

ANALYSIS OF WORK CLIMATE AND WORK ETHIC ON TEACHER PERFORMANCE WITH MOTIVATION AS AN INTERVENING VARIABLE AT SMA NEGERI 1 PESAM IN BENER MERIAH REGENCY

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Abstract

This study investigates the influence of work climate and work ethic on teacher performance, with motivation as an intervening variable, at SMA Negeri 1 Pesam, Bener Meriah Regency. Using a quantitative approach, data was collected from 66 teachers and analyzed using SmartPLS. The results indicate that work climate and work ethic have a positive and significant effect on motivation, and motivation, in turn, positively and significantly affects teacher performance. Work climate also has a direct positive and significant impact on teacher performance. However, work ethic does not have a significant direct effect on teacher performance, and motivation does not mediate the relationship between work climate and teacher performance. The findings suggest that fostering a positive work climate and strengthening work ethic can enhance teacher motivation and ultimately improve teacher performance.

Keywords: *Work Climate, Work Ethic, Teacher Performance, Motivation, Intervening Variable, Partial Least Squares*

INTRODUCTION

Education is a key pillar of sustainable national development. In the context of formal education, teachers play a strategic role as curriculum implementers and learning facilitators. Therefore, teacher performance is a determining factor in achieving educational goals. According to Mangkunegara (2021), performance is the quality and quantity of work results achieved by an individual in carrying out their duties according to their assigned responsibilities. Therefore, efforts to improve teacher performance are a central issue in human resource management in schools. One factor believed to influence teacher performance is the work climate. A conducive work climate will encourage teachers to work more optimally and responsibly. According to Wirawan (2020), organizational climate reflects an individual's perception of the work environment, which can influence their behavior and productivity. When teachers feel safe, valued, and supported, they tend to demonstrate greater dedication to their duties. Furthermore, work ethic is also a crucial factor influencing teacher performance. Work ethic reflects a positive mental attitude that encourages someone to work diligently, honestly, and responsibly. Sutrisno (2020) explains that work ethic is a mental attitude that reflects a belief in the values of hard work, responsibility, discipline, and integrity. A strong work ethic will foster a commitment within teachers to provide the best in the learning process.

However, these two factors will not produce optimal results without work motivation. Motivation acts as an internal driving force that directs a person's behavior toward achieving goals. Robbins and Judge (2022) state that motivation is a process that explains a person's intensity, direction, and persistence in achieving goals. Teachers with high motivation will continue to perform well despite facing limitations in the work environment. In this context, motivation can also act as an intervening variable, bridging the influence of work climate and work ethic on teacher performance. Research by Luthans (2021) shows that motivation can strengthen the relationship between working conditions and work outcomes. In other words, a positive work climate and work ethic will have a more significant impact on teacher performance when accompanied by high motivation. Based on initial observations at SMP Negeri 1 Wih Pesam, Bener Meriah Regency, variations in teacher performance were found, as well as indications of low work motivation and inconsistent perceptions of the work climate. Therefore, this study is important to analyze the

influence of work climate and work ethic on teacher performance, with motivation as an intervening variable, in order to provide scientific and practical contributions to the development of school management.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of teacher success in achieving learning objectives, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is the real ability demonstrated in carrying out all of their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

1) Quantity of Work

Describes the amount of work completed in a given time.

2) Quality of Work

Refers to the quality of work results and compliance with specified standards.

3) Punctuality

Assess how quickly work is completed according to the predetermined schedule.

4) Attendance

Frequency of attendance and discipline in carrying out duties.

5) Cooperation Ability

Ability to collaborate with colleagues, principals, and other relevant parties.

Motivation

Understanding Motivation

Robbins & Judge (2022) define motivation as the process that initiates, directs, and maintains goal-oriented behavior in organizations. This definition focuses on the process components: what triggers (initiation), selects (direction), and maintains the intensity and persistence of work..

Motivation Indicators

Motivation Indicators According to Robbins & Judge (2022)

1) Goal Clarity

The extent to which a person understands and accepts the purpose of the job.

2) Expectancy

The belief that effort will result in good performance.

3) Instrumentality (Instrumentality)

The belief that performance will produce the desired results.

4) Valence

The value an individual places on an expected outcome.

5) Perceived Equity

Perceptions of fairness in reward and contribution systems.

6) Reinforcement

Response to rewards and punishments received.

7) Job Characteristics

Structural aspects of work that can increase intrinsic motivation.

Work ethic

Understanding Work Ethic

Sutrisno (2020) defines work ethic as a mental attitude that reflects a strong belief in the values of hard work, responsibility, discipline, and integrity in carrying out tasks. Work ethic determines the quality of a person's performance in an organization.

Work Ethic Indicator

Work Ethic Indicators According to Sutrisno (2020):

- 1) Discipline
 - Consistency in complying with rules and working hours.
 - Arrive on time and complete tasks as scheduled.
- 2) Responsibility
 - The ability to complete work well without being supervised.
 - Responsible for the results of the work done.
- 3) Hard Work
 - Willingness and perseverance in completing work despite facing challenges.
 - Don't give up or complain easily.
- 4) Honesty
 - Act and say the truth in carrying out work.
 - Do not abuse your position or authority.
- 5) Loyalty
 - Loyalty to the organization and commitment to duty.
 - It is not easy to turn to another organization because of personal interests.
- 6) Initiative and Creativity
 - Want to find your own solutions without always having to wait for orders from your superiors.
 - Able to suggest improvements and new ideas in work.
- 7) Cooperation
 - Able to work in a team, support each other among colleagues.
 - Prioritize common interests over personal ego.

Work Climate

Understanding Work Climate

Susanto & Rahmawati (2021) Work climate is defined as the psychological and social conditions in the work environment felt by employees, including aspects of fairness, superior support, communication, and togetherness in the organization.

Work Climate Indicators

Work climate indicators according to Susanto & Rahmawati (2021) are arranged based on the factors that influence them:

- 1) Leadership Style
- 2) Organizational Communication
- 3) Organizational structure
- 4) Reward System
- 5) Interpersonal Relationships in the Workplace
- 6) Physical Environmental Conditions

Conceptual Framework

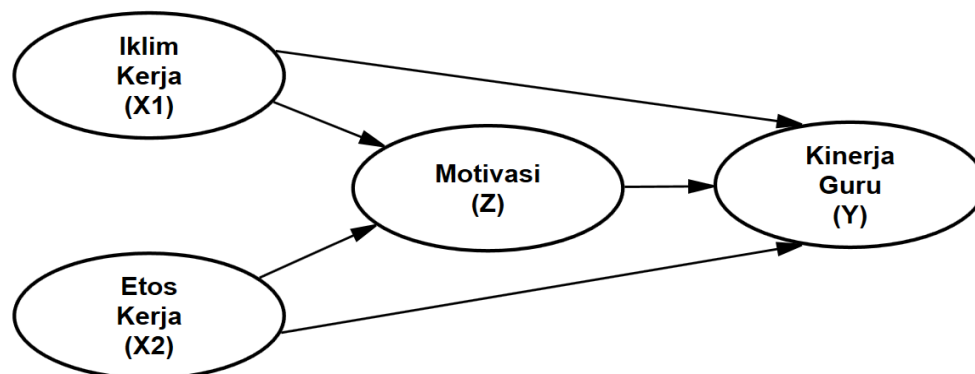


Figure 1. Conceptual Framework

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Research Hypothesis

- H1: The work climate has a positive and significant influence on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency..
- H2: Work climate has a positive and significant effect on motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
- H3: Work ethic has a positive and significant influence on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
- H4: Work ethic has a positive and significant effect on motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
- H5: Motivation has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
- H6: Work climate has a positive and significant effect on teacher performance through motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
- H7: Work ethic has a positive and significant effect on teacher performance through motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This quantitative research was conducted to create a study aimed at tailoring the research and analyzing the relationship between work climate and work ethic on teacher performance, with motivation as an intervening variable at SMP Negeri 1 Wih Pesam in Bener Meriah Regency.

Research Location and Research Time

The research location was SMP Negeri 1 Wih Pesam, located in Simpang Balek, Wih Pesam District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

Population and Sample

In this study, the population was 66 people, consisting of 52 ASN teachers and 14 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis muse *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Work ethic	Work Climate	Teacher Performance	Motivation
X1.1		0.822		
X1.2		0.792		
X1.3		0.821		
X1.4		0.800		
X2.1	0.852			
X2.2	0.890			
X2.3	0.885			
X2.4	0.842			
X2.5	0.903			
X2.6	0.801			
X2.7	0.820			

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	Work ethic	Work Climate	Teacher Performance	Motivation
Y.1			0.829	
Y.2			0.841	
Y.3			0.829	
Y.4			0.767	
Y.5			0.758	
Z.1				0.880
Z.2				0.878
Z.3				0.718
Z.4				0.797

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

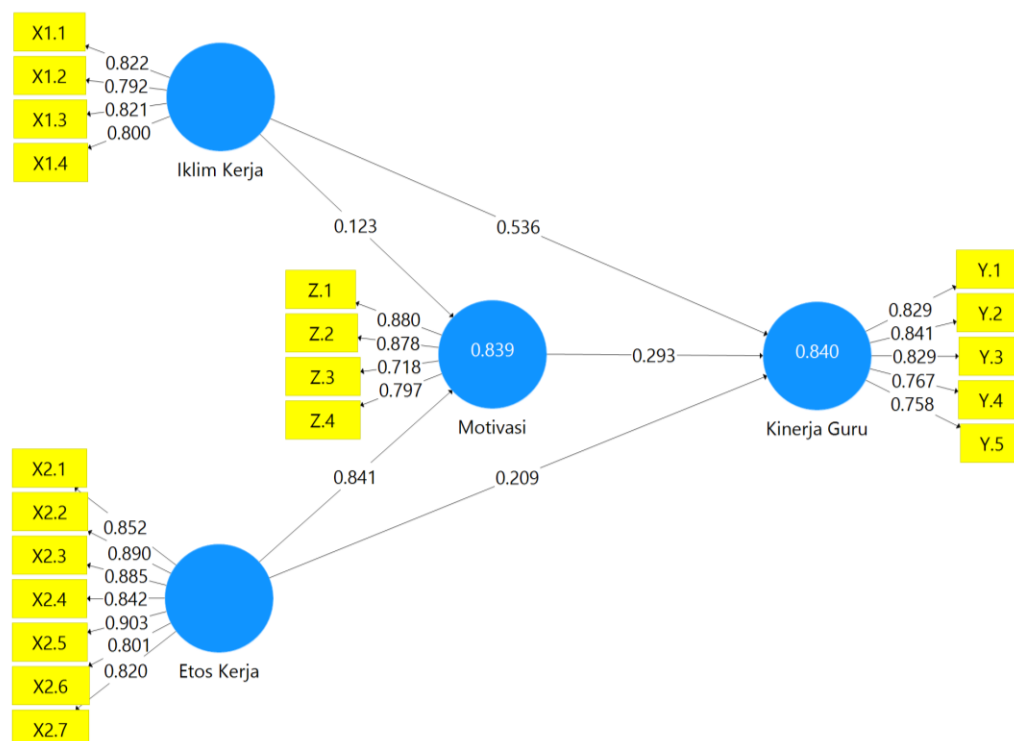


Figure 1. Outer Loadings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.123X_1 + 0.841Z + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.536X_1 + 0.209X_2 + 0.293Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Work ethic	0.939	0.941	0.951	0.734
Work Climate	0.824	0.826	0.883	0.654
Teacher Performance	0.864	0.864	0.902	0.649
Motivation	0.836	0.850	0.891	0.674

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Motivation	0.839	0.835
Teacher Performance	0.840	0.835

Source: Smart PLS, 2025

In table 3 there is an R square value for both dependent variables for the motivation variable there is an R square value of 0.839 meaning the influence of work climate and work ethic is 0.839 or 83.9% the rest is on other variables outside the model. The R square value of teacher performance is 0.840 meaning the work climate, work ethic and motivation are 0.840 or 84% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Work Climate -> Teacher Performance	0.536	7,258	0,000	Accepted
Work Climate -> Motivation	0.123	2,178	0.030	Accepted
Work Ethic -> Teacher Performance	0.209	1,762	0.079	Rejected
Work Ethic -> Motivation	0.841	14,283	0,000	Accepted
Motivation -> Teacher Performance	0.293	2,514	0.012	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

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1. Work climate has a positive and significant effect on teacher performance with a t-statistic value of 7.258 above 1.96 and a significance value of 0.000 below 0.05, meaning that work climate has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that work climate has a positive and significant effect on teacher performance (Noorhapizah et al, 2023).
2. Work climate has a positive and significant effect on motivation with a t-statistic value of 2.178, above 1.96, and a significance level of 0.030, below 0.05, indicating that work climate has a positive and significant effect on motivation, as the significance value is below 0.05. This finding aligns with previous research, which found that work climate has a positive and significant effect on employee motivation at the Department of Industry and Trade of Sumatra Province (Depri, 2022).
3. Work ethic has a positive but not significant effect on teacher performance with a t-statistic value of 1.762, below 1.96, and a significance level of 0.079, above 0.05, indicate that work ethic has a positive but insignificant effect on teacher performance, as the significance value is above 0.05. The results of this study are inconsistent with previous research, which found that work ethic has a positive and significant effect on teacher performance (Alfathan & Winata, 2021).
4. Work ethic has a positive and significant effect on motivation with a t-statistic value of 14.283, above 1.96, and a significance level of 0.000 below 0.05, indicating that work ethic has a positive and significant effect on motivation, as the significance value is below 0.05. This study's results align with research conducted by Lamere et al. (2021), which found that work ethic has a positive and significant effect on motivation.
5. Motivation has a positive and significant effect on teacher performance with a t-statistic value of 2.514 is above 1.96 and the significance value is 0.012, below 0.05. This means that motivation has a positive and significant effect on teacher performance, as the significance value is below 0.05. The results of this study are consistent with previous research that stated that motivation has a positive and significant effect on teacher performance (Rivai, 2021).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Work Climate -> Motivation -> Teacher Performance	0.036	1,524	0.128	Rejected
Work Ethic -> Motivation -> Teacher Performance	0.247	2,474	0.014	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. The work climate has a positive but not significant effect on teacher performance through motivation with a t-statistic value of 1.524 and a significance value of 0.128, indicating that motivation does not act as an intervening variable between work climate and teacher performance. The results of this study are inconsistent with the results of research conducted by Hapsari et al. (2023), which stated that work climate has a positive and significant effect on teacher performance through motivation at PT. Karimun Sembawang Shipyard.
2. Work ethic has a positive and significant influence on teacher performance through motivation with a t-statistic value of 2.474 and a significance value of 0.014, indicating that motivation acts as an intervening variable between work ethic and teacher performance. This research aligns with Lazuardi's (2024) research, which states that work ethic has a positive and significant effect on teacher performance through motivation.

CONCLUSION

1. The work climate has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
2. The work climate has a positive and significant effect on motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.

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3. Work ethic has a positive but not significant effect on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
4. Work ethic has a positive and significant influence on motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
5. Motivation has a positive and significant influence on teacher performance at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
6. The work climate has a positive but insignificant effect on teacher performance through motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.
7. Work ethic has a positive and significant influence on teacher performance through motivation at SMP Negeri 1 Wih Pesam, Bener Meriah Regency.

SUGGESTION

1. For the work climate variable, the indicator with the lowest score was the statement, "Important information is always conveyed clearly to teachers." Schools are advised to continue to maintain and improve the clarity and timeliness of conveying important information to teachers through effective and easily accessible communication channels.
2. Work ethic with the statement "I have new ideas to improve the teaching and learning process.". Schools are advised to provide space and support for teachers to develop and implement new ideas to improve the quality of the teaching and learning process, for example through learning innovation programs or forums for sharing good practices.
3. For the motivation variable, the statement "I feel more enthusiastic about working when I receive positive feedback from my superiors" is relevant. Schools are advised to increase the frequency of positive feedback and appreciation from superiors to teachers to motivate and boost work enthusiasm.
4. Teacher performance is reflected in the statement "I am able to work together with colleagues in completing school assignments." Schools are advised to continue encouraging and facilitating collaboration between teachers through collaborative activities, such as teaching teams, group discussions, or joint projects, to create synergy in completing school assignments.

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