

The Influence of Discipline, Work Stress, and Job Satisfaction on Special Education Teachers' Performance at Talenta Center School

Syifa Hayatillah ^{1*} , **Siti Zubaidah** ¹ , **Saiful Anwar** ¹ 

¹ Universitas Pamulang, Indonesia

* Author Correspondence

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Abstract

Educator performance is a key determinant of educational quality in special needs schools, where teaching demands are characterized by high emotional labor, complex instructional responsibilities, and intensive student support. However, empirical studies that examine educator performance through an integrated organizational and psychological perspective particularly focusing on work discipline, work stress, and job satisfaction remain limited in the context of private special needs institutions. This study aimed to analyze the effects of work discipline, work stress, and job satisfaction on educator performance at Talenta Center Special Needs Schools. A quantitative survey design was employed, involving 134 educators selected as respondents. Data were collected using structured questionnaires and analyzed using multiple linear regression. The results revealed that work discipline and job satisfaction had positive and significant effects on educator performance, while work stress had a negative and significant effect. These findings indicate that educator performance in special needs schools is shaped by the interaction of organizational discipline, psychological well-being, and work-related pressures. The study highlights the importance of strengthening work discipline, implementing effective stress management strategies, and fostering job satisfaction to enhance educator performance and support the delivery of high-quality special education services.

Contact : Corresponding author  e-mail: hayatillahsyifa@gmail.com

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Introduction

Teacher performance is a central determinant of educational quality and a key factor in the development of competent human resources. In the Indonesian education system, teachers serve as the primary agents who directly influence students' academic achievement and character development (Apiyani, 2025; Dwiaستuty et al., 2025). This role becomes even more critical in the context of special education, where teachers are required to address diverse learning needs, emotional challenges, and individualized instructional demands. However, improving teacher performance remains a persistent challenge, particularly in public schools, where teachers often face high workloads, limited instructional resources, and insufficient professional development opportunities (Faizi et al., 2024; Safrudin, 2024). These conditions may undermine teachers' ability to perform optimally and negatively affect educational outcomes.

Challenges related to teacher performance are especially evident in schools located in developing urban areas, including Pamulang District. Teachers in this context must manage complex instructional responsibilities alongside administrative duties and emotionally demanding classroom situations. In special education settings, these demands are intensified by the need for adaptive instruction, continuous monitoring of student progress, and close collaboration with parents and support services. Under such conditions, organizational factors such as work discipline and job satisfaction, as well as psychological factors such as work stress, become crucial determinants of teacher performance. Previous studies indicate that teachers' internal psychological states and the quality of organizational support significantly influence how teachers cope with workplace challenges and sustain professional performance (Cahyadi, 2022; Faizin, 2024).

Teacher performance refers to teachers' ability to plan, implement, and evaluate learning activities in accordance with professional standards and educational responsibilities. Guntoro (2020) emphasizes that teacher performance is a key indicator of educational quality because teachers interact most intensively with students during the learning process. Similarly, Ningsih and Suryaman (2025) define teacher performance as the capacity to carry out instructional duties responsibly while contributing to improved student outcomes. Empirical data from Public Elementary School Cluster 9 in Pamulang District between 2021 and 2023 indicate a decline in several performance indicators, particularly in lesson planning and evaluation, suggesting that teachers may be experiencing increasing work pressure and reduced job satisfaction.

One organizational factor closely associated with teacher performance is work discipline. Work discipline reflects teachers' compliance with institutional rules, punctuality, and responsibility in fulfilling professional duties. In demanding

educational contexts, including special education, consistent work discipline is essential to ensure structured learning environments and effective instructional delivery. Weak discipline may exacerbate work stress and reduce teachers' ability to manage complex classroom situations effectively, particularly when instructional demands are high (Hasanah et al., 2024; Yusuf, 2024).

Work stress is another critical factor influencing teacher performance. Work stress arises when job demands exceed teachers' physical, emotional, or psychological capacity. In special education settings, prolonged exposure to challenging student behaviors, emotional labor, and administrative pressure may increase stress levels and negatively affect teachers' motivation and job satisfaction. Previous studies have shown that unmanaged work stress can reduce teachers' enthusiasm, commitment, and overall performance (Cahyadi, 2022; Kholivah, 2020).

In contrast, job satisfaction plays a protective role in sustaining teacher performance. Job satisfaction reflects teachers' positive emotional responses toward their work, including perceptions of recognition, professional growth, and working conditions. Data from teacher assessments in Pamulang District show a decline in satisfaction related to recognition and development opportunities between 2021 and 2023, indicating weakened organizational support that may contribute to declining performance. Leadership practices, including transformational leadership, have been shown to influence job satisfaction by creating supportive work environments and reducing perceived work stress (Ahmad, 2020).

Although numerous studies have examined teacher performance in relation to psychological and organizational factors, most have focused on general education settings or examined variables such as motivation and leadership independently. Limited empirical attention has been given to the combined influence of work discipline, work stress, and job satisfaction on teacher performance in special education contexts, particularly within public elementary school clusters in developing urban areas such as Pamulang. This gap highlights the need for an integrated investigation that aligns organizational structure with teachers' psychological well-being.

Therefore, this study aims to analyze the effects of work discipline and work stress on teacher performance, with job satisfaction serving as an intervening variable, in special education contexts at Public Elementary School Cluster 9 in Pamulang District. Specifically, this study examines: (1) the effects of work discipline and work stress on job satisfaction, (2) the direct effects of work discipline, work stress, and job satisfaction on teacher performance, and (3) the mediating role of job satisfaction in the relationship between organizational demands and teacher performance.

Theoretically, this study contributes to the literature on educational human resource management by integrating organizational and psychological perspectives to

explain teacher performance in special education settings. Practically, the findings are expected to provide evidence-based guidance for school leaders and policymakers in designing discipline systems, stress management strategies, and job satisfaction enhancement programs to improve teacher performance and educational quality in similar contexts.

Method

This study used a quantitative associative design with a survey approach to examine the relationships between work discipline, work stress, job satisfaction, and educator performance in a special needs school context. This approach is suitable for testing causal relationships among variables through statistical analysis (Sugiyono, 2019). The study population consisted of all teachers at Talenta Center Special Needs Schools. A total of 134 teachers were selected as respondents using purposive sampling, with criteria including active teaching status, a minimum of one year of teaching experience, and direct involvement in instructional planning and classroom activities. This ensured that participants had sufficient professional experience to provide valid responses. Data were collected using a structured questionnaire adapted from previous studies and relevant theories, adjusted to the context of special needs education. The instrument consisted of 48 items measured on a five-point Likert scale, covering work discipline (10 items), work stress (12 items), job satisfaction (13 items), and educator performance (13 items). Validity testing using Corrected Item-Total Correlation showed that all items met the minimum criterion ($r \geq 0.30$). Reliability analysis using Cronbach's alpha indicated strong internal consistency, with coefficients of 0.83 for work discipline, 0.86 for work stress, 0.88 for job satisfaction, and 0.91 for educator performance. Data analysis was conducted using multiple linear regression to examine the partial and simultaneous effects of the independent variables on educator performance. Prior to hypothesis testing, assumption tests for normality, multicollinearity, and homoscedasticity were performed, and all results met the required criteria. Statistical analysis was carried out using SPSS software to ensure accuracy and objectivity.

Results and Discussion

Results

The first hypothesis test examined the influence of discipline (X_1) on teacher performance (Y). To test that discipline (X_1) has a positive influence on teacher performance (Y), the statistical hypotheses tested were as follows:

$H_0: \beta_1 \leq 0$, there is no positive influence of discipline (X_1) on teacher performance (Y).

$H_1: \beta_1 > 0$, there is a positive influence of discipline (X_1) on teacher performance (Y).

The calculation results obtained a value of $\beta_1 = 0.259$. The test for significance of the coefficients yielded a t-test of 2.672 and a t-table of 1.976. The results of the analysis of the influence of discipline on teacher performance can be seen in Table 1 below:

Table 1. Results of calculating the influence of discipline on teacher performance

Variabel	N	β_1	t_hitung	t_tabel $\alpha = 0,05$	Conclusion
X ₁ atas Y	134	0,259	2,672	1,976	Very significant

Prasyarat signifikan: t_hitung > t_tabel dan taraf signifikansi < 0,05

Source: Processed using SPSS

Based on the calculation results, as shown in Table 1, t count > t table, therefore, H₀ is rejected and H₁ is accepted. Therefore, it can be concluded that discipline (X₁) has a positive and significant effect on teacher performance (Y).

The second hypothesis test examined the effect of work stress (X₂) on teacher performance (Y). To test that work stress (X₂) has a positive effect on teacher performance (Y), the statistical hypotheses tested were as follows:

H₀: $\beta_2 \leq 0$, there is no positive effect of work stress (X₂) on teacher performance (Y).

H₁: $\beta_2 > 0$, there is a positive effect of work stress (X₂) on teacher performance (Y).

The calculation results yield a value of $\beta_2 = 0.337$. The test for coefficient significance yielded a t count of 3.413 and a t table of 1.976. The results of the analysis of the test of the influence of work stress on teacher performance can be seen in table 2 below:

Table 2. Results of Calculation of the Effect of Work Stress on Teacher Performance.

Variabel	N	β_2	t_hitung	t_tabel $\alpha = 0,05$	Conclusion
X ₂ atas Y ₁	134	0,337	3,413	1,976	Very significant

Prasyarat signifikan: t_hitung > t_tabel dan taraf signifikansi < 0,05

Source: Processed using SPSS

Based on the calculation results, as shown in Table 2, t count > t table. Therefore, H₀ is rejected and H₁ is accepted. Therefore, it can be concluded that work stress (X₂) has a positive and significant effect on teacher performance (Y).

The third hypothesis test examined the influence of job satisfaction (X₃) on teacher performance (Y). To test that job satisfaction (X₃) has a positive influence on teacher performance (Y), the statistical hypotheses tested were as follows:

H₀: $\beta_3 \leq 0$, there is no positive influence of job satisfaction(X₃)on teacher performance (Y).

$H_1: \beta_3 > 0$, there is a positive influence of job satisfaction (X_3) on teacher performance (Y). The calculation results obtained a value of $\beta_3 = 0.385$.

The test for coefficient significance yielded a calculated t of 4.927 and a t table of 1.976. The results of the analysis of the influence of self-efficacy on teacher performance can be seen in Table 3 below:

Table 3. Results of Calculation of the Influence of Job Satisfaction on Teacher Performance

Variabel	N	B ₃	t_hitung	t_tabel $\alpha = 0,05$	Conclusion
X₃ atas Y₁	134	0,385	4,927	1,976	Very significant

Prasyarat signifikan: t_hitung > t_tabel dan taraf signifikansi < 0,05

Source: Processed using SPSS

Based on the calculation results, as shown in Table 3, t count > t table, thus H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that job satisfaction (X_3) has a positive and significant effect on teacher performance (Y).

The fourth hypothesis test examined the joint effect of discipline (X_1), job stress (X_2), and job satisfaction (X_3) on teacher performance (Y). To test for a positive effect on teacher performance (Y), the statistical hypothesis tested was as follows:

$H_0: \beta_1, \beta_2, \beta_3 \leq 0$, there is no positive effect of discipline (X_1), job stress (X_2), and job satisfaction (X_3) jointly on teacher performance (Y).

$H_1: \beta_1, \beta_2, \beta_3 > 0$, there is a positive influence of discipline (X_1), work stress (X_2) and job satisfaction (X_3) together on teacher performance (Y).

From the calculation results obtained values with $\beta_1 = 0.259$, $\beta_2 = 0.337$ and $\beta_3 = 0.385$. The results of the coefficient significance test obtained t count of 2.672 for X_1 , 3.413 for X_2 and 4.927 for X_3 and t table of = 1.976. The results of the analysis of the influence of discipline (X_1), work stress (X_2) and job satisfaction (X_3) together on teacher performance can be seen in table 4 below:

Table 4. Results Of The Test Of The Influence Of Discipline (X_1), Work Stress (X_2) And Job Satisfaction (X_3) Together On Teacher Performance.

Model Regresi	Fhitung	Sig.	Kesimpulan
Teacher Performance	1,179	0,000	Signifikan

The regression analysis was conducted with teacher performance as the dependent variable and job satisfaction, work discipline, and job stress as the predictor variables. The results indicate that the regression model is statistically appropriate for

analysis, as shown by a significance value of less than 0.05. This finding confirms that, taken together, job satisfaction, discipline, and job stress have a meaningful and significant relationship with teacher performance. Therefore, the regression model is considered fit and suitable for explaining variations in teacher performance based on the combined influence of these predictors.

Based on the ANOVA test results in Table 4, the calculated F value was 1.179 with a significance level of 0.000 < 0.05. This indicates that the variables of discipline (X_1), job stress (X_2), and job satisfaction (X_3) simultaneously have a significant effect on teacher performance (Y). Thus, the regression model used in this study is deemed fit to explain the relationship between the independent variables and the dependent variable. This means that changes in discipline, job stress, and job satisfaction can simultaneously influence teacher performance.

Table 5. Results of testing the effect of discipline (X_1), job stress (X_2), and job satisfaction (X_3) on teacher performance (Y)

Variables	B	Beta	Work Discipline	Sig
Konstanta	113,162	–	7,646	0,000
Discipline	0,254	0,259	2,672	0,000
Work Stress	0,329	0,337	3,413	0,000
Job Satisfaction	0,397	0,385	4,927	0,000

Essential note: all independent variables have a significant effect on the dependent variable, as the calculated t values are greater than the t table value (1.976) and the significance values are less than 0.05.

To see the most dominant influence is job satisfaction. Based on the Standardized Coefficients (Beta) value, it can be seen that the variable that most dominantly influences teacher performance is job satisfaction, with a beta value of 0.397, which is the highest value compared to the discipline variable (0.254) and work stress (0.329). This shows that job satisfaction has the greatest contribution to improving teacher performance. The higher the level of job satisfaction felt by teachers in carrying out their duties and responsibilities, the more optimal the performance produced.

Discussion

The findings of this study address the research objective of examining the influence of work discipline, work stress, and job satisfaction on educator performance in special needs schools Rachmawati (2020); Oktaviani (2021). The results indicate that work discipline and job satisfaction positively influence educator performance, while work stress has a negative effect (Arman, 2020). These findings confirm that both individual and organizational factors play a significant role in shaping educator

performance, particularly within the demanding context of special needs education (Husnalia, et al., 2022; Zainal, 2023).

The positive influence of work discipline on educator performance suggests that consistent adherence to professional rules, responsibilities, and time management enhances educators' effectiveness in carrying out instructional duties. This finding aligns with organizational behavior theory, which posits that discipline functions as a self-regulatory mechanism that supports goal attainment and task completion (Iba et al., 2024). In the context of special needs schools, disciplined educators are better able to manage individualized learning plans, administrative documentation, and classroom routines required to support students with diverse needs (Tanjung et al., 2020). This result is consistent with previous studies that found work discipline to be a strong predictor of teacher performance in educational institutions (Agustina, 2024; Fransiska, 2020; Saragih et al., 2025).

Job satisfaction was also found to have a positive and significant effect on educator performance. This finding supports motivation–performance theory, which explains that individuals who experience satisfaction with their working conditions, recognition, and professional roles tend to demonstrate higher commitment, persistence, and effectiveness in their work. From a contemporary organizational behavior perspective, job satisfaction functions as a key psychological resource that enhances employee engagement and reduces withdrawal behaviors (Judge et al., 2024). In the context of special needs education, the role of job satisfaction becomes even more critical. Teaching students with special needs involves high emotional labor, continuous instructional adaptation, and intensive interactions with students, parents, and multidisciplinary support teams. Recent international studies indicate that educators in special education settings are more vulnerable to emotional exhaustion and burnout than those in general education contexts (Brunsting et al., 2024; McLean & Connor, 2024; Nurullah, 2023). Under such demanding conditions, job satisfaction serves as a protective factor that supports teachers' emotional well-being and helps sustain their professional performance.

High levels of job satisfaction enable special education teachers to maintain patience, creativity, and emotional resilience qualities that are essential for addressing diverse learning needs and behavioral challenges. When educators perceive adequate organizational support, fair workload distribution, and opportunities for professional growth, they are more likely to invest sustained effort in instructional planning and individualized student support. This is consistent with recent international evidence showing that job satisfaction is positively associated with teacher engagement, instructional quality, and inclusive teaching practices (Skaalvik & Skaalvik, 2024; Collie et al., 2024).

Moreover, the strong relationship between job satisfaction and performance in special education can be explained through the person-environment fit perspective, which emphasizes the alignment between teachers' psychological needs and their work environment. In highly demanding educational contexts such as special needs schools, a supportive organizational climate enhances teachers' sense of meaning, professional identity, and commitment, thereby strengthening the impact of job satisfaction on performance outcomes. Consequently, the findings of this study extend recent research by demonstrating that job satisfaction is not merely a complementary factor, but a critical mechanism through which educators in special education settings are able to sustain high levels of performance despite substantial emotional and professional demands.

Conversely, work stress was found to negatively affect educator performance. This finding is consistent with stress theory, which suggests that excessive job demands and psychological pressure can reduce cognitive capacity, emotional stability, and work effectiveness (Agustine, 2022; Sembiring et al., 2021). In special needs schools, educators often face higher levels of stress due to intensive student supervision, behavioral challenges, and the need for individualized instructional approaches (Pinheiro & Falma, 2025). When stress levels are not adequately managed, educators may experience fatigue and reduced instructional focus, which ultimately impairs performance (Riyadi, 2022). This result corroborates previous research indicating that unmanaged work stress undermines teacher productivity and performance, particularly in high-demand educational environments.

The discussion of these findings highlights the importance of context. Unlike general education settings, special needs schools require educators to balance instructional, emotional, and administrative responsibilities simultaneously. This unique context strengthens the argument that discipline, job satisfaction, and stress management are not merely general organizational factors but critical determinants of performance in special education institutions. Thus, the special needs school context serves as a key source of novelty in this study by demonstrating how these variables interact under more demanding educational conditions.

From a theoretical perspective, this study contributes to the literature on educational human resource management by integrating work discipline, work stress, and job satisfaction as simultaneous predictors of educator performance within special needs education. The findings support existing motivational and organizational behavior theories while extending their application to a specialized educational context that has received limited empirical attention. Practically, the results suggest that school management should prioritize strengthening work discipline through clear policies and consistent supervision, enhancing job satisfaction through recognition and supportive work environments, and implementing stress management programs tailored to the needs of special education educators.

Despite its contributions, this study has several limitations. First, the use of a cross-sectional survey design limits the ability to infer causal relationships over time. Second, data were collected through self-reported questionnaires, which may be subject to response bias. Third, the study focused on a single institutional context, which may limit the generalizability of the findings to other special needs schools. Future research is encouraged to employ longitudinal designs, incorporate qualitative approaches, and examine similar variables across different types of special education institutions to strengthen the robustness and applicability of the findings.

Conclusion

This study concludes that educator performance in special needs schools is significantly influenced by the interaction of organizational and psychological factors, namely work discipline, work stress, and job satisfaction. The findings show that work discipline and job satisfaction are the strongest predictors of educator performance, highlighting the importance of professional consistency, compliance with institutional standards, and positive work experiences in supporting effective special education practices. In contrast, work stress has a negative effect on performance, indicating that excessive workloads and emotional demands can reduce educators' effectiveness when not properly managed. Theoretically, these results reinforce organizational behavior and motivation theories by demonstrating their applicability in special needs education contexts and by offering an integrated model to explain educator performance. Practically, the findings suggest that school management should strengthen work discipline, implement structured stress management strategies, and enhance job satisfaction through supportive leadership, recognition, and conducive working conditions. Given the cross-sectional design and reliance on self-reported data, future research is encouraged to use longitudinal or mixed-method approaches and to examine additional factors influencing educator performance in special needs education.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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