



The influence of work discipline and organizational culture on the performance of elementary school teachers in Gaung Anak Serka district

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Article info	Abstract
Keywords: work discipline, organizational culture, teacher performance	This research aims to provide valuable insights for educational policymakers, school principals, and teachers. A deeper understanding of how work discipline and organizational culture influence teacher performance can help direct improvement efforts toward enhancing educational quality. This study examines the effect of work discipline and organizational culture on teacher performance in Gaung Anak Serka district, Indragiri Hilir regency. The research population consisted of 91 teachers, with a randomly selected sample of 75 respondents, determined using Taro Yamane's formula. The data collection process utilized questionnaires measured with a Likert scale. The research employed a descriptive analysis technique, followed by inferential statistical analysis, which included analysis requirement tests and statistical hypothesis testing. The findings demonstrate that work discipline and organizational culture significantly impact teacher performance individually and collectively. Teachers with high work discipline exhibit greater efficiency, responsibility, and commitment to their professional duties. A strong organizational culture fosters a supportive work environment, collaboration, and motivation among teachers, leading to improved performance. The study concludes that enhancing work discipline and cultivating a positive organizational culture are essential strategies for improving teacher effectiveness. These findings highlight the importance of school leadership in fostering these factors to achieve better educational outcomes.

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1. Introduction

Education is one of the key aspects of a country's development. Elementary schools are crucial in shaping children's character and providing a strong educational foundation. Behind the success of learning in SDNs, teacher performance is one of the main factors determining this success. Teacher performance is influenced not only by individual abilities but also by other factors, such as work discipline and the organizational culture present in the school.

Work discipline relates to an individual's obedience, responsibility, and commitment to their job (Susilo, 2018). High work discipline can positively impact teacher performance because disciplined teachers tend to have good attendance, better lesson preparation, and carry out their duties with complete dedication. On the other hand, low work discipline can hinder teacher performance and negatively affect the learning process.

Additionally, organizational culture also plays a vital role in shaping teacher performance. Organizational culture includes members' norms, values, and behaviours (Robbins, 2017). An organizational culture that supports innovation, collaboration, and mutual support among teachers can enhance teacher performance. Conversely, an unhealthy organizational culture, such as internal conflicts or mistrust among team members, can damage teacher performance (Wibowo, 2017).

Previous studies have revealed that work discipline and organizational culture significantly impact teacher performance across various levels of education. However, further research is needed to understand the influence of these two factors in more depth, especially in the context of elementary schools in Indonesia. Therefore, this study investigates the impact of work discipline and organizational culture on teacher performance in Indonesia. This article will review the latest literature relevant to this research topic. We will present findings from previous studies that support the hypothesis that work discipline and organizational culture significantly affect teacher performance. Additionally, we will identify gaps in the existing research that still need to be addressed and outline the conceptual framework for this study.

Several previous studies can serve as important references to support this study. For example, research by Smith (2018) revealed that strict work discipline can enhance teacher efficiency and productivity. Additionally, research by Johnson (2019) showed that a positive organizational culture can motivate teachers to perform their best in their work. Previous studies have also revealed a relationship between work discipline and teacher performance. For instance, research by Smith (2017) found that teachers with good work discipline tend to achieve better student learning outcomes. Similarly, research by Jones (2018) found that a positive organizational culture can increase teacher motivation and job satisfaction, positively affecting their performance.

From the field phenomenon, the discipline of teachers remains low, and there is a lack of understanding regarding organizational culture, which consequently affects their performance. Good work discipline and organizational culture can help a teacher achieve educational goals. Therefore, it is essential to instil discipline and organizational culture continuously so that they become habits. People who succeed in their work generally possess high discipline, while those who fail typically lack discipline. An undeniable fact is that all leading organizations/companies/schools with a strong reputation certainly implement high discipline. Teachers with good culture and discipline will positively impact the school, generating high enthusiasm for their work. This reflects that discipline and organizational culture affect good teacher performance. Based on the existing issues, the researcher is interested in researching "The influence of work discipline and organizational culture on teacher performance at public elementary schools in Gaung Anak Serka district, Indragiri Hilir regency." The findings of this study are expected to provide valuable insights for education policymakers, school principals, and the teachers themselves. With a better understanding of how work discipline and organizational culture affect teacher performance, efforts to improve the quality of education can be better directed. This research examines the effect of work discipline and organizational culture on teacher performance in Gaung Anak Serka district, Indragiri Hilir regency.

2. Method

This study uses a quantitative analysis approach with a correlational method. The variables examined in the survey are teacher performance (Y), work discipline (X1), and organizational culture (X2). There are three research variables: independent variables, which consist of work discipline and organizational culture, and the dependent variable, which is teacher performance. The relationship among these three variables can be seen in **Figure 1** below.

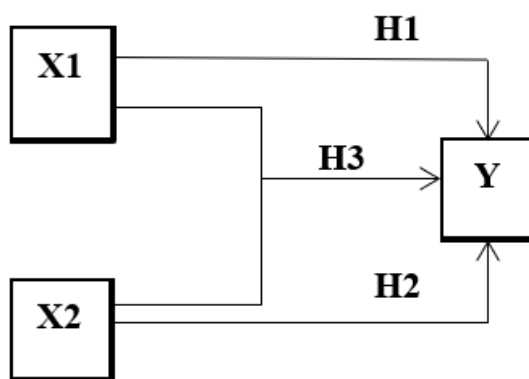


Figure 1. The relationship between variables.

The study population comprises 91 elementary school teachers in the Gaung Anak Serka district, Indragiri Hilir regency. The study sample includes 75 teachers. Sampling in this study was conducted randomly (random sampling) using the formula from Taro Yamane. The data collection technique was a questionnaire, measured using a Likert scale. The analytical method used in this study is descriptive analysis. The analysis steps were carried out using inferential statistical analysis, including prerequisite testing and hypothesis testing.

3. Results and Discussion

Data were collected using questionnaires consisting of 20 statements for variable (X1), 28 statements for variable (X2), and 20 statements for variable Y. Variable (X1) represents work discipline, variable (X2) represents organizational culture, and variable Y represents teacher performance. The distributed questionnaires were given to 75 elementary school teachers who are Civil Servants (PNS) as research samples, utilizing the Likert Scale method. The same provisions apply when measuring the variables of work discipline (X1), organizational culture (X2), and teacher performance (Y). Each respondent answering the questionnaire could achieve a maximum score of 4 and a minimum of 1. The following outlines the steps to achieve the research objectives.

Table 1. Results of kolmogorov-smirnov normality test

No	Variable	Sig
1	Work Discipline	0.638
2	Organizational Culture	0.322
3	Teacher Performance	0.812

Table 2. Simple regression test model summary

No	Variable	R	R Square
1	Work Discipline	0.755	0.570
2	Organizational Culture	0.633	0.401

Table 1 shows that the work discipline variable (X1) has a significance value of 0.638 ($0.638 > 0.05$), which indicates that the work discipline variable (X1) is usually distributed. Furthermore, for the organizational culture variable (X2), the significance value is 0.322 ($0.322 > 0.05$), which also indicates that the data is usually distributed. Additionally, the teacher performance variable (Y) has a significance value of 0.812 ($0.812 > 0.05$), proving that the teacher performance variable is normally distributed. Table 1 shows that all three variables—work discipline, organizational culture, and

teacher performance—are typically distributed. Refer to Table 2 below to test the correlation between the variables.

Table 2 above provides information about the magnitude of the correlation or relationship (R), which is 0.755. From this output, the coefficient of determination (R Square) is 0.570, indicating that the influence of work discipline on teacher performance is 57%. Furthermore, the correlation or relationship (R) value is 0.633, and the coefficient of determination (R Square) is 0.401, indicating that the influence of organizational culture on teacher performance is 40.1%. The next step is to test the significance level of the variables of work discipline, organizational culture, and teacher performance, as shown in **Table 3** below:

Table 3. Significance test between variables using anova model

No	Variable		F	Sig
1	Work Discipline	Teacher Performance	24,123	0,000
2	Organizational Culture	Teacher Performance	48,916	0,000

Table 3 shows that the F-calculated value is 24.123 with a significance level of $0.000 < 0.05$, indicating that the regression model can be used to predict the participation variable, or in other words, there is an effect of the work discipline variable (X1) on the teacher performance variable (Y). Furthermore, the F-calculated value is 48.916 with a significance level of $0.000 < 0.05$, indicating that the regression model can also be used to predict the participation variable, or in other words, there is an effect of the organizational culture variable (X2) on the teacher performance variable (Y). Based on the tests conducted earlier, the influence and relationship between the work discipline variable (X1), organizational culture variable (X2), and teacher performance variable (Y) are described as follows.

3.1 The influence of work discipline (X1) on teacher performance (Y)

The first research hypothesis states that work discipline has a significant partial effect on teacher performance in public elementary schools in Gaung Anak Serka District, Indragiri Hilir. The hypothesis testing was done by examining the results of the partial testing of the independent variable against the dependent variable. The partial hypothesis results show that the F-calculated value is 24.123 with a significance level of $0.000 < 0.05$, indicating that the regression model can predict the participation variable. In other words, the work discipline variable (X1) affects the teacher performance variable (Y). This proves that the work discipline variable (X1) affects the teacher performance variable (Y).

The effect of work discipline (X1) on teacher performance (Y) indicates that the work discipline of a teacher will impact their performance. This aligns with research by Jufrizen (2021), who concluded that there is a positive and significant influence between work discipline, organizational culture, and teacher performance. Good work performance serves as an indicator of professionalism in both work and profession. Professionalism is built from good performance, and thus, a teacher's professional performance can be seen in how they carry out their duties.

This is further supported by research from Munawir et al. (2022), who concluded that work discipline and organizational culture positively and significantly influence teacher performance. This indicates that a high level of work discipline and a strong organizational culture will dramatically impact the teacher's performance.

3.2 The influence of organizational culture on teacher performance

The second research hypothesis states that organizational culture has a significant partial effect on teacher performance in public elementary schools in Gaung Anak Serka District, Indragiri Hilir. This hypothesis test examines the results of partial testing of the independent variable against the dependent variable. The F-calculated value is 48.916 with a significance level of $0.000 < 0.05$, indicating that this regression model can be used to predict the variable, or in other words, there is an effect of the organizational culture variable (X2) on the teacher performance variable (Y). This is supported by several studies, which also state that there is a positive and significant effect between

work discipline, organizational culture, and teacher performance. For instance, the survey by Komarudin (2018) revealed that organizational culture also influences teacher performance within the organization or institution. Culture is inclusive, not only based on habits and traditions but also transcends them, so organizational culture can significantly influence individuals to follow the norms and guidelines in performing tasks that reflect their level of compliance (Widuri et al., 2020). The scientific references above prove that work discipline and organizational culture positively and significantly affect teacher performance in public elementary schools in Gaung Anak Serka district, Indragiri Hilir, regency. This shows that teacher performance will be significantly influenced by a good level of work discipline and organizational culture. Based on the explanation and the relationship between the variables, it is evident that work discipline and organizational culture simultaneously positively and significantly affect teacher performance. Therefore, work discipline and organizational culture must be improved to enhance employee performance.

4. Conclusion and Implications

Based on the research findings and analysis, this study concludes that work discipline and organizational culture significantly impact teacher performance in Gaung Anak Serka district, Indragiri Hilir regency. Teachers with high work discipline demonstrate greater responsibility, efficiency, and commitment to their professional duties, positively influencing their performance. Additionally, a strong and supportive organizational culture fosters collaboration, motivation, and a sense of belonging among teachers, further enhancing their effectiveness in delivering quality education. The combined influence of these factors suggests that improving teacher performance requires a focus on individual discipline and the broader organizational environment. School leaders and policymakers should implement strategies to strengthen work discipline and cultivate a positive organizational culture to achieve better educational outcomes. By addressing these aspects, schools can create an environment that supports professional growth, enhances teacher effectiveness, and ultimately improves the quality of education.

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