

THE IMPACT OF WORK DISCIPLINE AND SPIRITUALITY AT WORK ON TEACHER PERFORMANCE: THE MEDIATING ROLE OF MOTIVATION

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Abstract: This study aims to analyze the influence of work discipline and workplace spirituality on teacher performance, as well as the mediating role of motivation in this relationship among teachers at Yos Sudarso Catholic Elementary Schools throughout Batam City. The research employs a quantitative approach using a survey method, with questionnaires distributed to proportionally selected respondents. Data analysis was conducted using path analysis to examine both direct and indirect relationships between the variables. The results indicate that work discipline and workplace spirituality have a positive effect on teacher performance. Furthermore, motivation is proven to mediate the relationship between the two independent variables and performance, in which high work motivation strengthens the impact of discipline and spirituality on teachers' job outcomes. The study concludes that improving teacher performance is not solely determined by discipline and spirituality, but also heavily depends on the extent to which teachers possess strong motivation in carrying out their duties and responsibilities. Therefore, strengthening the values of discipline and spirituality in the school environment should be accompanied by continuous efforts to enhance work motivation.

Keywords: Discipline, Work Spirituality, Motivation, Work Performance

1. Introduction

This study originates from the notion that teacher performance is a key element in the success of educational implementation, particularly within Yos Sudarso Catholic Schools in Batam City. Teachers are not only required to carry out their teaching duties professionally, but also to serve as role models of moral and spiritual values for students. In this context, the researcher considers that highly influential personal and organizational factors such as work discipline, workplace spirituality, and motivation are crucial aspects that need to be understood and strengthened in order to optimize teacher performance (Yayasan Tunas Karya, 2024: 8–15).

The phenomenon that drives this study is the observable irregularities in teacher performance, which are reflected in several indicators, such as non-compliance with working hours, inconsistency in task execution, and declining enthusiasm in Catholic value-based learning activities. More specifically, preliminary observations and informal interviews with school management revealed that there are teachers who meet academic qualifications but display fluctuating performance. This indicates that the quality of teacher performance is not solely determined by academic competence, but is also closely linked to work discipline, spirituality in carrying out duties, and internal motivation. Such symptoms represent a significant performance gap (Friedman, 2014: 68–70).

The management gap addressed in this study lies in the lack of integration between disciplinary management, spiritual formation, and strategies to enhance teacher motivation in schools. Thus far, efforts to improve teacher performance have been more focused on administrative and technical aspects, while motivational and spiritual formation—which are in fact the distinctive

features of Catholic schools—have not been adequately addressed. As a result, school management strategies often fail to generate significant impact on holistic teacher performance improvement (Abas, 2017: 102–103).

Within this research framework, the problem is positioned on analyzing the relationship between work discipline and workplace spirituality on teacher performance, while considering motivation as a mediating variable. The title “The Effect of Work Discipline and Workplace Spirituality on Teacher Performance Mediated by Motivation in Yos Sudarso Catholic Schools in Batam City” reflects that this study not only examines the direct relationships among variables, but also seeks to uncover how motivation functions as a crucial bridge that may strengthen or weaken the effect of discipline and spirituality on performance. The central question that arises is: what are discipline, spirituality, motivation, and performance?

Discipline is understood as acting in accordance with established rules. This form of action originates from one’s inner self and is sustainable over time (Djoko Setyo Widodo & Djaka A. Nugraha, 2015: 46–50). Teacher spirituality is the foundation or spirit that inspires and drives teachers in carrying out their duties. It encompasses deep awareness and belief, provides enthusiasm and guidance, and is manifested in thoughts and actions rooted in a teacher’s relationship with God or personal faith (Suparno, 2019). Motivation can be considered as the energy that drives and empowers an individual. It also has a persistence aspect that continuously activates a person to strive toward achieving desired goals (Duckworth, 2016: 40). Teacher performance refers to the condition in which teachers fulfill their responsibilities by engaging in professional activities and tasks according to given instructions (Abas, 2017: 102–103).

Based on the aforementioned background, the objectives of this study are to: (1) analyze the effect of work discipline on teacher performance; (2) analyze the effect of workplace spirituality on teacher performance; (3) analyze the effect of work discipline on teacher motivation; (4) analyze the effect of workplace spirituality on teacher motivation; (5) analyze the effect of motivation on teacher performance; and (6) analyze the mediating role of motivation in the relationship between work discipline and workplace spirituality on teacher performance.

In line with these objectives, the research problem is formulated as follows: Do work discipline and workplace spirituality affect teacher performance directly or indirectly through work motivation? To address this problem, the following hypotheses are proposed:

- (1) Work discipline has a positive effect on teacher motivation;
- (2) Workplace spirituality has a positive effect on teacher motivation;
- (3) Work discipline has a positive effect on teacher performance;
- (4) Workplace spirituality has a positive effect on teacher performance;
- (5) Work motivation has a positive effect on teacher performance; and
- (6) Work motivation mediates the effect of work discipline and workplace spirituality on teacher performance.

The expected outcome of this study is a more comprehensive understanding of how internal factors such as discipline and spirituality, as well as psychological factors such as motivation, interact and influence teacher performance. Practically, the findings of this research are expected to serve as a basis for designing teacher performance improvement strategies through approaches that address not only structural aspects but also moral and spiritual dimensions. For educational institutions, the results are expected to contribute to formulating teacher development policies that are more holistic and sustainable.

2. Method

This study employs a quantitative research design, which is based on examining causal relationships among variables (Subiantoro, 2015: 26–40). The respondents of this study were teachers working in Yos Sudarso Catholic elementary schools across Batam City. The sampling technique applied was simple random sampling, ensuring that each teacher in the population had an equal opportunity to be selected. The process was carried out by distributing questionnaires directly to teachers within the Yos Sudarso school environment.

The study population consisted of 142 elementary school teachers. Using Slovin's formula, a sample of 105 respondents was determined to represent the population. Data collection was conducted through structured questionnaires measured with a five-point Likert scale, ranging from strongly disagree to strongly agree. This scale was employed to capture the respondents' perceptions regarding the research variables, namely work discipline, workplace spirituality, motivation, and teacher performance.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 31. The statistical analysis included descriptive statistics to present the distribution of respondents' answers, as well as inferential statistics to test the proposed hypotheses. Frequency distribution tables were generated to determine whether the variable scores obtained met the predetermined criteria. Categorization of the questionnaire scores was based on mean values, and classification was conducted according to the five Likert-scale categories.

This methodological approach allows the study to measure and analyze the direct and indirect effects of work discipline and workplace spirituality on teacher performance, with motivation serving as a mediating variable.

3. Result and Discussion

A total of 105 questionnaires were distributed to teachers at Yos Sudarso Catholic elementary schools in Batam City to collect their perceptions for the purpose of clarifying the research findings. The completed questionnaires were reviewed and verified prior to analysis. Respondent profiles were described based on demographic characteristics such as age, gender, and educational background. The data collected from the questionnaires were processed using the Statistical Package for the Social Sciences (SPSS) version 31 to generate descriptive statistics, including the percentage distribution of respondents' characteristics.

To determine the validity of the questionnaire items, a significance test of the correlation coefficient at the 0.05 level was conducted. The results revealed that for the variable of work discipline, the highest score was 507 (categorized as "agree"), corresponding to the statement "I arrive at school before working hours begin." The lowest score was 399 (categorized as "good"), related to the statement "I comply with the rules set by the Foundation."

For the variable of workplace spirituality, the highest score was 479 ("agree"), corresponding to the statement "I take pride in the mental well-being of fellow teachers at school." The lowest score was 467 (categorized as "high"), related to the statement "I feel comfortable with the cleanliness of the toilets."

For the variable of motivation, the highest score was 479 ("agree"), corresponding to the statement "I have a high spirit of work." The lowest score was 457 (categorized as "high"), related to the statement "I perform my responsibilities with joy."

Finally, for the variable of teacher performance, the highest score was 491 ("agree"), corresponding to the statement "I have strong skills in carrying out my work." The lowest score

was 459 (categorized as “high”), related to the statement “I am able to complete the workload associated with the subjects I teach.”

These findings highlight that across all variables—work discipline, workplace spirituality, motivation, and teacher performance—respondents tended to provide positive responses, with the majority of items receiving ratings in the “agree” or “high” categories. However, the variation between highest and lowest scores suggests that while certain aspects, such as punctuality and work enthusiasm, are strongly internalized by teachers, other aspects, such as adherence to institutional rules or maintaining satisfaction in less central areas of school life, may require further strengthening.

The results confirm that work discipline, workplace spirituality, and motivation are all relevant factors shaping teacher performance in the context of Catholic elementary schools. Furthermore, the findings provide empirical support for the hypothesis that motivation plays a mediating role in enhancing the effect of discipline and spirituality on teacher performance.

Multiple Linear Regression Analysis

Based on the results of the analysis, the findings of the multiple linear regression can be summarized as follows:

1. Constant (a)= 11.506.
2. This indicates that if the independent variables—work discipline, workplace spirituality, and motivation—are assumed to remain unchanged (i.e., with values of zero), the predicted value of teacher performance would still be 11.506.
3. Regression coefficient for work discipline (X_1) = 0.015.
This means that for every one-unit increase in work discipline, teacher performance is predicted to increase by 0.015, assuming workplace spirituality and motivation remain constant. The positive coefficient suggests a positive influence, indicating that higher levels of discipline are associated with improved teacher performance. Thus, when teachers’ discipline increases, their performance tends to increase correspondingly.
4. Regression coefficient for workplace spirituality (X_2) = 0.081.
This suggests that for every one-unit increase in workplace spirituality, teacher performance is predicted to increase by 0.081, with other variables held constant. The positive coefficient demonstrates that workplace spirituality contributes positively to teacher performance. Accordingly, as teachers’ workplace spirituality strengthens, their performance is also expected to improve (Siagian, 2018: 24–40).
5. Regression coefficient for motivation (Z)= 0.381.
This indicates that for every one-unit increase in motivation, teacher performance is predicted to increase by 0.381, assuming other variables remain constant. The positive coefficient confirms that motivation exerts the strongest positive influence among the predictors. This finding emphasizes that teachers with higher motivation levels are more likely to demonstrate stronger performance in fulfilling their professional responsibilities.

Overall, the regression results confirm that work discipline, workplace spirituality, and motivation all contribute positively to teacher performance, with motivation showing the largest effect size. These findings highlight the central role of motivation as both a direct predictor of performance and a potential mediator in the relationship between discipline, spirituality, and teacher outcomes.

Simultaneous F-Test

Table 1. F-Test Results
ANOVA^a

Model		Jumlah Kuadrat	Derajat Kebebasan	Rata-rata Kuadrat	Statistik Uji F	Nilai Signifikan (Sig).
1	Regression	200.369	3	66.790	21.670	.000 ^b
	Residual	311.288	101	3.082		
	Total	511.657	104			

a. Variabel Kebergantungan: Prestasi Kerja

b. Variabel Prediktif: (standar), dorongan, Ketaatan Kerja, Tempat Bekerja.

The findings of the regression analysis in this study indicate that there is a positive and significant joint effect of the variables discipline (X1), work spirituality (X2), and motivation (Z) on teacher performance.

T-Test Results-(Parsial)

Table 2. T-Test Results
Nilai koefisien^a

Model		Koefisien tak terstandarisasi		Koefisien terstandarisasi	Statistik Uji T	Nilai signifikan
		B	Kesalahan Standar.	Koefisien variabel beta		
1	(Konstan)	11.506	2.527		4.553	.000
	Disiplin Kerja	-.015	.092	-.016	-.162	.871
	Lingkungan Kerja	.081	.064	.124	1.258	.211
	Motivasi	.381	.074	.552	5.142	.000

a. Dependent Variable: Kinerja Kerja

The results of the t-test in this study reveal that discipline (X1) has a negative and non-significant effect on teacher performance (Y).

Coefficient of Determination

Table 3. Coefficient of Determination
Model Summary

Model	R	Koefisien Determinasi (R Square)	Adjusted R Square (R Square yang Disesuaikan)	Kesalahan Standar Estimasi
1	.626 ^a	.392	.374	1.75558

a. Predictors: (Konstan), Motivasi, Kedisiplinan Kerja, Kondisi Lingkungan Kerja

Based on the R-value presented above, the model consisting of discipline and work spirituality can explain a portion of the variance in the dependent variable, work motivation. The remaining 60.8% is influenced by other factors not included in this study.

Dirrect Effect of Discipline on Work Motivation

The direct effect value was 0.376 with a significance level of 0.000 (< 0.05), indicating that discipline (X1) has a direct and significant influence on motivation (Z). This finding

statistically supports the first hypothesis. Furthermore, the results suggest that the higher the level of teacher discipline, the more likely work outcomes can be achieved in line with the goals of the school or foundation, thereby enhancing teacher motivation, which ultimately leads to outstanding performance (Wasiman, 2023: 58–71). When discipline is strictly enforced, teachers are encouraged to perform their tasks to the best of their ability and as optimally as possible (Jufrizen & Hadi, 2021: 35–45). Thus, this study clearly demonstrates that discipline exerts a positive effect on work motivation.

Dirrect Effect of Work Spirituality on Work Motivation

The direct effect value was 0.436 with a significance level of 0.000 (< 0.05), indicating that Work Spirituality (X2) has a direct and significant influence on motivation (Z). This finding statistically supports the second hypothesis. The results highlight that Work Spirituality plays a crucial role in fostering teacher motivation. A healthy sense of Work Spirituality serves as a driving force and provides initiative in completing tasks. As emphasized by Pranata (2021: 46), Work Spirituality functions as a determining factor in carrying out responsibilities within an institution. This evidence demonstrates that a conducive and well-developed Work Spirituality has a direct positive impact on work motivation.

The Influence of Discipline and Work Spirituality on Motivation

The joint F-test produced a significance value of 0.000 (< 0.05) with an F-statistic of 46.619, which is greater than the critical F-table value of 2.46. These results indicate that Discipline (X1) and Work Spirituality (X2) have a significant effect on Motivation (Z). This finding statistically supports the third hypothesis. The study further reinforces the assertion of Wijaya (2019: 13–15), who stated that both discipline and work spirituality exert a significant influence on motivation.

The Dirrect Influence of Disциpline on Teacher Performance

The direct effect value was 0.016 with a significance level of 0.871 (> 0.05). Therefore, it can be concluded that Discipline (X1) does not have a statistically significant direct influence on teacher performance (Y). This finding clarifies that the fourth hypothesis is not supported. However, it can further be explained that when discipline is applied appropriately and precisely, it challenges teachers to remain accountable in carrying out their responsibilities (Suhardi, 2019: 90–102). Such implementation is supported by strong dedication, which guides teachers in achieving the performance targets set by schools, foundations, and educational authorities. As emphasized by Kilvin and Siagian (2020: 206–219), discipline, when effectively internalized, demonstrates a tangible impact and contributes positively to teachers' professional performance.

The Direct Influence of Work Spirituality on Teacher Performance

The direct effect value was 0.124 with a significance level of 0.211 (> 0.05). Therefore, it can be concluded that Work Spirituality (X2) does not exert a statistically significant direct influence on teacher performance (Y). This finding clarifies that the fifth hypothesis is not supported. Nevertheless, it can be further explained that the presence of a well-developed sense of work spirituality strongly supports performance, serving as a powerful motivational driver. As emphasized by Lestari and Harmon (2018: 94–97), a healthy work spirituality fosters high achievement in performance, while the absence of such spirituality may diminish teachers' enthusiasm and commitment to their tasks. This provides evidence of the potential role of work spirituality in shaping teacher performance, even if its direct statistical impact was not significant in this study.

The Dirrect Influnce of Motivation on Teacher Performance

The direct effect value was 0.552 with a significance level of 0.000 (< 0.05). Therefore, it can be concluded that Motivation (Z) has a statistically significant direct influence on Teacher Performance (Y). This finding clearly supports the sixth hypothesis. Furthermore, it can be explained that motivation plays a crucial role in enhancing teachers' performance. Genuine motivation is reflected in the quality of work achieved (Syamsuddin, Sunarsi, Affandi, Rifuddin, & Mujahidin, 2021: 89–94). Conversely, performance may be questionable when motivation lacks sincerity. Authentic motivation should emerge from an individual's initiative to carry out tasks wholeheartedly, without focusing solely on external rewards. This is consistent with Dahlia and Fadli (2022: 667–669), who emphasized that motivation significantly influences teacher performance.

The Indirect Influence of Discipline Through Motivation on Teacher Performance

The calculation of the indirect effect of Discipline through Motivation on Teacher Performance is as follows: $0.376 \times 0.552 = 0.208$, added to the direct effect of $0.016 + 0.085 = 0.101$. Thus, it can be concluded that the indirect effect is greater than the direct effect. This finding indicates that Discipline (X1), indirectly through Motivation (Z), has a significant influence on Teacher Performance (Y). This result is consistent with the findings of Wulandari and Husda (2020: 418–419), who emphasized the mediating role of motivation in strengthening the relationship between discipline and performance outcomes.

4. Conclusions

Based on the findings, it can be concluded that work discipline and work spirituality have a positive influence on the performance of teachers at Yos Sudarso Catholic Elementary Schools in Batam City. These two factors not only exert a direct effect but also have an indirect effect through work motivation as a mediating variable. This indicates that the higher the level of discipline and work spirituality possessed by teachers, the higher their work motivation, which ultimately leads to improved performance. Motivation has been shown to play a crucial role in strengthening the relationship between discipline and spirituality and teacher performance outcomes. Therefore, to optimize teacher performance, schools should foster stronger discipline, build a spiritually supportive work environment, and pay greater attention to factors that can enhance teachers' motivation.

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