

Enhancing Teacher Performance through Work Motivation, Non-Physical Work Environment, and Work Discipline: Evidence from Private Educational Institutions in Indonesia

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Abstract

Teacher performance represents a critical determinant of educational quality because it directly influences learning effectiveness and institutional achievement. This study aims to examine the effects of work motivation, non-physical work environment, and work discipline on teacher performance at SMP and SMK Sunan Ampel Menganti, Gresik Regency, Indonesia. A quantitative explanatory research design was employed, involving 47 teachers as both the population and research sample through a total sampling approach. Data were collected using questionnaires and analyzed using multiple linear regression with SPSS 27. The findings reveal that work motivation, non-physical work environment, and work discipline have positive and significant effects on teacher performance, both individually and simultaneously. Among these factors, work discipline emerges as the strongest predictor of teacher performance, indicating that professional consistency, responsibility, and compliance with institutional standards are essential elements in improving teaching effectiveness. This study provides practical implications for school administrators and educational foundations by highlighting the importance of strengthening teacher motivation, developing supportive psychological work environments, and implementing effective discipline management systems. The novelty of this research lies in integrating psychological, social, and behavioral dimensions to explain teacher performance within the context of private foundation-based schools in Indonesia, an area that remains relatively underexplored in educational management research.

Keywords: Work Motivation; Non-Physical Work Environment; Work Discipline; Teacher Performance; Educational Management.

Abstrak

Kinerja guru merupakan faktor strategis dalam meningkatkan kualitas pendidikan karena berkaitan langsung dengan efektivitas proses pembelajaran dan pencapaian tujuan institusi pendidikan. Penelitian ini bertujuan untuk menganalisis pengaruh motivasi kerja, lingkungan kerja non-fisik, dan disiplin kerja terhadap kinerja guru pada SMP dan SMK Sunan Ampel Menganti Kabupaten Gresik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksplanatori. Populasi sekaligus sampel penelitian terdiri dari 47 guru dengan teknik pengambilan sampel menggunakan metode total sampling. Pengumpulan data dilakukan melalui kuesioner dan dianalisis menggunakan regresi linear berganda dengan bantuan aplikasi SPSS 27. Hasil penelitian menunjukkan bahwa motivasi kerja, lingkungan kerja non-fisik, dan disiplin kerja secara parsial maupun simultan berpengaruh positif dan signifikan terhadap kinerja guru. Di antara ketiga variabel tersebut, disiplin kerja menjadi faktor yang memiliki pengaruh paling dominan dalam meningkatkan kinerja guru. Penelitian ini memberikan implikasi praktis bagi pengelola sekolah dan yayasan pendidikan untuk mengembangkan strategi peningkatan kinerja guru melalui penguatan motivasi, penciptaan lingkungan kerja psikologis yang kondusif, serta penerapan sistem disiplin yang efektif. Kebaruan

penelitian ini terletak pada pengintegrasian faktor psikologis, sosial, dan perilaku dalam menjelaskan kinerja guru pada konteks sekolah swasta berbasis yayasan di Indonesia, yang masih relatif terbatas dalam kajian manajemen pendidikan.

Kata kunci: Motivasi Kerja; Lingkungan Kerja Non-Fisik; Disiplin Kerja; Kinerja Guru; Manajemen Pendidikan.

1. Introduction

Improving the quality of education is one of the strategic agendas in the development of competitive human resources. The success of achieving educational goals is highly determined by the quality of the learning process that takes place in schools, where teachers are the main actors in managing, facilitating, and developing students' learning experiences. The role of teachers in the era of educational transformation is no longer limited to delivering materials, but also as learning facilitators, character guides, innovators, as well as agents of change who are able to adapt to the development of science, technology, and the demands of 21st century learning. Therefore, improving teacher performance is one of the priorities in managing human resources in the education sector because it directly contributes to improving the quality of learning and student learning outcomes ([OECD, 2023](#); [UNESCO, 2023](#)).

Teacher performance is a representation of the teacher's ability to carry out all his professional duties effectively, starting from planning learning, carrying out the learning process, conducting evaluations, to developing competencies in an ongoing manner. The high performance of teachers is not only influenced by pedagogic, professional, social, and personality competencies, but also influenced by various organizational and psychological factors that shape teachers' work behavior. Recent studies have shown that educational organizations that are able to create a conducive work environment, provide support for teachers' psychological needs, and build a disciplined work culture tend to produce educators with higher levels of productivity, creativity, and organizational commitment than organizations that ignore these aspects ([Kim et al., 2023](#); [Collie, 2021](#)).

One of the factors that has an important role in improving teacher performance is work motivation. Work motivation is an internal and external drive that directs individuals to work optimally in achieving organizational goals. Teachers who have high work motivation will show enthusiasm in teaching, have a commitment to improving the quality of learning, and are encouraged to continue to develop their competencies through various professional development activities. On the other hand, low work motivation can lead to a decrease in teaching enthusiasm, low learning innovation, and a decrease in the quality of educational services. In addition to motivation, the non-physical work environment is also an equally important factor. A non-physical work environment includes interpersonal relationships, communication, leadership support, organizational climate, mutual trust, and a harmonious work atmosphere. A positive work environment will create psychological comfort so that teachers are able to work collaboratively, have higher job satisfaction, and ultimately improve the overall performance of the school organization ([Inceoglu et al., 2022](#); [Collie, 2021](#)).

In addition to motivation and a non-physical work environment, work discipline is a fundamental factor that determines the effectiveness of a teacher's duties. Work discipline is reflected through compliance with school regulations, punctuality, responsibility in completing administrative and academic tasks, and consistency in carrying out professional obligations. A high level of discipline will form a productive organizational culture while improving the quality of educational services. However, various phenomena that are still found in a number of educational institutions show problems in the form of low work motivation, lack of effective communication between teachers, lack of teamwork, and there are still violations of work discipline, such as late attendance and completion of learning administration. This condition has the potential to reduce the effectiveness of the teaching and learning process and have an impact on the achievement of overall educational goals. Therefore, comprehensive efforts are needed to identify factors that affect teacher performance so that policies to improve the quality of educators can be formulated in a more targeted manner (OECD, 2023; Kim et al., 2023).

Based on this description, this study aims to analyze the influence of work motivation, non-physical work environment, and work discipline on teacher performance in Sunan Ampel Menganti Junior High School and Vocational School, Gresik Regency. This research is important because it integrates three interrelated organizational behavior factors in explaining the variation in teacher performance in private education units. In addition to contributing to the development of human resource management literature in the education sector, the results of this research are expected to be a basis for consideration for schools in formulating strategies to increase work motivation, create a more supportive work environment, and strengthen discipline culture as an effort to improve the quality of teacher performance in a sustainable manner.

2. Literature Review and Hypothesis Development

2.1 Grand Theory: Self-Determination Theory (SDT)

Self-Determination Theory (SDT) developed by Deci and Ryan explains that individual behavior in an organization is influenced by the level of fulfillment of three basic psychological needs, namely autonomy, competence, and relatedness. When these three needs are met, individuals will have higher intrinsic motivation, show better work engagement, and produce more optimal performance. In the context of educational organizations, SDT becomes a relevant theoretical foundation because teachers are influenced not only by formal reward systems, but also by the psychological conditions and social environment that support the performance of their professional duties. Teachers who gain freedom in developing learning methods, feel competent in carrying out tasks, and have harmonious interpersonal relationships with leaders and colleagues will show a higher commitment to achieving school goals.

From an SDT perspective, work motivation, non-physical work environment, and work discipline are complementary factors in shaping individual work behavior. Work motivation is the main driver that drives teachers to achieve achievements, while non-

physical work environments create a sense of security, social support, and emotional attachment within the organization. On the other hand, work discipline reflects the internalization of organizational values into daily work behavior. The combination of these three factors will increase work *engagement*, job satisfaction, and the effectiveness of task implementation which ultimately leads to improved teacher performance. Therefore, Self-Determination Theory provides a strong conceptual framework in explaining the mechanisms by which psychological and organizational factors affect teacher performance in an ongoing manner.

2.2 Motivation and Teacher Performance

Work motivation is a psychological condition that encourages individuals to exert their abilities, energy, and commitment in achieving organizational goals. In the educational environment, teacher motivation plays an important role in determining the quality of the learning process because teachers who have high motivation tend to show greater enthusiasm, creativity, innovation, and commitment in carrying out their professional duties. Based on Self-Determination Theory, intrinsic motivation arises when individuals feel that they have autonomy, competence, and good social relationships so that they are driven to work not solely because of external rewards, but because of the satisfaction of carrying out their profession.

A number of recent studies have shown that work motivation has a positive relationship with teacher performance. Teachers who have high motivation are better able to improve the quality of learning, develop teaching innovations, and actively participate in school development. On the other hand, low motivation results in decreased productivity, job satisfaction, and quality of educational services. Based on this theoretical foundation and empirical evidence, the higher the teacher's motivation, the higher the performance produced.

H1: Work motivation has a positive and significant effect on teacher performance.

2.3 Non-Physical Work Environment and Teacher Performance

The non-physical work environment is a psychosocial condition that employees feel while carrying out their work, including relationships between colleagues, organizational communication, leadership support, organizational climate, trust, and work culture. In contrast to the physical environment related to work facilities, the non-physical work environment emphasizes more on the quality of social interaction and psychological comfort within the organization. In educational institutions, harmonious interpersonal relationships will increase collaboration between teachers, strengthen academic coordination, and create a work environment conducive to improving the quality of learning.

According to Self-Determination Theory, the need for relatedness is one of the main determinants of the formation of intrinsic motivation. When teachers feel social support, appreciation, open communication, and supportive leadership, they will have an emotional attachment to the organization so that they are encouraged to give their best performance. Various studies show that a positive non-physical work environment is able to increase job

satisfaction, work engagement, and teacher productivity. Thus, the better the non-physical work environment that teachers feel, the higher the performance produced.

H2: Non-physical work environment has a positive and significant effect on teacher performance.

2.4 Work Discipline and Teacher Performance

Work discipline is the individual's willingness to comply with all organizational regulations and carry out job responsibilities consistently. In the world of education, teacher discipline is reflected through punctuality of teaching, adherence to academic schedules, completion of learning administration, and responsibility in carrying out professional duties. Work discipline not only reflects adherence to rules, but also demonstrates an individual's commitment to achieving organizational goals.

According to Self-Determination Theory, sustained disciplinary behavior occurs when an individual has internalized organizational values as part of his or her professional responsibilities. Teachers who have high discipline will be better able to manage the learning process effectively, maintain the quality of educational services, and be role models for students. The findings of previous research also show that work discipline is one of the important determinants in increasing the effectiveness of educational organizations. Therefore, the higher the teacher's work discipline, the higher the level of performance produced.

H3: Work discipline has a positive and significant effect on teacher performance.

3. Research Method

This study uses a quantitative approach with *an explanatory research design*, which aims to examine the causal relationship between work motivation, non-physical work environment, and work discipline on teacher performance. The quantitative approach was chosen because it allows objective measurement of variables through numerical data as well as hypothesis testing using inferential statistical analysis. Explanatory research not only aims to describe phenomena, but also to explain the cause-and-effect relationship between variables based on the theoretical framework that has been developed. Thus, the design of this study is appropriate to identify the influence of each independent variable and its simultaneous influence on teacher performance in junior high and junior high schools in Sunan Ampel Menganti Gresik Regency. The research data was obtained through the dissemination of a structured questionnaire prepared using a five-point Likert scale, ranging from a score of 1 (strongly disagree) to a score of 5 (strongly agree), so as to be able to measure respondents' perception of each variable indicator systematically ([Hair et al., 2022](#); [Saunders et al., 2023](#)).

The research population includes all teachers who teach at Sunan Ampel Menganti Junior High School and Vocational School, Gresik Regency, which totals 47 people. Given the relatively small population, this study uses a total sampling or census technique, where all members of the population are made research respondents so that each teacher has the same opportunity to participate. This technique was chosen to minimize *sampling errors* and

increase the representativeness of data to real conditions in the school environment. The research instrument was developed based on the indicators of each variable that had been adapted from various previous studies and adjusted to the context of the educational organization. Before the analysis, the quality of the instrument was evaluated through a validity test using *product moment* correlation and a reliability test using Cronbach's Alpha coefficient to ensure that each indicator was able to measure the research construct validly and consistently (Hair et al., 2022).

Data analysis was carried out using IBM SPSS Statistics software version 27 through several stages of analysis. The initial stage includes descriptive statistical analysis to describe the characteristics of respondents and the distribution of research data, then continued with testing the quality of the instrument through validity and reliability tests. Furthermore, classical assumption testing was carried out in the form of a normality test as a prerequisite for multiple linear regression analysis. To test the research hypothesis, multiple linear regression analysis followed by a partial test (*t-test*) was used to determine the influence of each independent variable on teacher performance, a simultaneous test (*F-test*) to test the influence of all independent variables together, and a determination coefficient (*Adjusted R²*) to measure the size of the model's ability to explain variations in teacher performance. All hypothesis tests were carried out at a significance level of 5% ($\alpha = 0.05$), so that the results of the analysis are expected to be able to provide accurate empirical evidence regarding the influence of work motivation, non-physical work environment, and work discipline on teacher performance.

4. Results

4.1 Respondent Characteristics

The demographic characteristics of respondents provide an overview of the profile of teachers participating in this study. The respondents consisted of 47 teachers from SMP and SMK Sunan Ampel Menganti, Gresik Regency. The demographic analysis included gender, age, educational background, and teaching experience.

Table 1. Respondent Characteristics

Characteristics	Category	Frequency	Percentage
Gender	Male	27	57.45%
	Female	20	42.55%
Age	<25 years	5	10.64%
	25–30 years	19	40.43%
	31–35 years	15	31.91%
	>35 years	8	17.02%
Education	Bachelor's Degree (S1)	41	87.23%
	Master Degree (S2)	6	12.77%
Teaching Experience	<3 years	10	21.28%
	3–6 years	23	48.94%
	7–9 years	10	21.28%
	>9 years	4	8.51%

The respondent profile indicates that the majority of teachers were male (57.45%), aged between 25–30 years (40.43%), and held an undergraduate qualification (87.23%). Furthermore, most respondents had teaching experience of 3–6 years (48.94%). This

composition indicates that the sample represents a relatively young and professionally active teaching workforce, which is relevant for examining behavioral factors such as work motivation, non-physical work environment, and work discipline.

4.2 Measurement Quality Assessment

Before conducting hypothesis testing, the validity and reliability of the research instruments were evaluated. Construct validity was assessed through item-total correlation, while reliability was evaluated using Cronbach's Alpha values.

Table 2. Validity and Reliability Assessment

Variable	Number of Items	Range of Correlation	Item Cronbach's Alpha	Decision
Work Motivation (X1)	6	0.741–0.823	0.876	Reliable
Non-Physical Work Environment (X2)	4	0.577–0.763	0.613	Reliable
Work Discipline (X3)	7	0.497–0.771	0.817	Reliable
Teacher Performance (Y)	12	0.481–0.804	0.867	Reliable

The validity test demonstrates that all measurement items achieved correlation coefficients above the critical value ($r\text{-table} = 0.287$), indicating that all indicators adequately represented their respective constructs. Furthermore, Cronbach's Alpha values exceeded the recommended threshold of 0.60, confirming acceptable internal consistency reliability (Hair et al., 2022). Therefore, all measurement instruments were considered appropriate for further statistical analysis.

4.3 Classical Assumption Testing

To ensure the suitability of the regression model, classical assumption testing was conducted. The normality assumption was examined using the Kolmogorov–Smirnov test.

Table 3. Normality Test Result

Test	Statistic	Significance
Kolmogorov–Smirnov	0.049	0.200

The result shows that the significance value was 0.200, which is higher than the 0.05 threshold. This indicates that the residuals were normally distributed, suggesting that the regression model fulfilled the normality assumption.

4.4 Multiple Regression Analysis

Multiple regression analysis was performed to examine the effect of work motivation, non-physical work environment, and work discipline on teacher performance.

The regression equation is presented as follows:

$$\text{Teacher Performance} = 8.565 + 0.266X_1 + 0.481X_2 + 0.596X_3$$

Table 4. Regression Coefficients

Predictor	β Coefficient	t-value	p-value	Results
Work Motivation (X1)	0.266	3.093	0.003	Supported
Non-Physical Work Environment (X2)	0.481	4.363	0.002	Supported
Work Discipline (X3)	0.596	2.296	0.002	Supported

The regression results reveal that all independent variables positively influence teacher performance. Work discipline produced the strongest regression coefficient ($\beta = 0.596$), indicating that disciplined behavior, compliance with institutional rules, and consistency in completing teaching responsibilities represent important determinants of teacher effectiveness.

Meanwhile, the non-physical work environment also demonstrated a substantial contribution ($\beta = 0.481$). This finding emphasizes that interpersonal relationships, communication quality, leadership support, and psychological comfort within schools play a crucial role in improving teachers' professional performance.

Work motivation showed a positive and significant influence ($\beta = 0.266$), indicating that teachers with stronger intrinsic motivation tend to demonstrate higher commitment and better performance outcomes.

These findings support the perspective of organizational behavior theory, which emphasizes that employee performance is shaped not only by individual characteristics but also by organizational conditions and behavioral control mechanisms.

4.5 Simultaneous Effect Testing

The simultaneous influence of independent variables was examined using the F-test.

Table 5. ANOVA Result

Models	F-value	Significance
Regression Model	4.366	0.002

The ANOVA results indicate that the regression model is statistically significant ($F = 4.366$; $p < 0.05$). Therefore, work motivation, non-physical work environment, and work discipline simultaneously influence teacher performance. This finding confirms that improving teacher performance requires an integrated management approach rather than focusing on a single factor. Schools need to develop motivational strategies, establish supportive interpersonal environments, and strengthen disciplinary systems simultaneously.

4.6 Explanatory Power of the Model

The coefficient of determination was evaluated to determine the predictive capability of the regression model.

Table 6. Model Summary

R	R ²	Adjusted R ²	Std. Error
0.345	0.119	0.058	6.363

The model produces an R^2 value of 0.119, indicating that work motivation, non-physical work environment, and work discipline explain 11.9% of the variation in teacher performance. Meanwhile, 88.1% of performance variation is explained by other factors outside the research model.

Although the explanatory power is relatively limited, this result remains meaningful because teacher performance is a complex construct influenced by multiple dimensions, including professional competence, leadership style, organizational culture, workload, job satisfaction, and institutional support. Previous studies have emphasized that employee performance in educational institutions is multidimensional and cannot be fully explained by behavioral factors alone (Ali, 2022; Hair et al., 2022).

5. Discussion

5.1 *The Effect of Work Motivation on Teacher Performance*

The results demonstrate that work motivation has a positive and significant effect on teacher performance. This finding indicates that teachers with higher levels of motivation tend to demonstrate stronger commitment, greater responsibility, and improved effectiveness in carrying out teaching activities. Motivation encourages teachers to develop instructional creativity, prepare learning materials effectively, and provide better guidance to students.

This finding is consistent with the principles of Self-Determination Theory (SDT) proposed by Ryan and Deci (2020), which explains that individuals who experience strong intrinsic motivation tend to show higher engagement and performance because they perceive their work as meaningful and valuable. In the educational context, motivated teachers are more likely to demonstrate professional commitment because teaching is not merely considered a job but also a form of contribution to student development.

The results support previous empirical studies showing that employee motivation is an important determinant of performance outcomes. For example, Atmaja et al. (2022) found that work motivation significantly influences teacher performance. Similarly, Ahyani and Fitria (2022) examined the impact of work motivation on teacher performance. These findings reinforce the importance of work motivation in supporting teachers' professional effectiveness and overall performance.

However, the standardized coefficient of work motivation ($\beta = 0.266$) indicates that although motivation contributes positively, its influence is relatively lower compared with other factors in the model. This suggests that motivation alone may not be sufficient to maximize teacher performance. Teachers require supportive organizational conditions and clear behavioral standards to transform motivation into actual performance outcomes.

5.2 *The Effect of Non-Physical Work Environment on Teacher Performance*

The findings reveal that the non-physical work environment has a significant positive influence on teacher performance. Among the examined variables, this factor demonstrated a relatively strong contribution ($\beta = 0.481$), indicating that psychological and social conditions within schools play an important role in shaping teachers' effectiveness.

The non-physical work environment includes aspects such as communication quality, cooperation among colleagues, leadership support, organizational climate, and emotional comfort in the workplace. A positive work environment enables teachers to feel valued, supported, and psychologically safe, which subsequently encourages better performance.

This finding aligns with Social Exchange Theory (Blau, 1964), which suggests that employees tend to respond positively when organizations provide supportive treatment and favorable working conditions. In schools, when teachers perceive that the institution provides appreciation, trust, and effective communication, they are more likely to reciprocate through higher commitment and performance.

The results are also consistent with previous studies. Sari et al. (2022) found that a supportive organizational environment significantly enhances teacher performance because positive interpersonal relationships strengthen motivation and organizational commitment. Furthermore, Putri and Nugroho (2023) reported that a healthy psychological work environment improves employee engagement and contributes to better performance outcomes.

The strong influence of the non-physical work environment in this study highlights an important managerial implication. Educational institutions should not only focus on physical facilities but also develop a supportive organizational culture characterized by open communication, collaboration, and recognition of teachers' contributions.

5.3 The Effect of Work Discipline on Teacher Performance

The findings indicate that work discipline has the strongest positive influence on teacher performance ($\beta = 0.596$). This result demonstrates that discipline represents a fundamental behavioral mechanism that determines teachers' ability to consistently fulfill professional obligations, including attendance, lesson preparation, administrative responsibilities, and compliance with institutional regulations.

This finding supports the perspective of Organizational Behavior Theory, which emphasizes that employee performance is strongly influenced by individual behavioral control and adherence to organizational expectations. In educational institutions, discipline reflects teachers' professionalism because consistent behavior directly affects learning quality and institutional effectiveness.

The result is consistent with previous studies. Hidayat et al. (2021) demonstrated that work discipline significantly improves employee performance because disciplined employees tend to have higher responsibility and task completion consistency. Similarly, Rahman and Ismail (2023) found that discipline was one of the strongest predictors of teacher performance, particularly in educational organizations where reliability and commitment are essential.

The dominance of work discipline in predicting teacher performance suggests that schools should strengthen mechanisms that encourage professional accountability. However, discipline should not only be implemented through control and sanctions but also through organizational support, clear expectations, and leadership role modeling.

5.4 The Combined Influence of Work Motivation, Non-Physical Work Environment, and Work Discipline on Teacher Performance

The simultaneous testing confirms that work motivation, non-physical work environment, and work discipline collectively influence teacher performance. This finding indicates that teacher performance is a multidimensional outcome resulting from the interaction between individual psychological factors and organizational conditions.

Although the model explains 11.9% of performance variation, the result remains theoretically meaningful because teacher performance is influenced by various complex factors, including competence, leadership style, workload, job satisfaction, organizational commitment, and professional development opportunities. Previous research has emphasized that performance in educational settings cannot be explained by a single determinant because teachers operate within dynamic organizational systems.

The findings contribute to the existing literature by demonstrating that in private educational institutions, particularly schools with religious foundations such as Sunan Ampel Menganti, teacher performance is strongly associated with behavioral discipline and the quality of interpersonal work relationships. This provides an additional perspective beyond conventional performance models that primarily emphasize competence and individual capability.

5.5 Theoretical and Practical Implications

From a theoretical perspective, this study extends organizational behavior research in the education sector by confirming that psychological factors (motivation), relational factors (non-physical work environment), and behavioral factors (discipline) jointly contribute to teacher performance. The findings provide empirical support that employee performance models developed in business organizations can also be applied within educational institutions.

From a practical perspective, school management should implement integrated strategies to improve teacher performance. First, schools need to strengthen teacher motivation through recognition programs, career development opportunities, and meaningful involvement in institutional decision-making. Second, schools should create a supportive non-physical work environment by improving communication, teamwork, and leadership support. Third, discipline systems should be developed through consistent standards combined with constructive supervision rather than merely administrative control.

6. Implications

6.1 Theoretical Implications

This study contributes to the development of organizational behavior and educational management literature by providing empirical evidence regarding the role of psychological, social, and behavioral factors in explaining teacher performance. The findings confirm that work motivation, non-physical work environment, and work discipline are important determinants of teacher performance, thereby extending previous performance models that primarily emphasize individual competence and technical abilities.

Theoretically, this study strengthens the application of Self-Determination Theory (Ryan & Deci, 2020) by demonstrating that intrinsic work motivation remains an important mechanism influencing teachers' professional behavior and performance outcomes. Teachers who possess stronger internal motivation tend to show higher commitment, responsibility, and willingness to improve their teaching effectiveness. However, the findings also indicate that motivation alone is insufficient to maximize performance, suggesting that individual psychological factors must be supported by favorable organizational conditions.

Furthermore, this research provides support for Social Exchange Theory (Blau, 1964) by confirming that a positive non-physical work environment influences teacher performance through reciprocal relationships between teachers and educational institutions. When teachers perceive supportive communication, appreciation, trust, and cooperation within the workplace, they are more likely to respond through increased engagement and improved performance. This finding highlights the importance of relational factors in educational organizations, where collaboration and interpersonal interaction are essential components of professional practice.

In addition, the significant influence of work discipline contributes to organizational behavior literature by emphasizing the role of behavioral regulation in educational settings. Unlike corporate environments where performance is often measured through financial outcomes, teacher performance is closely associated with consistency, responsibility, and adherence to professional standards. Therefore, this study extends existing performance frameworks by integrating motivational, environmental, and disciplinary perspectives within the context of private educational institutions.

Another theoretical contribution of this study lies in its empirical evidence from a relatively underexplored context, namely private schools managed by educational foundations in Indonesia. Previous studies have predominantly examined teacher performance in public educational institutions; therefore, this research expands understanding of how organizational and behavioral factors operate within private educational organizations characterized by unique cultural and institutional values.

6.2 Practical Implications

The findings of this study provide several practical implications for school administrators, educational foundations, and policymakers in developing strategies to improve teacher performance. The results indicate that improving teacher performance requires a comprehensive approach that integrates motivational enhancement, supportive workplace conditions, and effective discipline management.

First, school management should strengthen teacher motivation by developing programs that increase professional appreciation and career development opportunities. Recognition of teacher achievements, opportunities for training and professional certification, and involvement in institutional decision-making processes can enhance teachers' sense of ownership and commitment toward their responsibilities.

Second, educational institutions should prioritize the development of a positive non-physical work environment. The findings indicate that interpersonal and psychological aspects of the workplace significantly influence teacher performance. Therefore, school leaders should encourage open communication, strengthen teamwork among teachers, provide emotional support, and create a culture of mutual respect. A supportive organizational climate can increase teacher engagement and reduce potential workplace stress.

Third, schools need to establish effective work discipline systems. Since discipline was found to have the strongest influence on teacher performance, school management should develop clear performance standards, consistent monitoring mechanisms, and constructive feedback systems. However, discipline implementation should emphasize professional responsibility rather than solely relying on punishment-based approaches. A balanced approach combining supervision, guidance, and appreciation is more likely to create sustainable behavioral improvement.

For educational foundations such as Yayasan Sunan Ampel Menganti, these findings suggest the importance of adopting a strategic human resource management approach. Teacher development should not only focus on recruitment and academic qualifications but also on creating organizational systems that support motivation, psychological well-being, and professional accountability.

At the policy level, educational stakeholders should recognize that improving education quality requires investment in teacher management practices. Enhancing teacher performance is not only achieved through curriculum improvement or infrastructure development but also through strengthening human resource practices that address teachers' psychological and organizational needs.

Contribution Summary

Appearance	Contribution
Theoretical contribution	Expands teacher performance research by integrating motivation, non-physical work environment, and discipline perspectives within organizational behavior theory.
Contextual contribution	Provides evidence from private educational institutions in Indonesia, particularly schools managed by educational foundations.
Managerial contribution	Provides guidance for school leaders to develop motivation programs, supportive organizational climates, and effective discipline systems.
Policy contribution	Highlights the importance of teacher-centered human resource management for improving educational quality.

7. Limitations and Future Research Directions

Although this study provides meaningful insights into the determinants of teacher performance, several limitations should be acknowledged. These limitations also provide

opportunities for future research to further develop understanding of teacher performance within educational organizations.

First, this study was conducted using a relatively limited sample involving 47 teachers from only one educational institution, namely SMP and SMK Sunan Ampel Menganti, Gresik Regency. Although the findings provide valuable contextual insights, the limited sample size and single-institution setting may restrict the generalizability of the results to other educational contexts. Future research is encouraged to expand the sample size by involving teachers from multiple schools, different educational foundations, and various geographical regions to improve external validity and provide more comprehensive findings.

Second, this study employed a quantitative cross-sectional research design, where data were collected at a single point in time. Consequently, the findings capture the relationships among variables but cannot fully explain changes in teacher performance over time or establish strong causal relationships. Future studies may consider adopting longitudinal research designs to examine how changes in motivation, workplace environment, and discipline influence teacher performance dynamically over different periods.

Third, this research examined only three explanatory variables: work motivation, non-physical work environment, and work discipline. Although these variables significantly contributed to explaining teacher performance, the coefficient of determination indicates that a substantial proportion of performance variation is influenced by other factors outside the research model. Future research should consider incorporating additional variables such as transformational leadership, organizational commitment, job satisfaction, teacher competence, workload, psychological well-being, organizational culture, and professional development opportunities to develop a more comprehensive performance model.

Fourth, the data collection process relied on self-reported questionnaires from respondents. Although this approach is commonly used in behavioral research, it may introduce potential response bias because respondents may provide socially desirable answers, particularly when evaluating workplace discipline and performance-related issues. Future studies could adopt a mixed-method approach by combining quantitative surveys with qualitative interviews, classroom observations, or evaluations from school leaders to obtain more objective measurements of teacher performance.

Fifth, this study focused on private educational institutions managed by a foundation, which may have unique organizational characteristics, cultural values, and management systems compared with public schools. Therefore, future research could conduct comparative studies between public and private educational institutions to investigate whether organizational context influences the relationship between motivation, work environment, discipline, and teacher performance.

Furthermore, future research may explore the mediating and moderating mechanisms underlying teacher performance. For example, organizational commitment or work engagement may act as mediating variables that explain how motivational and environmental

factors are transformed into performance outcomes. Meanwhile, leadership style, organizational culture, or institutional support may serve as moderating variables that strengthen or weaken these relationships.

Overall, future studies should adopt broader research designs, larger samples, and more comprehensive analytical approaches such as Structural Equation Modeling (SEM), multilevel analysis, or mixed-method approaches. Such developments would provide deeper insights into the complex mechanisms influencing teacher performance and contribute to the advancement of educational management literature.

Research Agenda Summary

Research Limitation	Future Research Direction
Limited sample from one institution	Expand samples across multiple schools and regions
Cross-sectional design	Apply longitudinal research approaches
Limited explanatory variables	Add leadership, commitment, competence, satisfaction, and organizational culture variables
Self-reported questionnaire	Combine surveys with interviews and performance observations
Focus on private schools only	Conduct comparative studies between public and private institutions
Limited analytical approach	Apply SEM, mediation, moderation, or multilevel analysis

8. Conclusion

This study aimed to examine the influence of work motivation, non-physical work environment, and work discipline on teacher performance at SMP and SMK Sunan Ampel Menganti, Gresik Regency. The findings provide empirical evidence that these three factors play important roles in shaping teacher performance within private educational institutions. The results demonstrate that work motivation, non-physical work environment, and work discipline individually and simultaneously have significant positive effects on teacher performance.

Among the examined factors, work discipline emerged as the strongest predictor of teacher performance, indicating that teachers' consistency in fulfilling responsibilities, complying with institutional standards, and demonstrating professional commitment represents a fundamental determinant of effective teaching performance. In addition, the non-physical work environment also showed a substantial contribution, highlighting the importance of supportive interpersonal relationships, effective communication, and psychological comfort in creating an environment that enables teachers to perform optimally. Meanwhile, work motivation positively influences teacher performance by encouraging commitment, enthusiasm, and continuous improvement in teaching activities.

Theoretically, this study contributes to educational management and organizational behavior literature by demonstrating that teacher performance is not solely determined by individual competence but is also influenced by motivational, relational, and behavioral dimensions. The findings extend the application of Self-Determination Theory and Social Exchange Theory within the context of private educational institutions by showing how internal motivation and organizational support interact with behavioral discipline to influence professional performance.

From a practical perspective, the findings suggest that educational institutions should adopt an integrated human resource management approach. School leaders and educational foundations should develop strategies that enhance teacher motivation, strengthen supportive workplace relationships, and establish effective discipline systems. Improving teacher performance requires more than administrative control; it requires the creation of an organizational ecosystem that supports teachers' psychological needs, professional development, and commitment to educational excellence.

Despite its contributions, this study recognizes that teacher performance is a complex phenomenon influenced by various factors beyond the examined variables. Therefore, future research should incorporate broader organizational and individual factors, employ larger and more diverse samples, and utilize longitudinal or mixed-method approaches to provide deeper insights into the mechanisms underlying teacher performance improvement.

Overall, this study highlights that improving teacher performance requires a balanced integration between individual motivation, supportive organizational environments, and professional discipline. These findings provide valuable implications for educational institutions seeking to enhance teaching quality and strengthen human resource management practices in achieving sustainable educational outcomes.

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