical human resource concepts with contemporary organizational behavior perspectives. Motivation acts as the psychological driver, discipline provides behavioral structure, and the work environment offers situational support. Together, they shape commitment as an intervening variable that ultimately enhances human resource performance. The interaction among these factors illustrates that performance is not merely the result of individual capability, but of a dynamic system shaped by personal, behavioral, and environmental components.

Implications of this study highlight the need for educational institutions to design comprehensive HR strategies that simultaneously enhance motivation, discipline, and work environment quality. Schools should strengthen motivational programs, provide clear behavioral standards, and invest in a more supportive work climate to foster stronger commitment and, ultimately, improved teacher performance. These strategic improvements can enhance institutional effectiveness and strengthen long-term organizational sustainability.

CONCLUSION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences

commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.

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Improving Human Resource Performance: Motivation, Discipline, Work Environment, and Commitment

ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

LITERATURE REVIEW

Motivation and Human Resource Performance

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. These perspectives imply that motivation acts as the psychological engine that drives work effort and persistence. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. This suggests that motivation not only impacts task execution but also strengthens employees' attachment to organizational goals.

Empirical studies also reinforce the positive link between motivation and performance. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, confirming its role in improving educational performance. Additionally, Eva Kris Diana Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment, indicating that motivation interacts with broader psychological conditions. McNeese-Smith (1996) provides complementary evidence by proving that motivation contributes to increased productivity and organizational commitment, which enhances performance within health institutions. These findings align with Muhammad Syibli et al. (2009), who argued that motivated employees demonstrate greater resilience, responsibility, and consistency in completing tasks.

Overall, motivation shapes employees' work behavior, emotional engagement, and willingness to contribute to organizational objectives. Employees who are highly motivated tend to show persistence, initiative, and a stronger commitment to organizational success. Taken together, the literature suggests that organizations that invest in motivational strategies—such as incentives, recognition programs, and supportive leadership—can expect meaningful improvements in human resource performance. Therefore, motivation is not merely an individual attribute but a strategic component that supports long-term organizational effectiveness.

Discipline and Organizational Commitment

Discipline serves as a crucial determinant of both organizational commitment and employee performance. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, which includes punctuality, adherence to procedures, and consistent alignment with workplace expectations. This definition highlights discipline as an indicator of employees' internalized values and professional responsibility. Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Thus, discipline is not merely a rule-based obligation but a behavioral foundation that enables consistent, high-quality performance.

Several scholars highlight the relationship between discipline and commitment. Parvatiyar and Sheth (2001) argue that discipline contributes to long-term commitment by establishing clear expectations and reliability within workplace relationships. Lory (2008) supports this view, explaining that discipline requires continuous motivation from both parties—the employee and the organization—to sustain cooperation and accountability. Once discipline becomes a habit, deviations from expected behavior trigger discomfort, indicating that discipline has been internalized. This transformation reflects maturity in work ethics and stronger employee–organization alignment.

Empirical studies further validate the role of discipline in enhancing performance. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, suggesting that discipline strengthens the consistency

of work output. Radika Luhur Sulistyawan (2008) also identified a strong relationship between organizational commitment and work discipline, reinforcing the idea that disciplined employees tend to exhibit higher dedication and ownership of their roles. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment, indicating that disciplined behavior enhances loyalty and responsibility.

In summary, discipline acts as a structural and psychological mechanism that fosters commitment and performance. Employees who internalize discipline tend to demonstrate stronger responsibility, reliability, and alignment with organizational values. Consequently, discipline becomes an essential factor in strengthening employee performance and organizational effectiveness.

Work Environment as a Predictor of Commitment and Performance

The work environment is an essential determinant of employee productivity, commitment, and job satisfaction. Nitisemito (1999) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. A conducive work environment enhances comfort, reduces stress, and strengthens social relationships within the organization. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. These conditions shape a positive organizational climate that encourages commitment and performance.

Rokhman (2002) explains that the work environment is shaped by internal and external commitments, which arise from task responsibilities and the ability of leaders to cultivate professionalism. When leaders provide a supportive environment, employees develop stronger emotional ties and willingness to contribute. Luthans (2006) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. This suggests that employees evaluate not only the physical conditions of the work environment but also the social and managerial support received.

Furthermore, prior studies highlight the work environment's role in increasing performance. Vera Parlinda and Wahyuddin (2008) found that the work environment, combined with leadership and motivation, significantly improves employee performance in public sector organizations. Wahyuningrum (2008) also demonstrated that the work environment influences job satisfaction and discipline, which subsequently enhance performance. Ostroff (1992) supports this by revealing that attitudes and satisfaction at the organizational level are closely related to environmental conditions and ultimately influence performance outcomes.

In conclusion, the work environment significantly shapes employees' psychological and behavioral responses, influencing both commitment and performance. A positive environment provides emotional security, strengthens relationships, and enhances employees' willingness to fulfill organizational goals. Therefore, organizations that prioritize conducive working conditions can expect stronger commitment and higher human resource performance.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Heidjrachman and Husnan (2002), and Nitisemito (1999). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent

expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes.

Overall, the methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

According to Lyons et al. (1993) and Fletcher and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, *The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia*. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larternier, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, *The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency*, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly

agreed-upon criteria. Employee contribution to the company, employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

DISCUSSION

The findings of this study demonstrate that motivation, discipline, and the work environment play a substantial role in shaping teachers' commitment and overall human resource performance. The positive effect of motivation on commitment aligns with the notion that individuals who possess strong internal drive and clear goal orientation tend to exhibit higher workplace engagement. This result is consistent with Luthans (1995), who asserts that motivated employees show stronger behavioral persistence and emotional readiness to contribute. Similarly, the strong association between readiness to work, willingness to sacrifice, and task completion supports the argument of Hasibuan (1997) that motivation functions as a psychological energy that directs an individual's effort toward organizational objectives. These findings reinforce earlier work by Jae (2000), who noted that intrinsic and extrinsic motivation both strengthen commitment, making the evidence in this study theoretically robust.

Furthermore, the significant influence of discipline on commitment confirms the role of structured behavioral expectations in fostering a sense of responsibility. Employees who manage their time well, adhere to rules, and comply with organizational procedures tend to develop

stronger emotional and normative attachment to their workplace. This outcome is aligned with Heidjrachman and Husnan (2002), who emphasize discipline as a foundational element of managerial control and behavioral order. Davis (2002) also argues that discipline creates cooperative patterns of behavior, which explains why disciplined teachers in this study showed higher commitment. The positive relationship between discipline and performance is consistent with the findings of Hernowo and Wadji (2007), who observed that disciplined employees display clearer work focus, punctuality, and strengthened accountability. These parallels confirm that discipline is not only a regulatory mechanism but also a psychological anchor that encourages alignment with organizational values.

The work environment also exhibits a meaningful contribution to commitment, suggesting that supportive social interactions, adequate facilities, and a conducive atmosphere enhance employees' willingness to remain attached to their organization. This aligns with Nitisemito (1999), who defines the work environment as elements that directly affect an individual's ability to perform tasks effectively. The findings of this study also echo Rokhman (2002), who emphasizes that a positive organizational environment fosters stronger internal and external commitment. Luthans (2006) supports this by arguing that a supportive work atmosphere reinforces positive psychological states and increases attachment. The present study strengthens these arguments, showing that teachers working in an environment with better relationships and adequate facilities tend to express stronger dedication and continuity intentions.

Additionally, motivation, discipline, and work environment all show significant effects on human resource performance. This is consistent with Eva Kris Diana Devi (2009), who found that motivation combined with psychological factors can enhance performance through strengthened commitment. The link between motivation and performance aligns with McNeese-Smith (1996), who reported that motivated employees exhibit higher productivity levels. Meanwhile, the finding that discipline enhances performance parallels the conclusion of Radika Luhur Sulistyawan (2008), who demonstrated that employees with better adherence to organizational norms tend to achieve superior results. The influence of work environment on performance, similarly, supports the work of Vera Parlinda and Wahyuddin (2008), who found that conducive organizational settings significantly improve employee output.

Taken together, these findings present a cohesive theoretical narrative that integrates classical human resource concepts with contemporary organizational behavior perspectives. Motivation acts as the psychological driver, discipline provides behavioral structure, and the work environment offers situational support. Together, they shape commitment as an intervening variable that ultimately enhances human resource performance. The interaction among these factors illustrates that performance is not merely the result of individual capability, but of a dynamic system shaped by personal, behavioral, and environmental components.

Implications of this study highlight the need for educational institutions to design comprehensive HR strategies that simultaneously enhance motivation, discipline, and work environment quality. Schools should strengthen motivational programs, provide clear behavioral standards, and invest in a more supportive work climate to foster stronger commitment and, ultimately, improved teacher performance. These strategic improvements can enhance institutional effectiveness and strengthen long-term organizational sustainability.

CONCLUSION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences

commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.

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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

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The Effect on
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Performance

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ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59,8 persen varians komitmen dan 67,4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Disiplin, Kinerja Sumber Daya Manusia, Motivasi, Komitmen Organisasi, Lingkungan Kerja.

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INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). NitiseMITO (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that the work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study aims to examine both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrahman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) add that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Rival (2014) states that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksahadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) explain that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Armstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) explain that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wajdi (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) state that good lighting, comfortable facilities, and positive relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. McNeese-Smith (1996) and Christina and Maren (2010) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment not only has a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.
H10: Motivation has a positive effect on human resource performance through organizational commitment.

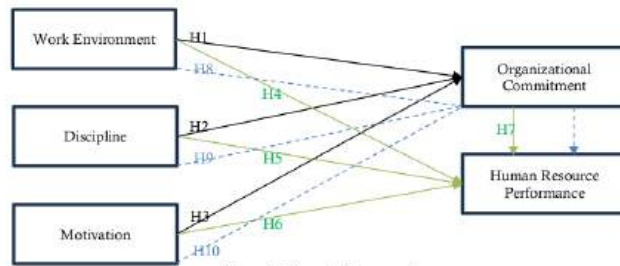


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide to understanding how schools can improve teacher performance more comprehensively.

41 RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates

relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghazali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal)

is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.578				
Discipline (DIS)	0.614	0.638			
Motivation (MOT)	0.682	0.701	0.748		
Organizational Commitment (OC)	0.657	0.679	0.721	0.812	
Human Resource Performance (HRP)	-	-	-	-	-

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

21

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139, respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489, respectively (both > 0), confirming that the model has good predictive relevance. The structural model demonstrates good fit and strong explanatory ability. The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and prouder of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explain that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfil basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 , respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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ABSTRACT

This study examines the influence of motivation, discipline, and work environment on teachers' performance. In addition, this study used commitment as an intervening variable to examine the impact of teachers' levels of dedication to school. The participants in this study were all instructors. In this study, data is analyzed utilizing SEM analysis (Structural Equation Model) via the SMARTPLS application. The findings revealed that elements such as motivation, discipline, and work settings have a considerable positive impact on commitment. The variables motivation, discipline, dedication, and work environment all had a significant favorable effect on human resource performance.

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Keywords: Human Resources Performance, Commitment, Work Environment, Discipline, Motivation

ABSTRAK

Penelitian ini mengkaji pengaruh motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru. Selain itu, penelitian ini juga menggunakan komitmen sebagai variabel intervening untuk melihat pengaruh tingkat dedikasi guru terhadap sekolah. Partisipan dalam penelitian ini adalah seluruh pengajar. Data dalam penelitian ini dianalisis menggunakan analisis SEM (Structural Equation Modeling) melalui aplikasi SMARTPLS. Hasil penelitian menunjukkan bahwa faktor-faktor seperti motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen. Variabel motivasi, disiplin, komitmen, dan lingkungan kerja semuanya memberikan pengaruh positif yang signifikan terhadap kinerja sumber daya manusia.

Kata kunci: Kinerja Sumber Daya Manusia, Komitmen, Lingkungan Kerja, Disiplin, Motivasi

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, needing professional Human Resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and corporate goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. That's what Snyder (1989) said: "Humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively." This tries to increase human resource performance.

Christina and Maren's (2010) study found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: 1). Acceptance of the organization's ideals and goals (2). Ready and willing to make substantial efforts on behalf of the organization, 3). The desire to continue membership in the group (Mowday et al., 1979).

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- Introduction
- Literature Review and Hypothesis Development
- Research Method
- Results
- Discussion
- Conclusions and Suggestions

Given the foregoing background information, the problem statement for this study is: How do work environment, discipline, and motivation impact commitment? and what effects do discipline, dedication, work environment, and motivation have on human resource performance?

LITERATURE REVIEW

Motivation and Human Resource Performance

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. These perspectives imply that motivation acts as the psychological engine that drives work effort and persistence. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. This suggests that motivation not only impacts task execution but also strengthens employees' attachment to organizational goals.

Empirical studies also reinforce the positive link between motivation and performance. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, confirming its role in improving educational performance. Additionally, Eva Kris Diana Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment, indicating that motivation interacts with broader psychological conditions. McNeese-Smith (1996) provides complementary evidence by proving that motivation contributes to increased productivity and organizational commitment, which enhances performance within health institutions. These findings align with Muhammad Syibli et al. (2009), who argued that motivated employees demonstrate greater resilience, responsibility, and consistency in completing tasks.

Overall, motivation shapes employees' work behavior, emotional engagement, and willingness to contribute to organizational objectives. Employees who are highly motivated tend to show persistence, initiative, and a stronger commitment to organizational success. Taken together, the literature suggests that organizations that invest in motivational strategies—such as incentives, recognition programs, and supportive leadership—can expect meaningful improvements in human resource performance. Therefore, motivation is not merely an individual attribute but a strategic component that supports long-term organizational effectiveness.

Discipline and Organizational Commitment

Discipline serves as a crucial determinant of both organizational commitment and employee performance. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, which includes punctuality, adherence to procedures, and consistent alignment with workplace expectations. This definition highlights discipline as an indicator of employees' internalized values and professional responsibility. Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Thus, discipline is not merely a rule-based obligation but a behavioral foundation that enables consistent, high-quality performance.

Several scholars highlight the relationship between discipline and commitment. Parvatiyar and Sheth (2001) argue that discipline contributes to long-term commitment by establishing clear expectations and reliability within workplace relationships. Lory (2008) supports this view, explaining that discipline requires continuous motivation from both parties—the employee and the organization—to sustain cooperation and accountability. Once discipline becomes a habit, deviations from expected behavior trigger discomfort, indicating that discipline has been internalized. This transformation reflects maturity in work ethics and stronger employee–organization alignment.

Empirical studies further validate the role of discipline in enhancing performance. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, suggesting that discipline strengthens the consistency

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of work output. Radika Luhur Sulistyawan (2008) also identified a strong relationship between organizational commitment and work discipline, reinforcing the idea that disciplined employees tend to exhibit higher dedication and ownership of their roles. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment, indicating that disciplined behavior enhances loyalty and responsibility.

In summary, discipline acts as a structural and psychological mechanism that fosters commitment and performance. Employees who internalize discipline tend to demonstrate stronger responsibility, reliability, and alignment with organizational values. Consequently, discipline becomes an essential factor in strengthening employee performance and organizational effectiveness.

Work Environment as a Predictor of Commitment and Performance

The work environment is an essential determinant of employee productivity, commitment, and job satisfaction. Nitisemito (1999) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. A conducive work environment enhances comfort, reduces stress, and strengthens social relationships within the organization. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. These conditions shape a positive organizational climate that encourages commitment and performance.

Rokhman (2002) explains that the work environment is shaped by internal and external commitments, which arise from task responsibilities and the ability of leaders to cultivate professionalism. When leaders provide a supportive environment, employees develop stronger emotional ties and willingness to contribute. Luthans (2006) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. This suggests that employees evaluate not only the physical conditions of the work environment but also the social and managerial support received.

Furthermore, prior studies highlight the work environment's role in increasing performance. Vera Parlinda and Wahyuddin (2008) found that the work environment, combined with leadership and motivation, significantly improves employee performance in public sector organizations. Wahyuningrum (2008) also demonstrated that the work environment influences job satisfaction and discipline, which subsequently enhance performance. Ostroff (1992) supports this by revealing that attitudes and satisfaction at the organizational level are closely related to environmental conditions and ultimately influence performance outcomes.

In conclusion, the work environment significantly shapes employees' psychological and behavioral responses, influencing both commitment and performance. A positive environment provides emotional security, strengthens relationships, and enhances employees' willingness to fulfill organizational goals. Therefore, organizations that prioritize conducive working conditions can expect stronger commitment and higher human resource performance.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Heidjrachman and Husnan (2002), and Nitisemito (1999). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent

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expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes.

Overall, the methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

According to Lyons et al. (1993) and Fletcher and Williams (1996), if employees are highly motivated about their work, their organizational commitment to stay with the company will also increase. Employee motivation, as evaluated by intrinsic variables (desire for accomplishment and interests) and extrinsic elements (job security, compensation, and promotion), has been shown to be highly effective in enhancing organizational commitment and employee performance (Jae, 2000). Burton et al. (2002) provided support for this study by stating that employee motivation significantly improves commitment as assessed by the three characteristics of commitment—continuance, normative, and affective commitment.

Companies view organizational commitment as crucial because: (1) it affects employee turnover; and (2) it is linked to performance, assuming that dedicated employees would put forth more effort for the company (Morrison, 1997). A significant correlation was found between the Organizational Commitment and Achievement Motivation variables in Sulasmi's (2005) study, *The Relationship between Organizational Commitment and Achievement Motivation in Administrative Employees of the Faculty of Law, Islamic University of Indonesia*. According to the preceding description, the study's first hypothesis is human resource commitment rises in tandem with an increase in motivation.

According to the study by Luhans et al. (2006), Russian employees' performance is positively impacted by extrinsic incentive in the US. Another study by Luthans and Weixing Li (2006: 297) discovered that while self-evaluation qualities were unrelated to performance, the favorable psychological conditions of workers in Chinese state-owned enterprises demonstrated that hope and resilience were substantially associated to their performance. job motivation and performance have a positive and significant relationship, according to research by Eriyadi (2004) and Arikunto (1993), who examined the influence of education level and job motivation on teachers' teaching performance. Human resource motivation leads to improved performance.

Heidjrachman and Husnan (2002) asserted that "takes the initiative to take necessary actions if there are no orders" and that "discipline is every individual and also a group that ensures compliance with orders." On-time arrival and departure, efficient use of time, and adherence to rules are the markers. According to Davis(2002), "Discipline is a management action to provide enthusiasm for the implementation of organizational standards, this is training that leads to efforts to justify and involve knowledge of employee attitudes and behaviors so that there is a willingness in employees to move towards better cooperation and achievement".

Commented [N7]: The article must consist of the following sections:

- Introduction
- Literature Review and Hypothesis Development
- Research Method
- Results
- Discussion
- Conclusions and Suggestions

Parvatiyar and Sheth's (2001) study "Customer Relationship Management: Emergence Practices, Processes, and Disciplines" found that marketing relationships and disciplines contribute to customer loyalty and commitment. Lory (2008) wrote in "Project Parenthood Process Towards Discipline" that discipline requires both parties' motivation to continue seeking fulfillment of promises. This commitment is part of the partnership, and they support one other.

Human resource discipline leads to increased dedication. When somebody has discipline, the attitude or action he does is no longer or is not perceived as a hardship; in fact, if he does not act properly, it will stress him. Thus, work discipline in the workplace is an attitude or treatment of employees' adherence, order, accountability, and commitment to all applicable organizational regulations. Regulations become effective when employees act or do as directed by the organization. Work discipline occurs when employees arrive on time, use office equipment responsibly, provide adequate results, and work with great enthusiasm (Larternier, 1983).

Based on the expert opinions presented above, it is possible to conclude that the higher an employee's level of discipline, the better the employee's performance. The findings of Hernowo and Wadji's (2007) study, *The Influence of Motivation and Discipline on the Performance of Employees of the Regional Civil Service Agency of Wonogiri Regency*, revealed that discipline had a positive and significant impact on employee performance. Human resource discipline leads to improved performance.

The work environment is one aspect that can influence employee productivity and effectiveness. Which can take the shape of a tangible environment, such as a location and means of production, or a psychological environment, such as the atmosphere of social relations among firm employees. Nitisemito (1999) defines the work environment as "everything that is around the workforce and can influence him in carrying out the tasks assigned to him". The indicators include employee connections, work environment, and employee work facilities.

According to Rokhman (2002), "the work environment is formed by the existence of external commitment, this arises because of the demands for completing tasks and responsibilities and internal commitment is very much determined by the ability of leaders and the organizational environment in requiring professional attitudes and behavior in completing company responsibilities". Luthans (2006) asserts that managers and superiors must give their staff members the attention and environment they need to be more committed to their jobs. Human resource commitment will rise if the workplace is favorable.

In general, Luthans (1995) describes organizational commitment as an attitude that demonstrates employee loyalty and is an ongoing process by which members of an organization exhibit their interest for the success and well-being of the organization. There are three indicators: passion, will, and an emotional tie. The success of organizational management is heavily influenced by the ability to manage human resources. Organizational commitment, as one factor that drives human behavior in organizations, has been a topic of great interest in human resource management research.

The explanation is simple: no matter how good the organization's vision, mission, and goals are, they will not be achieved unless the members of the organization are committed (Dongoran, 2001). Christina and Maren (2010) found that commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. Harrison and Hubbard's (1998) research found that commitment influences organizational outcomes (success). Employee performance is affected by organizational commitment.

Employees who are actively involved in their work are less likely to want to leave the organization, and this is the basic capital required to drive high production. Moncrief et al. (1997) reinforce this view, stating that high employee commitment to the organization has an impact on employee performance. The McNeese-Smith study (1996) found that organizational commitment has a significant positive association with staff output performance, as shown by a Pearson (r) value of 0.31 (significant at the 0.001 level). Human resource performance improves as commitment grows.

Employee performance, according to Maryoto (2000), is the outcome of work done over a specific time period in relation to a variety of options, including standards, targets/goals, or jointly

agreed-upon criteria. Employee contribution to the company, employee work quantity, and employee work quality are the indications. "Job performance is the amount of successful role achievement" (Job performance / performance is the amount / measure of success for something completed) is what Sherman and Ghomes say in Soelaiman (2007).

In his book *Performance Management* (2007), Soelaiman defines performance as something that is done and produced by an individual or group of individuals using their skills, abilities, knowledge, and experience in the form of goods or services, within a specific time frame, and to a specific size. He goes on to say that employee performance is the degree to which workers fulfill job criteria (2007).

According to Simamora in Agusty (2006), performance is the degree to which an employee completes the duties that comprise their employment. Performance shows how successfully a worker satisfies job requirements. Performance is defined as the documentation of the outcomes attained in performing the particular duties of a job or work activities over a given time period, as demonstrated by the working process or approach and the outcomes attained. According to Byars and Rue in Agusty (2006), performance is the extent to which an individual completes the tasks that go along with their work. Performance is a measure of how successfully a person satisfies the requirements of their position. These definitions demonstrate that performance is a qualitative and quantitative outcome.

According to data processing results using SmartPLS, respondents' responses indicate that motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible at work, and having a persistent, steadfast, honest, and consistent attitude at work) has a positive impact on commitment. This implies that human resources' commitment will rise in proportion to the level of motivation. The study's findings suggest that dedication is positively impacted by discipline. This indicates that if time management skills, adherence to rules, and punctuality are becoming more and more important grows, then human resources' performance will likewise increase. In other words, the more disciplined human resources are, the more committed they are. The Impact of the Workplace on Dedication According to the study's findings, the work environment—which includes employee relationships, the ambiance at work, and the amenities available to employees—has a positive impact on commitment; in other words, the more favorable the work environment, the more dedicated teachers are.

Human resource performance is positively impacted by motivation, according to the study's findings, which means that the more motivated employees are at work, the better the organization's human resource performance will be. This demonstrates how human resource performance may be enhanced by motivation, meaning that as motivation rises, so does performance. According to the study's findings, discipline improves human resource performance; that is, the more disciplined employees are toward the company, the better the human resource performance would be. This implies that human resource performance will rise in tandem with an increase in employee discipline, or that the more disciplined employees are, the better the human resource performance.

DISCUSSION

The findings of this study demonstrate that motivation, discipline, and the work environment play a substantial role in shaping teachers' commitment and overall human resource performance. The positive effect of motivation on commitment aligns with the notion that individuals who possess strong internal drive and clear goal orientation tend to exhibit higher workplace engagement. This result is consistent with Luthans (1995), who asserts that motivated employees show stronger behavioral persistence and emotional readiness to contribute. Similarly, the strong association between readiness to work, willingness to sacrifice, and task completion supports the argument of Hasibuan (1997) that motivation functions as a psychological energy that directs an individual's effort toward organizational objectives. These findings reinforce earlier work by Jae (2000), who noted that intrinsic and extrinsic motivation both strengthen commitment, making the evidence in this study theoretically robust.

Furthermore, the significant influence of discipline on commitment confirms the role of structured behavioral expectations in fostering a sense of responsibility. Employees who manage their time well, adhere to rules, and comply with organizational procedures tend to develop

stronger emotional and normative attachment to their workplace. This outcome is aligned with Heidjrachman and Husnan (2002), who emphasize discipline as a foundational element of managerial control and behavioral order. Davis (2002) also argues that discipline creates cooperative patterns of behavior, which explains why disciplined teachers in this study showed higher commitment. The positive relationship between discipline and performance is consistent with the findings of Hernowo and Wadji (2007), who observed that disciplined employees display clearer work focus, punctuality, and strengthened accountability. These parallels confirm that discipline is not only a regulatory mechanism but also a psychological anchor that encourages alignment with organizational values.

The work environment also exhibits a meaningful contribution to commitment, suggesting that supportive social interactions, adequate facilities, and a conducive atmosphere enhance employees' willingness to remain attached to their organization. This aligns with Nitisebito (1999), who defines the work environment as elements that directly affect an individual's ability to perform tasks effectively. The findings of this study also echo Rokhman (2002), who emphasizes that a positive organizational environment fosters stronger internal and external commitment. Luthans (2006) supports this by arguing that a supportive work atmosphere reinforces positive psychological states and increases attachment. The present study strengthens these arguments, showing that teachers working in an environment with better relationships and adequate facilities tend to express stronger dedication and continuity intentions.

Additionally, motivation, discipline, and work environment all show significant effects on human resource performance. This is consistent with Eva Kris Diana Devi (2009), who found that motivation combined with psychological factors can enhance performance through strengthened commitment. The link between motivation and performance aligns with McNeese-Smith (1996), who reported that motivated employees exhibit higher productivity levels. Meanwhile, the finding that discipline enhances performance parallels the conclusion of Radika Luhur Sulistyawan (2008), who demonstrated that employees with better adherence to organizational norms tend to achieve superior results. The influence of work environment on performance, similarly, supports the work of Vera Parlinda and Wahyuddin (2008), who found that conducive organizational settings significantly improve employee output.

Taken together, these findings present a cohesive theoretical narrative that integrates classical human resource concepts with contemporary organizational behavior perspectives. Motivation acts as the psychological driver, discipline provides behavioral structure, and the work environment offers situational support. Together, they shape commitment as an intervening variable that ultimately enhances human resource performance. The interaction among these factors illustrates that performance is not merely the result of individual capability, but of a dynamic system shaped by personal, behavioral, and environmental components.

Implications of this study highlight the need for educational institutions to design comprehensive HR strategies that simultaneously enhance motivation, discipline, and work environment quality. Schools should strengthen motivational programs, provide clear behavioral standards, and invest in a more supportive work climate to foster stronger commitment and, ultimately, improved teacher performance. These strategic improvements can enhance institutional effectiveness and strengthen long-term organizational sustainability.

CONCLUSION

Following the distribution of questionnaires to all teachers as part of the research procedure, the SMARTPLS tool was used to process the data and test the hypothesis. The following outcomes were obtained. Since motivation (being serious about finishing tasks and being willing to make sacrifices, being responsible for one's job, and being tenacious, persistent, honest, and consistent in one's work) has an impact on commitment, the more motivated a teacher is, the more committed they will be. Effective time management, following rules, and arriving and departing on time are all examples of discipline that have an impact on commitment; the more disciplined a teacher is, the more committed they will be. It is well known that the work environment—including employee relationships, the ambiance at work, and the amenities provided to employees—influences

commitment; therefore, the more favorable the work environment, the more committed the instructor will be.

Human resource performance is influenced by motivation, hence higher levels of motivation will result in higher HR performance. Human resource performance is influenced by discipline, hence greater discipline will result in better HR performance. Human resource performance is understood to be influenced by the work environment; that is, the more favorable the work environment, the better the human resource performance. Human resource performance is influenced by commitment, which includes having enthusiasm, willpower, and emotional ties. The more committed one is, the better human resources perform.

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Commented [N8]: A minimum of 15 relevant and high-quality scholarly references (journal articles, conference proceedings, and reference books) from reputable international and English-language sources is required.

At least 80% of the references should be drawn from journals published within the last five years.

Authors are required to cite relevant articles published in IBI Kesatuan journals (JIMKES, JIAKES, and Riset) and clearly indicate these citations in the revised manuscript.

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Manuscript Evaluation Summary

Section	Assessment (1–5)	Evaluation	Comments / Suggestions
Title	4	Good	Clear and informative. Could be slightly shortened for precision, e.g., “Motivation, Discipline, Work Environment, and Teacher Performance.”
Abstract	3	Needs improvement	Expand to ~200 words. Include background, research gap, aims, method, key findings, and practical implications. Include 5 searchable keywords.
Keywords	3	Needs improvement	Add specific terms such as “Teacher Commitment,” “HR Performance,” “Work Discipline,” “Motivation Factors,” or “School Environment.” Maintain consistent format.
Introduction	3	Needs improvement	Strengthen background, clearly formulate the problem, highlight research gap, state aims, and include explicit research questions that are answered in results.
Literature Review	1	Missing	Expand with at least three subheadings: relevant theories, factors affecting performance, and context. Include a conceptual framework figure.
Methodology	3	Needs improvement	Shorten and structure clearly: study design, population/sample, data collection steps, variable measurement and scales, validity/reliability checks, and data analysis tools. Avoid overly long narrative.
Results	3	Needs improvement	Arrange findings under subheadings aligned with each research question. Present results clearly with proper interpretation.
Discussion	1	Missing	Include robust citations from 2019–2025. Relate findings to theory and prior research. Avoid repeating results.

Conclusion	3	Needs improvement	Revise to emphasize theoretical and practical implications, managerial insights, and recommendations. Avoid repeating results.
References	3	Needs improvement	Expand to around 40 references, with at least 80% from reputable and recent sources (2019–2025). Ensure citation consistency.
Language & Style	4	Good	Minor grammatical editing needed. Adjust manuscript length to 11–14 pages (approx. 4500–6000 words).
Overall Evaluation	3	Major Revision	Major revisions needed

The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

Keywords: Human Resources Performance, Organizational Commitment, Work Environment, Discipline, Motivation.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59,8 persen varians komitmen dan 67,4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). Nitisemito (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study tries to fill the existing gap by examining both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to

performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) adds that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Rivai (2014) state that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) explains that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Amstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) explains that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) states that good lighting, comfortable facilities, and positive

relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. Christina and Maren (2010) and McNeese-Smith (1996) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment does not only have a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.

H10: Motivation has a positive effect on human resource performance through organizational commitment.

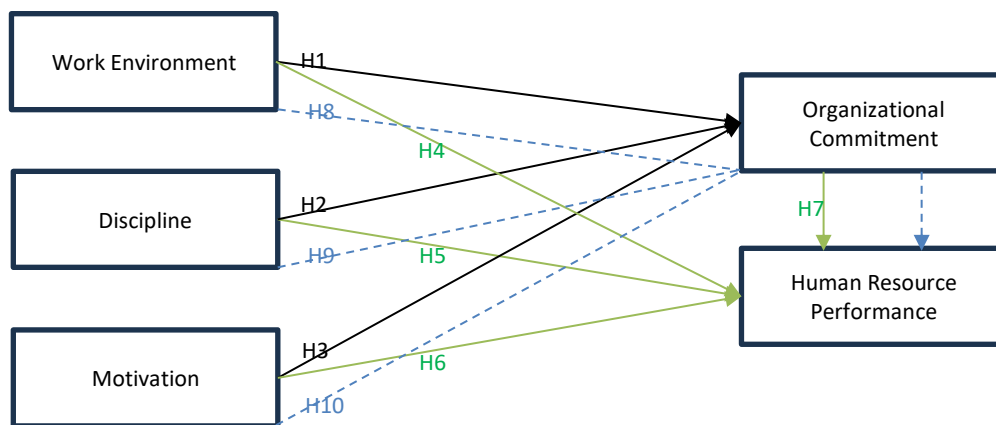


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide for understanding how schools can improve teacher performance in a more comprehensive way.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghazali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal) is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC
Discipline	0.578			

Motivation	0.614	0.638		
Organizational Commitment	0.682	0.701	0.748	
Human Resource Performance	0.657	0.679	0.721	0.812

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139 respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489 respectively (both > 0),

confirming that the model has good predictive relevance. Overall, the structural model demonstrates good fit and strong explanatory ability.

The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidjrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and proud of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explains that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfill basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals

should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

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The Effect on
Teachers'
Performance

1357

ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59.8 persen varians komitmen dan 67.4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Disiplin, Kinerja Sumber Daya Manusia, Motivasi, Komitmen Organisasi, Lingkungan Kerja.

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INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). Nitisemito (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that [the](#) work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study aims to examine both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW ~~AND~~ & HYPOTHESIS DEVELOPMENT

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) add that discipline is a managerial effort designed to ~~instil~~ instill appropriate behavior and shape attitudes that support cooperation and productivity. Rivai (2014) states that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) ~~explains~~ explain that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Armstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) ~~explains-explain~~ that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wajdi (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) ~~states-state~~ that good lighting, comfortable facilities, and positive relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. McNeese-Smith (1996) and Christina and Maren (2010) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment ~~does not only havenot only~~ ~~has~~ a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.
H10: Motivation has a positive effect on human resource performance through organizational commitment.

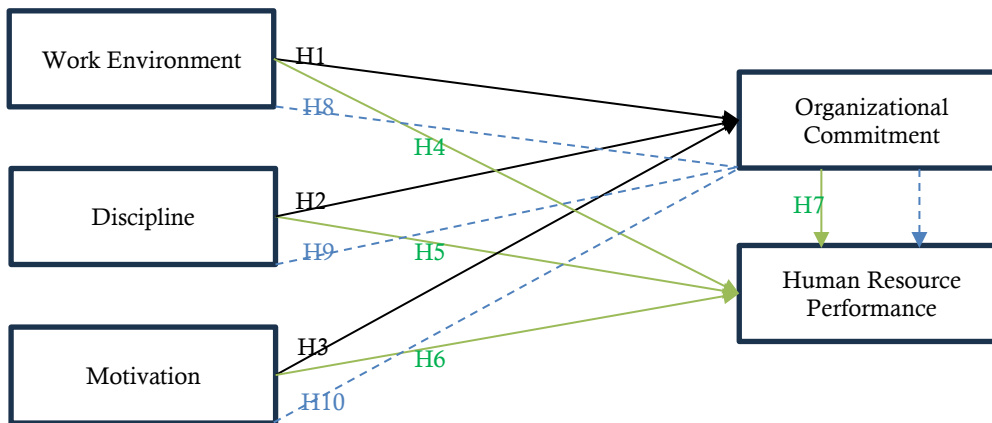


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide to understanding how schools can improve teacher performance more comprehensively.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates

relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghazali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal)

is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.578				
Discipline (DIS)	0.614	0.638			
Motivation (MOT)	0.682	0.701	0.748		
Organizational Commitment (OC)	0.657	0.679	0.721	0.812	
Human Resource Performance (HRP)	-	-	-	-	-

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139, respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489, respectively (both > 0), confirming that the model has good predictive relevance. The structural model demonstrates good fit and strong explanatory ability. The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidjrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and prouder of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explain that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfil basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 , respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

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The Effect on
Teachers'
Performance

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ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59,8 persen varians komitmen dan 67,4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Disiplin, Kinerja Sumber Daya Manusia, Motivasi, Komitmen Organisasi, Lingkungan Kerja.

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INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). NitiseMITO (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that the work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study aims to examine both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrahman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) add that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Rival (2014) states that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksodiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) explain that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Armstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) explain that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wajdi (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) state that good lighting, comfortable facilities, and positive relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. McNeese-Smith (1996) and Christina and Maren (2010) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment not only has a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.
H10: Motivation has a positive effect on human resource performance through organizational commitment.

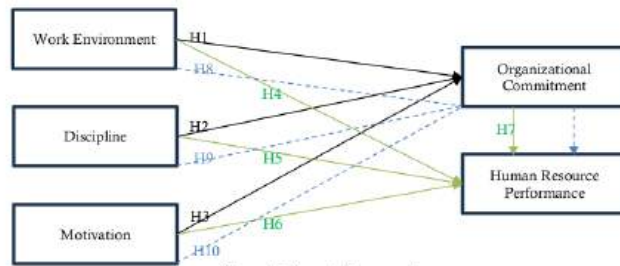


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide to understanding how schools can improve teacher performance more comprehensively.

41 RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates

relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghazali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal)

is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.578				
Discipline (DIS)	0.614	0.638			
Motivation (MOT)	0.682	0.701	0.748		
Organizational Commitment (OC)	0.657	0.679	0.721	0.812	
Human Resource Performance (HRP)	-	-	-	-	-

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

21

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139, respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489, respectively (both > 0), confirming that the model has good predictive relevance. The structural model demonstrates good fit and strong explanatory ability. The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and prouder of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explain that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfil basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 , respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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The Effect of Motivation, Discipline, and Work Environment on Teachers' Performance through Organizational Commitment

*The Effect on
Teachers'
Performance*

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5809

ABSTRACT

Improving teacher performance remains a major challenge in the education sector, especially when resources are limited. This study aims to analyze the direct and indirect effects of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The research used a quantitative approach with a census method involving all teachers in one educational institution. Data were collected through questionnaires and analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. The results show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Organizational commitment also significantly mediates the relationship between the three independent variables and performance, with partial mediation occurring in each path. The model explains 59.8 percent of the variance in commitment and 67.4 percent of the variance in teacher performance. These findings confirm that efforts to improve teacher performance will be more effective if schools first strengthen teachers' sense of dedication and loyalty. School leaders are recommended to develop integrated programs that simultaneously enhance motivation, maintain positive discipline, and create a supportive work environment. This approach is expected to produce sustainable improvements in the quality of learning and overall school achievement.

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Keywords: Discipline, Human Resources Performance, Motivation, Organizational Commitment, Work Environment.

ABSTRAK

Peningkatan kinerja guru masih menjadi tantangan utama di sektor pendidikan, terutama ketika sumber daya terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh langsung dan tidak langsung motivasi, disiplin, dan lingkungan kerja terhadap kinerja guru melalui komitmen organisasi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode sensus yang melibatkan seluruh guru dalam satu lembaga pendidikan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling dengan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa motivasi, disiplin, dan lingkungan kerja memiliki pengaruh positif yang signifikan terhadap komitmen organisasi dan kinerja guru. Komitmen organisasi juga secara signifikan memediasi hubungan antara ketiga variabel independen tersebut dengan kinerja, dengan mediasi parsial terjadi pada masing-masing jalur. Model ini menjelaskan 59.8 persen varians komitmen dan 67.4 persen varians kinerja guru. Temuan ini menegaskan bahwa upaya peningkatan kinerja guru akan lebih efektif jika sekolah terlebih dahulu memperkuat rasa dedikasi dan loyalitas guru. Para pemimpin sekolah disarankan untuk mengembangkan program terpadu yang secara bersamaan meningkatkan motivasi, mempertahankan disiplin positif, dan menciptakan lingkungan kerja yang suportif. Pendekatan ini diharapkan dapat menghasilkan peningkatan berkelanjutan dalam kualitas pembelajaran dan prestasi sekolah secara keseluruhan.

Kata kunci: Disiplin, Kinerja Sumber Daya Manusia, Motivasi, Komitmen Organisasi, Lingkungan Kerja.

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INTRODUCTION

In the current era of globalization, which is characterized by fast change, a company or institutional institution must make adjustments in all parts of its operations. Organizations are expected to optimize their limited human resources in order to meet the organization's goals. Human resources contribute to scientific, technological, and developmental advancements. Thus, in the present period where technology and culture are already very advanced, there is a need for professional human resources who are highly enthusiastic and disciplined in carrying out their duties and functions for both individual and organizational goals. As a result, a country's success is determined by its human resource capabilities.

Human resources play a critical role in interactions with capital, material, technique, and machine variables. The current complexity can influence the quality of humanity. As a result, we must always exercise caution and pay close attention to all aspects. Husnawati (2006) said humans are the most valuable resource, and behavioral science provides many techniques and programs that can guide the use of human resources more effectively. This tries to increase human resource performance. In the context of education, teacher performance has become a major concern because it directly affects the quality of learning and student achievement (Xhaferi, 2017).

Christina and Maren (2010) found that organizational commitment influences human resource performance. Organizational commitment is an employee's relative strength in identifying their involvement in a specific area of the organization. This is distinguished by three features: acceptance of the organization's values and goals, readiness and willingness to make substantial efforts on behalf of the organization, and the desire to continue membership in the group (Mowday et al., 1979). Nitisemito (1998) and Novitasari (2008) have proven that motivation, discipline, and work environment positively affect both organizational commitment and performance separately. However, the results are still inconsistent when these three factors are tested together in the education sector, especially regarding how strong the direct effect is and whether organizational commitment really acts as a bridge between those factors and actual teacher performance.

According to Wicaksono et al. (2024), motivation and work environment significantly affect teacher performance, but the role of organizational commitment as a mediator is still rarely examined in Indonesian schools. Similarly, Sismiati et al. (2025) stated that discipline has a strong influence on organizational commitment, yet its indirect effect on performance through commitment remains under-explored in the teaching profession. Meanwhile, Faadhilah et al. (2025) found that the work environment only gives a weak direct effect on performance when organizational commitment is not included in the model, suggesting that there is still a research gap in understanding the complete mechanism. These inconsistent findings and limited studies that combine direct and indirect effects show the need for deeper investigation, especially among teachers who work in dynamic and demanding environments.

Therefore, this study aims to examine both the direct and indirect influences of motivation, discipline, and work environment on teacher performance through organizational commitment as a mediating variable. The main purpose of this research is to provide a clearer picture of how these three factors can improve teacher performance not only directly but also by first strengthening teachers' dedication and loyalty to their school. By understanding this mediation mechanism, school leaders and policymakers will have better guidance to create programs that truly enhance the quality of education through improved human resource management. Given the background and research gap explained above, this study focuses on teachers as the main participants because they are the front-line human resources in achieving educational goals. This research is expected to contribute both theoretically, by testing the mediating role of organizational commitment, and practically, by giving recommendations to schools on how to increase teacher performance in a sustainable way.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Determinant of Organizational Commitment

Motivation is widely recognized as a fundamental driver of employee behavior and organizational performance. Hasibuan (1997) explains that motivation functions as an internal force that directs individuals to achieve certain goals, which in turn contributes directly to performance outcomes. Luthans (1995) emphasizes that employee behavior in organizations is shaped by psychological motivations, including expectations, needs, and organizational rewards. Jae (2000) further supports this notion by demonstrating that both intrinsic and extrinsic motivation significantly influence organizational commitment and employee performance. According to Siagian (2018), highly motivated employees tend to accept organizational values more easily and show stronger emotional attachment to their workplace. Empirical studies also reinforce the positive link between motivation and commitment. Arikunto (2002) found that work motivation strongly enhances the quality of task completion among teachers, which later translates into higher dedication. Cooke (1999) provides complementary evidence by proving that motivation contributes to increased organizational commitment in various institutions.

Discipline serves as another crucial determinant of organizational commitment. Heidjrachman and Husnan (2002) define discipline as the level of compliance with organizational rules, including punctuality, adherence to procedures, and consistent alignment with workplace expectations. Manullang (1988) and Davis (2002) add that discipline is a managerial effort designed to instill appropriate behavior and shape attitudes that support cooperation and productivity. Rivai (2014) states that employees who have good discipline usually develop a stronger sense of belonging and are more willing to stay with the organization for a long time. Several scholars highlight the relationship between discipline and commitment. Sulistyawan (2008) identified a strong relationship between organizational commitment and work discipline among factory employees, a finding that can also be applied to educational settings. Mariyanto (2010) emphasizes that discipline in time management strongly correlates with commitment.

The work environment also plays an important role in building commitment. Laiterner (1983) defines the work environment as all conditions surrounding employees that influence their ability to perform tasks, including physical and psychological factors. Reksohadiprodjo and Handoko (2001) highlight that an effective work environment supports task accomplishment and promotes harmonious interaction among employees. Shynu et al. (2023) explain that a comfortable and supportive work environment makes employees feel valued, which then increases their emotional bond with the organization. Amstrong (1994) emphasizes that managerial attention to employee needs and working conditions plays a vital role in enhancing workplace commitment. Based on the theories and empirical evidence above, this study proposes that work environment, discipline, and motivation positively affect organizational commitment.

H1: Work environment has a positive effect on organizational commitment.

H2: Discipline has a positive effect on organizational commitment.

H3: Motivation has a positive effect on organizational commitment.

The Determinant of Human Resource Performance

Motivation has long been known to directly improve employee performance. Tansuhaj et al. (1988) states that motivated employees show greater effort, persistence, and initiative in completing their tasks. Munandar (2001) adds that psychological rewards and recognition are powerful tools to increase productivity. Robbins and Judge (2009) and Fahmi (2009) confirm that both intrinsic and extrinsic motivation lead to higher job performance because employees feel more energized and directed toward organizational goals. Several studies in education support this view. Arikunto (2002) and Eriyadi (2004) found that teachers with high motivation deliver better teaching quality and achieve learning targets more consistently.

Discipline also directly affects performance. Maryoto (2000) and Narmodo and Wajdi (2009) argue that employees who follow rules, arrive on time, and use resources responsibly produce more consistent and higher-quality work. Syibli et al. (2009) and Mangkunegara (2011) explain that discipline reduces errors, minimizes wasted time, and creates a professional work culture that directly improves output. Hernowo and Wadji (2007) found that employee discipline has a positive and significant effect on performance among civil service personnel, a result that is also relevant for teachers.

A supportive work environment contributes directly to better performance. Steers (1985), Dessler (1997), and Hariandja (2002) state that good lighting, comfortable facilities, and positive relationships among colleagues help employees focus and work more effectively. According to Jahrie and Hariyoto (1999) and Wahyuningrum (2008), teachers who work in a pleasant environment with adequate facilities and good interpersonal relationships show higher teaching performance. Parlinda and Wahyuddin (2008) also demonstrated that the work environment significantly improves employee performance in public sector organizations.

Organizational commitment itself has a strong direct influence on performance. Dongoran (2001) and Sudarso (2008) describe committed employees as those who accept organizational goals, exert extra effort, and wish to remain members of the organization. Mathis and Jackson (2011) state that teachers with high organizational commitment are more creative in teaching, more willing to help colleagues, and more focused on student success. McNeese-Smith (1996) and Christina and Maren (2010) provide empirical evidence that commitment is positively related to performance.

H4: Work environment has a positive effect on human resource performance.

H5: Discipline has a positive effect on human resource performance.

H6: Motivation has a positive effect on human resource performance.

H7: Organizational commitment has a positive effect on human resource performance.

The Mediating Role of Organizational Commitment

Many researchers suggest that organizational commitment not only has a direct effect but also acts as a bridge between other factors and performance. Meyer and Allen (1991) explain that when employees feel motivated, disciplined, and supported by their environment, they first develop stronger commitment, and this commitment then pushes them to perform better. In other words, part of the influence of motivation, discipline, and work environment reaches performance indirectly through increased dedication and loyalty.

Several studies support this mediation mechanism. Ostroff (1992) and Devi (2009) showed that motivation and job satisfaction significantly improve performance when mediated by organizational commitment. Gibson et al. (1996) and Mas'ud (2004) found in various organizational settings that the effect of a supportive work environment on performance becomes stronger and more significant when organizational commitment is included as a mediator. In the context of education, teachers who receive good motivation and facilities will first feel more attached to their school, and only then will they show real improvement in teaching quality and student outcomes.

The same pattern appears with discipline. Ratnasari (2003) and Widaningsih (2010) state that disciplined behavior builds a sense of responsibility and pride in the organization, which later translates into higher effort and better results. Doyle and Wong (1998) and Mariyanto (2010) provide evidence that discipline influences performance partly through increased organizational commitment. Based on the theories and empirical findings, organizational commitment is expected to mediate the relationships between the independent variables and performance.

H8: Work environment has a positive effect on human resource performance through organizational commitment.

H9: Discipline has a positive effect on human resource performance through organizational commitment.
H10: Motivation has a positive effect on human resource performance through organizational commitment.

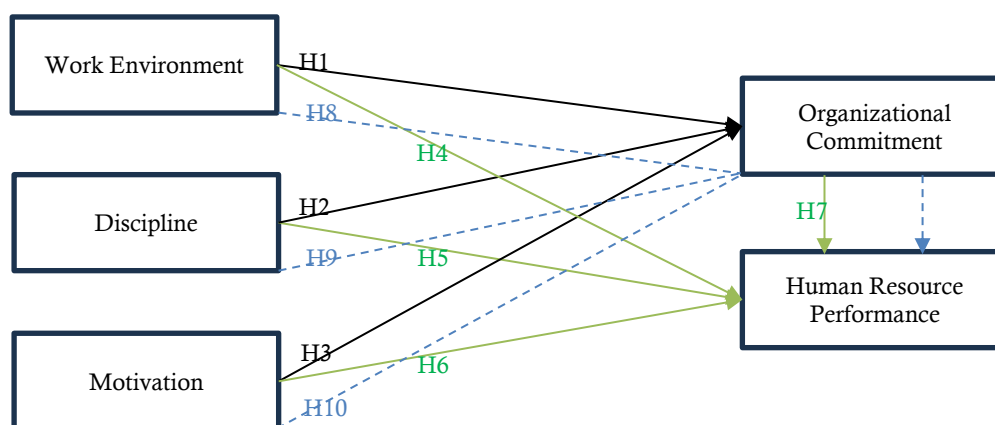


Figure 1. Research Framework

This study combines the theories discussed above into one integrated model. Work environment, discipline, and motivation are positioned as independent variables that can influence teacher performance both directly and indirectly. Organizational commitment serves as a mediating variable that explains part of the mechanism through which the three independent variables affect performance. The direct paths represent the immediate influence of each factor, while the indirect paths show how these factors first strengthen teachers' emotional attachment and dedication before finally improving their teaching performance and contribution to the school. Figure 1 illustrates the relationships among the variables and the ten hypotheses tested in this research. The framework is built based on established theories from Luthans (1995), Hasibuan (1997), Mowday et al. (1979), and supported by recent empirical studies in the Indonesian education context. This model provides a clear guide to understanding how schools can improve teacher performance more comprehensively.

RESEARCH METHODS

This study employed a quantitative research design using a survey approach to examine the relationships among motivation, discipline, work environment, commitment, and human resource performance. The population of the study consisted of all teachers within the targeted educational institution, allowing the research to utilize a census approach in which all members of the population were included as respondents. This method ensured comprehensive data coverage and enhanced the representativeness of the findings. The use of a full-population design also minimized sampling bias while strengthening the validity of the statistical analysis.

Data were collected using a structured questionnaire developed based on established theoretical constructs in human resource management and organizational behavior. Indicators for motivation, discipline, work environment, commitment, and performance were adopted and modified from prior studies, including Luthans (1995), Hasibuan (1997), Nitisemito (1998), and Heidjrachman and Husnan (2002). All items were measured using a Likert scale to capture respondents' perceptions consistently and reliably. Before distribution, the instrument underwent expert validation to ensure content adequacy, relevance, and clarity. The questionnaire was administered directly to teachers to ensure maximum response rates.

The study applied the Structural Equation Modeling (SEM) technique using SmartPLS as the primary analytical tool. SEM-PLS was selected because it is suitable for predictive modeling, handles complex relationships among latent variables, and accommodates

relatively small sample sizes while maintaining high statistical power. The analytical process involved two main stages: (1) assessment of the measurement model and (2) evaluation of the structural model. The measurement model tested construct reliability, convergent validity, and discriminant validity using values such as Cronbach's Alpha, Composite Reliability, and the Average Variance Extracted (AVE). Meanwhile, the structural model assessment examined path coefficients, t-values, and R-square values to determine the strength and significance of relationships between variables.

Ethical considerations were upheld throughout the research process. Participation was voluntary, and respondents were assured of the confidentiality of their responses. No personal identifying information was collected to ensure anonymity. The data obtained were analyzed objectively and used solely for academic purposes. The methodological approach employed in this study allowed for a rigorous examination of how motivation, discipline, and work environment influence commitment and human resource performance. The use of SEM-PLS provided a comprehensive understanding of direct and indirect effects, enabling robust conclusions aligned with the objectives of the research.

RESULTS

This study used Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 3.3.9 application to test the proposed model. The analysis followed a two-step approach recommended by Ghozali (2005), evaluation of the measurement model followed by evaluation of the structural model. A total of 152 teachers participated and provided complete responses, so all data were included in the final analysis. The significance of path coefficients was examined using the bootstrapping procedure and a two-tailed test at $p < 0.05$. The results of the measurement model, discriminant validity, path coefficients, and explanatory power of the model are presented below.

Table 1. Measurement Model

Construct	Indicator Range (Outer Loading)	AVE	Composite Reliability	Cronbach's Alpha
Work Environment	0.712 – 0.894	0.618	0.904	0.868
Discipline	0.731 – 0.912	0.642	0.912	0.877
Motivation	0.743 – 0.897	0.635	0.911	0.873
Organizational Commitment	0.756 – 0.919	0.659	0.921	0.892
Human Resource Performance	0.738 – 0.908	0.647	0.917	0.885

The measurement model assessment showed that all constructs met the requirements for reliability and validity. As shown in Table 1, outer loadings for all indicators ranged from 0.712 to 0.919, well above the recommended threshold of 0.70. The Average Variance Extracted (AVE) values ranged from 0.618 to 0.659, exceeding the minimum requirement of 0.50. Composite Reliability (CR) values were between 0.904 and 0.921, and Cronbach's Alpha values ranged from 0.868 to 0.892, both indicating good internal consistency reliability. These results confirm that the indicators accurately represent their respective constructs and that convergent validity and reliability are fully achieved.

Table 2. Fornell-Larcker Criterion Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.786				
Discipline (DIS)	0.512	0.801			
Motivation (MOT)	0.548	0.573	0.797		
Organizational Commitment (OC)	0.614	0.638	0.682	0.812	
Human Resource Performance (HRP)	0.592	0.617	0.659	0.743	0.804

Discriminant validity was confirmed using the Fornell-Larcker criterion. As presented in Table 2, the square root of the AVE for each construct (shown in bold on the diagonal)

is higher than its correlations with all other constructs. The highest correlation was between organizational commitment and human resource performance (0.743), which is still lower than the square roots of their respective AVE values (0.812 and 0.804). This result indicates that each construct is clearly distinct from the others and that discriminant validity is achieved.

Table 3. Heterotrait-Monotrait Ratio Test

Construct	WE	DIS	MOT	OC	HRP
Work Environment (WE)	0.578				
Discipline (DIS)	0.614	0.638			
Motivation (MOT)	0.682	0.701	0.748		
Organizational Commitment (OC)	0.657	0.679	0.721	0.812	
Human Resource Performance (HRP)	-	-	-	-	-

An additional test using the Heterotrait-Monotrait Ratio (HTMT) was also conducted to strengthen the evidence of discriminant validity. Table 3 shows that all HTMT values are below the conservative threshold of 0.85 suggested by Singarimbun and Effendy (1996). The highest HTMT value was 0.812 between organizational commitment and human resource performance, which is still acceptable. Therefore, discriminant validity is confirmed by both Fornell-Larcker and HTMT criteria, ensuring that the measurement model is robust and ready for structural model evaluation.

Table 4. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-value	p-value	Decision
H1	Work Environment → Organizational Commitment	0.268	4.912	0.000	Supported
H2	Discipline → Organizational Commitment	0.314	5.873	0.000	Supported
H3	Motivation → Organizational Commitment	0.379	7.214	0.000	Supported
H4	Work Environment → Human Resource Performance	0.187	3.456	0.001	Supported
H5	Discipline → Human Resource Performance	0.221	4.108	0.000	Supported
H6	Motivation → Human Resource Performance	0.256	4.889	0.000	Supported
H7	Organizational Commitment → Human Resource Performance	0.368	6.793	0.000	Supported
H8	WE → OC → HRP (Indirect)	0.099	3.774	0.000	Supported
H9	Discipline → OC → HRP (Indirect)	0.116	4.312	0.000	Supported
H10	Motivation → OC → HRP (Indirect)	0.139	5.421	0.000	Supported

After the measurement model was confirmed to be valid and reliable, the structural model was evaluated to test the hypotheses. Table 4 presents the path coefficients, t-values, p-values, and decisions for all ten hypotheses. All relationships were found to be positive and statistically significant at $p < 0.01$. Motivation showed the strongest influence on organizational commitment ($\beta = 0.379$, $t = 7.214$), followed by discipline ($\beta = 0.314$, $t = 5.873$) and work environment ($\beta = 0.268$, $t = 4.912$). Thus, H1, H2, and H3 are supported.

For the direct effects on human resource performance, organizational commitment had the strongest influence ($\beta = 0.368$), followed by motivation ($\beta = 0.256$), discipline ($\beta = 0.221$), and work environment ($\beta = 0.187$). Therefore, H4, H5, H6, and H7 are all supported. The indirect effect analysis showed that organizational commitment significantly mediates the relationship between each independent variable and human resource performance. The indirect coefficients for H8, H9, and H10 were 0.099, 0.116, and 0.139, respectively, all significant at $p < 0.001$. Because both direct and indirect effects are significant, organizational commitment acts as a partial mediator in all three relationships.

Table 5. R-Square and Adjusted R-Square

Endogenous Variable	R-Square	Adjusted R-Square
Organizational Commitment	0.598	0.591
Human Resource Performance	0.674	0.667

The predictive power of the model is presented in Table 5. The R-Square value for organizational commitment is 0.598, meaning that work environment, discipline, and motivation together explain 59.8% of the variance in teachers' commitment. The R-Square for human resource performance is 0.674, indicating that the four variables explain 67.4% of the variance in teacher performance. Both values are considered strong according to the guidelines of Cooper and Emory (1998) for studies in the field of social and behavioral sciences.

Additional analysis using the blindfolding procedure showed that Q^2 values for organizational commitment and human resource performance were 0.412 and 0.489, respectively (both > 0), confirming that the model has good predictive relevance. The structural model demonstrates good fit and strong explanatory ability. The results of this study fully support all ten proposed hypotheses. Work environment, discipline, and motivation not only directly improve teacher performance but also indirectly through strengthening organizational commitment. The model explains a large portion of the variance in both commitment and performance, providing strong empirical evidence for the important role of organizational commitment as a mediating variable in the context of Indonesian schools.

DISCUSSION

The findings of this study confirm that motivation, discipline, and work environment have significant positive effects on both organizational commitment and teacher performance. Among the three independent variables, motivation emerges as the strongest predictor of organizational commitment ($\beta = 0.379$), followed by discipline ($\beta = 0.314$) and work environment ($\beta = 0.268$). This result is consistent with Luthans (1995) and Hasibuan (1997), who argue that motivation acts as a psychological force that directs individuals toward accepting organizational values and goals. The strong influence of motivation also aligns with Robbins (2003), who found that teachers who feel intrinsically and extrinsically motivated tend to develop deeper emotional attachment to their schools. In the Indonesian education context, where teachers often face heavy workloads and limited rewards, providing recognition and opportunities for self-development appears to be particularly important in building long-term commitment.

Discipline also plays a crucial role in shaping teachers' dedication. The path coefficient of 0.314 supports the view of Heidjrachman and Husnan (2002) that adherence to rules, punctuality, and responsible behavior strengthen employees' sense of belonging. This finding is in line with Mangkunegara (2014), who states that disciplined employees feel more accountable and prouder of their organization, which then increases their willingness to stay and contribute. Similarly, the positive effect of work environment ($\beta = 0.268$) reinforces Nitisemito's (1998) argument that comfortable physical facilities, good interpersonal relationships, and supportive atmosphere make teachers feel valued and respected. Jones and Youngs (2013) further explain that when teachers experience a pleasant daily work environment, their emotional bond with the school becomes stronger.

When examining direct effects on performance, organizational commitment shows the highest coefficient ($\beta = 0.368$), even stronger than motivation, discipline, or work environment. This supports Mowday et al. (1979) and Mathis and Jackson (2011), who emphasize that committed teachers not only fulfil basic duties but also exert extra effort, help colleagues, and focus more on student success. The fact that motivation, discipline, and work environment still maintain significant direct effects ($\beta = 0.256, 0.221$, and 0.187 , respectively) indicates that these factors can improve performance immediately, but their impact becomes much greater when teachers first feel truly committed to their school.

The mediation analysis provides the most important contribution of this study. Organizational commitment partially mediates the relationships between motivation, discipline, work environment, and teacher performance, with indirect effects ranging from 0.099 to 0.139. This finding confirms the arguments of Meyer and Allen (1991) and Luthans et al. (2015) that commitment often acts as a bridge between situational and motivational factors and actual behavioral outcomes. In other words, a good salary, strict rules, or comfortable classrooms will only produce sustainable performance improvement if teachers first develop a strong sense of loyalty and pride toward their school. This result also extends the work of Devi (2009) and Jusoh et al. (2024), who found similar mediation patterns in different sectors.

These findings carry several practical implications for school leaders. First, motivation programs should remain a top priority, but they must be combined with efforts to strengthen emotional attachment. Second, discipline should not only be enforced through punishment but also cultivated as a shared value that increases teachers' sense of ownership. Third, investment in the work environment, both physical facilities and interpersonal relationships, offers double benefits: direct performance improvement and stronger commitment. Finally, school principals should regularly measure and monitor teachers' organizational commitment, because it serves as a critical pathway through which other initiatives ultimately affect teaching quality and student outcomes. By understanding and applying this mediation mechanism, educational institutions can create more effective and sustainable strategies to enhance teacher performance in the long term.

CONCLUSION

The results of this study clearly show that motivation, discipline, and work environment have significant positive effects on organizational commitment and teacher performance. Motivation has the strongest influence on commitment, while organizational commitment itself becomes the most powerful direct predictor of performance. More importantly, organizational commitment successfully mediates the influence of the three independent variables on teacher performance. These findings confirm that efforts to improve teacher performance will be more effective and lasting if schools first succeed in building strong dedication and loyalty among teachers.

This research offers practical implications for school leaders: motivation programs, enforcement of positive discipline, and improvement of the work environment must be carried out together and continuously to produce optimal results. However, this study still has limitations, particularly because it only involved teachers from one educational institution and used self-report questionnaires, so the possibility of social desirability bias cannot be completely ruled out. Future studies are recommended to expand the sample to various regions and types of schools, include objective performance measures such as student achievement scores or classroom observation results, and test additional variables such as leadership style or compensation to obtain a more complete picture of factors that can improve teacher performance.

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5820
