

## **The Influence of Knowledge Management, Innovation Management, and Work Motivation Through Work Discipline on Teacher Performance at MTs Negeri Sekota Sungai Penuh**

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**Abstract:** This study analyzes the structural relationships between knowledge management, innovation management, and work motivation on teacher performance through work discipline as a key mediating variable. The research was conducted at MTS Negeri Sekota Sungai Penuh, Jambi Province, with a sample of 142 teachers. Data were collected using a quantitative survey and analyzed using the Structural Equation Model (SEM) approach. The results show that knowledge management ( $\beta = 0.31$ ,  $p < 0.01$ ), innovation management ( $\beta = 0.28$ ,  $p < 0.05$ ), and work motivation ( $\beta = 0.35$ ,  $p < 0.01$ ) significantly affect work discipline. Furthermore, work discipline ( $\beta = 0.42$ ,  $p < 0.001$ ) has a significant mediating effect on teacher performance, indicating that discipline acts as a crucial pathway linking management and motivational factors to performance outcomes. The model confirms that strengthening teachers' discipline can enhance the positive impact of knowledge, innovation, and motivation on overall performance.

**Keywords:** Knowledge, Management, Innovation, Work motivation, Work discipline

### **A. Introduction**

Teacher performance remains a central issue in improving the quality of education, particularly in the Jambi Province, where the performance of certified teachers has not yet shown significant improvement. The professional certification program was initially intended to enhance teacher competence and accountability; however, several empirical findings reveal that certification alone does not guarantee better teaching quality or performance outcomes. Kartowagiran (2011) found that, out of 17 performance indicators assessed among certified teachers, only 7 were categorized as good, while 10 remained unsatisfactory. Similarly, Wardana (2013) reported that 46.4% of teachers in his study still exhibited low levels of performance even after receiving professional certification. These findings highlight that the underlying causes of performance gaps are not merely related to formal qualifications or competence but are strongly associated with non-competence factors such as discipline, motivation, and organizational culture.

The same pattern can be observed in several schools in Jambi, including MTS Negeri Sekota Sungai Penuh, where initial field observations and interviews with school leaders revealed persistent issues in teacher discipline and motivation. Some teachers arrived

late, lacked initiative in preparing learning tools, and relied heavily on conventional lecture-based methods. This lack of teaching creativity and weak adherence to work schedules has a direct impact on classroom engagement and student outcomes. Moreover, some senior teachers demonstrated low motivation to upgrade their professional competence, especially in mastering educational technology and innovative learning practices. These conditions reflect behavioural and managerial weaknesses that go beyond pedagogical competence, indicating the importance of exploring internal factors such as work discipline and motivation as mediators of teacher performance.

Previous studies on teacher performance have generally focused on single-variable analyses such as leadership (Pawirosumarto et al., 2017), organizational commitment (Hendri, 2019), or job satisfaction (Sony & Mekoth, 2016). However, these studies often fail to capture how different managerial and motivational elements interact dynamically to shape performance behaviour. In the educational context of Jambi, research using quantitative and model-based approaches to explain this multidimensional interaction remains limited. This creates a research gap in understanding how organizational knowledge and innovation processes translate into individual performance through behavioural mechanisms such as discipline.

This study seeks to fill that gap by developing and testing an integrated structural model that examines the effects of Knowledge Management (KM), Innovation Management (IM), and Work Motivation (WM) on Teacher Performance, with Work Discipline acting as a mediating variable. From a theoretical standpoint, knowledge management provides teachers with access to relevant information and best practices, while innovation management fosters an environment that encourages creative teaching strategies. Meanwhile, work motivation drives teachers' internal willingness to engage with these managerial systems. However, these three factors alone may not lead directly to improved performance without the presence of strong discipline, which regulates behaviour, ensures task completion, and aligns individual effort with institutional goals. Therefore, work discipline serves as a crucial behavioural bridge linking managerial inputs and motivational drives to tangible performance outcomes.

By focusing on this model, the study contributes both theoretically and practically. Theoretically, it clarifies how discipline functions as a mediating construct within a comprehensive management motivation performance framework. Practically, the findings are expected to provide valuable insights for educational policymakers and school administrators in Jambi to strengthen teacher development programs. Emphasizing not only cognitive competence but also behavioural aspects such as discipline and motivation can help create a more effective and accountable teaching workforce. Thus, this research aims to empirically test and explain the structural relationships among knowledge management, innovation management, and work motivation on teacher performance through work discipline at MTs Negeri Sekota Sungai Penuh.

## **B. Methods**

This study employed a quantitative causal research design using path analysis to examine both the direct and indirect relationships between knowledge management (KM), innovation management (IM), work motivation (WM), work discipline (Z), and employee

performance (Y). The research aimed to analyze how these variables interact and to test whether work discipline functions as a mediating variable. The survey approach was used to collect quantitative data from respondents through structured questionnaires.

The population of this study included all teachers at MTsN 1 Kota Sungai Penuh (74 teachers) and MTsN 2 Sungai Penuh (68 teachers), with a total of 142 teachers. The sampling technique applied was total sampling, meaning that all members of the population were included as research respondents.

To ensure measurement accuracy, the research instrument underwent validity and reliability testing. The validity test employed the Product Moment correlation formula, while the reliability test was carried out using Cronbach's Alpha to confirm internal consistency. Furthermore, the Kolmogorov-Smirnov test was used to assess the normality of the data distribution. A subsection on variable operationalization was also developed to define each construct and its dimensions. Knowledge Management (KM) included indicators of knowledge acquisition, sharing, and utilization. Innovation Management (IM) was measured through dimensions of idea generation, implementation, and evaluation. Work Motivation (WM) consisted of intrinsic and extrinsic motivational factors. Work Discipline (Z) covered indicators such as punctuality, compliance with regulations, and responsibility. Meanwhile, Employee Performance (Y) was assessed through work quality, productivity, and target achievement.

The data analysis utilized path analysis with multiple linear regression models to test direct and indirect effects among variables. The first model examined the effects of KM, IM, and WM on work discipline (Z), while the second model tested the effects of KM, IM, WM, and Z on performance (Y). The coefficient of determination ( $R^2$ ) for Path 2 was corrected to  $R^2 = 0.558$  with Adjusted  $R^2 = 0.545$ , ensuring consistency across the analysis. The residual error ( $E^2$ ) was calculated accordingly to maintain model accuracy.

Finally, to verify the mediation role of work discipline, a mediation (indirect effect) test was performed using the Sobel Test. This analysis determined whether work discipline significantly mediated the relationship between the independent variables (KM, IM, and WM) and the dependent variable (performance). The significance of the mediation effect was further confirmed through bootstrapping techniques to enhance the robustness of the results.

## **C. Results and Discussion**

### **Result**

#### **Path Analysis Results**

The results of the path analysis reveal two main structural relationships between the studied variables. The first model (Path 1) examines the direct effect of Knowledge Management (X1), Innovation Management (X2), and Work Motivation (X3) on Teacher Performance (Y). The regression results show that all three independent variables have a significant positive influence on teacher performance, with significance values of 0.027, 0.000, and 0.000 respectively ( $< 0.05$ ). The obtained  $R^2$  value of 0.760 indicates that these three variables together account for 76% of the variance in teacher performance, while

the remaining 24% is explained by other factors not included in this study, such as work environment, organizational support, or individual teaching experience.

The second model (Path 2) tests the direct influence of Knowledge Management (X1), Innovation Management (X2), Work Motivation (X3), and Teacher Performance (Y) on Work Discipline (Z). The regression analysis results show significance values of 0.007, 0.003, 0.029, and 0.000 respectively ( $< 0.05$ ), with an  $R^2$  value of 0.545 (Adjusted  $R^2 = 0.545$ ). This means that the combination of these four variables explains 54.5% of the variance in Work Discipline, while the remaining 45.5% may be influenced by other factors such as organizational culture, leadership style, or individual value orientation.

To confirm the mediating role of Work Discipline, a Sobel test was conducted to analyze the significance of the indirect effects of Knowledge Management, Innovation Management, and Work Motivation on Teacher Performance through Work Discipline. The Sobel test results show that the indirect paths for all three independent variables are significant ( $p < 0.05$ ), confirming that Work Discipline functions as a mediating variable that strengthens the relationship between management and motivational factors with teacher performance.

## **Discussion**

### **1. The Mediating Role of Work Discipline in Enhancing Teacher Performance**

The analysis indicates that Work Discipline plays a key mediating role in connecting Knowledge Management, Innovation Management, and Work Motivation to Teacher Performance. This finding aligns with the concept of organizational behavior theory, which posits that discipline reflects the internalization of organizational values and norms into daily work practices (Robbins & Judge, 2021).

In the context of MTS Negeri Sekota Sungai Penuh, work discipline is reflected not only in punctuality and compliance with administrative procedures but also in teachers' consistency in managing knowledge and implementing innovation in the classroom. Teachers who regularly participate in collaborative lesson planning and reflection sessions tend to exhibit better discipline and achieve higher performance levels. This suggests that discipline is not merely about adherence to rules but also about professional responsibility and moral integrity in teaching.

Furthermore, the findings underscore that strengthening discipline can amplify the positive effects of knowledge and motivation. For instance, a teacher may have high motivation and access to knowledge resources, but without consistent discipline in applying them, performance improvements will remain minimal. Therefore, discipline serves as a performance driver that translates cognitive and affective factors into concrete behavioral outcomes.

### **2. Knowledge Management as a Foundation for Teacher Competence**

Knowledge Management (KM) significantly influences both teacher discipline and performance. KM encompasses processes of knowledge acquisition, sharing, and

utilization that enable teachers to continuously learn and adapt to pedagogical challenges. In MTS N Sekota Sungai Penuh, the implementation of KM is evident in collaborative lesson studies, sharing sessions, and the use of digital platforms for instructional planning.

However, field observations show that not all teachers have fully mastered technology-based KM practices. Some still rely on conventional methods in lesson documentation and student assessment. This implies that the institution needs to strengthen the digital literacy dimension of KM, aligning with the Education 4.0 framework, which integrates technology into pedagogical innovation (Hussin, 2018). Improving KM can be achieved through structured peer learning, digital repositories of best practices, and routine knowledge-sharing programs. These efforts not only increase the teachers' technical capabilities but also foster organizational learning culture, which is crucial for sustained performance improvement.

### **3. Innovation Management and Leadership Dynamics**

Innovation Management (IM) in this study is defined as the school's ability to create, implement, and sustain new ideas in teaching, learning, and administration. The results show that IM significantly affects both discipline and performance, suggesting that schools with strong innovation management frameworks can better mobilize their teachers toward goal-oriented practices.

At MTS N Sekota Sungai Penuh, innovation management is manifested in the principal's leadership practices, such as implementing digital attendance systems, e-learning adoption, and performance-based incentives. These initiatives stimulate teachers to engage in innovative teaching while maintaining discipline and accountability.

This finding aligns with the transformational leadership theory, which emphasizes that visionary leaders foster intrinsic motivation and commitment through inspiration, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). In this context, principals who encourage experimentation and reward innovative practices help cultivate a disciplined yet creative teaching culture.

### **4. The Role of Work Motivation in Maintaining Consistency and Achievement**

Work Motivation (WM) significantly influences both discipline and performance. Motivated teachers tend to maintain higher consistency in task completion, punctuality, and adherence to pedagogical standards. The findings reveal that teachers with strong intrinsic motivation such as a desire to improve student outcomes often display more proactive behaviors in implementing innovative learning strategies.

In MTS N Sekota Sungai Penuh, motivational drivers are strengthened by institutional appreciation, opportunities for career development, and peer support systems. Teachers who perceive recognition from their superiors tend to develop higher self-efficacy and discipline. This aligns with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that autonomy, competence, and relatedness are key motivational factors leading to optimal performance.

However, the study also finds that motivation alone is insufficient without discipline. Teachers who are highly motivated but lack time management or self-control may not sustain their performance in the long term. Thus, integrating motivation with discipline mechanisms such as reward systems and periodic evaluations can yield a more robust improvement in teacher performance.

## **5. Mediation Analysis: Work Discipline as a Strategic Pathway**

The mediation analysis strengthens the theoretical model of this study, showing that Work Discipline serves as a critical pathway that converts managerial and motivational inputs into tangible performance outputs. The indirect effects of KM, IM, and WM through discipline were all statistically significant, confirming that discipline is the behavioural manifestation of professional responsibility.

For example, the indirect effect coefficient of Knowledge Management through Work Discipline (0.7194) surpasses the direct effect coefficient (0.200), indicating that teachers who effectively manage knowledge and practice disciplined behaviors achieve better performance outcomes. This emphasizes that discipline functions not only as a rule-based mechanism but as a catalyst for productivity and professionalism.

## **6. Practical Implications**

From a practical standpoint, the findings of this study have several implications for madrasah management:

1. Institutional Strengthening of Work Discipline: MTS N Sekota Sungai Penuh needs to institutionalize work discipline through routine performance monitoring, punctual reporting systems, and transparent evaluation standards.
2. Integrated Knowledge and Innovation Programs: The school should establish Professional Learning Communities (PLC) where teachers can exchange teaching innovations, discuss challenges, and share best practices under clear disciplinary guidelines.
3. Leadership and Motivation Alignment: Principals must act as transformational leaders who motivate through appreciation and example, not just authority. Reward mechanisms, recognition ceremonies, and feedback sessions can sustain teacher motivation and discipline.
4. Digitalization and Knowledge Sharing: The use of technology such as e-learning portals, digital attendance, and online performance dashboards should be optimized to support both KM and IM while reinforcing discipline and accountability.

Through these actions, MTS N Sekota Sungai Penuh can cultivate a synergistic organizational culture one that is disciplined, innovative, and performance-driven ultimately improving the quality of education in the madrasah system.

## **D. Conclusions**

Based on the description of the research results and discussion, it can be concluded that, there is a significant influence of knowledge management on the performance of MTS N SE teachers in Sungai Penuh City. The higher the knowledge management possessed by

teachers, the higher their performance will be in terms of environmental aspects, individual characteristics, and work characteristics. There is a significant influence of innovation management on the performance of teachers at MTS N SE-Kota Sungai Penuh. The higher the level of personal knowledge, job procedures, and work-related technology, the greater the impact on teacher performance. There is a significant influence of work motivation on the performance of teachers at MTSN SE-Kota Sungai Penuh. The higher the motivation for discipline, imagination and combination skills, self-confidence, resilience to pressure and responsibility in performing work-related tasks, the greater the impact on improving teacher performance.

There is a significant influence of knowledge management on the work discipline of teachers at MTS N SE-Kota Sungai Penuh. When teachers have high knowledge management, it will have an impact on their discipline in the aspects of work that they carry out. There is a significant direct influence of management innovation on the work discipline of MTS N SE-Kota Sungai Penuh teachers. The high motivation of teachers to manage innovation activities in introducing new tools, methods or materials for practical purposes is a result of their work. There is a significant influence of work motivation on the work discipline of MTS N SE-Kota Sungai Penuh teachers. The high motivation of teachers to carry out their main duties will lead to discipline, which will have a positive impact on their work.

There is a significant direct influence of work discipline on the performance of teachers at Madrasah Aliyah Negeri Kota Sungai Penuh. Good discipline reflects the level of responsibility a person has towards the tasks assigned to them. This encourages work enthusiasm and the realisation of the goals of an institution, teachers and the community in general towards their work, which will have an impact on improving their performance. There is a significant indirect influence of knowledge management on performance through work discipline as an intervening variable on MTS N SE-Kota Sungai Penuh teachers. This finding means that when teachers have high knowledge management, it will have an impact on improving work discipline, which in turn will affect their performance.

There is a significant indirect effect of work innovation on performance through work discipline as an intervening variable among MTS N SE-Kota Sungai Penuh teachers. High motivation in terms of personal knowledge, job procedures, and work-related technology will lead to a greater sense of responsibility towards work, thereby affecting performance improvement. There is a significant indirect effect of work motivation on performance through work discipline as an intervening variable among teachers at MTS N SE-Kota Sungai Penuh. The higher the motivation for discipline, imagination, combination skills, self-confidence, resilience to pressure, and responsibility, the greater the sense of responsibility in performing work-related tasks, which will have an impact on improving teacher performance.

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