The Influence of Career Development and Work Discipline on Employee Performance through Work Motivation as an Intervening Variable at Institut Syekh Abdul Halim Hasan Binjai

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Abstract

This study aims to analyze the influence of career development and work discipline on employee performance, with work motivation serving as an intervening variable at Institut Syekh Abdul Halim Hasan Binjai, involving a total sample of 41 employees. The research employed a quantitative approach using Structural Equation Modeling (SEM) based on the Partial Least Square (PLS) method. The results revealed that career development had a positive and significant effect on employee performance, with a T-statistic value of 5.744 > 1.96 and a P-value of 0.000 < 0.05. However, work discipline did not exhibit a significant effect on performance (T-statistics = 0.839; P-value = 0.406). Furthermore, work motivation significantly affected performance but in a negative direction (T-statistics = 2.353; P-value = 0.023), suggesting an imbalance between employees' motivation levels and their workload. Mediation analysis indicated that career development did not significantly influence performance through work motivation, whereas employee engagement had a significant indirect effect on performance through motivation (T-statistics = 2.572; P-value = 0.014). Work discipline, on the other hand, showed no significant indirect effect via motivation. Overall, the findings emphasize that career development was dominant factor in enhancing performance, while work motivation acts as a limited mediator and work discipline does not substantially contribute to improving employee performance within the educational institution context.

Keywords: *Career Development; Work Discipline; Work Motivation; Employee Performance*

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Introduction

Human resources constitute the backbone of every organization, including educational institutions such as the Institut Syekh Abdul Halim Hasan Binjai. The success of institutional operations and the attainment of organizational goals depend heavily on the capacity, dedication, and performance of its workforce. Accordingly, organizations must ensure that their employees are not only technically competent in their respective fields but also disciplined, experienced, and high-performing. According to M. R. Hasibuan, effective human resource management involves the science and art of regulating labor relations and roles to ensure efficiency and effectiveness in achieving the objectives of the organization, its employees, and society at large [1] .

Employee performance reflects the accomplishments achieved in executing job functions over a defined period. An important determinant of performance is career development. For instance, [2] emphasize that poorly managed career development may reduce employee commitment and increase turnover intention. Recent studies in Indonesia also indicate that career development significantly influences employee performance [3] In addition, employees who possess emotional attachment to their work and organization tend to demonstrate higher performance outcomes—an observation supported by studies on employee engagement in various sectors [4]. Data from [5] showed that only around 31 % of employees globally feel truly engaged, enthusiastic, and energized by their jobs, suggesting that many organizations still need to strengthen their strategies around employee engagement.

In the context of higher-education institutions such as Institut Syekh Abdul Halim Hasan Binjai, work discipline plays a similarly crucial role. Discipline encompasses adherence to established rules, procedures and norms. High discipline fosters an orderly, attentive, and productive work environment. Concurrently, work motivation—both intrinsic and extrinsic—acts as a driving force that ignites enthusiasm, directs behaviour, and enhances the efforts of employees to contribute their best. Prior research has shown that work motivation can mediate the relationship between various human-resource variables and employee performance [6].

Within the operational context of Institut Syekh Abdul Halim Hasan Binjai, several challenges are discernible: low levels of work discipline (e.g., late arrivals), sub-optimal communication among staff, low employee engagement, an unsystematic career-development framework, and insufficient motivation levels. Consequently, this study aims to examine systematically the extent to which career development and work discipline influence employee performance, and to determine the mediating role of work motivation in those relationships.

Literature Review

2.1 Career Development

Career development represents a continuous and structured process through which employees enhance their knowledge, skills, and professional potential to achieve higher positions within the organization. As stated by [1], career development refers to systematic efforts to improve employees' technical, theoretical, conceptual, and moral competencies in line with the requirements of their roles through education and training programs.

Career development is a planned set of organizational initiatives aimed at helping employees reach their career aspirations according to their abilities and the opportunities provided by the organization [7].

According to [1] there are several essential indicators of career development: education, training, job rotation, promotion, and tenure. Education and training increase professional capacity and readiness for greater responsibility; job rotation and promotion foster employee recognition and career advancement; while tenure reflects the experience and continuity of service, which can influence career planning decisions. In organizational contexts such as

Institut Syekh Abdul Halim Hasan Binjai, career development is a strategic mechanism to build employee competence, satisfaction, and long-term organizational commitment.

2.2 Work Discipline

Work discipline is the foundation of employee behavior that ensures compliance with established rules, standards, and organizational values. According to [1], discipline is the individual's awareness and willingness to follow institutional regulations and fulfill their duties responsibly. Employees who exhibit high discipline demonstrate strong integrity, consistency, and accountability in carrying out their tasks.

According to [1] there are several indicators of work discipline such as punctuality, adherence to organizational rules, task responsibility, and obedience to supervisors' directives. Consistent discipline fosters an orderly and efficient work atmosphere that supports organizational productivity.

Within the environment of Institut Syekh Abdul Halim Hasan Binjai, fostering work discipline is particularly crucial for achieving professional behavior among administrative and academic staff, thereby improving institutional performance.

2.3 Work Motivation

Work motivation serves as an internal psychological drive that encourages employees to perform their duties with energy, persistence, and commitment toward achieving organizational objectives. [8] defines work motivation as both an intrinsic and extrinsic force that stimulates enthusiasm and directs behavior toward success. Similarly, [9] describe motivation as an energizing factor that moves individuals to act, while [8] conceptualize it as a psychological mechanism that governs voluntary actions aimed at goal attainment.

According to [8] , six key indicators of work motivation include enthusiasm, discipline, responsibility, teamwork, persistence, and achievement orientation. Employees with strong motivation tend to display positive attitudes, resilience, and initiative in completing their tasks.

In this study, motivation is positioned as a mediating variable that connects career development and work discipline with employee performance, as it channels employees' capabilities and behaviors toward productive outcomes.

2.4 Employee Performance

Employee performance denotes the results achieved by individuals in fulfilling their job responsibilities according to established criteria. [10] defines performance as the quality and quantity of work accomplished by an employee, reflecting their competence, commitment, and accountability within a given timeframe. Performance assessment provides a measure of how effectively employees contribute to organizational goals.

The four major indicators of performance as outlined by [10] include work quality, work quantity, timeliness, and work commitment. These dimensions collectively illustrate the degree of employee effectiveness and reliability in the workplace.

For institutions such as Institut Syekh Abdul Halim Hasan Binjai, improving employee performance requires an integrated strategy one that aligns career development programs and disciplinary enforcement with strong motivational frameworks to achieve optimal productivity and institutional excellence.

2.5 Conceptual Framework

Drawing upon the theoretical foundations discussed earlier, this research posits that career development and work discipline exert both direct and indirect influences on employee performance, wherein work motivation functions as a mediating (intervening) variable. The conceptual interconnections among these constructs are illustrated in the following framework.

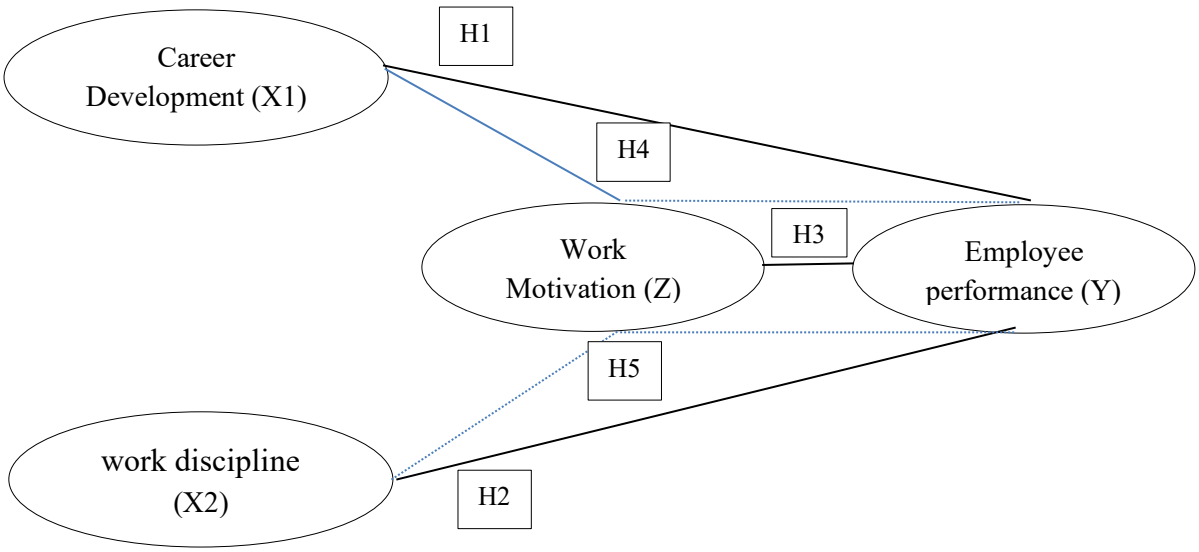


Figure 1. Conceptual Framework

2.6 Hypotheses

In research, hypotheses are formulated based on the identified problems and objectives of the study. They function as tentative statements or assumptions that guide the investigation and provide a basis for empirical testing. As noted by [11], a hypothesis serves as a provisional explanation designed to help researchers explore and verify relationships among variables in the field.

Accordingly, based on the variables examined in this study, the hypotheses are formulated as follows:

H1 : Career development is proposed to have a positive and significant effect on employee performance.

H2 : Work discipline is proposed to have a positive and significant effect on employee performance.

H3 : Work motivation is proposed to have a positive and significant effect on employee performance.

H4 : Career development is proposed to have a positive and significant effect on employee performance through work motivation.

H5 : Work discipline is proposed to have a positive and significant effect on employeeperformance through work motivation.

Research Methodology

3.1 Type of Research

This study adopts a quantitative associative approach, designed to analyze the relationships and causal influences among multiple variables. Quantitative associative research allows for objective measurement of how one variable affects another within a defined population framework [12]. In this study, career development (X_1) and work discipline (X_2) act as exogenous variables, employee performance (Y) serves as the endogenous variable, while work motivation (Z) functions as an intervening variable that mediates the relationship between the independent and dependent constructs.

3.2 Research Location and Duration

The research was conducted at Institut Syekh Abdul Halim Hasan Binjai, an academic institution located in Binjai, Indonesia. The data collection process and analysis were carried out from October to December 2025, covering both administrative and academic staff.

3.3 Population and Sample

A population refers to the entire group of elements or individuals possessing specific characteristics relevant to the research problem [12]. The population in this study comprises all 41 employees working at Institut Syekh Abdul Halim Hasan Binjai. Given the relatively small population size, this study employed a saturated sampling technique, in which the entire population is used as the sample to ensure comprehensive and accurate data representation [12]. Therefore, all 41 employees were included as respondents. Primary data were collected using a structured questionnaire distributed to all employees across departments, while secondary data were obtained from institutional records and documentation.

3.4 Data Analysis Technique

The data were analyzed using a quantitative approach through the Structural Equation Modeling (SEM) method with the Partial Least Squares (PLS) approach. The analysis was performed using SmartPLS version 3.0, a statistical software designed to estimate complex causal relationships among latent variables [12].

3.5 Feasibility Testing

The testing procedures conducted in this research include:

1. Outer Model Evaluation, to assess the validity and reliability of the measurement model using the outer loading, composite reliability, and average variance extracted (AVE) criteria.
2. Inner Model Evaluation (Structural Model Testing), which examines the coefficient of determination (R^2) to determine how much variance in the dependent variable can be explained by the independent variables. The R^2 value ranges between 0 and 1, where higher values indicate stronger explanatory power [13].
3. Goodness-of-Fit Test, used to assess how well the empirical data fit the proposed theoretical model [14].
4. Hypothesis Testing (Path Coefficient and T-Statistic Test), performed to evaluate both direct and indirect relationships between variables. A relationship is considered significant when the t-statistic > 1.96 and the p-value < 0.05, indicating a confidence level of 95% [14].

Results

4.1 Outer Model Analysis

The testing of the outer model in this study was carried out using the algorithm analysis feature in SmartPLS version 3.0. This procedure aimed to obtain outer loading values that satisfy both validity and reliability criteria.

1) The Result of Convergent Validity

Convergent validity in a reflective measurement model can be determined by examining the correlation between each indicator's score and its corresponding construct score. Indicators are considered valid if they have an individual correlation value greater than 0.70. However, in exploratory research, indicators with loading values between 0.50 and 0.60 are still considered acceptable [15].

Based on the results of the outer loading analysis, it was found that several indicators had loading values below 0.60 and were statistically insignificant. The detailed results of the outer loading values are presented in the following table.

Tabel 1. *Outer Loading*

Indicators	*Outer Loading*	Description
Creer Development (X1)		
PK_1	0,879	Valid
PK_2	0,938	Valid
PK_3	0,865	Valid
PK_4	0,887	Valid
PK_5	0,889	Valid
Work Discipline (X2)		
DK_1	0,968	Valid
DK_2	0,945	Valid
DK_3	0,885	Valid
DK_4	0,939	Valid
Work Motivation (Z)		
MTK_1	0,922	Valid
MTK_2	0,854	Valid
MTK_3	0,846	Valid
MTK_4	0,865	Valid
MTK_5	0,795	Valid
MTK_6	0,860	Valid
Employee Performance (Y)		
KPK_1	0,894	Valid
KPK_2	0,926	Valid
KPK_3	0,922	Valid
KPK_4	0,941	Valid

Source : Output Smart PLS, 2025

Based on the data presented in Table 1, it can be observed that all indicator items demonstrate outer loading values exceeding 0.60, which indicates acceptable convergent validity. As explained by [15], indicators with loading values greater than 0.60 are considered valid because they show that the latent construct can explain more than 60% of the variance in the indicator.

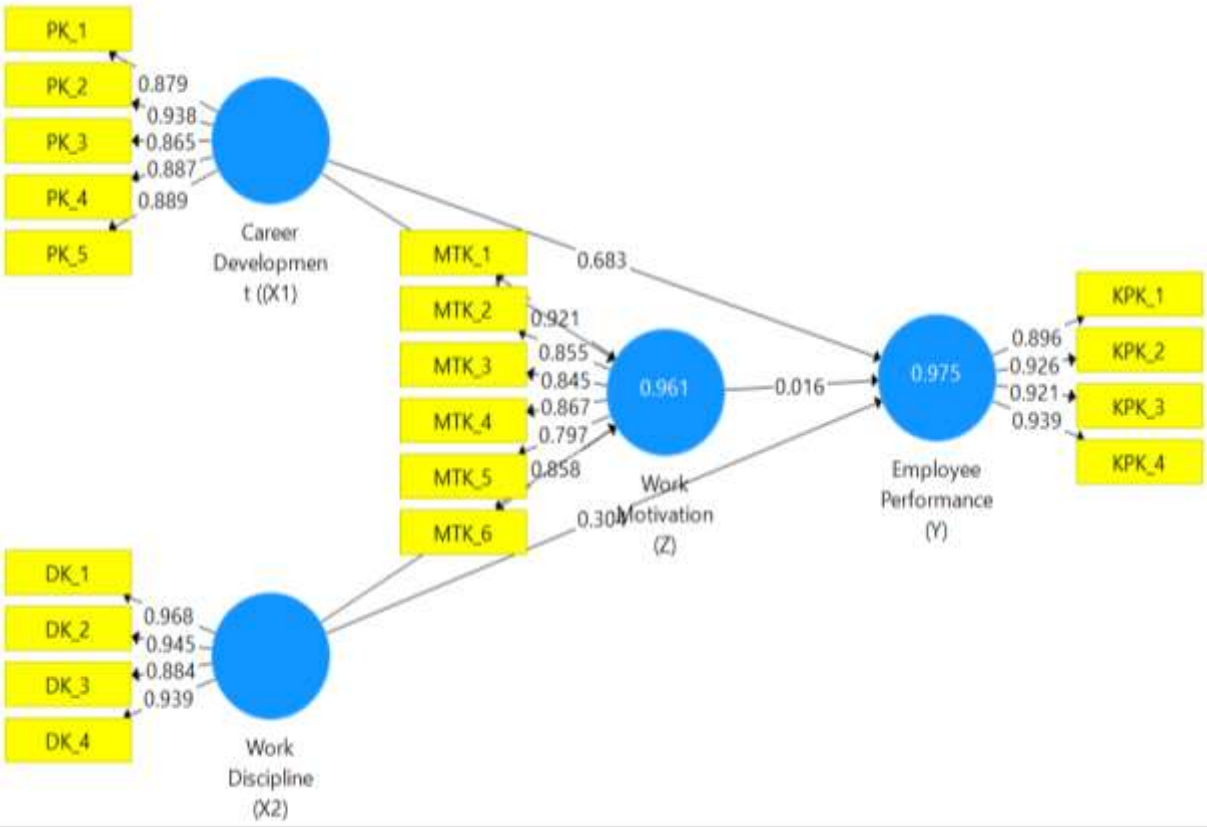
For the Career Development (X1) construct, the loading coefficients range between 0.865 and 0.938, meaning that all five items significantly represent the concept of career development and are valid indicators.

In the Work Discipline (X2) construct, all indicators have loading values from 0.885 to 0.968, reflecting very strong validity and consistency in measuring employee discipline.

The Work Motivation (Z) construct shows loading values ranging from 0.795 to 0.922, demonstrating that all six indicators are reliable and valid in capturing aspects of employee motivation.

For the Employee Performance (Y) construct, outer loading values vary between 0.894 and 0.941, confirming that the four indicators are robust and accurately describe employee performance levels.

Overall, the results indicate that every indicator in this study fulfills the convergent validity requirement, with all outer loading values surpassing the minimum criterion of 0.60. Thus, the indicators can be confidently used to represent their respective latent variables in the subsequent structural model analysis. The visualization of the outer loading results can be seen in the following structural model diagram.



2) The Results of Discriminat Validity Testing

The subsequent stage involves discriminant validity testing, which is conducted to evaluate whether each reflective indicator accurately measures its intended construct. This assessment is based on the principle that an indicator should display a stronger correlation with its associated construct compared to its correlation with other constructs. In other words, each indicator must distinctly represent the variable it is designed to measure.

Table 2. The Result of Discriminant Validity Testing

Indicators	Career Development ((X1)	Employee Performance (Y)	Work Discipline (X2)	Work Motivation (Z)
DK_1	0,890	0,896	**0,968**	0,897
DK_2	0,840	0,883	**0,945**	0,858
DK_3	0,861	0,921	**0,884**	0,904
DK_4	0,887	0,862	**0,939**	0,867
KPK_1	0,890	**0,896**	0,968	0,897
KPK_2	0,938	**0,926**	0,842	0,885
KPK_3	0,861	**0,921**	0,884	0,904
KPK_4	0,921	**0,939**	0,818	0,880
MTK_1	0,852	0,887	0,873	**0,921**
MTK_2	0,884	0,857	0,744	**0,855**
MTK_3	0,780	0,810	0,852	**0,845**
MTK_4	0,887	0,862	0,939	**0,867**
MTK_5	0,836	0,782	0,669	**0,797**
MTK_6	0,772	0,777	0,768	**0,858**
PK_1	**0,879**	0,914	0,891	0,930
PK_2	**0,938**	0,926	0,842	0,885

PK_3	**0,865**	0,805	0,708	0,806
PK_4	**0,887**	0,862	0,939	0,867
PK_5	**0,889**	0,858	0,761	0,854

Source: Output Smart PLS, 2025

Based on Table 2, it can be observed that each indicator exhibits a higher correlation value (cross-loading) with its respective construct than with other constructs, which indicates that discriminant validity has been achieved.

For the Work Discipline (X2) variable, indicators show strong correlations with their construct, with cross-loading values ranging from 0.884 to 0.968, all of which are higher compared to their correlations with other variables. This suggests that each indicator reliably represents the work discipline construct.

Similarly, the Career Development (X1) indicators demonstrate cross-loading values between 0.865 and 0.938, confirming that these items have a stronger relationship with the career development construct than with any other latent variable.

The Work Motivation (Z) variable also displays good discriminant validity, with indicator values ranging from 0.797 to 0.921, showing that each indicator consistently aligns more closely with its own construct than with others.

Finally, the Employee Performance (Y) indicators record cross-loading values between 0.896 and 0.941, signifying that these indicators accurately measure the employee performance construct and are distinct from other variables.

Overall, these results confirm that all constructs in this model meet the discriminant validity criteria, as each indicator correlates more strongly with its respective construct than with any other latent variable. This implies that the measurement model used in this study is both valid and capable of distinguishing between the different constructs analyzed.

3) The Result of Composite reliability Test

The next stage of testing involves determining the reliability values through composite reliability for the blocks of indicators that measure each construct. A construct is considered reliable if its composite reliability value exceeds 0.60.

In addition to composite reliability, the reliability of a construct can also be assessed using the Cronbach's alpha coefficient derived from the same block of indicators. A construct is deemed reliable when its Cronbach's alpha value is greater than 0.70.

The following table presents the reliability values for each construct variable, generated from the SmartPLS output.

Table 3. *Construct Reliability and Validity*

Indicators	Cronbach's Alpha	Reliability Composit	Average Variance Extracted (AVE)
Career Development (X1)	0,936	0,951	0,795
Work Discipline (X2)	0,951	0,965	0,873
Work Motivation (Z)	0,928	0,943	0,736
Employee Performance (Y)	0,940	0,957	0,848

Source: *Output Smart PLS,* 2024

Based on Table 3, it can be seen that the AVE values for each tested variable are greater than 0.50, indicating that all variables in this study meet the convergent validity criteria. To assess reliability

in this study, composite reliability values were used. The acceptable threshold for reliability is greater than 0.70. Based on this criterion, all variables in this study have composite reliability values exceeding 0.70, indicating that all tested variables satisfy the construct reliability requirements.

4.2 Structural Model Evaluation (Inner Model)

The evaluation of the **structural model (inner model)** aims to verify the strength and accuracy of the relationships established within the research framework. This stage ensures that the model can effectively represent the interactions among the studied variables.

1. Coefficient of Determination (R^2) Test

Several indicators are employed in assessing the structural model, one of which is the Coefficient of Determination (R^2). The R^2 value measures how much variation in the dependent latent variable can be explained by the independent latent variables included in the model. In other words, it indicates the explanatory power of the model.

Table 4. R Square Result Testing

Variabel	R Square	Adjusted R Square
Employee Performance (Y)	0,990	0,988
Work Motivation (Z)	0,980	0,979

Source: *Output Smart PLS,* 2025

Based on Table 4, the adjusted R^2 value for the Work Motivation (Z) variable is 0.979 or 97.9%, indicating that career development and work discipline collectively have a very strong influence on work motivation. This means that improvements in these three factors are likely to significantly enhance employees' motivational levels. In other words, 98.0% of the variance in work motivation can be explained by career development and work discipline, while the remaining 2.0% is influenced by other factors not included in this study.

Similarly, for the Employee Performance (Y) variable, the adjusted R^2 value of 0.988 or 98.8% demonstrates that career development and work discipline have a substantial effect on employee performance. This finding implies that when these variables are optimized, they can lead to notable improvements in overall performance outcomes.

Moreover, the R^2 value for Employee Performance is 0.990 or 99.0%, suggesting that nearly all variations in employee performance are accounted for by career development and work discipline, with only 1.0% influenced by other unexamined variables.

2. The Result of Goodness of -Fit Test

The Goodness-of-Fit (GoF) test is a statistical method used to evaluate how well a model or statistical distribution fits the observed data. The purpose of the GoF test is to determine the extent to which the observed data align with the theoretical distribution assumed by the model or hypothesis.

In PLS-SEM, the goodness-of-fit of a model can be assessed by examining the Normed Fit Index (NFI). A model is considered better fitting (good fit) when the NFI value is greater than the SRMR and approaches 1.

Table 5. Model Fit

	Saturated Model	Estimated Model
SRMR	0,082	0,082
d_ULS	3,143	3,143
d_G	3.264	3.264
Chi-Square	459.517	459.517
NFI	0.603	0,603

Source: Output Smart PLS, 2025

Based on Table 5, the NFI value is 0.603, which is greater than 0.082, indicating that the model in this study demonstrates a satisfactory goodness-of-fit and is suitable for testing the research hypotheses.

4.3 Hypothesis Testing Results

After analyzing the inner model, the next step is to evaluate the relationships among the latent constructs to address the research hypotheses. Hypothesis testing in this study was conducted by examining the T-Statistics and P-Values. A hypothesis is considered accepted if the T-Statistics > 1.96 and P-Values < 0.05. The following table presents the path coefficients for the direct effects among variables:

Table 6. *Path Coefficients* (Direct Effects)

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Description
Career development (X1) -> Employee Performance (Y)	0,881	0,846	0,153	5,744	0,000	**Accepted**
Work Discipline (X2) -> Employee Performance (Y)	0,042	0,035	0,050	0,839	0,406	**Rejected**
Work Motivation (Z) -> Employee Performance (Y)	-0,623	-0,550	0,265	2,353	0,023	**Accepted**

Source: Output Smart PLS, 2023

Based on Table 6, the results of the *path coefficients* analysis indicate that career development (X1) has a positive and significant effect on employee performance (Y), with a *T-statistics* value of 5.744 > 1.96 and a *P-value* of 0.000 < 0.05. This finding suggests that the better the career development system implemented by the organization, the higher the level of employee performance. Therefore, the hypothesis stating that *career development has a positive and significant effect on employee performance* is accepted. This finding is consistent with the study by [16], which demonstrated that career development practices significantly enhance employee performance in Nigeria. It suggests that when organizations systematically provide education, training, rotation, promotion, and tenure recognition, employees become more capable and motivated to contribute optimally. Within the context of an organization such as Institut Syekh Abdul Halim Hasan Binjai, this result affirms that career development strategies should be regarded as a managerial priority for improving employee performance.

In contrast, work discipline (X2) demonstrates a positive but insignificant effect on employee performance (Y), with a *T-statistics* value of 0.839 < 1.96 and a *P-value* of 0.406 > 0.05. This indicates that the level of work discipline does not have a meaningful direct impact on improving employee performance. Hence, the hypothesis stating that *work discipline has a positive and significant effect on employee performance* is rejected.

Meanwhile, work motivation (Z) showed a negative yet significant effect on employee performance (Y), with a *T-statistics* value of 2.353 > 1.96 and a *P-value* of 0.023 < 0.05. Although the direction of the effect is negative, the relationship remains statistically significant. This condition may be explained by external factors that influence the relationship between motivation and performance—such as high workload or institutional pressure that may lead to increased motivation but not necessarily result in optimal performance. Therefore, the hypothesis stating that work motivation has a significant effect on employee performance is accepted, albeit with a negative direction of influence.

Overall, these findings reveal that career development is the primary factors that significantly enhance employee performance. In contrast, work discipline does not exert a direct effect, while work motivation has a significant but negative influence. This implies that within the context of Institut Syekh Abdul Halim Hasan Binjai, efforts to improve employee performance would be more effective if focused on strengthening career development programs.

To further examine the indirect effects, specifically the mediating role of work motivation in the relationship between career development and work discipline, and employee performance, the results are presented in the following table.

Tabel 7. Indirect Effect (Pengaruh Tidak Langsung)

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Description
Career Development (X1) -> Work Motivation (Z) -> Employee Performance (Y)	-0,316	-0,293	0,176	1,791	0,081	**Rejected**
Work Discipline (X2) -> Work Motivation (Z) -> Employee Performance (Y)	0,041	0,034	0,049	0,838	0,407	Rejected

Source: Output Smart PLS, 2025

Based on the data presented in Table 7, it can be explained that there are variations in the indirect effects of the exogenous variables on employee performance through the mediating variable of work motivation. First, career development (X1) shows an insignificant indirect effect on employee performance (Y) through work motivation (Z), with a *T-statistics* value of 1.791 < 1.96 and a *P-value* of 0.081 > 0.05. The negative *Original Sample* value of –0.316 indicates that the relationship is negative, but not statistically significant. This suggests that improvements in career development have not been sufficient to enhance work motivation that would, in turn, improve employee performance. Therefore, the hypothesis stating that *career development has an indirect effect on employee performance through work motivation* is rejected.

Second work discipline (X3) shows an insignificant indirect effect also on employee performance (Y) through work motivation (Z), with a *T-statistics* value of 0.838 < 1.96 and a *P-value* of 0.407 > 0.05. The *Original Sample* value of 0.041 indicates a very weak and statistically insignificant effect. This finding suggests that work motivation does not mediate the relationship between work discipline and employee performance. Therefore, the hypothesis stating that *work discipline has an indirect effect on employee performance through work motivation* is rejected.

Overall, the findings indicate that work motivation (Z) serves that work motivation does not mediate the relationships between career development (X1) or work discipline (X2) and employee performance (Y).

These results suggest that, within the context of Institut Syekh Abdul Halim Hasan Binjai, employees' emotional attachment and commitment to the organization play a crucial role in shaping their motivation and performance, even though the relationship may be complex and influenced by internal organizational factors such as workload, leadership style, and institutional culture.

However, an interesting finding emerges regarding the work discipline variable (X2), which in this study does not have a significant direct effect on employee performance ($\beta = 0.042$; $t = 0.839$; $p = 0.406$). Although work discipline is often regarded in the literature as a fundamental determinant of performance [17], the current result suggests that improving discipline alonewithout complementary factors such as motivation or engagement not be sufficient to directly enhance performance within this organization.

Conclusion

Based on the results of the structural model (inner model) analysis and the subsequent discussion, several key conclusions can be drawn as follows:

1. Career development has a positive and significant effect on employee performance.
   The results show a T-statistic value of 5.744 > 1.96 and a P-value of 0.000 < 0.05, indicating that the hypothesis is accepted. This means that the better the career development system provided by the institution, the higher the resulting employee performance. This underscores the importance of providing opportunities for self-development, job promotion, and continuous training to enhance employee performance.
2. Work discipline does not have a significant effect on employee performance.
   The analysis yields a T-statistic value of 0.839 < 1.96 and a P-value of 0.406 > 0.05, meaning that work discipline does not directly influence employee performance improvement. Thus, the application of normative discipline alone may not increase productivity without the support of motivation, effective leadership, and a positive work environment.
3. Work motivation has a significant but negative effect on employee performance.
   With a T-statistic of 2.353 > 1.96 and a P-value of 0.023 < 0.05, motivation significantly influences performance; however, the direction of the effect is negative (Original Sample = –0.623). This suggests that in this context, higher work motivation does not necessarily lead to better performance, possibly due to work pressure or an imbalance between effort and reward.
4. Career development does not significantly affect employee performance through work motivation as a mediating variable.
   The indirect effect analysis shows a T-statistic of 1.791 < 1.96 and a P-value of 0.081 > 0.05, indicating that work motivation does not significantly mediate the relationship between career development and employee performance. Career development directly affects performance without requiring mediation by motivation.
5. Work discipline does not significantly affect employee performance through work motivation.
   The results show a T-statistic of 0.838 < 1.96 and a P-value of 0.407 > 0.05, meaning that the hypothesis is rejected. Thus, work motivation cannot act as a mediating variable between discipline and performance. Discipline remains more regulatory than motivational in this organizational context.

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