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Research Article

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The Influence of Work Discipline and Motivation on Teacher Performance with Work Spirit as an Intervening Variable in Teluk Mengkudu District

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Abstract: *In education, teacher performance is a key factor in determining the success of the learning process in schools. High-performing teachers are not only able to create a conducive learning environment but also design innovative learning strategies, adapt teaching methods to student needs, and utilize technology in the learning process. The results of this study are as follows: Work discipline has a positive and significant effect on teacher performance with an original sample value of 0.232 and p values of 0.013. Work discipline has a positive and significant effect on work enthusiasm with an original sample value of 0.234 and p values of 0.029. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.140 and p values of 0.093. Motivation has a positive and significant effect on work enthusiasm with an original sample value of 0.698 and p values of 0.000. Work enthusiasm has a positive and significant effect on teacher performance with an original sample value of 0.620 and p values of 0.000. Work discipline has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.145 and p values of 0.029. Motivation has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.433 and p values of 0.000.*

Keywords: *Work Discipline, Motivation, Work Spirit, Teacher Performance.*

Introduction

In education, teacher performance is a key factor in determining the success of the learning process in schools. High-performing teachers are not only able to create a conducive learning environment, but also can design innovative learning strategies, adapt teaching methods to student needs, and utilize technology in the learning process. Furthermore, high-performing teachers are more active in providing moral and academic guidance to students, as well as building harmonious relationships with parents and the community. Therefore, understanding the factors that influence teacher performance is crucial in efforts to continuously improve the quality of education. One factor that plays a significant role in improving teacher performance is work discipline. Work discipline reflects the level of teacher compliance with applicable regulations, policies, and norms in the school environment. Teachers with high discipline tend to be more punctual, more consistent in carrying out their duties, and have a high level of responsibility for their work. However, the reality in Teluk Mengkudu District shows that some teachers still lack discipline in carrying out their duties, such as arriving late, not preparing learning materials well enough, and not providing optimal guidance to students.

In addition to work discipline, motivation is also a key factor influencing teacher performance. Motivation can stem from intrinsic factors, such as personal satisfaction in teaching, as well as extrinsic factors, such as incentives, rewards, and a supportive work environment. Teachers with high motivation will be more enthusiastic in teaching and tend to strive to provide the best for students. However, in several schools in Teluk Mengkudu District, teachers are still found to be less motivated in carrying out their duties, which can impact the low quality of learning. In this context, teacher morale acts as an intervening variable that can strengthen or weaken the relationship between work discipline and motivation on teacher

performance. High morale will encourage teachers to work harder, be more creative in teaching, and be more responsible in carrying out their duties. Conversely, if morale is low, the positive impact of work discipline and motivation on teacher performance can be reduced.

The phenomenon occurring in Teluk Mengkudu District shows that not all teachers have optimal work enthusiasm. Several factors such as high workloads, lack of appreciation for teacher performance, and minimal supporting facilities in schools can cause work enthusiasm to decline. Consequently, even if a teacher has good discipline and high motivation, their performance will still be suboptimal if work enthusiasm is not strengthened. Based on this phenomenon, this study aims to analyze the influence of work discipline and motivation on teacher performance, with work enthusiasm as an intervening variable in Teluk Mengkudu District. By understanding the relationship between these variables, it is hoped that effective solutions can be found to improve teacher performance, so that the quality of education in the region can continue to improve.

The problem formulation in this research is as follows:

1. Does Work Discipline have a positive and significant influence on Work Spirit in Teluk Mengkudu District?
2. Does motivation have a positive and significant influence on work enthusiasm in Teluk Mengkudu District?
3. Does Work Discipline have a positive and significant influence on Teacher Performance in Teluk Mengkudu District?
4. Does motivation have a positive and significant influence on teacher performance in Teluk Mengkudu District?
5. Does work enthusiasm have a positive and significant influence on teacher performance in Teluk Mengkudu District?
6. Does Work Discipline have a positive and significant influence on Teacher Performance through Work Spirit in Teluk Mengkudu District?
7. Does Motivation have a positive and significant influence on Teacher Performance through Work Spirit in Teluk Mengkudu District?

The researcher's objectives in this research are as follows:

1. Analyze and determine the influence of work discipline on work enthusiasm in Teluk Mengkudu District.
2. Analyze and determine the influence of motivation on work enthusiasm in Teluk Mengkudu District.
3. Analyze and determine the influence of work discipline on teacher performance in Teluk Mengkudu District.
4. Analyze and determine the influence of motivation on teacher performance in Teluk Mengkudu District.
5. Analyze and determine the influence of work enthusiasm on teacher performance in Teluk Mengkudu District.
6. Analyze and determine the influence of Work Discipline on Teacher Performance through Work Spirit in Teluk Mengkudu District.
7. Analyze and determine the influence of motivation on teacher performance through work enthusiasm in Teluk Mengkudu District.

After obtaining the problem formulation and research objectives, the research provides the following benefits from the research:

1. Theoretical Benefits

a) Increasing insight and references in educational science studies, especially in understanding the factors that influence teacher performance.
b) To be the basis for further research in developing a model for improving teacher performance by considering factors of work discipline, motivation and work enthusiasm.

2. Practical Benefits
   a) For Teachers: Provides a deeper understanding of the importance of work discipline, motivation, and work enthusiasm in improving their performance.
   b) For the Principal: As evaluation material in implementing policies that can improve discipline, motivation and work enthusiasm of teachers in schools.
   c) For the Department of Education: Provide empirical data that can be used in formulating policies to improve teacher performance in Teluk Mengkudu District.
   d) For the Community and Parents of Students: Ensuring that the quality of education received by students continues to improve through improving teacher performance.

Literature Review

Understanding Work Discipline

Work discipline is the attitude and behavior of employees that demonstrate compliance with the rules and procedures established by the organization. According to Aninditya (2017), work discipline includes adherence to working hours, dress codes, and other applicable workplace regulations. According to Utar and Rasto (2017), good work discipline will create a conducive work environment and increase the organization's operational efficiency.

Work Discipline Indicators

Indicators according to Utar and Rasto (2017) include the following:

1. Compliance with company regulations: Employees comply with all regulations set by the company.
2. Compliance with superior instructions: Employees carry out tasks in accordance with the instructions given by superiors.
3. Compliance with work standards: Employees work according to the standards set by the company.

Understanding Motivation

Work motivation is the internal and external drive that influences employees' enthusiasm and commitment to carrying out their duties. According to Ardiana (2017), work motivation can be divided into intrinsic and extrinsic motivation.According toAnisa and Yuliyanto (2017) high work motivation will improve employee performance and achieve organizational goals.

Motivation Indicators

Motivation indicators according to Anisa and Yuliyanto (2017) are as follows:

1. Job satisfaction: The level of employee satisfaction with their work.
2. Organizational commitment: The level of employee engagement and loyalty to the organization.
3. Desire to achieve: Motivating employees to achieve optimal work results.

Understanding Teacher Performance

According to Ardiana (2017), teacher performance is a teacher's ability to carry out their duties and responsibilities to achieve educational goals. Anisa and Yuliyanto (2017) added that good teacher performance will have a positive impact on student learning achievement.

Teacher Performance Indicators

Teacher performance indicators according to Anisa and Yuliyanto (2017) are as follows;

1. Pedagogical competence: The teacher's ability to manage the learning process.
2. Professional competence: Mastery of the subject matter taught by the teacher.
3. Social competence: The teacher's ability to interact with students, parents, and colleagues.

Spirit at work

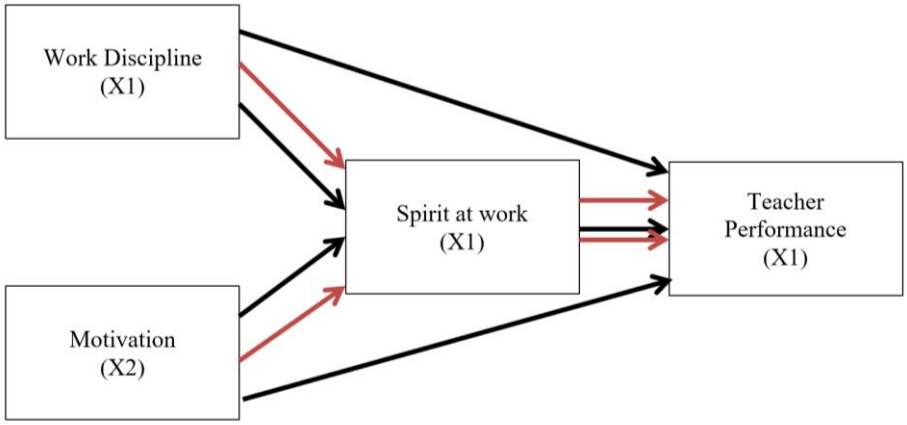
Work passion is a mental state that drives someone to work with enthusiasm and dedication. Ardiana (2017) states that work passion can be improved through appropriate motivation and a conducive work environment. Anisa and Yuliyanto (2017) add that high work passion will increase employee productivity and performance.

Work Morale Indicator

The indicators according to Ardiana (2017) are as follows:

1. Enthusiasm in work: Employees show joy and enthusiasm in carrying out tasks.
2. Dedication to work: Employees have a high commitment to their work.
3. Initiative in work: Employees are proactive in completing tasks and seeking solutions to problems they face.

Conceptual Framework



Hypothesis

The hypothesis in this study is as follows:

a) H1: Work Discipline has a positive and significant effect on Work Spirit in Teluk Mengkudu District.
b) H2: Motivation has a positive and significant effect on work enthusiasm in Teluk Mengkudu District.
c) H3: Work Discipline has a positive and significant effect on Teacher Performance in Teluk Mengkudu District.
d) H4: Motivation has a positive and significant effect on teacher performance in Teluk Mengkudu District.

e) H5. Work Spirit has a positive and significant influence on Teacher Performance in the District Mengkudu Bay.
f) H6: Work Discipline has a positive and significant effect on Teacher Performance through Work Spirit in Teluk Mengkudu District.
g) H7: Motivation has a positive and significant effect on teacher performance through enthusiasm Work in Teluk Mengkudu District.

Method

This study uses a quantitative associative research type. According to Sugiyono (2019), quantitative research is defined as a research method based on the philosophy of positivism, used to study a specific population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing a predetermined hypothesis. According to Sugiyono (2019), associative research is a formulation of a research problem that asks about the relationship between two or more variables.

The population in this study was 80 respondents. According to Sugiyono (2019), a population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn.

The sample used in this study was 80 respondents, and this sample will be used entirely using the saturated sampling technique. According to Sugiyono (2019), a sample is a portion of the number and characteristics possessed by the population. According to Sugiyono (2019), Saturated Sampling is a sample selection technique when all members of the population are sampled. The sampling technique in this study uses the Saturated Sampling Technique, where the entire population in this study is sampled.

This research was conducted in Teluk Mengkudu District, this research was conducted from April 2025 to June 2025.

The data collection technique used in this study was a questionnaire distributed to respondents to be filled out honestly to obtain research results. The data source used was primary data. According to Sugiyono (2019), a questionnaire is a data collection technique that involves making statements related to the object being studied, given one by one to respondents. According to Sugiyono (2019), primary data is a data source that directly provides data to data collectors. The scoring of the research in the questionnaire table is as follows:

Table 1. Scoring for questionnaire answers

Answer	Code	Score
Strongly agree	SS	5
Agree	S	4
Neutral	N	3
Don't agree	TS	2
Strongly Disagree	STS	1

According to Sugiyono (2019), a research variable is defined as an attribute, characteristic, or value of an individual, object, or activity with specific variations that researchers choose to investigate and from which conclusions can be drawn. There are independent and dependent factors in this research. However, according to Sugiyono (2019), an independent variable (also called a dependent variable) is a variable that influences or results in the emergence of a dependent variable. Meanwhile, a dependent variable is a

variable that is influenced by or results from the presence of a baseline variable. The following list of indicators used to determine the research questionnaire can be seen in the table below:

Table 2. Operational Definitions

Variables	Definition	Indicator
Work Discipline (X1)	According to Utar and Rasto (2017), good work discipline will create a conducive work environment and increase the operational efficiency of the organization.	Indicators according to Utar and Rasto (2017) include the following: • Compliance with company regulations: • Compliance with superior instructions • Compliance with work standards
Motivation (X2)	According to Anisa and Yuliyanto (2017), high work motivation will improve employee performance and achieve organizational goals.	Motivation indicators according to Anisa and Yuliyanto (2017) are as follows: • Job satisfaction • Organizational commitment • Desire to achieve
Spirit at work (Z)	According to Ardiana (2017), work enthusiasm can be increased through appropriate motivation and a conducive work environment.	The indicators according to Ardiana (2017) are as follows: • Enthusiasm in work • Dedication to work • Initiative in work
Teacher Performance (Y)	According to Anisa and Yuliyanto (2017), good teacher performance will have a positive impact on student learning achievement.	Teacher performance indicators according to Anisa and Yuliyanto (2017) are as follows; • Pedagogical competence • Professional competence • Social competence

SmartPLS (Partial Least Square – Structural Equation Modeling) software was used in the data processing of this study. PLS is competent in conducting analysis in a single test and is able to describe the relationship between variables. PLS is intended to help researchers in verifying hypotheses and explaining the existence or absence of relationships between latent variables. According to Ghozali (2016), the PLS method is able to describe latent variables (not directly measurable) and is measured using indicators. The author used Partial Least Square because this study is a latent variable that can be measured based on its indicators so that the author can analyze with clear and detailed calculations.

To facilitate more methodical understanding, the data from this study are presented in the form of tables and figures.

In statistical analysis of data using the SEM PLS method. The following are the PLS method analysis techniques:

1. Outer model analysis

According to Husein (2015), outer model analysis is conducted to ensure that the measurements used are valid and reliable. There are several calculations in this analysis:

a. Convergent validity is the factor loading value of a latent variable with its indicators. The expected value is > 0.7.
b. Discriminant validity is the cross-loading value of factors that is useful for determining whether a construct has adequate discriminant power. This is done by comparing the value of the target construct to ensure it is greater than the value of the other construct.
c. Composite reliability is a measurement that if the reliability value is > 0.7 then the construct value has a high reliability value.
d. Average Variance Extracted (AVE) is the average variance of at least 0.5. 30 e. Cronbach's alpha is a calculation to prove the results of composite reliability where the minimum value is 0.6.

2. Inner model analysis

In this model analysis, the purpose is to test the relationship between latent constructs. There are several calculations in this analysis: Examining the R-square value for each dependent variable is the initial step in testing using a structural model, also called the inner model. The goal is to observe the correlation between constructs, indicating the level of influence of one variable on another variable in the model. One way to evaluate the influence of a particular independent latent variable on the dependent latent variable is to observe changes in the R-square value. has a significant impact. In this inner model analysis, there is no error in multicollinearity, where two or more variables have a high correlation, resulting in poor model prediction ability (Ghozali et al., 2015). Then the next step is bootstrapping, namely to determine the estimated value of the path relationship coefficient in the structural. If the t statistic is >1.96 for each path relationship (Ghozali et al., 2015).

Hussein (2015) states in his book that hypothesis testing can be seen from the t-statistic value and probability value. The criteria for hypothesis testing are as follows:

1. By using statistical values, for alpha 5% the t-statistic value used is 1.96.
2. The criteria for accepting or rejecting the hypothesis can be described if the t-statistic has a result > 1.96.
3. Meanwhile, to reject or accept a hypothesis using probability, it can be assumed that the hypothesis is accepted if the p value < 0.05.

Results and Discussion

Outer model testing

The purpose of outer model testing is to assess the validity and reliability of a model. This analysis will examine the influence of factor loading, average variance extracted (AVE), discriminant validity, and composite reliability.

a) Loading factor

Factor loading is the initial stage in testing the validity of a model. The factor loading requirement must be >0.6 for an indicator to be considered valid. If it is not valid, it must be removed from the model (Husein, 2015). To understand the outer model analysis of this research, see Figure 2 below:

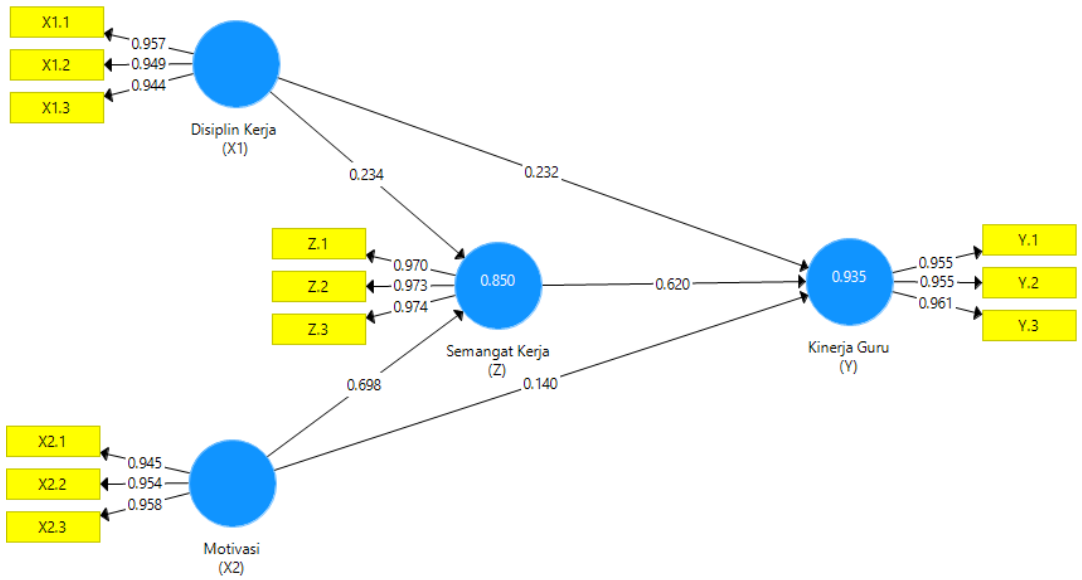


Figure 1. Outer Model
Source: Smart PLS 3.3.3

Smart PLS output for loading factor gives the results in the following table: Outer Loadings In this study there is an equation and the equation consists of two substructures for substructure 1

$Z = b1X1 + b2X2 + e1$

$Z = 0.234 + 0.698 + 0.850$

For substructure 2

$Y = b3X1 + b4X2 + b5Z + e2$

$Y = 0.232 + 0.140 + 0.620 + 0.935$

Table 3. Outer Loadings

	Work Discipline _(X1)	Teacher Performance_(Y)	Motivation_(X2)	Work Spirit_(Z)
X1.1	**0.957**			
X1.2	**0.949**			
X1.3	**0.944**			
X2.1			**0.945**	
X2.2			**0.954**	
X2.3			**0.958**	
Y.1		**0.955**		
Y.2		**0.955**		
Y.3		**0.961**		
Z.1				**0.970**
Z.2				**0.973**
Z.3				**0.974**

Source: Smart PLS 3.3.3

In table 3 above, the value of each variable is stated that the indicator in each variable is higher than 0.7, which means that each indicator item has a value higher than 0.7 so that the data is declared valid and can continue to further research.

Average variance extracted (ave)

Average Variance Extracted (AVE) is the value used in convergent validity testing because the value is obtained from convergent validity output. In this study, the expected AVE value is > 0.5, and therefore, when viewed from the latent variable constructs, all constructs have values above 0.5 (or greater than 0.5). For more details on the AVE results, please see Figure 1 and Table 4 below:

Table 4. AVE Value Results

	Average Variance Extracted (AVE)
Work Discipline _(X1)	**0.903**
Teacher Performance_(Y)	**0.916**
Motivation_(X2)	**0.907**
Work Spirit_(Z)	**0.946**

Source: Smart PLS 3.3.3

Because there are no problems with convergent validity, the next thing to be tested is problems related to discriminant validity.

Discriminant Validity

Discriminant validity can be tested by looking at the cross-loading table. This output is used to test discriminant validity at the indicator level, provided that the correlation between the indicator and its latent variable is greater than the correlation between the indicator and other latent variables (outside its block). For more clarity, see the table below:

Table 5. Discriminant Validity

	Work Discipline _(X1)	Teacher Performance_(Y)	Motivation_(X2)	Work Spirit_(Z)
X1.1	0.957	0.870	0.909	0.850
X1.2	0.949	0.870	0.896	0.838
X1.3	0.944	0.873	0.879	0.854
X2.1	0.875	0.896	0.945	0.879
X2.2	0.904	0.888	0.954	0.874
X2.3	0.910	0.866	0.958	0.871
Y.1	0.867	0.955	0.885	0.899
Y.2	0.882	0.955	0.889	0.906
Y.3	0.883	0.961	0.890	0.937
Z.1	0.858	0.930	0.877	0.970
Z.2	0.872	0.933	0.901	0.973
Z.3	0.870	0.924	0.902	0.974

Source: Smart PLS 3.3.3

In table 5 above, the loading factor value of the Work Discipline variable is greater than the other variables, the loading factor value of the Teacher Performance variable is greater than the loading factor value of the other variables, the loading factor value of the Motivation variable is greater than the loading factor value of the other variables. The loading factor value of the Work Spirit variable is greater than the loading factor value of the other variables. This means that the values in the table above show that the values are discriminately valid.

Composite reliability

To ensure there are no measurement-related issues, the final step in evaluating the outer model is to test its unidimensionality. This unidimensionality test was conducted using composite reliability and Cronbach's alpha. For both indicators, the cut-off value was 0.7.

Table 6. Composite Reliability

	Composite Reliability
Work Discipline _(X1)	**0.965**
Teacher Performance_(Y)	**0.970**
Motivation_(X2)	**0.967**
Work Spirit_(Z)	**0.981**

Source: Smart PLS 3.3.3

Table 6 above shows that all constructs have a composite reliability value above 0.7. Therefore, no unidimensionality problems were found in the variables Work Discipline, Teacher Performance, Motivation, and Work Spirit.

Inner model testing

Coefficient of Determinization R2 (R-Square)

The goodness of fit in PLS can be determined by the Q2 value. The Q2 value has the same meaning as the coefficient of determination (R-Square) in regression analysis.

Table 7. R Square Model

	R Square
Teacher Performance_(Y)	0.935
Work Spirit_(Z)	0.850

Source: Smart PLS 3.3.3

Based on the table above, the R-square value for the Teacher Performance variable is 0.935, which is 93.5% when expressed as a percentage. This means that the influence of Work Discipline and Motivation is 93.5%, with the remainder being attributed to other variables. The R-square value for the Work Spirit variable is 0.850, which is 85.0% when expressed as a percentage. This means that the influence of Work Discipline, Motivation, and Work Spirit on Teacher Performance is 85.0%, with the remainder being attributed to other variables.

Hypothesis Testing

a) t-Statistic Coefficient

To conduct hypothesis testing in PLS SEM, it can be done by using the calculated t value (to) compared to the t table value (tα). The t-table value with a significance of 5 percent and degree of freedom (DF) = number of data (n)– 2, namely 100 – 2 = 98 is 1,984 (t table) below will display the image of the results of the path hypothesis as follows:

Table 8. Path Coefficients (Direct Effect)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Work Discipline (X1) -> Teacher Performance (Y)	0.232	2,242	**0.013**	**Accepted**
Work Discipline (X1) -> Work Morale (Z)	0.234	1,893	**0.029**	**Accepted**
Motivation (X2) -> Teacher Performance (Y)	0.140	1,327	**0.093**	**Rejected**
Motivation (X2) -> Work Spirit (Z)	0.698	5,726	**0,000**	**Accepted**
Work Spirit (Z) -> Teacher Performance (Y)	0.620	8,056	**0,000**	**Accepted**

Source: Smart PLS 3.3.3

In table 8 above there are direct influences which will be explained as follows:

1. Work discipline has a positive and significant impact on teacher performance. This means that the higher the level of work discipline possessed by teachers, the higher their performance will be. The coefficient value of 0.232 indicates that every one-unit increase in work discipline will increase teacher performance by 0.232 units. Since the P value <0.05 and the T-statistic >1.96, the hypothesis is accepted. This means that the implementation of discipline in terms of attendance, punctuality, compliance with rules, and responsibility has a significant impact on improving teacher performance.
2. Work discipline has a positive and significant effect on work morale. The coefficient of 0.234 indicates that every one-unit increase in work discipline will increase work morale by 0.234 units. This indicates that teachers with a high level of discipline tend to have better work morale, such as being more enthusiastic, energetic, and motivated in carrying out their duties. Although the T-statistic value is slightly below the ideal limit of 1.96, the P-Value shows significance (<0.05), so the hypothesis is still accepted.
3. Motivation does not have a direct and significant effect on teacher performance. The path coefficient of 0.140 indicates a positive but insignificant relationship. This means that increasing motivation does not directly improve teacher performance. This indicates that even if teachers have high work motivation, without other factors (such as work enthusiasm or a conducive work environment), this motivation is not sufficient to drive optimal performance improvement.
4. Motivation has a very strong, positive, and significant influence on work morale. The path coefficient of 0.698 indicates that every one-unit increase in motivation will increase work morale by 0.698 units. This is a very significant effect. This means that teachers who are highly motivated—both intrinsic motivation, such as the need for achievement, and extrinsic motivation, such as recognition—will tend

to have high work morale, such as being more diligent, active, and enthusiastic in carrying out their duties.

5. Work morale has a positive and highly significant effect on teacher performance. A coefficient of 0.620 indicates that every one-unit increase in work morale will increase teacher performance by 0.620 units. This is a very strong influence. Therefore, teachers with high work morale tend to demonstrate better performance, such as improved learning quality, punctuality, responsibility, and overall work productivity.

Table 9. Path Coefficients (Indirect Effect)

	Original Sample (O)	T Statistics (| O/STDEV |)	P Values	Results
Work Discipline (X1) -> Work Spirit (Z) -> Teacher Performance (Y)	0.145	1,894	**0.029**	**Accepted**
Motivation (X2) -> Work Spirit (Z) -> Teacher Performance (Y)	0.433	4,377	**0,000**	**Accepted**

6. Work discipline has an indirect effect on teacher performance through increased work morale. A coefficient value of 0.145 indicates that every one-unit increase in work discipline will increase teacher performance by 0.145 units through work morale. Although the magnitude of the effect is not particularly large, it is significant. This means that good work discipline not only directly impacts performance but can also increase teacher morale, which in turn improves teacher performance.
7. Motivation has a large, positive, and highly significant indirect effect on teacher performance through work enthusiasm. A coefficient value of 0.433 indicates that every one-unit increase in motivation will increase teacher performance by 0.433 units through work enthusiasm. This indirect effect is much greater than the direct effect of motivation on performance, which was previously insignificant (0.140 with P = 0.093). This confirms that work enthusiasm acts as a full mediator in the relationship between motivation and teacher performance.

Closing

Conclusion

The conclusions of this study are as follows:

1. Work discipline has a positive and significant effect on teacher performance with a sample value of 0.232 and p values of 0.013.
2. Work discipline has a positive and significant effect on work enthusiasm with an original sample value of 0.234 and p values of 0.029.
3. Motivation has a positive and insignificant effect on teacher performance with an original sample value of 0.140 and p values of 0.093.
4. Motivation has a positive and significant effect on work enthusiasm with an original sample value of 0.698 and p values of 0.000.
5. Work enthusiasm has a positive and significant effect on teacher performance with an original sample value of 0.620 and p values of 0.000.
6. Work discipline has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.145 and p values of 0.029.

7. Motivation has a positive and significant effect on teacher performance through work enthusiasm with an original sample value of 0.433 and p values of 0.000.

Suggestion

1. Suggestions for Schools
   a) Improving Teacher Work Discipline:Schools need to implement a firm yet educational disciplinary system. Rules regarding attendance, punctuality, responsibility, and compliance with assignments must be consistently enforced. Schools can also reward teachers who demonstrate high levels of discipline to motivate others.
   b) Encouraging Teacher Motivation:Teacher motivation must be enhanced both intrinsically and extrinsically. Schools can provide reward programs, career development opportunities, training, workshops, or seminars that can enhance teachers' skills and confidence. Furthermore, adequate work facilities and a comfortable environment will boost work motivation.
   c) Building High Work Morale:Because research shows that work enthusiasm has a strong influence on performance, schools need to build a positive and supportive work culture. Activities that strengthen relationships between teachers, such as gatherings, outbound activities, or joint social activities, can be effective ways to boost work enthusiasm.
2. Suggestions for Teachers
   a) Maintaining Discipline Independently:Teachers should continue to foster discipline at work, not only because of school rules but also as a form of professionalism. Strong discipline not only impacts performance but also serves as an example for students.
   b) Increasing Personal Motivation:Teachers can find internal motivation by understanding the primary purpose of their profession, which is to educate the nation's next generation. Furthermore, setting career goals, improving skills, and continuing to learn will help maintain high work motivation.
   c) Building and Maintaining Work Morale:Teachers need to create a pleasant working atmosphere for themselves, such as establishing good relationships with colleagues, maintaining a positive classroom atmosphere, and celebrating small achievements that have been achieved.
3. Suggestions for Further Researchers
   a) This study was limited to the variables of work discipline, motivation, work enthusiasm, and teacher performance. Future research is recommended to include other variables such as job satisfaction, organizational culture, work environment, or teacher competence, which also have the potential to influence performance.
   b) Furthermore, this study used a quantitative approach. Future researchers could combine it with qualitative methods to delve deeper into teachers' perceptions of motivation and work enthusiasm.
   c) The research can also be extended to different levels of education, for example to teachers at high school, vocational school, or even university level, so that the results are more generalized.

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