



The Influence of Organizational Culture, Workload, and Work Discipline on Teacher Performance in State Junior High Schools of Pelalawan District

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ABSTRACT

This study examines the influence of organizational culture, workload, and work discipline on teacher performance in Junior High Schools in Pelalawan Regency using a quantitative method with a descriptive correlational approach. Data were collected through a valid and reliable questionnaire from 167 teachers, using random sampling. Multiple regression analysis was applied to test the effects of the independent variables (organizational culture, workload, and work discipline) on the dependent variable (teacher performance). The results show that organizational culture, workload, and work discipline positively and significantly affect teacher performance. Additionally, all three independent variables collectively have a significant impact on teacher performance. The study concludes that improving organizational culture, managing workload, and enhancing work discipline can effectively improve teacher performance.

INTRODUCTION

This research focuses on the critical role of teachers in enhancing school performance, with their contributions directly impacting the quality of education. Teacher performance is influenced by factors such as discipline, work culture, and environmental support. In Pelalawan Regency, there are several challenges, including low teacher attendance, limited participation in professional development activities, and high workloads, which affect teaching effectiveness.

Previous studies indicate that organizational culture, workload, and work discipline play a significant role in teacher performance. Poor communication, lack of teacher involvement in decision-making, and ineffective management practices further contribute to these issues. Additionally, teachers' high workload, which includes lesson planning, assessments, and extracurricular duties, can negatively impact their performance.

Work discipline is another key factor influencing teaching quality. Teachers who demonstrate poor work habits often deliver lower-quality lessons, which can impact student learning outcomes. Effective discipline among teachers also sets a positive example for students, shaping their attitudes and behaviors.

Preliminary survey results suggest that ineffective communication about school activities and schedules has contributed to teachers' low participation and motivation. Additionally, leadership style and decision-making processes within schools have played a role in teachers feeling undervalued, further diminishing their commitment to school activities.

This study aims to investigate the effects of organizational culture, workload, and work discipline on teacher performance in Pelalawan Regency. The goal is to gain deeper insights into these factors and offer recommendations for improving teacher performance and, ultimately, the quality of education in the region.

LITERATURE REVIEW

Teacher Performance

Teacher performance is a crucial element in determining the quality of education, as it reflects the teacher's ability to carry out tasks effectively and efficiently. According to Ahmad Susanto (2016), performance is a manifestation of an individual's abilities based on knowledge, attitudes, skills, and motivation to achieve specific outcomes. Payaman J. Simanjuntak (2016) further adds that teacher performance represents the level of success in completing tasks aimed at achieving organizational goals. Teacher performance is not only focused on technical abilities but also on dedication, creativity, and commitment in supporting student development. Various factors influence teacher performance, including individual capabilities, efforts, and opportunities. Ismal (2017) explains that capability encompasses the knowledge, skills, and mastery of technology necessary for the job. Knowledge refers to an understanding of relevant theories and concepts, while skills pertain to the technical expertise required. Mastery of technology has become increasingly important in the digital

era to support task execution. The enhancement of abilities through training and competency development plays a vital role in supporting optimal performance.

Effort in teacher performance is driven by motivation, which is influenced by available resources, clear expectations, and rewards for achievements. High motivation leads to greater effort in fulfilling responsibilities and completing tasks. Opportunities, such as assignments matching expertise, a supportive work environment, and access to development activities, also enhance teacher performance. Mulyasa identifies ten factors that support teacher performance, including motivation, responsibility, growth opportunities, and interactions with colleagues. Teacher performance is measured by both quality (accuracy and attention to detail) and quantity (efficiency and productivity). Indicators of performance include program development, lesson implementation, and evaluation, which involve planning, classroom management, and appropriate teaching methods. Teachers are expected to create a positive classroom environment, utilize various media and materials, and engage students through diverse teaching methods. Evaluation involves assessing and improving learning programs to ensure objectives are met. Ultimately, teacher performance is a combination of outcomes and the processes used to achieve them, requiring collaboration from all stakeholders to foster continuous improvement and positively impact student development and education quality.

Organizational Culture

Organizational culture is a broad and complex concept, encompassing the values, norms, and beliefs that form within a community or organization. According to Riva and Mulyadi (2016), organizational culture serves as a framework that guides employee behavior, aids decision-making, and directs daily actions to achieve company goals. Melnurlu Helndyat Soeltopo (2015) adds that it involves the beliefs, assumptions, norms, and expectations within an organization. Denison, as cited in Sobirin, identifies four dimensions of organizational culture: involvement, consistency, adaptability, and mission. These dimensions represent employee participation, agreement on organizational values, the organization's ability to respond to changes, and the core purpose of the organization, respectively. The characteristics of organizational culture include observable behaviors, norms, dominant values, philosophies, rules, and the organizational climate, all of which contribute to achieving the desired culture. Nelwstrom and Davis (2016) emphasize that organizational culture plays a vital role in the continuity of an organization, providing identity for employees, stability, and a sense of security.

Organizational culture serves several key functions. Robbins (2015) states that it differentiates organizations, provides a strong sense of identity for members, and acts as a social glue that unites various groups. Panbundu (2018) explains that organizational culture strengthens relationships among employees, creates a conducive work environment, and reduces conflicts. It also functions as a control mechanism, directing staff toward achieving the organization's vision and mission while helping the organization adapt to environmental changes. The benefits of organizational culture are significant, as Robbins (2020) notes that it

helps bridge differences between organizations, fosters a shared sense of purpose, and maintains stability. A strong culture offers security and stability to employees, allowing them to work more focused and efficiently. Key indicators of organizational culture include the implementation of norms, values, beliefs, member interests, work aggression, and work stability. According to Wirawan (2017), norms serve as behavior guidelines that help employees understand appropriate actions in different situations. The execution of values includes moral and ethical beliefs guiding decision-making, such as fair wages to enhance motivation. Additionally, work aggression, which encompasses discipline, hard work, and a drive to complete tasks optimally, and work stability, are essential to ensuring consistent and efficient performance. Overall, organizational culture significantly influences an organization's performance and effectiveness. A well-managed culture creates a positive work environment, improves employee performance, and helps achieve organizational goals. Previous studies suggest that a strong organizational culture enhances employee motivation and job satisfaction, which positively impacts the overall performance of the organization.

Workload

Workload is defined as a series of tasks or activities that must be completed by workers within a specific period. According to Vanchapo (2020), workload becomes problematic only when employees are unable to meet the demands of their tasks, potentially transforming into a burden. Monika (2018) adds that workload encompasses the processes an individual follows to complete a task within a certain timeframe, while Linda (2016) defines workload as the amount of effort needed to meet job demands. Moekijat (2018) states that workload includes the output produced by employees in a particular field, whereas Dhanika (2019) emphasizes that workload involves both mental and physical tasks that need to be completed within a specific time frame. Workload can be assessed from two perspectives: objective, which refers to the amount of time spent or tasks completed, and subjective, which reflects workplace stress levels and job satisfaction. Dissatisfaction often arises from excessive workload or overload.

To measure workload, three common methods are used. First, work sampling, which involves counting the number of tasks completed by employees within a specific unit or field. This method tracks employee activity during working hours and the proportion of time spent on productive versus non-productive tasks. Second, time and motion studies observe the activities performed by personnel and the proportion of working time associated with these tasks. Third, daily logs, where personnel record their activities and the time spent on each task. The success of these methods depends on cooperation and honesty from the personnel being studied. The indicators of workload in this research include task demands, effort, and performance. Task demands relate to employees' ability to evaluate completed tasks, considering individual differences. Effort refers to the amount of energy exerted to complete a job. Although effort serves as a natural indicator of workload, increasing job demands may hinder individuals from putting in more effort. Performance, the

primary measure in workload studies, emphasizes the results achieved. Overall, a thorough understanding of workload and its indicators is crucial for improving both individual and organizational performance. By managing workload effectively, organizations can create a more productive and satisfying work environment for employees.

Work Discipline

Work discipline is a crucial aspect of management that reflects an individual's awareness and readiness to comply with the norms and rules in an organization. According to Hasibuan (2022), work discipline refers to the mental state and attitude of individuals committed to following established regulations. Soemalji (2019) adds that discipline involves an individual's willingness to adhere to surrounding norms, while Surijiono (2020) describes it as behavior that aligns with set work procedures. Work discipline can be categorized into three types: preventive, corrective, and progressive discipline, as noted by Sayarkani (2017), which aim to prevent violations, address violations that have occurred, and impose increasing sanctions for repeated offenses, respectively.

Indicators of work discipline include several important aspects, as outlined by Singodimejo in Sutrisno (2021). These include adherence to time rules (punctuality in arrival, breaks, and departure), compliance with company regulations (dress code and behavior), adherence to job-related behavioral standards, and following other rules regarding permissible and prohibited actions in the workplace. Work discipline is particularly vital for teachers, as it ensures the orderliness and continuity of tasks, leading to more optimal outcomes. A strong work discipline creates a comfortable work environment, boosts motivation, and fosters a teacher's enthusiasm for their duties.

Several studies have explored the impact of workload, work discipline, and organizational culture on teacher performance. Research by Abdul Jalil (2019) shows that workload, work stress, and work environment significantly affect teacher performance at MAN 2 Palu, with workload negatively impacting performance. Other studies, such as those by Didin Hikmah Perkasa et al. (2013), Saleh and Utomo (2018), and Aspiyah and Martono (2016), demonstrate that while work discipline may not always show significant effects, it, along with other variables such as work environment and training, plays a role in improving teacher performance. These findings suggest that a combination of these factors contributes to enhancing overall teacher effectiveness and organizational success.

Overall, these studies show that workload, work discipline, organizational culture, and other factors such as motivation and work environment have a significant influence on teacher performance. These results provide important insights for developing strategies to improve teacher performance in the context of education. The hypotheses in this study can be seen as follows:

H1 = There is an influence of organizational culture on teacher performance at junior high schools in Pelalawan Regency

H2 = There is an influence of teacher workload on teacher performance at junior high schools in Pelalawan Regency.

H3 = There is an influence of work discipline on teacher performance at junior high schools in Pelalawan Regency

H4 = There is an influence of organizational culture, workload, and work discipline on teacher performance at junior high schools in Pelalawan Regency

METHODS

Muh. Yani (2022) explains that the quantitative method is a research approach that is scientific, objective, and measurable, utilizing numerical data and statistical analysis to identify patterns of relationships between variables. This study aims to examine the impact of independent variables – Organizational Culture (X1), Workload (X2), and Work Discipline (X3) – on the dependent variable, which is teacher performance (Y). With this approach, it is expected that deeper insights can be gained regarding the factors that influence teacher performance.

The selection of the research location was based on the identification of a phenomenon that required investigation. Therefore, the researcher will conduct the study at Junior High Schools in Pelalawan Regency. The research will be carried out from January 2025 to April 2025.

The population in this study refers to subjects with specific characteristics, namely junior high school teachers in Pelalawan Regency. According to Sugiyono (2019), the population encompasses all characteristics held by the subjects being studied. The total population consists of teachers from various public junior high schools in Pelalawan Regency, totaling 288 teachers. To determine the sample, Random Sampling technique is used with Slovin's formula, which ensures proportional representation from each school. Slovin's formula is applied to calculate the sample size with a 5% margin of error, as follows:

$$n = \frac{N}{1 + N \times e^2}$$

Where (N) is the population size, (n) is the sample size, and (e) is the percentage of tolerance for inaccuracy. By plugging in the values (N = 288) and (e = 0.05), the calculation becomes:

$$n = \frac{288}{1 + 288 \times (0.05)^2}; n = \frac{288}{1 + 0,72}; n = \frac{288}{1,72} = 167,44$$

The calculation results show that the number of samples taken is 167 respondents, after being rounded. Thus, this study uses a sample that is representative enough to reflect the characteristics of the junior high school teacher population in Pelalawan Regency.

Sugiyono (2019) explains that a questionnaire is a data collection technique involving a set of written questions for respondents to answer. In this study, the questionnaire is used to gather information on the influence of organizational culture, workload, and work discipline on teacher performance in Pelalawan Regency. The validity of the instrument is tested using correlation indexes, and the results show that most items in the variables were valid, except for a few. Reliability tests using Cronbach's alpha reveal high consistency across all variables, indicating that the instrument is reliable. Data analysis involves normality, homogeneity, and linearity tests, followed by hypothesis testing using T and F tests to assess the impact of independent variables on teacher

performance. The coefficient of determination (KD) is also used to measure the contribution of independent variables to the dependent variable, teacher performance.

RESULTS AND DISCUSSION

RESULTS

Descriptive Analysis

The descriptive analysis in this study aims to illustrate the data distribution pattern, facilitating interpretation and conclusion drawing. Teacher performance was measured using 18 statements with a 5-point Likert scale, involving 167 respondents. The results showed a minimum score of 97 and a maximum score of 125, with a mean of 115.99 and a standard deviation of 8.733. Data grouping revealed that 71.17% of respondents fell into the high category, 13.50% in the medium category, and 15.34% in the low category.

Table 1. Descriptive Statistics Data Results for Variables Y, X1, X2, and X3.

		Statistics			
		Teaching Performance	Organizational Culture	Workload	Work Discipline
N	Valid	167	167	167	167
	Missing	0	0	0	0
Mean		115,99	126,99	110,15	120,7
Median		121	113	114	115
Modus		124	113	121	124
Standar Deviasi		8,733	9,433	11,054	14,698
Varians		75,265	76,265	116,649	216,031
Range		28	27	41	48
Skor Terendah		97	97	83	70
Skor Tertinggi		125	125	125	125

a. Multiple modes exist. The smallest value is shown

Furthermore, the organizational culture variable was measured with 20 questionnaire items. The results of the analysis showed a minimum value of 97 and a maximum of 195, with an average of 126.99 and a standard deviation of 9.433. A total of 71.17% of respondents were in the high category, 13.50% in the medium category, and 15.34% in the low category.

For the workload variable, which was measured with 18 questions, the results of the analysis showed the lowest value of 83 and the highest of 125, with an average of 110.15 and a standard deviation of 11.054. The workload category showed 57.06% of respondents in the high category, 27.61% in the medium category, and 15.34% in the low category.

The work discipline variable was also measured with 18 questions, resulting in the lowest value of 70 and the highest of 125, with an average of 120.7 and a standard deviation of 14.698. The results showed that 54.60% of respondents were in the high category, 26.38% in the medium category, and 19.02% in the low category.

Prerequisite Test Results

Normality testing using the Kolmogorov-Smirnov method with SPSS version 27 showed that all variables (teacher performance, organizational

culture, workload, and work discipline) had significance values above 0.05, indicating that the data is normally distributed. The linearity test confirmed a linear relationship between the independent and dependent variables, with significance values above 0.05. The multicollinearity test showed no issues, as all Variance Inflation Factor (VIF) values were below 10 and Tolerance values were above 0.1. Additionally, the heteroscedasticity test indicated no issues with residual variance, as all significance values were above 0.05, fulfilling the assumptions for regression analysis.

Hypothesis Test Results

Simple Regression Hypothesis Test

Table 2. Simple Regression Hypothesis Test Result

Model	Standardized Coefficients		Standardized Coefficient	t	Sig	
	B	Standar Error	Beta			
1	(Constant)	76.183	5.011		13.2789	.000
	Organizational Culture(X1)	.278	.045	.541	7.953	.000
	(Constant)	73.466	3.279		14.021	.000
	Workload (X2)	.386	.038	.926	9.191	.000
	(Constant)	58.352	2.391		10.159	.000
	Learning Community (X3)	.438	.031	.892	14.475	.000

Simple linear regression analysis was used to determine the effect of independent variables on the dependent variable, teacher performance. The variables analyzed were organizational culture (X1), workload (X2), and work discipline (X3) in relation to teacher performance (Y).

The results showed that organizational culture had a significant positive effect on teacher performance, with a regression coefficient of 0.278 ($Y = 76.183 + 0.278X$) and a significance value of 0.000. Similarly, workload had a positive effect with a coefficient of 0.386 ($Y = 73.466 + 0.386X$) and a significance value of 0.000. Work discipline also had a positive impact with a coefficient of 0.438 ($Y = 58.352 + 0.438X$) and a significance value of 0.000. Overall, these findings support the theory that these factors significantly contribute to improving teacher performance.

Multiple Regression Analysis Results

Table 3. Multiple Regression Test of Variables

Model		Unstandardized Coefficients		Standardized Coefficient
		B	Std. Error	Beta
1	(Constanta)	60,068	4.781	
	Organizational Culture	0,086	0,059	0,110
	Workload	0,049	0,075	0,063
	Work Discipline	0,386	0,046	0,650
Dependent Variabel : Kinerja Guru				

Multiple linear regression analysis was used to assess the simultaneous effects of organizational culture (X1), workload (X2), and work discipline (X3) on teacher performance (Y). The regression equation is as follows:

$$[Y = 60.068 + 0.086 (X1) + 0.049 (X2) + 0.386 (X3)].$$

The interpretation of these results is as follows: The constant (a) of 60.068 indicates that if all independent variables are zero, the teacher performance remains at 60.068. The regression coefficient for organizational culture (b_1) of 0.086 suggests that a one-unit increase in organizational culture will increase teacher performance by 0.086, assuming other variables remain constant. The coefficient for workload (b_2) of 0.049 shows that a one-unit increase in workload will raise teacher performance by 0.049, and the coefficient for work discipline (b_3) of 0.386 means that a one-unit increase in work discipline will enhance teacher performance by 0.386. These results confirm the importance of these three variables in improving teacher performance, supporting the theory that these factors significantly contribute to educational outcomes.

Table 4. Results of Partial Test Analysis (t-test)

Variabel	Unstandardized Coefficients	t	Sig
Organizational Culture	0,278	7,953	0.000
Workload	0,386	9,191	0.000
Work Discipline	0,438	14,475	0.000

The partial test (t-test) was conducted to evaluate the effect of each independent variable – organizational culture, workload, and work discipline – on the dependent variable, teacher performance. The results are presented in a table, showing the significance value for each variable. If the significance value is less than 0.05, the alternative hypothesis (H_a) is accepted, while if it is greater than 0.05, the null hypothesis (H_0) is accepted.

The analysis results indicate that for organizational culture, the significance value is 0.000, meaning H_0 is rejected and H_a is accepted. This shows that organizational culture has a positive and significant impact on teacher performance at SMP N Pelalawan District. Similarly, for workload, the significance value is 0.000, leading to the rejection of H_0 and the acceptance of H_a , indicating that workload positively and significantly affects teacher performance. Lastly, for work discipline, the significance value of 0.000 means that H_0 is rejected and H_a is accepted, indicating that work discipline also has a positive and significant effect on teacher performance.

Table 5. Simultaneous Test Analysis Results (F)

ANOVA ^a					
Model	Sum of squares	Df	Mean Square	F	Sig
1. Regression	6179.875	3	2493.292	73.531	.000 ^b
Residual	4175.119	159	42.548		
Total	23454.994	162			
a. Dependent Variabel : Teacher Performance					
b. Predictors: (Constant), Organizational Culture, Workload, and Work Discipline					

Based on the results of the statistical test, the significance value obtained is 0.000, which is smaller than 0.05. Thus, the hypothesis is accepted, which means that Organizational Culture, Workload, and Work Discipline have a

significant influence simultaneously on Teacher Performance at Junior High Schools in Pelalawan Regency.

Table 6. Determine Coefficient Table (R2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.658 ^a	.675	.323	3.0009
a. Predictors: (Constant), Organizational Culture, Workload, and Work Discipline				
b. Dependent Variable: Abs_RES				

The Model Summary results show an R² of 0.675, meaning that 67.5% of the variation in teacher performance is explained by organizational culture, workload, and work discipline. The Adjusted R² of 0.323 shows a significant contribution after adjustment, while the Standard Error of the Estimate of 3.0009 shows the level of model prediction error.

DISCUSSION

The Influence of Organizational Culture on Teacher Performance

The results of the first hypothesis test indicate a significant influence of organizational culture on teacher performance at SMP N Pelalawan District, with a significance value of 0.000, which is less than 0.05. This shows that the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, confirming that organizational culture positively affects teacher performance. This finding highlights the impact of organizational values, standards, and practices on teacher performance, suggesting that improving organizational culture can be an effective strategy to enhance teacher performance at schools. These findings align with a study by Arif Mudhakhir (2019) at SMK PGRI 2 Ponorogo, which found that organizational culture contributed 31.2% to teacher performance, with a significance value of 0.000. A 2023 study published in the *Jurnal Riset Ekonomi dan Manajemen* also found a significant impact of organizational culture on teacher performance at private vocational school X Muntilan, particularly through indicators such as adherence to regulations and clear organizational goals. Both studies emphasize the importance of a conducive organizational culture in improving teacher productivity and work quality, contributing to the achievement of educational goals more effectively.

The Influence of Workload on Teacher Performance

The research results indicate that workload has a significant impact on teacher performance, with a significance value of 0.000, which is less than 0.05. This means the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted, confirming that workload significantly affects teacher performance. Both teaching hours and administrative tasks are shown to significantly influence the quality of teachers' work. Therefore, effective workload management is crucial to maintain optimal teacher performance and prevent excessive workload.

This finding is consistent with Sari's (2022) research, which found that workload positively influences teacher performance, provided it remains within

manageable limits. However, excessive workload can lead to decreased performance. Conversely, Jalil's (2019) study shows a negative effect, where increased workload tends to reduce teacher performance. These differing results suggest that the impact of workload is influenced by other factors such as stress, work environment, and workload management. Therefore, balancing and managing workload effectively is key to maximizing teacher performance.

The Influence of Work Discipline on Teacher Performance

The research results show that work discipline has a positive and significant effect on teacher performance at SMP Negeri Kabupaten Pelalawan, with a significance value of 0.000 (<0.05). Factors such as punctuality, adherence to rules, and responsibility are crucial in encouraging teachers to complete tasks effectively. This aligns with previous studies by Yuliani (2021), Sari (2020), and Utari (2019), which also found a relationship between work discipline and better teacher performance.

The study also highlights that proper workload management can enhance teacher productivity, while excessive workload may reduce performance. This finding is supported by Rahayu (2023), who found that workload and work stress significantly affect teacher performance, and by Sari (2022) and Rindyantama (2017), who emphasized the importance of proportional workload management. At SMP Negeri Kabupaten Pelalawan, both work discipline and workload play essential roles in improving teacher performance. Work discipline ensures teachers act responsibly and according to standards, while effective workload management promotes productivity without causing excessive pressure. Schools need to balance these factors to create a supportive work environment that optimizes teacher performance and contributes to improved education quality.

The Influence of Organizational Culture, Workload, and Work Discipline on Teacher Performance

Work discipline has a significant impact on teacher performance at SMP Negeri Kabupaten Pelalawan, as shown by a significance value of 0.000 (<0.05). This indicates that the higher the level of work discipline, the better the performance of teachers in carrying out their duties and responsibilities. In this context, work discipline includes adherence to school rules, punctuality in performing tasks, and responsibility in carrying out the learning process. Teachers with high discipline are more organized in lesson planning, consistent in teaching activities, and more meticulous in evaluating student learning outcomes.

Furthermore, work discipline fosters a culture of professionalism within the school environment. When teachers exhibit discipline, they not only meet established work standards but also set a positive example for colleagues and students. This contributes to creating a more orderly, productive, and conducive academic environment. In contrast, a lack of work discipline can lead to delays in delivering lessons, low learning effectiveness, and disorganization in educational administration, ultimately reducing the quality of education. Previous studies, such as those by Yuliani (2021) and Sari (2020), support these

findings, highlighting the positive correlation between work discipline and improved teacher performance. Therefore, schools should implement policies that promote work discipline, such as clear rules, structured academic supervision, and appropriate reward and sanction mechanisms, ensuring that teacher discipline remains high and performance is optimized to support educational goals.

This study has several limitations that need to be considered. First, the data collection technique only used a questionnaire, which may not fully reflect the personal opinions of respondents. Second, data analysis was limited to simple and multiple linear regression; future research is advised to use more complex analysis methods, such as path analysis, to understand the relationship between variables in more depth. Third, the large number of items in the questionnaire can cause respondents to take longer to fill it out, which has the potential to affect the quality of the responses given. These limitations are expected to be of concern to other researchers who want to conduct similar research, so that they can improve understanding and research results in the future.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and discussion in this study, the researcher concludes the following: Organizational culture has a positive and significant impact on teacher performance at SMP Negeri Kabupaten Pelalawan. The better the organizational culture, the higher the teacher's performance. Workload also has a positive and significant effect on teacher performance. Proper workload management can enhance teacher effectiveness. Work discipline has a positive and significant impact on teacher performance as well. The higher the level of discipline, the better the teacher's performance. Overall, organizational culture, workload, and work discipline all significantly influence teacher performance at SMP Negeri Kabupaten Pelalawan.

The recommendations based on the findings are as follows: School leaders should strengthen their leadership role in creating a conducive work environment and provide ongoing training. Teachers are encouraged to continuously improve their competencies through training and innovation in the teaching process to enhance their performance. Future researchers are recommended to expand the scope of the study by increasing the number of subjects and including other variables, such as school policies and work climate, to gain a more comprehensive understanding of the factors influencing teacher performance.

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