



**THE INFLUENCE OF PEDAGOGICAL COMPETENCE, WORK
MOTIVATION, AND WORK DISCIPLINE ON THE PERFORMANCE OF
TEACHERS AT VOCATIONAL HIGH SCHOOLS**

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Abstract

This study aims to analyze the partial and simultaneous effects of pedagogical competence, work motivation, and work discipline on the performance of vocational high school civil servant teachers at SMK Negeri 1 Batu. This study employed a non-experimental quantitative approach using a survey method. A total of 52 respondents teachers were involved as respondents through a total sampling technique. Primary data were collected via closed Likert-scale questionnaires and analyzed using multiple linear regression techniques with the assistance of SPSS software. The results indicate that pedagogical competence, work motivation, and work discipline have positive and significant effects on teacher performance, with work discipline identified as the most dominant variable. Simultaneously, these three variables significantly influence teacher performance, contributing 75.1% to the variance in performance, while the remaining 24.9% is influenced by other factors.

Keywords: Pedagogical competence, work motivation, work discipline, teacher performance, Vocational High School



INTRODUCTION

Human Resource Management plays a vital role in enhancing organizational effectiveness through the management of quality human resources. In the educational context, teachers are the primary asset that determines the success of the learning process and the achievement of educational goals. Therefore, improving teacher performance is a crucial aspect of realizing high-quality education. Teacher performance is not only influenced by professional competence but also by internal and external factors that support the optimal execution of their duties.

One of the factors influencing teacher performance is pedagogical competence. Pedagogical competence reflects a teacher's ability to understand students' characteristics, design instruction, execute the learning process, and evaluate learning outcomes (Phuong & Duc-Son, 2024). In the digital era, pedagogical competence does not merely focus on mastering traditional instructional methods; it also encompasses the ability to utilize technology and develop learning innovations relevant to students' needs. In addition to pedagogical competence, work motivation is another essential factor that drives teachers to work optimally, increase their achievement drive, and continuously develop their professionalism. Another factor that also influences teacher performance is work discipline, which is reflected in compliance with regulations, responsibility toward duties, and consistency in executing the instructional process (Robbins & Judge, 2017).

Various previous studies indicate that pedagogical competence, work motivation, and work discipline have an impact on teacher performance. However, the results of these studies still leave several limitations. Most prior research was conducted at the elementary and general secondary education levels, while studies focusing on Vocational High School teachers remain relatively limited. Furthermore, some studies only examined the effects of two variables partially, thereby failing to provide a comprehensive overview regarding the simultaneous influence of pedagogical competence, work motivation, and work discipline on teacher performance. The research gap of this study lies in the scarcity of literature that integrates these three variables within the vocational school context. In fact, vocational high schools possess distinct characteristics compared to general secondary schools because they require teachers to have pedagogical competence capable of integrating learning with the demands of the workforce and technological advancements. Based on this research gap, the novelty of this study, in contrast to previous research, lies in its



research object, which focuses on teachers at SMK Negeri 1 Batu, as well as the simultaneous testing of the effects of pedagogical competence, work motivation, and work discipline on teacher performance. This approach is expected to provide a more holistic understanding of the factors affecting teacher performance in a vocational education setting. This study develops an analytical model that integrates pedagogical competence, work motivation, and work discipline into a single research framework within a vocational context an area that has rarely been studied collectively. Another novelty lies in the selection of the research location at SMK Negeri 1 Batu, which is characterized by competency-based education and high professional demands. The underlying problem of this research is the persistent gap between the expected teacher performance standards and the actual conditions in the field, such as sub-optimal lesson planning, low instructional innovation, and the sub-optimal work discipline of some teachers. Therefore, this study aims to analyze the influence of pedagogical competence, work motivation, and work discipline on teacher performance at SMK Negeri 1 Batu.

This study employs a quantitative approach with a survey method by distributing questionnaires to teachers as respondents. The obtained data are analyzed using statistical techniques to determine the partial and simultaneous effects of each variable on teacher performance. The results of the study are expected to provide a theoretical contribution to the expansion of Human Resource Management and educational management literature regarding factors influencing teacher performance. Additionally, this study is expected to offer practical contributions for SMK Negeri 1 Batu in formulating policies to enhance pedagogical competence, work motivation, and work discipline to support the cultivation of professional and sustainable teacher performance.

LITERATURE REVIEW

Human Performance Theory was developed by Tattersall (2008), which explains that individual performance is the result of the interaction between ability, motivation, and work behavior in executing organizational tasks. According to Stephen P. Robbins and Timothy A. Judge (2017), performance is the outcome achieved by an individual in executing tasks, which is influenced by their ability, motivation, and the work behavior demonstrated within the organization. In line with this view, Anwar Prabu Mangkunegara (2017) states that performance is the work outcome in terms of both quality and quantity achieved by an individual in executing duties according to the assigned responsibilities. Therefore, within the context of this study, teacher performance



is understood as the work outcomes achieved by teachers in executing their professional duties, which are highly influenced by their competence, internal work drive, and level of discipline in carrying out their responsibilities within the school environment.

According to Wibowo (2015), performance is the work outcome achieved by an individual based on the standards established by the organization. Mangkunegara (2017) further explains that performance is an individual's work output from both qualitative and quantitative perspectives, corresponding to their responsibilities. In the view of Robbins and Judge (2017), performance can be observed through various dimensions such as work quality, work quantity, punctuality, responsibility, and collaboration skills. Consequently, teacher performance in this study reflects the teachers' ability to implement learning effectively, responsibly, and in accordance with the established professional standards in education.

Pedagogical competence is a teacher's ability to manage the student learning process, which encompasses planning, implementation, evaluation, and the continuous development of student potential. According to E. Mulyasa (2018), pedagogical competence is the teacher's capability to understand student characteristics, design effective instruction, implement educational learning processes, and systematically evaluate learning outcomes. Lee Shulman (1987) adds that pedagogical competence does not merely pertain to the mastery of subject matter, but also includes the ability to integrate that knowledge with appropriate instructional strategies so that it can be effectively comprehended by students. Furthermore, Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that pedagogical competence is one of the core competencies that teachers must possess as part of their professionalism. Thus, the higher the pedagogical competence of a teacher, the more effective the learning process will be, which ultimately leads to an improvement in teacher performance.

Work motivation is an internal or external drive that encourages an individual to perform optimally to achieve organizational goals. Hasibuan (2016) explains that motivation is a driving force that creates work morale, thereby inclining an individual to work effectively. Frederick Herzberg (1959), through his two-factor theory, posits that motivation is influenced by motivator factors — such as achievement, recognition, and responsibility — as well as hygiene factors, such as salary and working conditions. Meanwhile, Victor H. Vroom (1964) in his Expectancy Theory explains that motivation arises when an individual believes



that the effort exerted will yield good performance and lead to the expected rewards. In the context of education, teachers' work motivation is reflected in their enthusiasm, responsibility, and desire to continuously improve learning quality. Therefore, the higher a teacher's work motivation, the higher the resulting performance in executing their instructional duties.

Work discipline is an individual's awareness and willingness to consistently adhere to all rules and norms applicable within the organization. Hasibuan (2018) states that work discipline reflects an attitude of compliance with organizational regulations, indicating responsibility in task execution. Veithzal Rivai (2015) also explains that work discipline is a form of individual responsibility in completing work according to the designated time and procedures. Moreover, Sutrisno (2016) adds that work discipline reflects an attitude of respect, obedience, and compliance toward both written and unwritten organizational rules. In the context of teachers, work discipline is observable through punctuality, adherence to teaching schedules, and responsibility in executing instructional tasks. Consequently, higher work discipline in a teacher corresponds to better performance in executing their professional duties.

Based on Human Performance Theory, individual performance is shaped by ability, motivation, and work behavior. In this study, pedagogical competence represents the teacher's ability to manage learning effectively, while work motivation reflects the internal and external drives that prompt teachers to work with enthusiasm, responsibility, and a desire to achieve optimal results. Work discipline depicts the work behavior shown through compliance with rules and consistency in executing duties in accordance with the applicable provisions. Teachers with high pedagogical competence will be capable of designing and implementing learning effectively; teachers with high work motivation will work with great enthusiasm and commitment to achieve the best results; and teachers with high work discipline will execute their tasks in a timely, orderly, and regulation-compliant manner. The combination of these three factors will produce optimal and high-quality teacher performance. Conversely, if any of these factors is low, teacher performance tends to be sub-optimal. Overall, this theoretical framework demonstrates that teacher performance is the result of the interaction between pedagogical competence as an ability, work motivation as a drive, and work discipline as a work behavior. These three variables share a complementary relationship and play a crucial role in determining the level of teacher performance in executing their professional duties within the educational environment.



One of the references that will be used in this research is the results of research that has been conducted by (Puspitasari, END & Dirman, 2023) researchers who conducted studies on The Influence of Pedagogical Competence, Work Motivation and Work Discipline on Teacher Performance. The population in this study was all civil servant teachers registered at a vocational high school. This study used data analysis techniques: Multiple Linear Regression with the help of SPSS software. The results of this study show that: (1) pedagogical competence has a positive and significant influence on teacher performance, (2) work motivation also has a positive and significant influence on teacher performance, (3) work discipline is also proven to have a dominant and significant influence on teacher performance.

RESEARCH METHOD

This study employs a quantitative research method. This research involves the dominant use of numerical data, from data collection and interpretation to the results or conclusions drawn, presented and interpreted alongside relevant statistical displays (Machali, 2021). This research uses a non-experimental research design with a causal-explanatory nature, utilizing a survey method to observe and measure the relationship between the independent variables—namely pedagogical competence (X_1), work motivation (X_2), and work discipline (X_3) and the dependent variable, teacher performance (Y), without manipulating them. This study also adopts a descriptive-verificative approach to describe the variable conditions and test the hypotheses statistically. This research uses primary and secondary data sourced directly from respondents through closed-ended questionnaires, alongside documentation, interviews, and observation. The population in this study consists of all State Civil Apparatus teachers at SMK Negeri 1 Batu, totaling 52 individuals. The sampling technique utilizes total sampling combined with a purposive sampling approach, where the entire population serves as the sample, meeting the specific criteria of being active teachers instructing during the 2025/2026 academic year. The data analysis techniques in this study use descriptive analysis and inferential analysis through classical assumption tests followed by multiple linear regression analysis with the help of Statistical Product and Service Solution software. Hypothesis testing is conducted using the t-test and F-test at a significance level (α) of 0.05.

RESULTS AND DISCUSSION



Descriptive Statistical Test

The results of the descriptive statistical test on the independent variables and moderated dependent variables can be seen in the following table:

Table 1.

Descriptive Analysis Results

Variables	SS (%)	S (%)	CS (%)	TS (%)	STS (%)	Mean
Performance teacher	37.80%	47.90%	12.00%	1.50%	0.80%	4.34
Pedagogical Competence	32.50%	51.50%	13.00%	2.00%	1.00%	4.23
Work Motivation	32.90%	49.30%	14.50%	2.50%	0.80%	4.09
Work Discipline	45.40%	43.10%	10.30%	0.80%	0.40%	4.34

Source: Data Processed (2026)

Based on the table above, it can be seen that:

1. Regarding the teacher performance variable, 37.80% of respondents strongly agreed with the questionnaire, 47.90% agreed, and 12.00% somewhat agreed. Meanwhile, 1.50% disagreed and 0.80% strongly disagreed, with an overall mean score of 4.34.
2. On the pedagogical competence variable, 32.50% of respondents strongly agreed with the questionnaire, 51.50% agreed, and 13.00% somewhat agreed. Meanwhile, 2.00% disagreed, and 1.00% strongly disagreed, with an overall mean score of 4.23.
3. Regarding work motivation, 32.90% of respondents strongly agreed with the questionnaire, 49.30% agreed, and 14.50% somewhat agreed. Meanwhile, 2.50% disagreed, and 0.80% strongly disagreed, with an overall mean score of 4.09.
4. Regarding work discipline, 45.40% of respondents strongly agreed with the questionnaire, 43.10% agreed, and 10.30% somewhat agreed. Meanwhile, 0.80% disagreed, and 0.40% strongly disagreed, with an overall mean score of 4.34.

Classical Assumption Test

Normality Test

The results of the normality test in this study can be seen in the following image:

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.11733959
Most Extreme Differences	Absolute	.078
	Positive	.053
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}

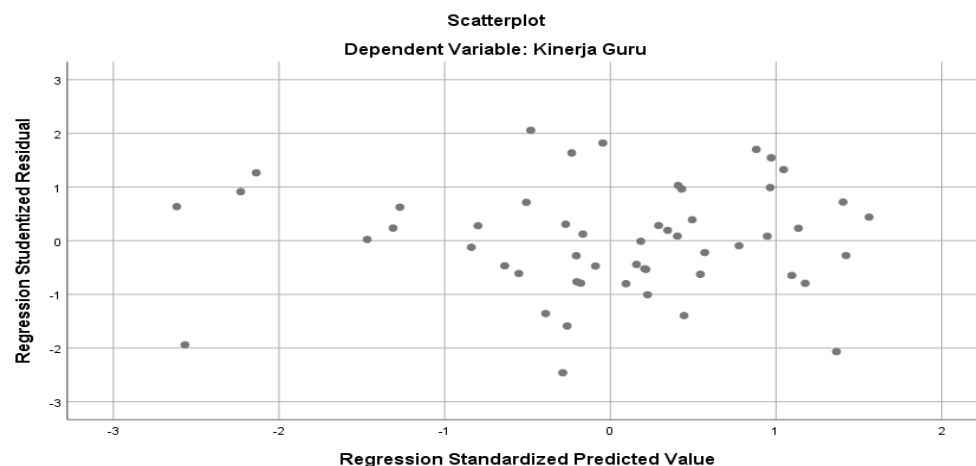
Figure 1.**One-sample Kolmogorov- Sminor Test**

Source: Data Processed (2026)

Based on the graph above, it can be seen that the test value obtained is an Asymp. Sig (2-tailed) of 0.200, which means that the data used in this study is normally distributed so that it can meet the requirements for analysis.

Heteroscedasticity Test

The results of the multicollinearity test can be seen in the following table:

**Figure 2.****Heteroscedasticity Test Results**

Source: Data Processed (2026)

Based on the table, it can be seen that the probability value is greater than 0.05; therefore, it can be concluded that no heteroscedasticity occurs in the variables proposed in this study

**Autocorrelation Test**

The results of the autocorrelation test using Durbin-Watson (DW) can be seen as follows:

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.867 ^a	.751	.735	2.183	2.033

a. Predictors: (Constant), X3, X2, X1
b. Dependent Variable: Y

Figure 3.**Durbin-Watson Statistics**

Source: Data Processed (2026)

Based on the data in table, the DW (Durbin-Watson) value is 2.033. Based on the calculation above, it is known that the Durbin-Watson value of 2.033 is between the du value of 1.6769 and the 4 - dU value of 2.3231, so it can be concluded that in this study, there is no autocorrelation.

Multicollinearity Test

The results of the multicollinearity test in this study can be seen in the following table:

Table 2.
Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Pedagogical competence	0.252	3,969
Work motivation	0.453	2,209
Work discipline	0.200	5,044

Source: Data Processed (2026)

Based on the results of the multicollinearity test in the table above, It is known that all variables have a tolerance value greater than 0.10 and a VIF (Variance Inflation Factor) value less than 10, so it can be concluded that multicollinearity does not occur in this study.



Multiple Linear Regression

**Table 3.
Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	11,138	2,758	
Pedagogical competence	0.247	0.119	0.298
Work motivation	0.181	0.089	0.218
Work discipline	0.330	0.421	0.421

Source: Data Processed (2026)

Based on the data in the table above, the regression equation is as follows:

$$Y = 11.138 + 0.247X_1 + 0.181X_2 + 0.330X_3 + e$$

From the results of the equation above, it can be explained as follows:

- The constant value (a) is 11.138, meaning that if it is a pedagogical competence (X₁), work motivation (X₂), and work discipline (X₃), the value is 0, so performance teacher (Y) is 11.138.
- The value of the regression coefficient tax awareness(X₁), of 0.247, indicates that every one-unit increase in pedagogical competence (X₁) will encourage an increase in teacher performance (Y) by 0.247.
- The regression coefficient value of the work motivation variable (X₂) is 0.181, indicating that every increase or addition of one unit of tax sanction (X₂) will increase the teacher performance value (Y) of 0.181.
- Coefficient: The regression of the tax literacy variable (X₃) is 0.330, meaning that every increase or addition of one unit of work discipline (X₃) will increase the teacher performance value (Y) by 0.330.

The results of the study show that the regression coefficient value of 0.330 is greater than 0.181 and 0.247, so work discipline is the variable that has the dominant influence on tax compliance.



Hypothesis Testing

t-test

The results of the t-test by comparing the t-table with the calculated t-table can be seen in the following table:

Table 4.

Model	t	Sig.
Pedagogical competence	2.074	0.043
Work motivation	2.033	0.048
Work discipline	2.615	0.012

Source: Processed Data (2026)

Based on the results of the t-test in the table above, it can be concluded:

1. Based on the table above, the partial test results show a t_{count} value of 2.074 with a significance level of $0.043 < 0.05$. This value proves that Pedagogical Competence has a positive effect on Teacher Performance.
2. Based on the table above, the partial test results show a t_{count} value of 2.033 with a significance level of $0.048 < 0.05$. This value proves that Work Motivation has a positive effect on Teacher Performance.
3. Based on the table above, the partial test results show a t_{count} value of 2.615 with a significance level of $0.012 < 0.05$. This value proves that Work Discipline has a positive effect on Teacher Performance.

F test

The results of the F test by comparing the calculated F with the F table and P value, can be seen in the following table:

Table 5.

ANOVA (Analysis of Variance) F test table

Model	F	Sig.
Regression	48,225	0,000

Based on the table above, the significance level is $0.000 < 0.05$. From these results, it can be stated that the hypothesis H_0 is rejected and H_1 is accepted. This means that the variables of pedagogical competence (X_1), work motivation (X_2), and work discipline (X_3) jointly or simultaneously influence the variable of teacher performance (Y).

The Influence of pedagogical competence on teacher performance

The Influence of Pedagogical Competence, Work Motivation...



The hypothesis test results in this study indicate a significance value of $0,000 < 0,05$, which statistically proves the presence of a positive and significant influence between the pedagogical competence variable and teacher performance. These findings confirm that the higher the level of pedagogical competence possessed and applied by an educator, the greater their contribution to improving the quality of classroom teaching performance. This test simultaneously ensures that Hypothesis 1 is fully accepted, establishing pedagogical competence as a primary foundation in realizing teacher professionalism.

These quantitative findings are deeply reinforced by empirical facts in the field, particularly at SMKN 1 Batu, where the indicator of educational and interactive learning implementation especially the teacher's ability to encourage student engagement emerges as the most prominent aspect. Teachers have proven capable of designing and presenting a participatory and student-centered learning environment. This excellence directly impacts their performance, as active learning models demand meticulous classroom management, the selection of appropriate strategies, and meaningful interactions. Teachers no longer position themselves merely as one-way material deliverers, but instead transform into facilitators who stimulate critical thinking skills and active student participation.

The consistency of these findings is also supported by various literature and previous empirical studies. A number of experts such as Mulyasa (2018), Sari and Rahman (2021), and Wahyuni and Arifin (2022) agree that pedagogical competence in managing active learning has a significant impact on teacher performance. This view is aligned with Rahmawati et al. (2024) and Widyastuti and Parmin (2023), who place the mastery of learning theories as a determining factor for educational quality success and student learning outcomes. Furthermore, Yusuf and Fadhillah (2021), Anisa et al. (2022), Widiastuti (2022), Geletu (2022), and Fauziyah (2022) have proven the existence of a positive correlation and direct influence between pedagogical competence and classroom performance. Furthermore, a systematic review by Moreyra et al. (2023) as well as research by Arlini et al. (2023), Afandi (2023), and Kholifah (2024) assert that pedagogical competence is a primary determinant of performance, either directly or through mediating variables such as motivation and professional development.

To provide theoretical depth, the relationship between competence and performance can be analyzed through the framework of Human Performance



Theory developed by Tattersal. This theory views optimal performance as the result of an interaction between an individual's internal capacity and external environmental support. In the context of teachers at SMKN 1 Batu, this theory is reflected through three main dimensions. First, the dimension of individual capacity and skills, where the teachers' excellence in stimulating student activity demonstrates high mastery of knowledge and practical skills in dynamically managing the classroom.

Second, the dimension of expectation and role clarity, where the shift in the teacher's role into a critical thinking facilitator shows a mature understanding of modern professional demands so that institutional goals can be achieved. Third, the dimension of motivation and incentives, which shows that mature pedagogical competence directly intersects with the teacher's intrinsic drive to liven up the classroom and make a tangible impact on students. Therefore, based on Human Performance Theory, enhancing pedagogical competence at SMKN 1 Batu acts as a key driver for performance improvement. Teaching performance is not an instant result, but rather an accumulation of consistent competence capable of minimizing classroom obstacles, increasing work efficiency, and establishing teachers as strategic assets for the school's sustainable progress.

The Impact of work motivation on teacher performance

Based on the regression model statistical test results, the work motivation variable obtained a significance value of $0,048 < 0,05$ with a calculated t-value of 2,033. These statistical values provide strong empirical evidence that work motivation has a positive and significant effect on teacher performance, which means that the higher the work motivation possessed by a teacher, the greater the positive impact on improving the quality of their teaching performance at school. This quantitative finding is deeply reinforced by facts at SMKN 1 Batu, where the analysis of work motivation indicators, including the need for achievement, recognition, responsibility, advancement, and job satisfaction, shows that the need for recognition and achievement, particularly the aspect of building harmonious working relationships, emerges as the most prominent indicator. Teachers are proven to have a strong drive to create good working relationships with peers, leadership, and other school members, thereby creating a conducive atmosphere that facilitates collaboration in instructional tasks while enhancing comfort, work morale, and professional commitment.

The consistency of these findings is reinforced by various previous empirical studies, such as Rahmawati and Kurniawan (2021), who found a positive effect of work motivation on vocational school teacher performance, as well as Anisa, Sugiarto, and Rahayu (2022) along with Yusuf and Fadhillah (2021),



who proved the contribution of motivation to enhancing teacher performance either directly or simultaneously. The role of motivation as a reinforcing or mediating variable is also demonstrated by Zulfa and Hidayat (2023), Dewi and Pratama (2023), and Kholifah (2024), while Arlini, Patimah, and Ahiruddin (2023) found a positive effect of motivation on elementary school teachers. Globally, Layek (2024) asserts a strong relationship between intrinsic motivation and improved teacher performance, aligning with Tarigan & Panggabean (2022), who state that high work motivation serves as a primary driver in carrying out professional duties.

To provide theoretical depth, this relationship is examined through the framework of Human Performance Theory developed by Thomas F. Gilbert, where performance is viewed as the result of an interaction between an individual's internal capacity and external environmental support. From the motivation and incentives dimension, the dominance of recognition and achievement needs through harmonious relationships serves as intrinsic fuel that spikes teachers' internal motivation. From the environmental support dimension, a collaborative school ecosystem acts as external support that streamlines team coordination, knowledge sharing, and the reduction of work stress. Finally, from the role clarity and collaboration dimension, motivated teachers prove more open to teamwork to strengthen the collective synergy of the institution.

As a strategic implication, superior teacher performance does not emerge from a vacuum, but rather rests on the synergy between internal drive and a supportive social ecosystem. Based on Human Performance Theory and empirical findings at SMKN 1 Batu, strengthening work motivation through the maintenance of harmonious relationships, appreciation, and the fulfillment of achievement needs becomes a key driver to boost teaching performance. Therefore, schools need to consistently create a collaborative, communicative, and mutually respectful organizational climate to maintain teacher motivation, minimize operational barriers, and sustainably improve the quality of educational services.

The Influence of work discipline on teacher performance

Based on the regression model statistical test results, the work discipline variable obtained a significance value of $0,012 < 0,05$ with a calculated t-value of 2,615. These statistical values provide strong empirical evidence that work discipline has a positive and significant effect on teacher performance, which means that the higher the level of work discipline possessed and applied by a teacher, the greater the positive impact on improving the quality of their teaching



performance at school. These quantitative findings are deeply reinforced through empirical findings in the field, particularly at SMKN 1 Batu, where discipline is viewed as a fundamental attitude of professionals capable of minimizing violations, encouraging positive work behavior, and reflecting a sense of responsibility in carrying out duties that directly impact the quality of work results (Widyastuti & Parmin, 2023). Furthermore, descriptive analysis shows that the aspects of honesty and work loyalty are the most prominent discipline indicators, where honesty encourages teachers to work according to professional ethics and loyalty strengthens commitment to the school's vision and mission, which aligns with the conclusion of Hidayat, Murniati, and Abdullah (2022) that work discipline has a positive and significant effect on teacher performance.

The consistency of these findings is reinforced through theoretical analysis using the Human Performance Theory framework developed by Thomas F. Gilbert, where performance is viewed as the result of an interaction between an individual's internal capacity and external environmental support. From the dimension of expectations, standards, and work regulations, discipline functions as an instrument for internalizing rules so that the educational process runs in a structured manner and aligns with quality targets. From the dimension of behavioral consistency and responsibility, the dominance of honesty and loyalty reflects that discipline is not merely administrative coercion, but rather a manifestation of moral responsibility that maintains performance consistency. Finally, from the dimension of support and the elimination of operational barriers, work discipline acts as a safety mechanism to minimize potential operational errors so that the efficiency of carrying out teaching duties increases significantly.

As a strategic implication, professional and sustainable teacher performance cannot be separated from the enforcement of work discipline rooted in the values of honesty and moral loyalty. Based on Human Performance Theory and empirical findings at SMKN 1 Batu, strengthening work discipline is an important factor that needs to be continuously reinforced in a sustainable manner. Work discipline serves as a primary supporting foundation in directing teachers' potential to materialize into professional performance that brings a tangible impact to the school's advancement and the quality of students' education.



CONCLUSION

Based on the three previous discussions regarding pedagogical competence, work motivation, and work discipline on teacher performance, the following conclusions can be drawn:

1. Pedagogical competence influences teacher performance, which means that the higher the level of pedagogical competence possessed and applied by a teacher, particularly in driving student engagement and creating an interactive learning environment, the greater the positive impact on their teaching performance.
2. Work motivation influences teacher performance, indicating that the higher a teacher's work motivation, the greater its positive effect on enhancing teaching quality. This is especially reflected in the need for recognition and achievement through the establishment of harmonious working relationships.
3. Work discipline influences teacher performance, demonstrating that a higher level of work discipline helps minimize violations, encourages positive work behavior, and directly contributes to improved performance outcomes, with honesty and work loyalty standing out as the most prominent indicators.

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