

The Role of Motivation in Mediating Workload and Discipline on Teacher Performance in Elementary Schools in Tompaso District, Minahasa Regency

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ABSTRACT

Motivation was a strong predictor of teacher performance in education. Teacher motivation was an internal and external drive that influences commitment and enthusiasm in carried out teaching duties. This study aimed to determine the role of motivation in mediating workload and discipline on teacher performance in elementary schools in Tompaso District, Minahasa Regency. The research method used in This study was a quantitative method. The sample in This study was 156 respondents. The data collection technique was a questionnaire structured in several statements and measured using a likert scale. Data were processed using SMART PLS 4.0.9.6. The results of This study indicate: (1) a significant effect of workload on teacher performance, (2) a significant effect of discipline on teacher performance, (3) a significant effect of motivation on teacher performance, (4) a significant effect of workload on motivation, (5) a significant effect of discipline on motivation, (6) a significant effect of workload on teacher performance through motivation, and (7) a significant effect of discipline on teacher performance through motivation. Based on the results, it could be concluded that The results of This study indicated a significant effect of workload on teacher performance in elementary schools in Tompaso District, Minahasa Regency. The results of This study indicate a significant effect of discipline on teacher performance in elementary schools in Tompaso District, Minahasa Regency. The results of This study indicate a significant effect of motivation on teacher performance in elementary schools in Tompaso District, Minahasa Regency.

Keywords: Discipline, Motivation, Teacher Performance, Workload.

INTRODUCTION

Motivation was a strong predictor of teacher performance in education. Teacher motivation was an internal and external drive that influences commitment and enthusiasm in carrying out teaching duties (Mykhailivna, S. Y., 2025). Maintaining and enhancing teacher motivation, which provided opportunities for professional development, was a crucial strategy in educational management (Gao. Z., et al., 2025). However, teachers face various challenges and workloads for educational success. Teacher workloads need to be considered, both in terms of limitations, psychologically and mentally. However, if teachers were given an appropriate workload according to their abilities, it can increase productivity. Efforts to improve teacher performance involve motivating them in carrying out their duties. Teacher performance reflects the extent to which a teacher was effective and efficient in carrying out their responsibilities to achieve educational goals. In the educational context, a teacher's performance, particularly in fulfilling teaching and administrative duties, was influenced by factors such as workload. It was important for educators to manage these factors to maintain high levels of productivity and contribute to achieving educational goals. Factors affecting teacher performance were influenced by workload. Teacher performance was the result of carrying out professional duties such as teaching, guiding, preparing materials, conducting evaluations, and carrying out self-development. Teacher performance did not emerge automatically but was influenced by various factors such as teacher motivation and performance. Efforts to improve the quality of education require an integrated approach to all these aspects. However, efforts to improve teacher performance were influenced by workload and discipline.

Teacher workload and performance were interconnected in the world of education. The burden of often limited resources will certainly lead to decreased teacher performance. This workload reduced development or rest time. Stress and fatigue were problematic because they affect teachers' mental state. Problems that could arise include weakened teacher resilience and feelings of pressure. Good performance indicated a teacher's success in carrying out their work. A teacher's workload includes not only teaching activities but also administrative tasks, lesson preparation, evaluation of student learning outcomes, and participation in various school activities such as meetings and extracurricular guidance. According to Utomo, the dimensions of workload can be linked to performance, consisting of time load, mental effort load, and psychological stress load. First, time load indicated the amount of time available for planning, implementing, and monitoring tasks or work. Second, mental effort load refers to the amount of mental effort required to carry out a task. Third, psychological stress load indicates the level of job risk, confusion, and frustration. If the workload was not managed well, teachers can experience stress, fatigue, and decreased motivation to teach. A heavy workload can lead to a lack of discipline. Good discipline will enable teachers to perform well in the world of education.

Discipline was voluntary adherence to applicable rules and regulations. A disciplined person will voluntarily follow rules without coercion. Work discipline was the attitude, behavior, and actions of an organization, whether written or unwritten. Therefore, if an organization has established rules that teachers adhere to, it has effectively established work discipline as a communication tool with teachers,

thereby changing behaviour and increasing awareness and willingness to comply with all school regulations. Adopting the right attitude will have a significant impact on decision-making and influence teachers to perform more efficiently and effectively, leading to high teacher performance. Teacher performance was key to achieving comprehensive educational goals.

Based on an interview with a teacher in Tompaso District on Thursday, February 27, 2025, numerous administrative demands can lead to a heavy workload for teachers. This leads to a lack of discipline in their work tasks. This impacts teacher performance. In carrying out administration, teachers who lack mastery of information technology (IT) experience difficulties in carrying out administrative tasks that require the use of technology. Support from management was needed to achieve optimal educational goals. This condition required various improvement efforts to improve the quality of education. To realize the improvement in the quality of human resources, teacher performance must be improved. Activities that can influence the improvement in the quality of education include developing the implementation of the teaching and learning process. For a good school education process, of course, qualified teaching staff were needed, have high motivation and discipline. The meaning of performance by Rucky (Ambarita, Siburian, Situmorang and Purba, 2013) was that performance leads to 3 focuses, namely (1) Individual centered, the meaning of performance that leads to the personal quality of employees, (2) Job centered was the meaning of performance that leads to work performance in the field or task that was the responsibility of employees, and (3) Objective centered was the meaning of performance that leads to work results or work achievements. In addition, Robbins in Ambarita (2014) performance or job performance (JP) was a function of the interaction between ability (A), motivation (M), and opportunity (O). A high-performing teacher understands the true meaning of performance, demonstrating This in carrying out their duties. A teacher's performance was considered good when they effectively carry out tasks related to the learning process, demonstrate discipline in teaching, innovate in teaching methods, and were objective in educating and assessing students. Teacher performance was essential in every educational unit. The results achieved by teachers for educational purposes constitute good teacher performance. However, teacher performance was influenced by various factors, both internal and external to the individual. Internal factors include ability, while external factors include workload and discipline. Appropriate division of tasks will impact teacher performance, while a lack of workload can also impact teacher performance. In addition to workload, discipline also impacts teacher performance. Teachers must maintain high discipline. Good, well-directed working conditions will impact teacher performance. If teachers fail to demonstrate discipline in both time management and task management, the entire workload will be unmanageable, affecting teacher evaluations and impacting the school.

Improving the quality of teacher performance required planning and implementation, aligned with work targets and objectives set within a specified timeframe. Teacher performance was key to achieving comprehensive educational goals. Teachers in Tompaso District were undoubtedly faced with a dilemma. On the one hand, they must fulfill their primary teaching duties and manage existing administrative duties. The administrative workload demands discipline in carrying out their duties. This could impact their performance as teachers. Based on the above background, the researcher was interested in conducting a more in-depth study, thus choosing the title "The Role of Motivation in Mediating Workload and Discipline on Teacher Performance in Elementary Schools in Tompaso District, Minahasa Regency." Previous research conducted by Putri, S.D. et al (2025) entitled "The

Influence of Work Discipline and Workload on Teacher Performance." The research findings show that work discipline has a positive and significant effect on teacher performance. Furthermore, workload has a positive and significant effect on teacher performance. The second research of Kurniawati, N. et al (2024). The Influence of Motivation and Workload on Lecturer Performance. Research results show that motivation has a positive and significant effect on lecturer performance. Workload has a positive and significant effect on lecturer performance. Hasibuan, S. H., & Munasib, A. (2020). P The Influence of Workload, Work Discipline, and Compensation on Teacher Performance. The results of the study indicate that workload has a negative but insignificant effect on teacher performance, while work discipline has a positive but insignificant effect on teacher performance. Several previous studies mentioned above indicate a research gap, namely the relevant institutions. These studies examined the influence of motivation and workload on teachers, while the current study focuses on motivation and workload on elementary school teachers. Therefore, the comparison of motivation and teaching workload on teachers across various phases was very different. Therefore, this was a novelty and gap in this study.

LITERATURE REVIEW

Teacher Performance

Teacher performance according to Asterina and Sukoco (2019) was a teacher's ability to perform actions in accordance with predetermined objectives, which include aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. Performance was a form of a person's work performance shown in their appearance, actions and work achievements as an accumulation of knowledge, skills, values and attitudes that they have (Mulyasa, 2013). Performance was very important in determining the quality of a person's work, including a teacher. Teacher performance indicators Sutrisno (2013) proposed six criteria that can be used to measure performance, namely: Work results: the level of quantity and quality that has been produced and the extent of supervision carried out. Job knowledge: knowledge related to work tasks that will directly affect the quantity and quality of work results. Initiative: the level of initiative during carrying out work tasks, especially in terms of handling problems that arise. Mental agility: the level of ability or speed in receiving work instructions and adapting to existing work methods and work situations. Attitude: a positive attitude in carrying out work tasks. Time and attendance discipline: level of punctuality and attendance.

The quality of learning was determined by the learning strategies developed by teachers through teacher performance assessments. Teachers need to have clear and measurable planning and effective and efficient management of the learning process to ensure effective learning practices and reliable results (Musnaeni et al. 2022). These core task dimensions were then translated into measurable performance indicators, reflecting the teacher's performance in carrying out their core tasks and demonstrating their competencies. The development of teacher performance instruments encompasses three core task dimensions: learning planning, learning implementation, and learning assessment, each

with its own performance indicators. In general, several factors influence teacher performance, including external and internal factors. Internal factors originate from the individual, encompassing knowledge, skills, abilities, self-confidence, motivation, and commitment possessed by each teacher. External factors were factors that come from outside a teacher. According to Barnawi and Arifin (2014) external factors that can influence teacher performance, namely: (1) salary which was a form of appreciation for work performance given to a teacher; (2) facilities and infrastructure were all devices and equipment used directly in the educational process at school (3) physical work environment which includes lighting, coloring, air, cleanliness, noise, and security and (4) leadership which can be seen from the leadership style of the principal. Teacher performance was determined by ability and motivation. Ability was obtained from knowledge and expertise possessed by science was a very important element and determines the level of a person's ability. In addition, ability can also be obtained from work experience. Furthermore, motivation will arise from attitudes and situations that support or were conducive. Motivation for teachers was very important to achieve the vision and mission of educational institutions. To become a teacher, one should have motivation that was formed from the beginning (by plan), not because of coercion or coincidence (by accident). External factors originate from outside the teacher and can influence their performance in a broader context. These factors include school conditions, social support, curriculum and educational policies, and community and parental demands. School conditions, such as a supportive environment and facilities, including adequate infrastructure and a conducive atmosphere, can assist teachers in carrying out their duties. Social support from fellow teachers, the principal, and parents was crucial in creating a positive and supportive work climate. Policies and curricula implemented by the government or educational institutions also influence how teachers teach and plan lessons.

Motivation

Motivation comes from the word motive, which means an active driving force. Motivation was an internal process that functions to move, guide, and carry out an action (Ananda and Hayati, 2020). Meanwhile, according to the Indonesian Dictionary (KBBI), motivation was an effort that can cause a person or certain group of people to be moved to do something because they want to achieve their desired goals or get satisfaction from their actions. Motivation can be defined as a person's strength (energy) that can create a level of persistence and enthusiasm in carrying out an activity, whether sourced from within the individual themselves (intrinsic motivation) or from outside the individual (extrinsic motivation). The strength of an individual's motivation will largely determine the quality of the behavior they display, both in the context of learning, work, and in life. Therefore, motivation was a drive for someone, in this case a teacher, to do something. Motivation was measured from two dimensions: internal motivation and external motivation. Internal motivation includes responsibility in carrying out tasks, carrying out tasks with clear targets, having a feeling of pleasure in work, and achieving achievements. External motivation includes striving to fulfil needs, gaining recognition, and working with hope. The goal of motivation was to have a positive impact. Motivation starts with employees being enthusiastic about their work, willing and able to do their jobs well.

METHOD

Research Method

Quantitative research was the type of research conducted in This study. Quantitative research was a research approach that can be measured objectively through numbers and statistical analysis. Sugiyono (2019) explains that quantitative research was used to examine a population or sample, collect data using instruments, and analyze the data statistically to test the formulated hypotheses.

Time and Place of the Research

1. Time of the Research

The time used by the researcher for This research was from the date of issuance of the research permit. This research was conducted over a period of approximately three months, from October 2025 to December 2025.

2. Place of the Research

The location of This research was an elementary school in Tompaso District, Minahasa Regency.

Research Population and Sample

1. Population

The population of elementary school teachers in Tompaso District, Minahasa Regency was 156 teachers.

2. Research Sample

According to Sugiyono (2014), a saturated sampling technique was a sampling technique in which all members of the population were used as samples. The sample in This study was 156 teachers.

Operational Definition of Variables

A variable was anything in any form that a researcher determines to be studied to obtain information about it and then draw conclusions. The variables in This study consist of Workload (X1), Discipline (X2), Teacher Performance (Y), and Motivation (Z).

Analysis Data

1. Descriptive Analysis

Data analysis techniques were one method used to process research results to reach a conclusion. In this study, the data analysis method used was quantitative descriptive analysis. Descriptive analysis was used to describe the frequency of each variable item on a measurement scale of one to five to determine the average score category of respondents.

2. PLS (Partial Least Square)

Data analysis was performed using the Partial Least Squares (PLS) method. PLS was a powerful analytical method because it can be applied to all data scales and does not require many assumptions. Besides being used to confirm theories, PLS can also be used to establish relationships or test hypotheses. Jogyianto & Abdillah (2009) state that Partial Least Squares (PLS) analysis was a multivariate statistical technique that compares multiple dependent variables and multiple independent variables. PLS was a variant-based SEM statistical method designed to solve multiple

regression problems when specific data problems arise. PLS analysis was carried out in three stages:

- a. Analisis Outer Model (Measurement Model)
- b. Analisis Inner Model (Structural Model)
- c. Hypothesis Testing

3. Analisis Outer Model (Measurement Model)

This outer model analysis will specify the relationship between the latent variables and their indicators. It can be said that the outer model defines how each indicator relates to its latent variable. The tests performed on This outer model were as follows:

a. Convergent Validity

The Convergent Validity value indicates whether each question item measures the same variable dimension. The loading value has an expected indicator value > 0.5 .

b. Discriminant Validity

This value was the Cross Loading factor value which was useful for determining whether a construct has adequate discriminant, namely by comparing the loading value on the intended construct which must be greater than the loading value with other constructs.

c. Composite Reliability

Data that has a composite reliability > 0.7 means it has high reliability.

d. Average Variance Extracted (AVE)

The expected AVE value as a measurement > 0.5 .

4. Analisis Inner Model (Structural Model)

Inner Model Analysis, also known as Structural Model Analysis, was used to predict causal relationships between variables tested in the model. Inner Model Analysis can be seen from several indicators, including:

a. Coefisien Determinant (R²)

b. Predictive Relevance (Q²)

The R-square of a PLS model can be evaluated by looking at the Q-square (Predictive Relevance) for the model variables. Q-square measures how well the observed values generated by the model and its parameter estimates compare. A Q-square value greater than 0 (zero) indicates that the model has predictive relevance, while a Q-square value less than 0 (zero) indicates that the model lacks predictive relevance. However, if the calculation results show a Q-square value greater than 0 (zero), then the model can be said to have relevant predictive value.

5. Hypothesis Testing

Hypothesis testing can be seen through the t-statistic and probability values. The purpose of hypothesis testing was to establish a basis for determining whether the decision was rejected or not rejected. Hypothesis testing can be seen from the t-statistic and p-value. If the t-statistic > 1.96 and p-value < 0.05 , the hypothesis was not rejected. Whereas if the t-statistic < 1.96 and p-value > 0.05 , the hypothesis was rejected (Haryono, 2017).

6. Mediation Testing

According to Sekaran & Bougie (2017), a mediating or intervening variable was an intermediary variable that functions to mediate the relationship between the independent variable and the dependent variable. In This study, to test the influence of the intervening variable, a procedure developed by Baron & Kenny (1986) was used. There were three stages to testing the mediating effect:

- a. Testing the influence of exogenous variables (X) on endogenous variables (Y) and must be significant at t-statistics > 1.96 .
- b. Testing the influence of exogenous variables (X) on mediating variables (M) and must be significant at t-statistics > 1.96 .
- c. Simultaneously testing the influence of exogenous variables (X) and mediation (M) on endogenous variables (Y). In the final stage of testing, if the influence of the exogenous variable on the endogenous variable was insignificant while the influence of the mediation variable on the endogenous variable was significant at a t-statistic > 1.96 , then the mediation variable was proven to mediate the influence of the exogenous variable on the endogenous variable.

RESULTS AND DISCUSSION

The Effect of Workload on Teacher Performance

The test results presented in Table 1 show a path coefficient of -0.180 , with a t-statistic of 3.987 , exceeding the critical threshold of 1.96 . The p-value of 0.000 indicates that the value was below the 0.05 significance level. These results indicate that the hypothesis stating that workload significantly influences teacher performance was accepted, meaning hypothesis 1 was accepted. See table 1.

Table 1. Hypothesis test

	Original Sample	T Statistics	P Values	Information
<i>Direct Effect</i>				
Workload -> Teacher Performance	-0,180	3,987	0,000	Significant
Discipline -> Teacher Performance	0,328	3,038	0,002	Significant
Motivation -> Teacher Performance	0,454	4,238	0,000	Significant
Workload -> Motivation	-0,174	3,164	0,002	Significant
Discipline -> Motivation	0,552	6,331	0,000	Significant
<i>Indirect Effect</i>				
Workload -> Motivation -> Teacher Performance	-0,079	2,191	0,029	Significant
Discipline -> Motivation -> Teacher Performance	0,251	3,773	0,000	Significant

The test results presented in Table 1 show a path coefficient of -0.180 , with a t-statistic of 3.987 , exceeding the critical threshold of 1.96 . A p-value of 0.000 indicates that the value was below the 0.05 significance level. These results confirm the hypothesis that workload significantly influences

teacher performance. Workload significantly influences teacher performance, as research conducted by Zibran, A. Alfami, M. (2025) indicates. This means that if a teacher's workload increases, their performance will decline, and vice versa, if the workload decreases, their performance will increase.

Workload significantly impacts teacher performance because the high demands of administrative tasks, teaching tasks, and additional responsibilities can affect a teacher's focus, motivation, and work effectiveness. A proportional workload can improve performance because teachers were able to manage their time and energy optimally. Conversely, an excessive workload can actually lead to decreased performance due to physical and mental fatigue, work stress, and decreased learning quality.

The Effect of Discipline on Teacher Performance

The test results presented in Table 1 show a path coefficient of 0.328, with a t-statistic of 3.038, exceeding the critical threshold of 1.96. The p-value of 0.002 indicates that the value was below the 0.05 significance level. These results indicate that the hypothesis stating that discipline significantly influences teacher performance was accepted, meaning Hypothesis 2 was accepted.

The test results presented in Table 1 show a path coefficient of 0.328, with a t-statistic of 3.038. This value exceeds the critical threshold of 1.96, while the p-value of 0.002 indicates that it falls below the 0.05 significance level. These results confirm the hypothesis that discipline significantly influences teacher performance. This research aligns with that of Rosmawati et al. (2020), who found that discipline influences teacher performance. Low teacher performance was influenced by discipline. This occurs because teacher performance depends not only on adherence to rules but also on supporting motivational factors.

However, disciplined teachers demonstrate a high level of commitment to their work, not only by arriving on time but also by completing administrative and academic tasks according to the predetermined schedule. Punctuality and adherence to work procedures directly impact the quality of learning. Furthermore, disciplined teachers tend to be organized in developing lesson plans, evaluating student learning outcomes, and managing their classrooms, all of which ultimately contribute to the success of their work. Therefore, increasing work discipline can be the main strategy to improve individual and collective performance in an organization, including in educational institutions.

The Effect of Motivation on Teacher Performance

The test results presented in Table 1 show a path coefficient of 0.454, with a t-statistic of 4.238, exceeding the critical threshold of 1.96. The p-value of 0.000 was less than the 0.05 significance level. These results indicate that the hypothesis stating that motivation significantly influences teacher performance was accepted, meaning Hypothesis 3 was accepted.

The test results presented in Table 1 show a path coefficient of 0.454, with a t-statistic of 4.238. This value exceeds the critical point of 1.96, while the p-value of 0.000 was less than the 0.05 significance level. These results confirm the hypothesis that motivation significantly influences teacher

performance. Research conducted by Andi (2020) indicates the need for efforts to increase teacher motivation in carrying out their duties and responsibilities.

Motivation influences teacher performance because it was the primary driving force behind teachers' performance. Teachers with high motivation tend to be more enthusiastic, responsible, and committed to planning and implementing learning, thus improving their performance. The higher a teacher's motivation, the better their performance in the learning process and in carrying out their professional duties.

The Effect of Workload on Motivation

The test results presented in Table 1 show a path coefficient of -0.174, with a t-statistic of 3.164, exceeding the critical threshold of 1.96. The p-value of 0.002 was less than the 0.05 significance level. These results indicate that the hypothesis stating that workload significantly influences motivation was accepted, meaning Hypothesis 4 was accepted.

The test results presented in Table 1 show a path coefficient of -0.174, with a t-statistic of 3.164. This value exceeds the critical point of 1.96. The p-value of 0.002 indicates that it was less than the 0.05 significance level. These results confirm the hypothesis that workload significantly influences motivation. Research conducted by Rudyanto, B., et al. (2021) found that workload influences motivation. Excessive workload decreases work motivation. Workload was a form of work overload and can occur at any time, depending on the circumstances of the job itself.

A workload that matches one's abilities will increase motivation, while an excessive workload can decrease motivation due to fatigue, stress, and work pressure. Teachers should be able to clearly define and view each workload, including viewing it from a positive perspective. Workload influences motivation because the number and difficulty of tasks an individual receives can influence their work enthusiasm and drive.

The Effect of Discipline on Motivation

The test results presented in Table 1 show a path coefficient of 0.552, with a t-statistic of 6.331, exceeding the critical threshold of 1.96. The p-value of 0.000 indicates that the value was below the 0.05 significance level. These results indicate that the hypothesis stating that discipline has a significant effect on motivation was accepted, meaning Hypothesis 5 was accepted.

The test results presented in Table 1 show a path coefficient of 0.552, with a t-statistic of 6.331. This value exceeds the critical point of 1.96. A p-value of 0.000 indicates that the value was below the 0.05 significance level. These results confirm the hypothesis that discipline significantly influences motivation. Research conducted by Zulfahri et al. (2023) found that discipline influences motivation. Discipline does not always directly create motivation, but it does achieve results and helps someone continue working.

Discipline, in the form of compliance and adherence to working hours, awareness of regulations, and loyalty to the organization, reflected in teachers' work attitudes, can increase teacher motivation. School regulations and procedures encourage teachers to behave in accordance with existing regulations and work procedures, enabling them to carry out their duties with full awareness and maximize their mental energy to achieve organizational goals.

The Effect of Workload on Teacher Performance Through Motivation

The test results presented in Table 1 show a path coefficient of -0.079, with a t-statistic of 2.191, exceeding the critical threshold of 1.96. The p-value of 0.029 was below the 0.05 significance level. These results indicate that the hypothesis stating that workload has a significant effect on teacher performance through motivation was accepted. In other words, motivation can act as a mediating variable between the effect of workload on teacher performance.

The test results presented in Table 1 show a path coefficient of -0.079, with a t-statistic of 2.191, exceeding the critical threshold of 1.96. The p-value of 0.029 was less than the 0.05 significance level. These results support the hypothesis that workload significantly influences teacher performance through motivation, or, in other words, that motivation can act as an intermediary between the influence of workload and teacher performance. Research conducted by Nugraheni, R.A., et al. (2022) examined the effect of workload on teacher performance through motivation mediation. There was an influence between workload and teacher performance through motivation. Excessive workload can decrease teacher motivation, which in turn can decrease teacher performance. Conversely, if workload was well managed, teacher motivation can increase, which in turn can improve teacher performance.

The Influence of Discipline on Teacher Performance Through Motivation

The test results presented in Table 1 show a path coefficient of 0.251, with a t-statistic of 3.773. This value exceeds the critical threshold of 1.96, while the p-value of 0.000 falls below the 0.05 significance level. These results suggest that the hypothesis stating that discipline significantly influences teacher performance through motivation was accepted. In other words, the motivation variable can act as a mediating variable between the influence of discipline and teacher performance.

The test results presented in Table 1 show a path coefficient of 0.251, with a t-statistic of 3.773. This value exceeds the critical threshold of 1.96, while the p-value of 0.000 was less than the 0.05 significance level. These results confirm the hypothesis that discipline significantly influences teacher performance through motivation, or in other words, that motivation can act as an intermediary between the influence of discipline and teacher performance. Research conducted by Wijaya, L.A. (2021) on Discipline on Teacher Performance through Motivation Mediation. Discipline can play a significant role in improving performance through discipline. Good discipline can improve performance through internal drive and work enthusiasm in the form of work motivation. Good discipline can increase teacher motivation, which in turn can improve teacher performance.

Conversely, if discipline was lacking, teacher motivation can decrease, which can then decrease teacher performance.

CONCLUSION

Based on the results of This study, which examined the role of motivation in mediating workload and discipline on teacher performance in elementary schools in Tompaso District, Minahasa Regency, the following research findings and discussion were presented briefly and clearly, answering the research questions. The results of This study indicate a significant effect of workload on teacher performance, effect of discipline on teacher performance, effect of motivation on teacher performance, effect of workload on motivation, influence of discipline on motivation, influence of workload on teacher performance through motivation and influence of discipline on teacher performance through motivation in elementary schools in Tompaso District, Minahasa Regency.

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