

The Influence of Organizational Culture and Work Discipline on Teacher Performance at Pribadi Bilingual Boarding School

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Keywords:	Abstract
organizational culture; work discipline; teacher performance	Teacher performance is a critical determinant of educational quality, while organizational culture and work discipline are important organizational factors that may influence teachers' effectiveness. This study aimed to examine the influence of organizational culture and work discipline on teacher performance at Pribadi Bilingual Boarding School. A quantitative approach with a descriptive and causal research design was employed. Data were collected from 62 teachers using a structured Likert-scale questionnaire and saturated sampling. Instrument validity was assessed using item-total correlation, while reliability was evaluated using Cronbach's alpha. Data were analyzed using IBM SPSS Statistics through descriptive analysis, multiple linear regression analysis, t-tests, an F-test, and the coefficient of determination. The results showed that organizational culture was categorized as very strong (81.4%), work discipline as very good (87.1%), and teacher performance as very high (87.0%). Organizational culture did not have a significant partial effect on teacher performance ($t = 1.937$; $p = 0.058$), whereas work discipline had a significant positive effect on teacher performance ($t = 4.179$; $p < 0.001$). Simultaneously, both variables significantly influenced teacher performance ($F = 49.429$; $p < 0.001$), explaining 62.6% of the variance in teacher performance. The study concludes that work discipline was the more dominant predictor, while organizational culture remained relevant when considered jointly within the school context.

INTRODUCTION

Every organization has goals or objectives that it seeks to achieve through the effective utilization of its resources (Astuti, 2017). This is intended to ensure that the organization can operate effectively, develop sustainably, and compete with other organizations (Alateeg & Alhammadi, 2024; Bari et al., 2022; Bilderback, 2024; Dharmayanti et al., 2023; Georgescu et al., 2024). Therefore, human resources represent a significant factor and a valuable asset within an organization. Organizations must possess the capability to manage and supervise human resources effectively to develop high-quality employees (Ajabar, 2020). The quality of human resources is an essential component in achieving organizational excellence (Prasetio et al., 2020). High-quality human resources can be assessed through the quality of work provided to the organization. Employee performance can also serve as an indicator for evaluating organizational success (Romadhona and Wahyuningtyas, 2019).

In the field of education, particularly in schools, teachers represent important human resources because the school's image and students' development are strongly influenced by teacher quality. This indicates that teachers play a crucial role as valuable organizational assets

with a significant impact on educational outcomes (Hasibuan, 2017). Good teacher performance is essential for developing competent future generations (Feszterová, 2024; Hassan, 2025; Nisa'i et al., 2024; Rasheed et al., 2025). If education is considered a foundation of national progress, teachers are among the key parties responsible for improving the quality of human resources after government institutions (Maddinsyah and Wahyudi, 2017). According to Josiah (2021), continuous improvement in student learning performance is necessary to ensure that students remain responsive to developments in science and technology and receive high-quality education. Pribadi Bilingual Boarding School is a private school that applies a bilingual teaching approach using both Indonesian and English.

Based on interviews conducted with the Public Relations staff of Pribadi Bilingual Boarding School and supported by the provided data, teacher performance scores at Pribadi Bilingual Boarding School demonstrated fluctuations across academic years. In the “very good” category, the performance score decreased from 52% in the 2019/2020 academic year to 34% in the 2020/2021 academic year and then increased to 43% in the 2021/2022 academic year. In the “good” category, the performance score increased from 29% in the 2019/2020 academic year to 39% in the 2020/2021 academic year before declining to 31% in the 2021/2022 academic year. In the “fair” category, the performance score decreased from 19% in the 2019/2020 academic year to 18% in the 2020/2021 academic year and further declined to 12% in the 2021/2022 academic year. Meanwhile, in the “poor” category, the performance score increased from 0% in the 2019/2020 academic year to 10% in the 2020/2021 academic year and further increased to 14% in the 2021/2022 academic year. These findings indicate inconsistencies in teacher performance at Pribadi Bilingual Boarding School. Suboptimal performance may be influenced by various factors, including organizational culture and work discipline (Sugiyanti & Ferdian, 2020).

The existence of organizational culture within an organization provides employees with guidelines for developing innovation and understanding how to manage risks in their work. According to Indiyati (2018), organizational culture is an important aspect because it reflects the characteristics and identity of an organization. Jansen et al. (2019) stated that a positive organizational culture can create employee comfort and promote a pleasant working environment. Without a strong organizational culture, an organization may lack a clear identity and shared values. Research by Indiyati et al. (2021) demonstrated that organizational culture at Bio Farma had a significant influence on employee performance. Based on interview results, information obtained from teachers indicated dissatisfaction with management due to numerous decisions being made without adequate coordination or consideration of teachers' opinions. As a result, some teachers accepted and implemented these decisions with limited commitment and enthusiasm. This condition may negatively affect the organizational culture values that serve as the foundation for employees and teachers. In addition to organizational culture, employee performance may also be influenced by work discipline.

According to Feel et al. (2018), work discipline is a mechanism for shaping employee behavior through training and habituation so that employees can demonstrate effective performance, positive attitudes, disciplined behavior, and consistent work patterns. Based on interviews conducted with the Public Relations staff of Pribadi Bilingual Boarding School regarding work discipline, the following section presents the attendance data of teachers at Pribadi Bilingual Boarding School.

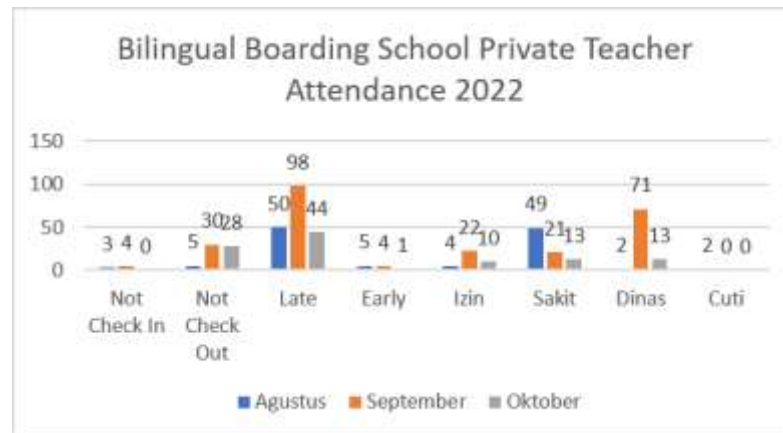


Figure 1. Graph of Attendance of Private Teachers at Bilingual Boarding School
Source: Bilingual Boarding School Internal Data, 2022

Figure 1 illustrates the teacher attendance data at Pribadi Bilingual Boarding School, showing fluctuations that indicate challenges in maintaining teacher discipline. In August, the number of teachers reporting illness reached 49 individuals, which was associated with fatigue caused by limited vacation time and high workloads. In addition, from August to September, the number of teachers who failed to check out increased by 30 individuals, representing an increase of 25 individuals compared with the previous month. The number of teachers who failed to check in also increased by one individual compared with the previous month. During the same period, the number of teachers arriving late also increased significantly, from 50 individuals in August to 98 individuals in September, representing a 96% increase. This condition was attributed to teacher fatigue resulting from numerous training activities conducted at the end of August. Therefore, lateness was identified as the most frequent attendance issue at Pribadi Bilingual Boarding School. This finding is supported by attendance records from August to October, in which the number of late arrivals remained above 20 individuals each month. This condition requires attention because frequent lateness may indicate a decline in teacher work discipline.

Based on the problems identified above, this study aimed to examine the influence of organizational culture and work discipline on teacher performance at Pribadi Bilingual Boarding School.

METHOD

This study employed a quantitative research approach with a descriptive and causal research design to examine the influence of organizational culture and work discipline on teacher performance at Pribadi Bilingual Boarding School. The study used an individual unit of analysis and a cross-sectional design, with data collected from respondents during a single period. The population consisted of teachers at Pribadi Bilingual Boarding School, and the sample included 62 teachers selected using a saturated sampling technique. The independent variables were organizational culture (X1) and work discipline (X2), while teacher performance (Y) served as the dependent variable.

The primary research instrument was a structured questionnaire used to measure organizational culture, work discipline, and teacher performance. Responses were measured using a Likert scale to support statistical analysis. The instrument was tested for validity and

reliability before data analysis. Item validity was assessed using item-total correlation, while reliability was evaluated using Cronbach's alpha. Data were collected by distributing questionnaires to teachers, followed by response verification, data coding, and preparation of the dataset for statistical analysis.

The collected data were processed using IBM SPSS Statistics and analyzed using descriptive and inferential statistical techniques. Descriptive analysis was conducted to describe organizational culture, work discipline, and teacher performance, while multiple linear regression analysis was applied to examine the effects of organizational culture and work discipline on teacher performance. The regression model used was $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$. The analysis included partial hypothesis testing using the t-test, simultaneous hypothesis testing using the F-test, and calculation of the coefficient of determination (R^2). Statistical decisions were made at a significance level of 5% ($\alpha = 0.05$). The t-test was used to evaluate the partial effect of each independent variable on teacher performance, the F-test was used to examine the simultaneous effect of organizational culture and work discipline, and R^2 was used to determine the proportion of variation in teacher performance explained by the independent variables.

RESULTS AND DISCUSSION

Descriptive Analysis Results

The following are the results of the descriptive analysis:

Table 1. Descriptive Analysis Results

Variables	Percentage	Category
Organizational culture	81.4%	Very strong
Work Discipline	87.1%	Very good
Teacher Performance	87.0%	Very high

Source: Data processed by the author, 2023

Results of Multiple Linear Regression Analysis

Table 2. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	3.411	4.236	0.805	0.424
	Budaya Organisasi (X1)	0.252	0.130	0.262	1.937
	Disiplin Kerja (X2)	0.742	0.178	0.565	4.179

a.
Dependent
Variable:
Kinerja (Y)

Source: Data processed by the author, 2023

Based on Table 2, the results of the multiple linear regression analysis show that each regression coefficient value has an *Unstandardized Coefficients "B" value*. Thus, the multiple linear regression equation can be formulated as follows:

$$Y = 3.411 + 0.252X_1 + 0.742X_2 + e \quad (1)$$

The interpretation of each variable from the results of the regression equation is as follows:

- a. The constant value of 3.411 shows that if all independent variables , namely organizational culture and work discipline, have a value of 0 (no change) , then the predicted teacher performance is 3.411.
- b. The organizational culture value of 0.252 indicates that for every increase of 1 in organizational culture with other independent variables stable, teacher performance is predicted to increase by 0.252 .
- c. The work discipline value is 0.742, indicating that for every increase of 1 in work discipline with other independent variables stable, teacher performance is predicted to increase by 0.742.

Hypothesis Test Results

Table 3. T-Test Results

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.411	4.236		0.805
	Budaya Organisasi (X1)	0.252	0.130	0.262	1.937
	Disiplin Kerja (X2)	0.742	0.178	0.565	4.179

a.
Dependent Variable:
Kinerja (Y)

Source: Data processed by the author, 2023

From table 3 the results of the t-test, the calculated t-value is obtained for the organizational culture variable t on teacher performance. of 1.937 and a significance value of 0.058. The acceptance of H_0 and the rejection of H_a is based on the fact that the calculated t value is smaller than the t table value ($1.937 < 2.001$) and the significance value of $0.058 > 0.05$. This finding indicates that organizational culture when studied independently does not have a significant effect on teacher performance at Pribadi Bilingual Boarding School.

For the second hypothesis on the variable of work discipline on teacher performance, the calculated t value is 4.179 and the significance value is 0.000. The calculated t value is greater than the t table value ($4.179 > 2.001$) with a significance value of less than 0.05, so H_0 is rejected and H_a is accepted, indicating that work discipline has an important impact on teacher performance at Pribadi Bilingual Boarding School when viewed individually .

Table 4. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2668.924	2	1334.462	49.429	0.000 ^b
	Residual	1592.861	59	26.998		
	Total	4261.786	61			

a.
Dependent Variable:
Kinerja (Y)

Source: Data processed by the author, 2023

Based on table 3.4 of the f test results above, it is known that the calculated F value is 49.429 with a significance value of 0.000. The rejection of H_0 and acceptance of H_a occurs based on the

fact that the calculated F is greater than the F_{table} value ($49.429 > 3.153$) and the significance value is $0.000 < 0.05$. These findings indicate that organizational culture and work discipline, when viewed collectively, have a significant impact on teacher performance at Pribadi Bilingual Boarding School.

Results of the Coefficient of Determination

Table 5. Results of the Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.791 ^a	0.626	0.614	5.195926

a. Predictors: (Constant), Disiplin Kerja (X2), Budaya Organisasi (X1)

b. Dependent Variable: Kinerja (Y)

From table 5 the results of the coefficient of determination, it is known that the coefficient of determination or *R square value* is 0.626 or 62.6%. This shows that the teacher performance variable at Pribadi Bilingual Boarding School can be influenced by organizational culture and work discipline with a total contribution of 62.6% while the remaining 37.4% refers to the portion that is not taken into account which is the influence or contribution of other factors that have not been explored.

CONCLUSION

Based on the results of data collection, data processing, hypothesis testing, and questionnaire analysis involving 62 teachers at Pribadi Bilingual Boarding School, it can be concluded that organizational culture was categorized as very strong, work discipline was categorized as very good, and teacher performance was classified as very high. The findings indicate that organizational culture did not have a significant partial effect on teacher performance, with a contribution of 18.8%, whereas work discipline had a significant partial effect on teacher performance, contributing 43.8%. Simultaneously, organizational culture and work discipline had a significant influence on teacher performance, with a combined contribution of 62.6%, while the remaining 37.4% was explained by other factors not examined in this study.

Based on these findings, several recommendations can be provided for Pribadi Bilingual Boarding School and future researchers. For the school, the organizational culture dimension with the lowest score was human orientation, particularly regarding whether management decisions considered teachers' dignity. Therefore, the school is encouraged to strengthen a supportive organizational culture by ensuring that teachers' dignity and perspectives are considered in decision-making processes so that policies can be accepted and implemented with greater commitment. Regarding work discipline, attendance was identified as the lowest dimension; therefore, the school may consider implementing a reward and consequence system to encourage better attendance and maintain teacher motivation. In terms of teacher performance, the implementation of teaching programs showed the lowest achievement, indicating the need for continuous professional development through seminars, training programs, or courses to enhance teachers' instructional competencies and improve teaching quality.

For future research, it is recommended that other factors influencing teacher performance, such as work stress and motivation, be explored because they were not examined in this study. Future studies are also encouraged to involve a larger number of respondents to

obtain more representative findings and apply alternative data collection methods to reduce potential response bias in questionnaire-based research. Furthermore, future research may expand the research setting by including public schools and international schools to provide broader perspectives on the factors influencing teacher performance.

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