



The Influence of Organizational Culture, Human Resource Quality, Motivation, and Discipline on Teacher Performance in Elementary Schools

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Abstract

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The researcher conducted a study on educators and education staff of SD Negeri 82 Tokinjong, Sinjai Regency. The researcher used a data analysis method with multiple regression. As a result, the researcher provided an overview of the positive impact of organizational culture variables, the quality of human resources, motivation and discipline on teacher performance at SD Negeri 82 Tokinjong, Sinjai Regency. There is a significant positive impact of organizational culture on teacher performance at SD Negeri 82 Tokinjong which shows that teachers who have an understanding of organizational values will make these values a personal principle. There is a positive and significant relationship between the quality of human resources and the performance of teachers of SD Negeri 82 Tokinjong, Sinjai Regency, that with the skills possessed by teachers, they are able to carry out their responsibilities in teaching according to SNP. There is a significant and positive impact of the motivation variable on the performance of teachers at SD Negeri 82 Tokinjong, Sinjai Regency that positive conditions or energy in the state of the school that will strengthen work motivation can be achieved optimally, this will improve their performance as a clinical supervisor.

Keywords: Organizational Culture, Human Resource Quality, Motivation, Discipline, Performance, Teachers

1. Introduction

Low teacher performance can occur due to various factors, such as undisciplined teacher behavior and unguaranteed welfare. This happens because many teachers have side professions. For example, a teacher works as a trader as another profession. And this turns out to have an impact on the low quality of education in this country. The minimum salary is the biggest reason for a teacher to make a decision to find additional work to meet his needs.

SD Negeri 82 Tokinjong is an educational institution that organizes teaching and learning activities, where there are educators and education personnel who are responsible for providing educational services to students. However, some teachers or educators at SD Negeri 82 Tokinjong, Sinjai Regency, many educators still lack practical experience in the field. In addition, the majority of teachers also admit that they have not been able to achieve their best performance, which is reflected in the delay in completing administrative tasks and learning management that still tends to use traditional methods. The organizational culture formed at SD Negeri 82 Tokinjong, Sinjai Regency still shows various obstacles, such as the habit of some teachers who arrive late, do not enter the classroom according to the teaching schedule, and lack of collaboration in the team when there are school events or activities.

Organizational culture plays a key role in shaping performance, as it reflects a set of norms and values that are embraced and implemented by all members of the organization. Positive evaluation of organizational culture can motivate teachers to be more optimal in their work, which in turn contributes



to improving the performance of the entire school community. According to Tiemay, as quoted by Siddik (2015), it has been stated in his study that "the better the quality of the factors contained in the organizational culture, the better the performance of the organization". A teacher has a thorough understanding of the organization's values will make it a distinctive identity attached to the organization. The implementation of in-depth values and character will be reflected in routine work behavior, resulting in individual performance that can be evaluated in real terms by students. Every organization wants its workers to have good performance so that organizational goals can be achieved. Every leader of the education unit should try to motivate teachers to work optimally and improve their performance to the maximum (Lie et al., 2019).

The individual qualities of a teacher as part of human resources can theoretically affect the effectiveness and performance he shows in carrying out his role. Because the indicator of the quality of human resources is the *skill* (expertise) that a teacher has. "Professional teachers are people who are educated and well-trained, and have rich experience in their fields" (Candra Wijaya, 2023). This means that the higher the level of competence of teachers, which is an indicator of the quality of human resources, the more optimal the work they make, reflecting a positive relationship between individual capacity and professional performance.

In the organizational landscape, individuals who form human resources play a crucial role, especially educators who are consistently the driving force and direction setter in every learning initiative, so that the realization of that goal is an organization that is highly dependent on quality human resources. The above information is supported by an opinion that explains that "The duties and responsibilities of a teacher can generally be explained as a person who is responsible for educating the lives of students, and is responsible for all attitudes, behaviors and deeds in order to foster students to become moral people who are capable, useful for the country and the nation in the future" (Syamsul Nahar, 2017).

In line with what was stated by Siemze Joen, et al (2022) "Factors that affect teacher performance other than the leadership of school principals are teachers' work motivation factors". Every educator has a diverse drive in carrying out his or her duties. Some are encouraged by the appreciation of the institution they serve, while others prioritize inner satisfaction that can only be felt personally. Motivation reflects a series of psychological processes that trigger, direct, and sustain voluntary activities oriented toward the achievement of a specific goal. "Motivation can be said to be an impulse (need, will, desire and other forces that are willing to provide encouragement) to move individuals to do a certain behavior" Rorimpandey (2020).

"Motivation is a way to encourage someone to do something. It is the driving force in a person that stimulates the individual to do something to the target level to meet some need or expectation". Siemze, Joen (2022).

A person can have motivation that comes from internal or external factors or from himself or the surrounding environment, which when the two are synergized will produce perfect and optimal motivation. Encouragement or motivation within SD Negeri 82 Tokinjong Sinjai Regency is also affected by the above factors, but the motivation generated is not optimal, because there are no performance incentives or forms of financial rewards for teachers who have carried out their duties well, it can be encouragement given such as promotions or periodic salary increases if the time is right and the conditions are met.

The achievement of an organization's goals is greatly influenced by the organization's ability to manage various aspects in it, including the role of a leader in encouraging the improvement of the performance of educators and education personnel through motivation, because, in essence, each individual has diverse desires and expectations. In addition, as living beings, they also have various desires and needs that are the driving force in their efforts to realize their goals. These needs can be thought of as a source of impetus, a motivating factor, or a mechanism that drives a person to act. The needs that arise in a person can be the main trigger for the formation of behavior. At certain moments, these needs will act as a strong motivator that directs individuals to act to achieve their desired goals.



A number of researchers have examined the relationship between motivation and teacher performance, including Suharto & Cahyono (no year) quoted in Siddik (2015), that "the influence of work motivation on performance shows the same result that the relationship between motivation and teacher performance shows a positive and significant relationship".

In addition to various variables that affect teacher performance, discipline also contributes significantly. According to Setyawan et al. (no year) in Siddik (2015), discipline has a crucial role in determining the effectiveness of teacher performance, that "discipline as an ideal state in supporting the implementation of tasks according to the rules in order to support the optimization of teachers' work to ensure discipline develops in the work environment, a systematic and organized task arrangement is needed for one semester. Thus, each individual understands his or her responsibilities, how to carry them out, the standards that must be met, and who will be held accountable for the task. If not with strong discipline, it is difficult for a teacher to become a figure liked by students. In line with that, Terry (without a year) in Purwoko (2018) stated that "the work discipline of a teacher can be seen from the teacher's compliance with the regulations that apply in the school". In addition, "teachers actively utilize various digital learning media, such as educational videos taken from online platforms, to enrich the student learning experience" Wijayanti (2025). The essence of teachers' compliance with their duties is a manifestation of their internal commitment to implement and adapt to applicable regulations, both formally structured and internalized in daily practice.

Continuous compliance with work rules is a representation of an orderly mindset, which is essential in achieving the agreed targets. The implementation of effective work rules will have a positive impact on increasing the productivity of teaching staff, which will ultimately accelerate the progress of education quality. And there are many more studies that show that discipline in work has a constructive impact on the productivity and individual performance of a teacher. In accordance with what the author observed, it was found that there was non-compliance with the applicable regulations at SD Negeri 82 Tokinjong Sinjai Regency, which should be a guideline in running the system in the government.

2. Method

This research also adopts a descriptive method by utilizing questionnaire data as the main source of information. This is a frequently used approach, where data is collected through written questions posed to respondents. This can be in the form of a *cross-sectional* survey or a panel survey (*longitudinal*). This statement is in line with what has been stated that "Speech and writing observed from people who function as subjects in this study" (Arief Furchan, 1992).

This method is very suitable to be used as a benchmark or standard evaluation instrument in understanding reality, perspective, and actual circumstances. Thus, all events and events that occur can be depicted purely without any intervention or coercion, even from the researcher himself, on the factors involved in this research.

Some of the characteristics of a quantitative research as described by Nanda (2022) are: Having two or more variables whose influence is measured, whether there is an influence between variables, and using samples and the principle of representativeness.

Quantitative research, in its application, begins with fundamental principles related to religion, culture, and various manifestations of diversity in human survival. These principles are indirectly integrated in the conceptualization of the field under study.

2.1. Types and Data Sources.

This research is part of the quantitative research category. In general, quantitative research is a process of investigation that is carried out in a structured and organized way on a phenomenon by collecting data, which is then analyzed using statistical methods, mathematical calculations, or computational techniques. The following statement made by Nasution (2018) can be used as a basis in this case that "The quantitative method is a research method in which many numbers are used. Starting from the data collection process to its interpretation". This study uses primary data



that is directly obtained from the first source using a questionnaire or instrument (*google form*). Data obtained from Educators and Education Personnel of SD Negeri 82 Tokinjong, Sinjai Regency

2.2. Population and Sample.

In this research, the population and sample used were Educators and Education Personnel of SD Negeri 82 Tokinjong Sinjai Regency. Using the total sampling method to obtain a sample of 32 people, a fair method was used, in which each individual in the population had an identical chance of being selected "... where all members of the population are used as samples" (Sugiyono, 2016).

3. Results and Discussion of Results

3.1 Data Quality Test

The position of the data in this research is very crucial. The data becomes an overview of the research variables and becomes a means of proving the hypothesis. Therefore, the truth and validity of the research results are highly dependent on valid data. Umar (2018) stated that "the questionnaire test was conducted by asking 30 respondents to answer the existing questions. With this number, the score distribution (value) will be closer to the normal curve".

a. Validity Test

There are criteria that can be used by Proyatno (2022) so that a data can be said to be valid if it pays attention to and meets the following criteria:

- 1) Comparing the value of the *r* count (*Pearson correlation value*) with the *r* table (obtained from the *r product moment* table), if *r* counts > *r* table, then the question item or variable is valid, and if *r* counts < *r* table, then the question item is invalid.
- 2) If the significance is < of 0.05 then the item is valid, but if the significance > 0.05 then the item is invalid

In the test of the question items on the organizational culture variable in the question up to the value of the calculation > the moment production table (0.361), and the significance (2-tailed) < 0.05 with a significance scale of 0.05. This the test results show that all statements related to organizational culture variables meet the validity requirements $X_{1.1} X_{1.15}$

Based on the validity test conducted on each questionnaire statement that refers to the Assessment indicator, all statements related to the quality of human resources show results with a calculation value greater than the product moment table (0.361) and a two-way significance value (2-tailed) less than 0.05. Considering that the significance level set is 0.05, it can be concluded that each question item in the human resource quality variable in this study can be considered valid.

In testing the validity of the statements in the questionnaire with the predetermined motivational indicators, the results showed that each statement had a correlation strength that exceeded the minimum limit set ($r > 0.361$) and a very high level of certainty ($\text{sig.} < 0.05$) at a confidence level of 95%. Therefore, all statements used to measure the motivational variables in this study proved to be appropriate and in accordance with the desired objectives.

Evaluation of the question items that measure the discipline variables in the statement to the statement of the *r* value $X_{4.1} X_{4.10}^{\text{calculated}} >$ the table such as the results of the analysis using the Pearson Product Moment correlation which indicates a number of 0.361, and the significance value (two-sided test) below 0.05, precisely at the significance level of 0.05, so that the conclusion is drawn that each statement item used in measuring the discipline variable is considered to be fulfilled.

The next stage is to test the validity of each item in the questionnaire by being guided by the indicators that have been determined in the performance variables until the *r* value $Y_1 Y_{10}^{\text{of the calculation}} >$ the *r* table of the product moment correlation coefficient of 0.361, which is accompanied



by a two-way significance value below 0.05 (with a critical limit of 0.05), This indicates that all statements used to assess the performance variables have a sufficient level of validity.

b. Reliability Test

In this study, to measure the reliability level of the questionnaire, a reliability test was carried out using the main indicator in the form of Cronbach's Alpha value which was calculated through statistical analysis. According to Harsani in Siddik (2015) "the minimum alpha value obtained as a condition for the reliability of the questionnaire is 0.60 and the reliability test", "where a variable is said to be reliable if it has a Cronbach Alpha value of > 0.60 (Taber, 2018). This means that when Cronbach's alpha number drops below 0.60, it is a sign that the measuring tool we use is not yet solid enough to be relied on.

The stability of the answers to each question that has passed the validity test in the questionnaire instrument, evaluated on each variable of organizational culture, quality of human resources, motivation, discipline, and teacher performance, the results of the test are presented in more detail in the following table:

Recapitulation of Reliability Test Results

No.	Variable	Number of Question Items	Cronbach's Alpha (r calculate)	Ket.
1.	X_1 (Organizational Culture)	15	,836	<i>Reliable</i>
2.	X_2 (Human Resource Quality)	10	,783	<i>Reliable</i>
3.	X_3 (Motivation)	10	,832	<i>Reliable</i>
4.	X_4 (Discipline)	10	,927	<i>Reliable</i>
5.	Y (Performance)	10	,791	<i>Reliable</i>

Source: Primary Data processed, 2023

After evaluating the level of reliability, the survey device used in this study showed a high level of consistency. This is evident from the Cronbach's Alpha coefficient obtained for each aspect studied: Organizational culture showed a score of 0.836, the quality of human resources reached 0.785, measurable motivation at 0.832, discipline reached a score of 0.927, and work performance recorded a score of 0.791. These scores indicate that the data collected through the survey has an adequate level of reliability for further analysis. This shows that the research instrument has a good level of internal consistency.

It is known that the value of Cronbach's Alpha for each research variable has a value that far exceeds 0.60. This survey instrument has been proven to have the ability to provide consistent results. Thus, the questionnaire used in collecting data for the variables studied can be considered to have a good level of reliability, and be able to measure phenomena related to the research variables consistently, accurately, and validly.

c. Classical Assumption Test

1. Normality Test Results

The direction of this analysis is to ensure that in the context of regression modeling, both the predictor variable and the response variable show a distribution pattern that is in accordance with the principle of normality. The end result of this process shows that the residue generated by the regression model meets the requirements of the assumption or assumption of normality.

2. Multicollinearity Test Results



This is done so that the complete correlation of each predictive factor in the regression model can be detected through observation of tolerance values and variance inflation factors (VIF). The absence of excessive correlation between the predictor variables in the regression model is characterized by a VIF value that does not exceed 10 and a tolerance value that exceeds 0.1, indicating that the model is free from multicollinearity problems.

Multicollinearity Test Results

Coefficients							
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIP
1 (Constant)	,075	,252		,299	,766		
Culture	,213	,090	,199	2.357	,022	,598	1.673
TBSP	,207	,099	,243	2.099	,040	,318	3.141
Motivation	,203	,096	,234	2.111	,039	,346	2.889
Discipline	,378	,085	,363	4.440	,000	,635	1.575

a. Variable Dependent: Performance

The chart above shows that in this regression analysis, each predictor showed a VIF value well below the threshold of 10, indicating that their variance did not increase significantly due to linear relationships with other predictors. In addition, the tolerance value of each predictor was above 0.10, which confirms the absence of a strong correlation (more than 90%) between the predictors. The results of the analysis indicate that the regression model developed is free from the problem of information redundancy between independent variables.

3. Heterokedasticity Test Results

This heterokedasticity test is to evaluate whether the regression model shows uniformity of prediction error variability across data points. If this variability is consistent, this ideal condition is called homoscedasticity, while if the variability is not uniform, this situation is known as heteroscedasticity. And the data generated from the SPSS application or program is known that the regression model that is prepared is proven to meet the assumption of homoscedasticity, so that no violation of the classical assumption related to heterokedasticity is found.

3.2 Multiple Regression Test

Based on the results of the previous analysis, the equation configuration designed in this study has passed all the basic assumption checks, indicating that the model is valid and feasible to apply. To verify the conjecture about the contribution of each predictor variable to the response variable, this study used a separate regression analysis approach.

Regression Coefficient

Coefficients					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	,075	,252		,299	,766
Culture	,213	,090	,199	2.357	,022
TBSP	,207	,099	,243	2.099	,040



Motivation	,203	,096	,234	2.111	,039
Discipline	,378	,085	,363	4.440	,000

a. Variable Dependent: Performance

Based on the data listed, the value of the identified constant is 0.075. Meanwhile, the level of influence of measurable organizational culture variables was 0.075, the quality of human resources was 0.207, motivation was 0.203, and discipline was 0.378. Therefore, based on this, a regression equation can be stated as follows:

$$y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$$

$$y = 0.075 + 0.213 + 0.207x_1x_2 + 0.203 + 0.307x_3x_4$$

Explanation:

X₁ : Organizational Culture

X₂ : Quality of Human Resources

X₃ : Motivation

X₄ : Discipline

To understand the extent to which the influence of independent variables affects dependent variables, it can be known through the values of the correlation coefficient (R) and the determination coefficient (R²), as shown in the following table:

Coefficient of Determination

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,865	,754	,0728	19600

a. Predictors: (Constant), discipline, culture, motivation, human resources

The result is known () of 74.5% of the variation in teacher performance can be explained by four main factors: work atmosphere, individual capabilities, internal drivers, and adherence to rules. Meanwhile, the remaining 25.5% was influenced by external elements that were outside the scope of the study. A very strong level of association, indicated by the number of 0.863, indicates that these four factors have a close relationship with the quality of teachers' work.R².

3.3 Hypothesis Test

Simultaneous Test (Test F)

To analyze the collective impact of independent variables, the F test is used as a test method.

Results of Simultaneous Regression Analysis

Type	Sum of Squares	Df	Mean Squares	F	Sig.
1 Regression	6.727	4	1.682	43.774	,000
Residual	2.305	60	,038		
Total	9.032	64			

a. Predictors: (Constant), Discipline, Culture, Motivation, Human Resources

b. Dependent Variable: Performance

The test of the influence of independent variables simultaneously on the dependent variable was carried out with the F. The results of statistical analysis showed that the Fcal value was 43.774 with a



significance level of 0.000, while the Ftabel value was 2.755. At a significance level of 0.05, empirical evidence supports the claim that teacher performance has improved significantly as a result of the integration of supportive organizational cultures, qualified educators, motivational drive, and discipline compliance.

Partial Test (t-Test)

(p-value) was evaluated by conducting a t-test. If the calculation results show a significance value of <0.05, then the hypothesis can be accepted. On the other hand, if the significance value > 0.05, then the hypothesis is rejected.

Partial t-test results

		Coefficients			t	Sig.
		Unstandarddized Coefficients		Standarddized Coefficients		
Type		B	Std. Error	Beta		
1	(Constant)	,075	,252		,299	,766
	Culture	,213	,090	,199	2.357	,022
	TBSP	,207	,099	,243	2.099	,040
	Motivation	,203	,096	,234	2.111	,039
	Discipline	,378	,085	,363	4.440	,000

a. Variable Dependent: Performance

a. Analysis of organizational culture regression coefficient

The results of the t-test on this variable show that the t-coefficient (2.357) is outside the zero hypothesis acceptance zone, exceeding the t-threshold value of the table (1.997) at the significance level of 0.022. This provides great statistical evidence for not accepting H0 as well as acknowledging Ha, which indicates that the operational mechanism has an influence that improves teacher performance.

b. Human resource quality regression coefficient analysis

Based on the results of statistical analysis, it was found that the t-count number for the tested human resource quality variable, which was 2.099, was outside the range of t-table values (1.997) in the sig. 0.039. These findings confirm that there is a strong positive correlation between human resource quality and performance.

c. Motivation regression coefficient analysis

In this variable analysis, the comparison between the t-count (2.111) and t-table (1.997) values resulted in a statistically significant finding (p < 0.001). This indicates that motivation has a real positive contribution to performance.

d. Discipline regression coefficient analysis

Statistical analysis shows that the level of discipline, with a t-value calculated of 4,440 and sig. 0.000, surpassing the t-table's critical limit of 1.997. These results confirm that there is a strong and meaningful relationship between the level of discipline and performance effectiveness, where increased discipline contributes substantially to performance improvement.

4. DISCUSSION

Based on the presentation of the results of the multiple linear regression analysis that has been carried out previously, the author will describe the findings that are relevant to the objectives of this study. The following is an explanation of the results of this study:

1. The Influence of Organizational Culture, Human Resource Quality, Motivation, and Discipline Partially on Teacher Performance

1.1. The influence of organizational culture on teacher performance



In the context of this research, organizational culture, independently, plays a significant role in shaping teacher performance, ranking second as the most influential factor.

The performance of teachers at SD Negeri 82 Tokinjong, Sinjai Regency, has proven to increase significantly in line with the strengthening of the organizational culture in the school. To measure the success of teachers in carrying out their duties, one of the determining factors is the characteristics of the organization in which they work. This means that the more positive the organizational culture, the higher the level of teacher performance at SD Negeri 82 Tokinjong.

As revealed by Oupen (2020) in his research, this is in line with his research on the Contribution of Transformational Leadership, Organizational Culture, Work Discipline, and Work Motivation, to the Commitment of Elementary School Teacher Organizations. The results show that there is a positive and significant contribution of organizational culture to organizational performance and commitment.

The results of this study are also in line with the results of research from Suryadi (2020), which researched the Influence of Organizational Culture, Work Motivation and Work Discipline on the Performance of State High School Economics Teachers in Makassar City, which shows that organizational culture has a positive and important effect on teacher performance.

In his study on the dynamics of leadership, organizational framework, and individual capabilities towards employee work results at the Bukit Dua Belas National Park Hall, Zozi Algoteng (2013) found that the order of values and norms that apply in the work environment has a significant contribution to the performance achievements of employees

1.2. The effect of human resource quality on teacher performance

In this analysis, the contribution of human resource quality to teacher performance, although significant and positive, ranked third in terms of the magnitude of influence compared to other factors studied. In other words, the statement that the improvement of the quality of teachers' human resources is positively related to the improvement of their performance has proven to be accurate, but the impact is not as large as the other variables tested.

In his research, Zozi Algoteng (2013) revealed the correlation between leadership model, organizational climate, and human resource potential through work encouragement and the productivity of the staff of the Bukit Dua Belas National Park Authority, that the organizational culture structure is the main determining factor in improving the effectiveness of teacher performance.

1.3. The influence of motivation on teacher performance

When a separate analysis was conducted, the internal thrust on individual productivity, although measurable, showed the lowest contribution compared to other factors. However, the difference in the level of influence with organizational culture and human resource quality factors is not significant.

Hypothesis testing of the influence of motivation on teacher performance shows that there is a positive and significant impact of motivation variables on improving teacher performance. Similar to this, M. Harlie (2012) said about "motivation has a real effect on teacher performance".

1.4. The influence of discipline on teacher performance

In a separate analysis, it was found that teachers' adherence to the rules had the most significant impact on the quality of their work, far exceeding the contribution of other factors.

Seeing a greater influence than other variables on teacher performance at SD Negeri 82 Tokinjong, Sinjai Regency, in the framework of this study, the contribution of discipline as a single factor highlights the urgency of strengthening discipline to achieve a significant



increase in educators and education personnel for factors that directly affect performance. Some things that should be of concern to the principal as a leader in this school are:

- 1) Ensuring the punctuality of teachers in carrying out daily tasks at school, both on arrival and return.
- 2) Encourage teachers to discover and nurture their internal work ethic.
- 3) Improving the quality of the teaching and learning process in the classroom.
- 4) Provide constructive feedback from the principal to all school residents.

Statistical analysis shows that adherence to work rules has a strong positive correlation with the effectiveness of teachers' teaching. In other words, the more consistent teachers are in carrying out their duties according to standards, the better the quality of their performance in the classroom at SD Negeri 82 Tokinjong.

This is in line with the findings of previous studies that reveal that discipline has a significant impact on teacher performance, as revealed by Edy Cahyana (2018) in his study *The Influence of Organizational Culture, Discipline, and Work Motivation on Teacher Performance of SMK Muhammadiyah 5 Purwantoro Wonogiri Regency*, the level of discipline in working is closely related to the work results of teachers at SMK Muhammadiyah 5 Purwantoro.

Siswan Siddik (2015) who researched the Influence of Organizational Culture, Motivation, and Discipline on Teacher Performance at the Sarolangun Regency Education Office, revealed that the variables of organizational culture, quality of human resources, motivation, and discipline have a simultaneous and partial effect on the performance of teachers at the Sorolangun Regency Education Office

2. The Simultaneous Influence of Organizational Culture, Human Resource Quality, Motivation, and Discipline on Teacher Performance

The performance of teachers at SD Negeri 82 Tokinjong, Sinjai Regency, experienced a significant spike when the four factors analyzed worked simultaneously. The relationship between these factors and teacher performance is unidirectional, indicating that an increase in one of the factors will be followed by an improvement in overall teacher performance.

The success of the teachers at SD Negeri 82 Tokinjong, Sinjai Regency, in improving the quality of their teaching is inseparable from the synergy between a conducive work environment, qualified individual capabilities, strong motivation, and adherence to applicable rules, as evidenced by valid statistical data.

As stated by Siswan Siddik (2015) who researched the influence of organizational culture, quality of human resources, motivation, discipline, and teacher performance at the Sarolangun Regency Education Office, it was found that the variables of organizational culture, quality of human resources, motivation, and employee discipline at the Education Office simultaneously had a positive and significant effect on teacher performance.

4. Conclusion and Suggestions

Conclusion

Referring to the findings that have been explained in chapter V, the research results indicate that all variables involved in this study make a positive and significant contribution, but there is one variable that is the most influential or significant, namely the discipline variable. Often, we associate success with high motivation. However, in the context of education, especially for a teacher, discipline turns out to play a very crucial role, even arguably more fundamental than motivation.

Suggestion

According to the conclusion above, the suggestions that can be conveyed are:

For SD Negeri 82 Tokinjong



To improve the performance of educators and education staff, especially teachers, SD Negeri 82 Tokinjong needs to focus attention on the variables covered in this study. The four main factors of organizational culture, human resource quality, motivation, and discipline have a significant influence on work performance, with a combined contribution explaining 74.50% of the total influence.

In order for performance to be improved in relation to organizational culture variables, SD Negeri 82 Tokinjong should invite teachers to adopt a more creative approach in carrying out their duties, while the principal also needs to try to stimulate teachers' thinking in exploring alternative solutions to solve the problems they face. In addition, the principal must balance attention to the results and the methods or steps taken in achieving these achievements and provide support to teachers to work together in a team or a certain field.

According to the variable quality of human resources to improve teacher performance teacher performance, teachers must be given the greatest opportunity by the principal to participate in competency improvement, Thus, individual conceptual understanding and practical skills can be honed, this allows them to develop superior self-capacity in facing various challenges of additional tasks.

The principal must also see and assess the teacher's expertise in teaching whether it has supported the learning process or not. In addition, the principal also analyzed the effectiveness of training and professional development provided by the school in order to improve the teaching ability of teachers in this institution.

To see the impact of sanctions and rewards on teachers' behavior and performance, school principals should review policies related to this matter. This is intended so that school principals can see the effectiveness of the sanction and reward system.

Optimizing work performance at SD Negeri 82 Tokinjong, Sinjai Regency, depends on the synergy between compliance with regulations, a conducive work atmosphere, and teachers' internal encouragement. The transformation of teacher discipline into a strong organizational culture foundation can be achieved by ensuring comprehensive fulfillment of the five spectrums of teacher needs, ranging from basic needs to self-actualization, so as to create a productive and competitive work environment.

Teachers, in this case, educators and education staff are also expected to increase self-motivation through improving the quality of assignments using techniques to increase the percentage of tasks completed and improving the quality of teaching by adapting to changes in situations and conditions and complying with the rules that apply at SD Negeri 82 Tokinjong, and respecting compliance with these rules.

For the next researcher

This study has not fully unraveled all relevant aspects. So, further research needs to expand the scope of its variables to get a more comprehensive understanding. The purpose of this is to identify in more depth which variables have the most significant influence on teacher performance, so that institutions can set priorities in carrying out bureaucratic reform on crucial variables that have an impact on teacher performance.

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