

Improving Teacher Performance in Educational Institutions at Semen Indonesia Foundation: The Mediating Role of Work Motivation between Work Discipline and Training

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Abstract

This study aims to analyze and test the Teacher performance variables at Semen Indonesia Foundation under the auspices of PT Semen Gresik. Both direct and indirect influences between variables. The research method used in this study is quantitative. The population in this study were all Employees at Semen Indonesia Foundation under the auspices of PT Semen Gresik. Data analysis test using the SEM PLS model with the Smart PLS version 4.0 test tool. with saturated sampling of 100 respondents. From the hypotheses presented, the results of this study indicate that Work Discipline has a positive and significant effect on Teacher performance. Training has a positive and significant effect on Teacher performance. Work Discipline has a positive and significant effect on Motivation. Training has a positive and significant effect on Motivation. Motivation has a positive and significant effect on Teacher performance. Work Discipline has a positive and significant effect on Teacher performance through full Work Motivation. Training has a positive and significant effect on Teacher performance through full Work Motivation. This study provides new insights or expands existing theories and provides research implications that are explained practically and theoretically, and through the implementation of clear rules, reward and punishment systems, and extraordinary leadership, companies can improve their employees' performance. In addition, discipline and training that are evaluated periodically and based on employee needs can improve work skills and motivation. Employees should also be encouraged through performance-based rewards, career development opportunities, a positive work environment, and work flexibility that supports life balance.

Introduction

In the era of globalization, increasingly tight business competition has many consequences in competition. Companies are often faced with a phenomenon where employees have various characters and different teacher performance. There are employees who have high work enthusiasm but their abilities are not yet qualified, there are also employees who have good abilities and skills, but lack enthusiasm in working so that teacher performance does not match the organization's expectations. Human Resource Management plays a very important role in managing the management of HR and company resources in order to provide maximum results.(Soelistya et al., 2021)

Teacher performance is a very important thing in order to support the smooth running and development of the company. Teacher performance basically focuses on the problems of the planning process, implementation, and the results obtained after carrying out the work (Wulandari et al., 2024). Lufitasari et al., (2020); (Budi, 2022); (Eliyana & Anwar, 2022); (Anakpo et al., 2023) explaining Teacher performance is work results in terms of quality and

quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The role of teacher performance in a company is very much needed, especially to improve quality and organize the structure and planning that has been made for the company.

Improving teacher performance will bring progress to the company to be able to survive in an unstable business environment (Ulya et al., 2023); (Qalati et al., 2022); (Chowdhury et al., 2022); (Farida & Setiawan, 2022). Therefore efforts to improve teacher performance in the most serious management challenges because of the success to achieve goals and sustainability.

The role of teacher performance in a company is very much needed, especially to improve quality and organize the structure and planning that has been made for the company. The role of HR is the most important element in order to support company performance and to achieve company goals. (Saeidi et al., 2022); (Ahmed et al., 2023); (Nguyen & Dao, 2023).

Semen Indonesia Foundation under the auspices of PT Semen Gresik is a service company engaged in the field of Business Licensing Consultation Services for both micro, small, medium and large scale companies, both legal entities and individual companies as well as local companies (PMDN) and foreign companies. Classifying economic activities in Indonesia based on business fields. This is used by those responsible for businesses and/or activities in determining business categories and is an important factor in managing Business Licensing. Semen Indonesia Foundation under the auspices of PT Semen Gresik is located at Green Garden shophouse Block A5 No.1, Dahanrejo, Kebomas, Gresik, East Java.

Based on the research results, the problems that occurred at Semen Indonesia Foundation under the auspices of PT Semen Gresik for the past 2 years are a decline in teacher performance. This performance assessment is carried out routinely every year with assessment indicators: work quality, work quantity, punctuality, and employee commitment to the company as for teacher performance evaluation.

Table 1. Teacher performance Data of Semen Indonesia Foundation under the auspices of PT Semen Gresik 2023 – 2024

Assessment Indicators	Weight (%)	Assessment and Year	
		2023	2024
Quality of work	30	95	94
Quantity of Work	20	97	93
Punctuality	30	92	91
Commitment	20	93	89
Average	--	94.25	91.75

Source: HRD Semen Indonesia Foundation under the auspices of PT Semen Gresik

From the table above, the performance decline occurred over the past 2 years using 4 assessment indicators, it is known that the average value in 2023 was 94.25 and experienced a decline in performance figures in 2024 of 91.75. The decline in teacher performance can be seen from various specific aspects, such as poor discipline or unfairness to certain employees which has an impact on employee job satisfaction itself and affects teacher performance. (Suwandi & Mandahuri, 2021); (Olubiyi, 2023); (Batool et al., 2024); (Shirmohammadi et al., 2023)

Based on research (Onsardi et al., 2020); (Setiawan et al., 2024); (Puspita et al., 2024); (Elisabeth, 2023) explains that work discipline has a positive effect on teacher performance. This means that the better the work discipline that employees have in doing their jobs, the

better.,then it will further improve teacher performance. Wijayanto et al.,(2020) explains that discipline is an attitude, behavior and actions that are in accordance with company regulations, both written and unwritten.

The regulations in question include absence, late arrival, and early departure of employees. The presence of Semen Indonesia Foundation under the auspices of PT Semen Gresik employees every month is still not good, with the lateness factor still being violated by employees recorded in 2024, 35 employees were often late for work and late starting work after break time, even though based on research Onsardi et al, (2020); (Setiawan et al., 2024); (Puspita et al., 2024); (Elisabeth, 2023) explains that work discipline has a positive effect on teacher performance. The decrease in the number of employees who work results in a decrease in teacher performance so that employee work results are not optimal. So this is an indiscipline attitude of employees that needs to be addressed properly by management. The results of the research conducted Nuryatin, B (2019) shows the results that work discipline has a significant influence on teacher performance and Adipradana & Andriyani (2021) explains that work discipline has a positive and significant effect on teacher performance. In addition, research by Richard, et al., (2020) also explained that work discipline influences teacher performance.

Another factor that decreases teacher performance is the lack of ability that employees have in working. Some trainings have not been implemented at Semen Indonesia Foundation under the auspices of PT Semen Gresik due to the lack of provision of training for employees and training times that are not routinely carried out. This can hinder teacher performance. Gustiana et al., (2022); (Hosen et al., 2024); (Pedraza-Rodríguez et al., 2023); (Straub et al., 2023) states that training is an opportunity provided by a particular organization in order to encourage and improve work skills.

This training is a systematic effort to collect information about teacher performance issues in an organization or company and has the benefit of correcting teacher performance deficiencies related to the mismatch between actual behavior and expected behavior. To improve training, what management must do is improve employee ability to work to achieve company goals influenced by various internal factors, one of which is through training, where through this program it is hoped that the company can retain potential and qualified employees (Pratiwi et al., 2023).

With the increase in skills, knowledge, insight, and attitudes of employees in their tasks through training programs that have been implemented in the organization, their abilities are improved. Supported by research Pratiwi et al., (2023) Training affects teacher performance. Increasing employee training will be able to increase employee work motivation so that they remain enthusiastic with the aim of meeting organizational needs and achieving goals. Work motivation factors are also a factor that influences teacher performance.

Motivation is often defined as a driver of human behavior, because motivation is one aspect that drives someone to carry out certain activities and every human action has elements that determine their performance.(Ulya et al., 2023). In 2024 it was recorded The company provides awards and benefits for Semen Indonesia Foundation under the auspices of PT Semen Gresik employees such as long service awards, death benefits, bonuses, and family gatherings. In addition, the benefits provided by PT. Gembira Loka Professional are holiday allowances and assignment allowances. This is supported by research conducted Chusnah et al (2021); (Layek & Koodamara, 2024); (Pham et al., 2024); (Susanto et al., 2024) which states that work motivation has a positive and significant influence on teacher performance and research results. Adinegara et al., (2023) explains that motivation influences teacher performance

In this study, we will see the alleged decline in performance caused by the lack of employee competence, and the non-linearity of work motivation which is already good, seen from the fulfillment of employee needs for welfare, and high discipline, while other studies mostly see a decline in job satisfaction with a lack of attention to welfare, and uncontrolled discipline, which automatically results in suboptimal performance, and this is what differentiates it from previous studies. (Katily et al., 2021); (Syauqi et al., 2024);

Literature review

Work Discipline

Work Discipline is the awareness and willingness of a person to obey all company regulations and applicable social norms. Discipline can be interpreted when employees always come and go home on time, do all their work well, obey all company regulations and applicable social norms. Paais & Pattiruhu, (2020). Work discipline is a tool used by leaders to communicate with employees so that they are willing to change their behavior to follow the rules of the game that have been set.

Discipline Indicator

According to Rivai (2020) There are five, namely as follows: 1) Presence; 2) Compliance with work regulations; 3) Compliance with work standards; 4) High level of employee alertness; 5) Work ethics.

Training

Training is a part of education concerning the learning process to acquire and improve skills outside the existing education system, in a relatively short time, and a method that prioritizes practice over theory. Kadri et al., (2024). Another definition, according to Muh Said & Ahmad Firman, (2022) Training is also a learning effort organized by organizations, whether government, non-governmental organizations or companies, with the aim of meeting organizational needs and achieving goals.

Training Indicators

Indicators in the training include: (Gustiana et al., 2022): 1) Training objectives; 2) Training objectives; 3) Training materials; 4) Coach

Work motivation

Work motivation according to Adipradana & Andriyani (2021) is a driving need within employees that needs to be fulfilled so that employees can adapt to their environment. Motivation is defined as a step or way from an organization that can be through leadership to increase employee passion and work spirit to provide the best work results.

Work Motivation Indicators

Maslow's theory states that work motivation indicators are divided into 5, including the following: 1) Physiological Needs; 2) Security Needs; 3) Social Needs; 4) Need for Appreciation; 5) Self-Actualization Needs

Teacher performance

Hajjali et al., (2022) explaining performance is work results in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Another definition, Andrew, (2022) stating performance is work results that can be achieved by employees in a certain period, and compared with the assigned targets.

Teacher performance Indicators

Teacher performance indicators are used as benchmarks according to Milliana et al., (2023) are as follows: 1) Quality of Work; 2) Quantity of Work; 3) Punctuality; 4) Commitment

Methods

The research data was collected through a questionnaire distributed to all employees of Semen Indonesia Foundation under the auspices of PT Semen Gresik. Sample is part of the number and characteristics possessed by the population. For this reason, samples taken from the population must be truly representative. (representative). To determine the sample size can be done using statistics or based on research estimates (Sugiyono 2022 : 81).

The technique used in this study is saturated sampling. Sugiyono, (2022:85) that saturated sampling is a technique for determining samples when all members of the population are used as samples.. The use of saturated samples with all populations in Semen Indonesia Foundation under the auspices of PT Semen Gresik as many as 100 employees as respondents.

Table 2. Total of Respondents

Employee	Number of (people)
Man	50
Woman	50
Total	100

The questionnaire was designed to measure the independent variables, namely work discipline and training, the dependent variable, namely teacher performance and the intervening variable, namely work motivation. Each item in the questionnaire is arranged on a Likert scale with a value range of 1 - 5 to measure respondents' perceptions quantitatively.

In data collection, validity and reliability tests are carried out to ensure that the instrument used can measure what should be measured and is consistent. Validity test, model measurement also conducts reliability tests of a construct to prove the accuracy, consistency, and precision of the instrument in measuring the construct. The cross loading value for each variable must be > 0.70 (Ghozali & Latan, 2020: 68). Reliability test of a construct to prove the accuracy, consistency, and precision of the instrument in measuring the construct. The composite reliability value must be more than > 0.70 for confirmatory research and a value of 0.60 - 0.70 is still acceptable for exploratory research (Ghozali & Latan, 2020 : 70-71).

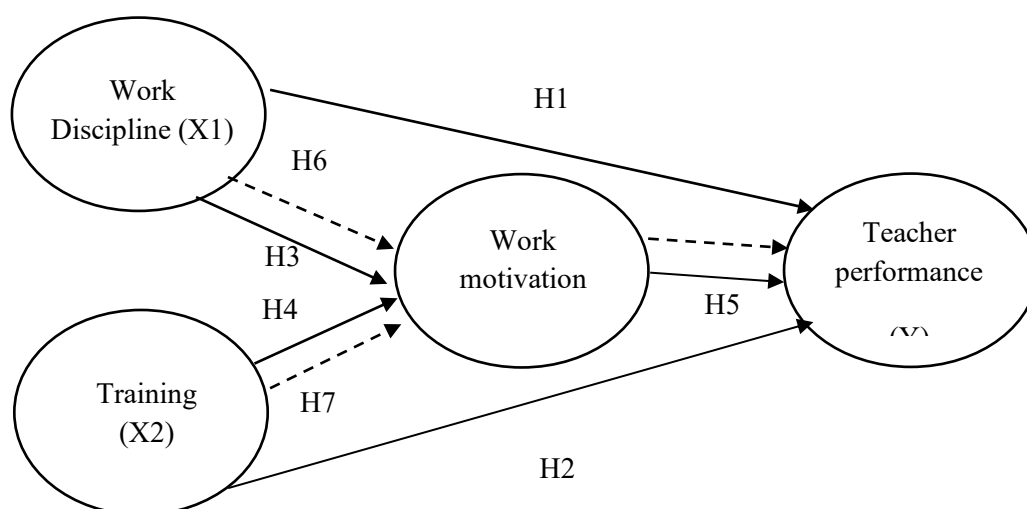


Figure 1. Conceptual Framework

The collected data were analyzed using PLS SEM Smart PLS 4.0 to test the relationship between independent variables and dependent variables through intervening variables. In the PLS (Partial Least Square) method, the analysis techniques used are measurement model testing or outer model, structural model testing or inner model, hypothesis testing, indirect influence testing. (Ghozali & Latan, 2020 : 7).

Results and Discussion

Evaluation of Measurement Model Test or Outer Model

Outer model analysis specifies the relationship between latent variables and their indicators. Based on the results of PLS analysis in the PLS Algorithm for validity and reliability tests, model determination coefficients and path coefficients for equation models.

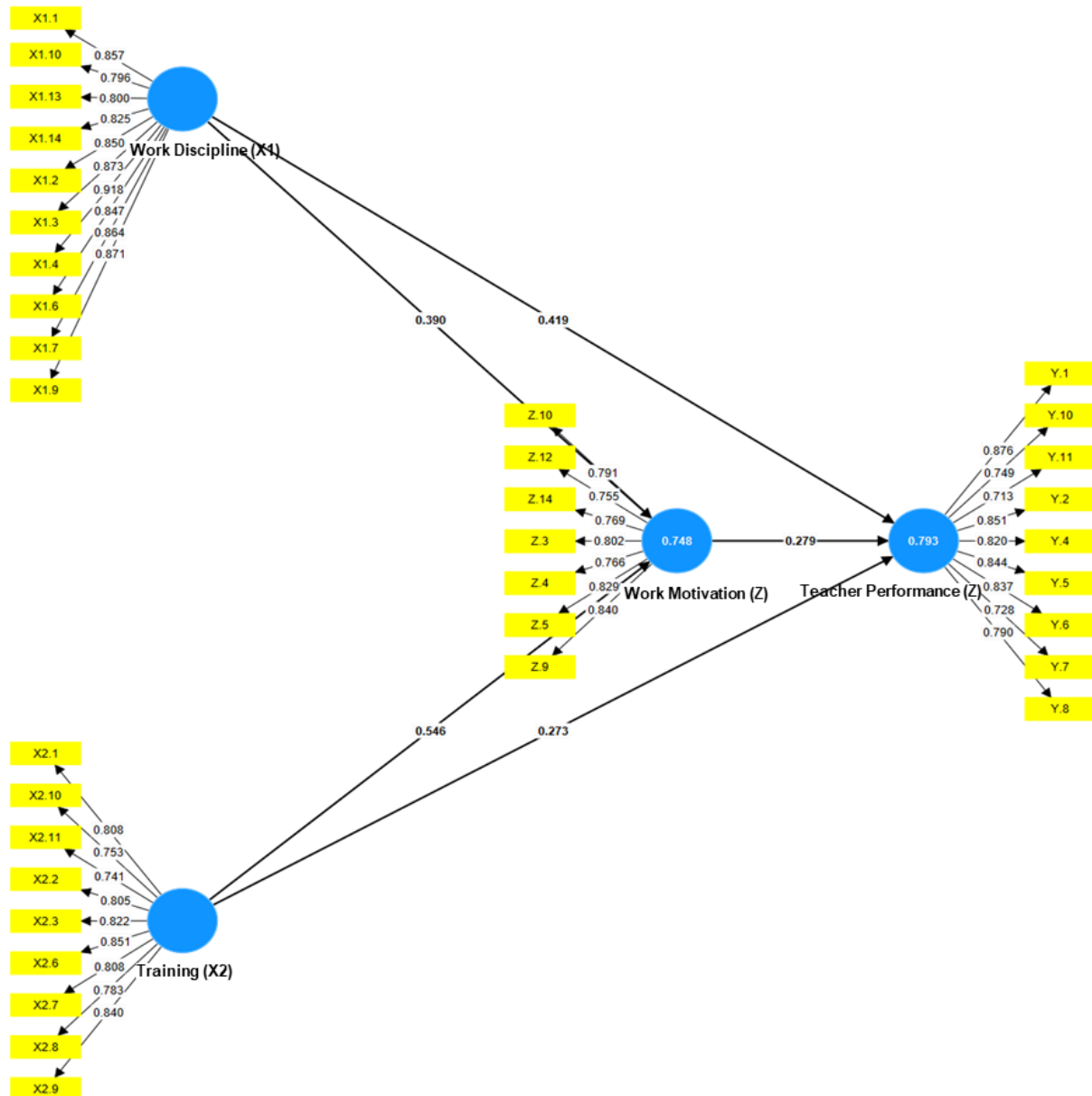


Figure 3. Outer Model Test Results

Source: SmartPLS Report 2025 Data Processing Results

Discriminant Validity Test Construct

The construct discriminant validity test can be determined through another method, namely observing the Average Variant Extracted (AVE) value. Ghozali & Latan (2020) provides an explanation that other tests are conducted to determine the assessment of the validity of the construct through observation of the average variance extracted value. The model is declared good if the Average Variant Extracted (AVE) of each construct has a value greater than 0.50.

Table 3. Average Variance Extracted (AVE) Values

Variables	Average variance extracted (AVE)
Work Discipline (X1)	0.724
Training (X2)	0.645
Teacher performance (Y)	0.630
Work Motivation (Z)	0.643

Source: SmartPLS Report 2025 Data Processing Results

Based on the results above, each research variable has an Average Variance Extracted (AVE) value greater than 0.50. Thus, it can be stated that each variable already has a good discriminant validity value.

Reliability Test (Composite Reliability)

Reliability Test is a part used to test a construct to prove the accuracy, consistency, and precision of the instrument in measuring the construct. A variable can be said to meet composite reliability if it has a composite reliability value > 0.7 (Ghozali & Latan, 2020).

Table 4. Reliability Test

Variables	Composite reliability (rho_a)	Composite reliability (rho_c)
Work Discipline (X1)	0.959	0.963
Training (X2)	0.934	0.942
Teacher performance (Y)	0.935	0.942
Work Motivation (Z)	0.903	0.922

Source: SmartPLS Report 2025 Data Processing Results

Based on the table above, it can be seen that the composite reliability value of all research variables is > 0.7 . The construct is declared reliable if the composite reliability value is above 0.70. (Ghozali & Latan, 2020). The results can show that each variable has met the composite reliability and in the end it can be concluded that all variables have a high level of reliability.

Cronbach's Alpha Test

Reliability testing is strengthened through the use of tests from the results of the Cronbach Alpha value. A variable can be said to be reliable if the results of the Cronbach alpha value are > 0.7 (Ghozali & Latan, 2020). As in the following Cronbach alpha value table:

Table 5. Cronbach Alpha Test

Variables	Cronbach's alpha
Work Discipline (X1)	0.957
Training (X2)	0.930

Teacher performance	0.930
Work Motivation (Z)	0.902

Source: SmartPLS Report 2025 Data Processing Results

Based on the cronbach alpha test table above, it can be seen that the cronbach alpha value of each research variable is > 0.7. So based on this, the following research results show that each research variable has met the cronbach's alpha value requirements, in the end a conclusion can be made that all variables have a high level of reliability.

Path Coefficient Test

Based on the description of the results, it shows that all variables in this model have a path coefficient with a positive number.

Table 6. Path Coefficient Test

Hypothesis	Original Sample	Category
Work Discipline (X1) -> Teacher performance	0.419	Currently
Training (X2) -> Teacher performance	0.273	Weak
Work Discipline (X1) -> Work Motivation (Z)	0.390	Currently
Training (X2) -> Work Motivation (Z)	0.546	Currently
Work Motivation (Z) -> Teacher performance	0.279	Weak

Source: SmartPLS Report 2025 Data Processing Results

Goodness of Fit Test

Based on the data processing that has been carried out in Smartpls 4.0, the R-Square value is obtained as follows:

Table 7. R Square Values

Variables	R-square
Teacher performance (Y)	0.793
Work Motivation (Z)	0.748

Source: SmartPLS Report 2025 Data Processing Results

Based on the table above, it can be seen that the value for the Teacher performance variable is 0.793. This states that the presentation for Teacher performance is 79.3%. While the value for the Work Motivation variable is 0.748. This states that the presentation for Work Motivation is 74.8%. The assessment of goodness of fit is observed from the Q-Square value. The Q-Square value means the same as the coefficient of determination (R-Square) in the regression analysis, where the higher the Q-Square, the better it can be said. The results of the calculation of the Q-Square value are:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - RZ) \times (1 - RY)] \\
 &= 1 - [(1 - 0.748) \times (1 - 0.793)] \\
 &= 1 - (0.252 \times 0.207) \\
 &= 1 - 0.052164 \\
 &= 0.947836
 \end{aligned}$$

Based on the calculation results above, the Q-Square value is 0.947836, which means that it shows the large diversity of research data that can be influenced by the research model, which is 94.78%. Meanwhile, the remaining 5.13% is explained by other factors outside the research model. The R-Square value of Teacher performance (Y) 0.793 is greater than the R-Square value of Work Motivation (Z) 0.748, so it is stated that this model is acceptable.

Direct Effect Test

In the hypothesis test based on the t-statistic value and probability value For the hypothesis test, namely through the use of statistical values so that for alpha 5% the T-statistic value used is 1.98. What makes the criteria for accepting or rejecting the hypothesis is that Ha is accepted and H0 is rejected when the T-statistic > 1.98. In order to reject or accept the hypothesis using probability so that Ha is accepted if the P Value < 0.05. The table below is the results of the hypothesis test obtained in the following study using the inner model.

Table 8. Direct Effect Test

Hypothesis	Original Sample	T Statistics	P Value
Work Discipline (X1) -> Teacher performance	0.419	5,859	0.000
Training (X2) -> Teacher performance	0.273	2.618	0.009
Work Discipline (X1) -> Work Motivation (Z)	0.390	5.299	0.000
Training (X2) -> Work Motivation (Z)	0.546	7.196	0.000
Work Motivation (Z) -> Teacher performance	0.279	2,497	0.013

Source: SmartPLS Report 2025 Data Processing Results

Based on the table above, it shows that all five hypotheses are accepted.

Work Discipline on Teacher performance

The influence of work discipline on Teacher performance. The result of the original sample 0.419 is positive because it is above zero and below one, the t statistic value is greater than the t table (t stat > 1.980) which is 5.859 and the P-value is 0.000 less than 0.05 so that it is stated that Work Discipline has a significant influence on Teacher performance, meaning that the better the Work Discipline will have a significant effect on the better Teacher performance. These results indicate that hypothesis 1 is accepted.

Teacher performance Training

The Influence of Training on Teacher performance. The result of the original sample 0.273 is positive because it is above zero and below one, the t statistic value is greater than the t table (t stat > 1.980) which is 2.618 and the P-value is 0.009 less than 0.05 so that it is stated that Training has a significant influence on Teacher performance, meaning that the better the Training will have a significant effect on the better Teacher performance. These results indicate that hypothesis 2 is accepted.

Work Discipline on Work Motivation

The influence of Work Discipline on Work Motivation is produced by the original sample value of 0.390 which is positive because it is above zero and below one, T statistic 5.299 the result shows the t statistic value is greater than the t table (t stat > 1.980) and P-values of 0.000 the value is less than 0.05 so that it is stated that Work Discipline has a positive and significant

influence on Work Motivation, meaning that the better the Work Discipline will have a significant effect on the better Work Motivation. The results indicate that hypothesis 3 is accepted.

Training on Work Motivation

The influence of Training on Work Motivation obtained an original value of 0.546 which is positive because it is above zero and below one, the t statistic value of 7.196 is greater than the t table (t stat > 1.980) and the P-values of 0.000 are less than 0.05 so that it is stated that Training has a positive and significant influence on Work Motivation, meaning that the better the Training will have a significant effect on the better Work Motivation. These results indicate that hypothesis 4 is accepted.

Work Motivation on Teacher performance

The influence of Work Motivation on Teacher performance obtained the original sample value of 0.279 is positive because the value is above zero and below one, the T statistic value of 2.497 is greater than the t table (t stat > 1.980) and the P-Values of 0.013 are less than 0.05 so that it is stated that Work Motivation has a positive and significant influence on Teacher performance, meaning that the better the Work Motivation will have a significant effect on the better Teacher performance. These results indicate that hypothesis 5 is accepted.

Indirect Effect Test

Testing the hypothesis of indirect influence using the bootstrapping resampling technique method. 1) Full mediation (full/perfect mediation) occurs if the influence of the exogenous variable on the endogenous variable is directly significant, but the influence becomes insignificant when involving the mediating variable. 2) Partial mediation occurs if the influence of exogenous variables on endogenous variables, either directly or indirectly, is significant. However, the regression coefficient of exogenous influence on endogenous is reduced when the Mediating variable is entered.

The following is attached the results of data processing for testing the indirect influence hypothesis:

Table 9. Indirect Effect Test

Variables	Original Sample	T Statistics	P Value
Work Discipline (X1) -> Work Motivation (Z) -> Teacher performance	0.109	2.272	0.023
Training (X2) -> Work Motivation (Z) -> Teacher performance	0.152	2.308	0.021

Source: SmartPLS Report 2025 Data Processing Results

Work Discipline on Teacher performance through Work Motivation

The Influence of Work Discipline on Teacher performance through Work Motivation obtained the original sample result of 0.109 which is positive because the value is above zero and below one, the T statistic value is 2.272 and the P-value is 0.023. Based on these results, the t statistic value is greater than the t table (t start > 1.980), and the P-value is less than 0.05, so there is a positive and significant influence. So it is stated that work discipline has a positive and significant influence on Teacher performance through Work Motivation. These results indicate that hypothesis 6 is accepted and fully mediated.

Teacher performance Training through Work Motivation

The Effect of Training on Teacher performance through Work Motivation obtained the original sample result of 0.152 which is positive because the value is above zero and below one, the T statistic value is 2.308 and the P-value is 0.021. Based on these results, the t statistic value is greater than the t table ($t_{stat} > 1.980$), and the P-value is less than 0.05, so there is a positive and significant influence. So it is stated that Training has a positive and significant influence on Teacher performance through Work Motivation. These results indicate that hypothesis 7 is accepted and fully mediated.

Discussion

Work Discipline on Teacher performance

The influence of work discipline on Teacher performance. The result of the original sample 0.419 is positive because it is above zero and below one, the t statistic value is greater than the t table ($t_{stat} > 1.980$) which is 5.859 and the P-value is 0.000 less than 0.05 so that it is stated that Work Discipline has a significant influence on Teacher performance.

Lack of employee discipline, such as tardiness and absence from company events, affects productivity and work quality, especially in businesses with domestic and international clients. To improve employee discipline, Semen Indonesia Foundation under the auspices of PT Semen Gresik can use several approaches, such as building consistent work habits through a neat work environment and organized schedules; providing rewards and consequences for employees according to their level of discipline; and ensuring that superiors set an example by doing good things in the workplace.

The results of this study are in accordance with the research conducted Adipradana & Andriyani (2021) explains that work discipline has a positive and significant effect on teacher performance. In addition, research by Richard, et al., (2020) also explained that work discipline has an impact on teacher performance and the research conducted Maryani et al., (2021), shows the results that work discipline has a positive and significant effect on teacher performance. Other previous research conducted by Rahayu Oktania Sari (2022), Susanti & Aesah (2022), Muslih & Zamara (2022), And Rafika Rachmaniah (2022) states that work discipline has a positive and significant influence on teacher performance

Teacher performance Training

The influence of Training on Teacher performance. The result of the original sample 0.273 is positive because it is above zero and below one, the t statistic value is greater than the t table ($t_{stat} > 1.980$) which is 2.618 and the P-value is 0.009 less than 0.05 so that it is stated that Training has a significant influence on Teacher performance, meaning that the better the Training will have a significant effect on the better Teacher performance.

The results of the study indicate that training at Semen Indonesia Foundation under the auspices of PT Semen Gresik has not been optimal in providing benefits to employees due to lack of relevance, ineffective methods, and minimal follow-up. Without quality training and evaluation of its effectiveness, employees may have difficulty keeping up with the latest developments, experience a decline in skills, and tend to look for opportunities elsewhere. To overcome this, management can ensure that training is relevant to job needs, apply interactive methods such as case studies or simulations, conduct post-training evaluations, provide new insights to increase creativity, and actively involve leaders to ensure full support in implementing training.

And this is in line with the results of research conducted by Dwijayanthi et al., (2021), Niati et al., (2021), Pratiwi et al., (2023) Training affects teacher performance. Other previous research conducted by Anggoro & Sibagariang, (2020), Kosdianti & Sunardi (2021), Sunarto et al., (2020) And Kadri et al., (2024) states that training has a positive and significant effect on teacher performance.

Work Discipline on Work Motivation

The influence of Work Discipline on Work Motivation resulted in an original sample value of 0.390 which is positive because it is above zero and below one, T statistic 5.299, the results show that the t statistic value is greater than the t table ($t_{stat} > 1.980$) and P-values of 0.000 are less than 0.05, so it is stated that Work Discipline has a positive and significant influence on Work Motivation, meaning that the better the Work Discipline, the more significant the influence on the better Work Motivation.

So research shows that employees feel in control of their work and are highly motivated, which makes them more disciplined, complete tasks on time, and work with consistency and the best quality without close supervision. If management provides strong and engaging support, employees will be more enthusiastic, less complaining, more enthusiastic, and more positive, which will ultimately result in increased discipline.

The results of this study are supported by research conducted Adipradana & Andriyani (2021), (Wandansari et al., 2023), Rahayu Oktania Sari (2022), Moh Askiyanto *et al.*, (2023), Muslih & Zamara (2022), Rafika Rachmaniah (2022), Susanti & Aesah (2022), Maryani et al., (2021), states that discipline has a positive and significant influence on work motivation

Training on Work Motivation

The influence of Training on Work Motivation obtained an original value of 0.546 which is positive because it is above zero and below one, the t statistic value of 7.196 is greater than the t table ($t_{stat} > 1.980$) and the P-value of 0.000 is less than 0.05 so that it is stated that Training has a positive and significant influence on Work Motivation, meaning that the better the Training will have a significant influence on the better Work Motivation.

Employees overwhelmingly agree that training can improve their skills, according to the study. Ongoing training makes employees feel valued and opens up career opportunities, increases their motivation, boosts their self-confidence, and prepares them for work challenges.

The results of this study are in accordance with the research conducted Other previous research conducted by Milliana et al., (2023), Mighty & Martin, (2021), Pamungkas & Winarno, (2023), And Saefulloh & Ekowati, (2021) revealed that training has a positive and significant effect on work motivation.

Work Motivation on Teacher performance

The influence of Work Motivation on Teacher performance obtained the original sample value of 0.279 which is positive because the value is above zero and below one, the T statistic value of 2.497 is greater than the t table ($t_{stat} > 1.980$) and the P-Values of 0.013 are less than 0.05 so that it is stated that Work Motivation has a positive and significant influence on Teacher performance, meaning that the better the Work Motivation, the more significant the influence on the better Teacher performance.

The results of the study showed that employees were very satisfied with the salary they received from the company because their compensation was commensurate with the work they did. Employee satisfaction with salaries and bonuses that were in line with expectations motivated

them to work harder, complete tasks according to targets, and improve performance. Thus, salary satisfaction plays an important role in ensuring that employees continue to give their best contribution.

And this is in line with research by Prayudi (2021), Nevityanda & Ubaidillah (2023), Romadon et al., (2024) and other previous research conducted by Adinda et al., (2023), Milliana et al., (2023), Mighty & Martin, (2021), Maryani et al., (2021) And Diana Amalia, Mulyadi, (2024) states that work motivation has a positive and significant influence on teacher performance.

Work Discipline on Teacher performance Through Work Motivation

The Influence of Work Discipline on Teacher performance through Work Motivation obtained the original sample result of 0.109 which is positive because the value is above zero and below one, the T statistic value of 2.272 is smaller than the direct T statistic of 5.859. So it is stated that work discipline has a positive and significant influence on Teacher performance without going through Work Motivation then it can be interpreted that there is a partial mediation influence

The results of the study showed that workers were highly motivated and felt they had mastered their field of work, which encouraged them to be more disciplined in the workplace. Employees who are disciplined and have mastered their tasks well are important assets for the company. To improve teacher performance and discipline, Semen Indonesia Foundation under the auspices of PT Semen Gresik can implement disciplined leadership, such as completing tasks according to deadlines and providing feedback and support that increases work enthusiasm.

The results of this study are supported by research conducted Nyoman et al., (2023), Milliana et al., (2023), Mighty & Martin, (2021), Maryani et al., (2021), Widodo et al., (2023), Syahidin et al., (2021), Rahayu Oktania Sari (2022), Moh Askiyanto et al., (2023), Muslih & Zamara (2022), And Rafika Rachmaniah (2022), stated that discipline has a positive and significant influence on teacher performance through work motivation.

Teacher performance Training Through Work Motivation

The Effect of Training on Teacher performance through Work Motivation obtained the original sample result of 0.152 with a positive value because the value is above zero and below one, the T statistic value of 2.308 is smaller than the T statistic value of 2.618, and the P-value is 0.021. Based on these results, the t statistic value is greater than the t table ($t_{start} > 1.980$), and the P-value is less than 0.05, so there is a positive and significant influence. So it is stated that Training has a positive and significant influence on Teacher performance through Work Motivation, so it can be interpreted that there is a partial mediation effect

The results of the study show that work motivation plays an important role in bridging the relationship between training and teacher performance. Training works better when it can generate strong intrinsic and extrinsic motivation. Training has helped Semen Indonesia Foundation under the auspices of PT Semen Gresik, but the bigger impact is when employees feel appreciated, gain new skills, and are more confident in facing challenges in the workplace. By optimizing the relationship between training, motivation, and performance, companies can not only improve their employees' technical skills but also ensure that their motivation remains to achieve higher levels of performance.

And This research is in accordance with the research conducted other previous research conducted by Dwijayanthi et al., (2021), Niati et al., (2021), Pamungkas & Winarno, (2023), And Saefulloh & Ekowati, (2021) revealed that training has a positive and significant effect on teacher performance through work motivation.

Conclusion

The results of this study indicate that work discipline and training have a positive and significant influence on teacher performance at Semen Indonesia Foundation under the auspices of PT Semen Gresik. The higher the discipline, the higher the teacher performance, because they are more structured in carrying out their duties. In addition, training that is in accordance with the employee's field of work will improve their competence, so that productivity will increase. Work discipline also contributes to increasing employee motivation, where disciplined employees tend to be more motivated to achieve work targets. Likewise, training that is provided appropriately can motivate employees to continue to develop and provide maximum contribution to the company.

Work motivation has been proven to play an important role in bridging the relationship between discipline, training, and teacher performance. The higher the motivation provided by the company, the greater the positive influence on teacher performance. Motivation is also a factor that strengthens the impact of work discipline and training on performance. Thus, companies can improve teacher performance through an integrated strategy, namely by instilling work discipline, providing relevant training, and strengthening employee motivation on an ongoing basis

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