

THE INFLUENCE OF WORK DISCIPLINE, WORK ENVIRONMENT AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE AT SMP NEGERI 252 JAKARTA WITH WORK MOTIVATION AS A MEDIATING VARIABLE

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ABSTRACT

In educational institutions, the quality and quantity of teachers can be seen from their performance. Factors that can affect performance come from factors within a person as well as external factors. This study aims to determine the Influence of Work Discipline, Work Environment, and Organizational Culture on Teacher Performance at SMP Negeri 252 Jakarta with Work Motivation as a Mediation variable. The population in this study amounted to 57 people with a total sample of 57 people, sampling using saturated samples. Data analysis method using SEM-PLS Version 3. The results of this study showed that in direct influence, work discipline, work environment, organizational culture and work motivation partially had a positive effect of seventy-two point four percent on teacher performance. The dominant factor influencing teacher performance is motivation with dimensions of social needs. Then in the direct influence of work discipline, work environment and organizational culture partially have a positive effect of sixty-two point four percent on work motivation. Factors that influence work motivation are an organizational culture with dimensions of how to face challenges. In indirect influence, work motivation does not mediate work discipline on teacher performance, but work motivation fully mediates the work environment on teacher performance and work motivation partially mediates organizational culture.

Keywords: *Work discipline, Work environment, Organizational culture, Work motivation, Teacher performance*

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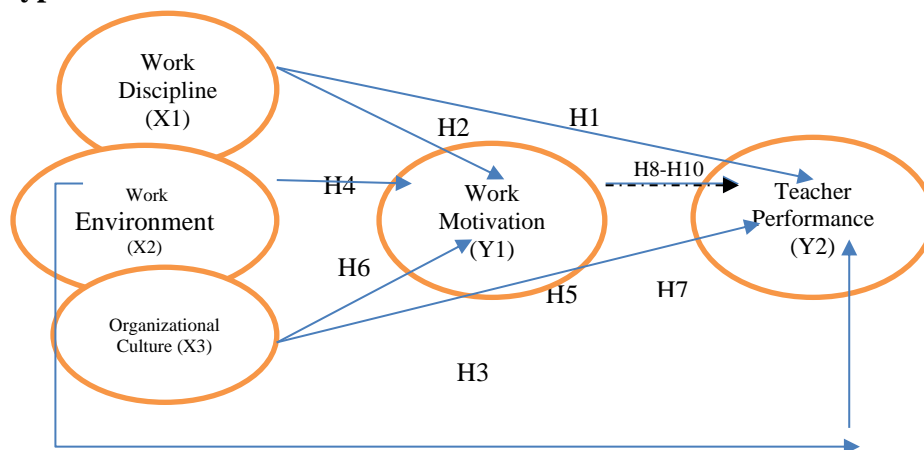
INTRODUCTION

In educational institutions human resource management is very important, this is because the selection of human resources greatly contributes to helping improve the quality of education (Mahapatro, 2022). The quality and quantity of teachers can be seen from their performance (Arifin, 2015). Because, performance is one of the keys to success, whether the teacher has good quality or not. In assessing a teacher's performance can be seen from the results of the work that has been produced (Karim et al., 2021). Teacher performance assessment is carried out every year, the assessment is carried out in accordance with the Guidelines for the Implementation of Teacher Performance Assessment issued by the Ministry of Education and Culture in 2012. Teacher performance appraisal aims to determine the value of existing teacher performance (Asfar & Anggraeni, 2020). To find out the performance of existing teachers, the researcher conducted an interview with one of the junior high schools in East Jakarta, namely SMP Negeri 252 Jakarta. From the interviews that have been conducted, it was found that the performance of teachers at SMP Negeri 252 Jakarta is quite good, but the performance scores of teachers at the school have values that tend to fluctuate. This can be seen in table 1.1 below:

2017		2018		2019		2020		2021	
Target	Average rating	Target	Average rating	Target	Average rating	Target	Average rating	Target	Average rating
87	87.7	87	86.7	87	86	87	87.2	87	91.2

From the table above, it can be seen that the average value of teacher performance evaluation has fluctuated and there is no achievement of target values in 2018 and 2019. This must still be evaluated so that fluctuations do not occur again and teacher performance scores are achieved. Then the researcher conducted another interview and found several factors that caused the ups and downs of teacher performance, namely work discipline, work environment, work motivation, and organizational culture.

Hypothesis Model



Research Hypothesis:

H1: There is a positive and significant influence between work disciplines on teacher performance

H2: There is a positive and significant influence between work disciplines on work motivation

H3: There is a positive and significant influence between the work environment on teacher performance.

H4: There is a positive and significant influence between the work environment on work motivation.

H5: There is a positive and significant influence between organizational culture on teacher performance

H6: There is a positive and significant influence between organizational culture on work motivation.

H7: There is a positive and significant influence between work motivation and performance.

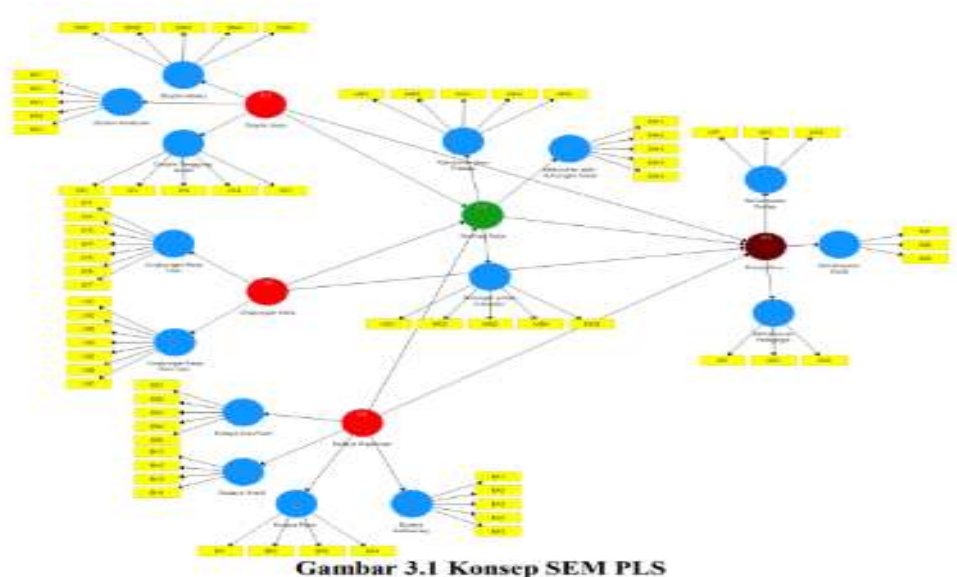
H8: There is a positive and significant influence between work disciplines on performance through work motivation.

H9: There is a positive and significant influence between organizational culture on performance through work motivation.

H10: There is a positive and significant influence between the work environment on performance through work motivation

METHOD

This study used quantitative methods. With independent variables of work discipline (X1), Work environment (X2), and organizational culture (X3). Dependent variable Teacher performance (Y2). Mediating variable Work motivation (Y1). The population in this study was all teachers at SMP Negeri 252 Jakarta. This study used saturated sampling, because the population in this study only amounted to 57 people, then the number of samples in this study amounted to 57 people. Data collection method with interviews and surveys. The data analysis method in this study uses SEM PLS Version 3, with the concept of SEM PLS can be seen in figure 3.1 as follows:



RESULTS AND DISCUSSION

Overview of the Research Object

SMP Negeri 252 Jakarta or commonly referred to as DuLiDu is a junior high school located on Jl. H. Naman Kelurahan Pondok Kelapa, Duren Sawit District, East Jakarta. SMP Negeri 252 was established in 1986 with 6 classes with the first batch of 280 students.

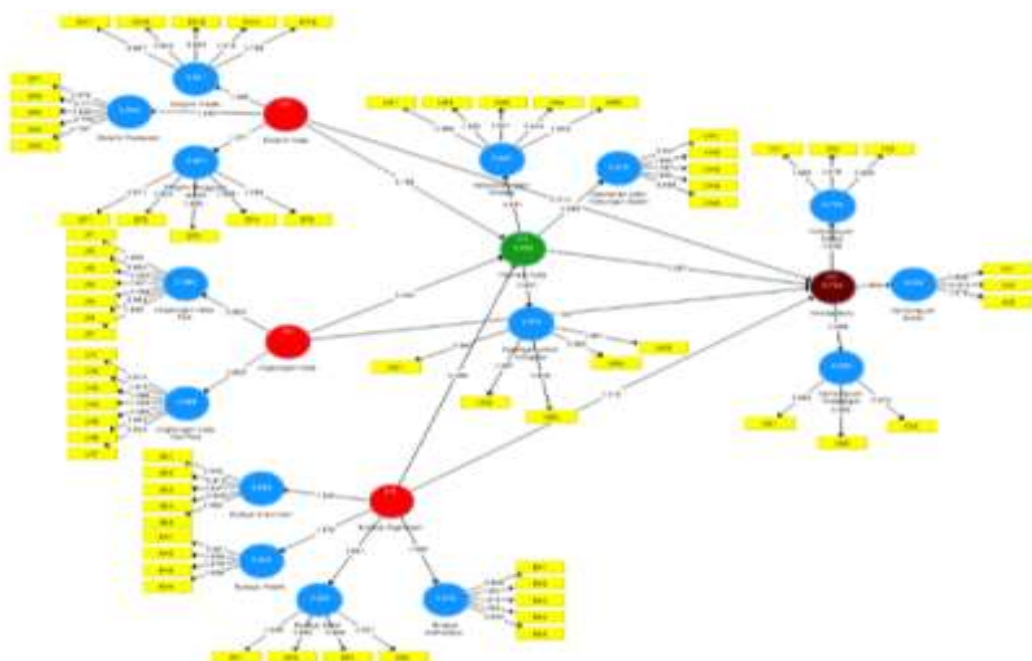
1. Descriptive Respondents

Characteristic		Frequency	Percent (%)
Gender	Man	25	43.9
	Woman	32	56.1
Age	30-35	9	15.8
	36-40	7	12.8

Characteristic		Frequency	Percent (%)
Age	41-45	10	17.5
	46-5	5	8.8
	51-55	13	22.8
	56.-60	13	22.8
Education	S-1	48	84.2
	S-2	9	15.8
Period of Service	5-13	23	40.4
	14-22	12	21.1
	23-31	22	38.6

2. Data Analysis Results

a. Outer Model



The Outer Model is performed to determine the validity and reliability between each indicator and its latent variables. Outer model testing is loading factor, *Average Variant Extracted (AVE)*, and validity dissent testing. *Loading factor* according to Siswoyo (2017) states that an indicator that has a *loading factor* value greater than 0.7 means that the indicator is valid. AVE according to Ghozali (2017) states that to show a good validity value, the AVE value must at least show the number 0.5.

Variable	Code	Loading Factor	AVE	Variable	Code	Loading Factor	AVE
Work Discipline	DP1	0.879	0.663	Work Environment	LF1	0.963	0.898
	DP2	0.777			LF2	0.954	
	DP3	0.822			LF3	0.930	
	DP4	0.784			LF4	0.937	
	DP5	0.797			LF5	0.956	
	DT1	0.877			LF6	0.966	
	DT2	0.904			LF7	0.963	
	DT3	0.883			LN1	0.918	
	DT4	0.888			LN2	0.976	
	DT5	0.883			LN3	0.966	
	DW1	0.887			LN4	0.928	
	DW2	0.842			LN5	0.954	
	DW3	0.825			LN6	0.980	
	DW4	0.816			LN7	0.946	
	DW5	0.795					

Variable	Code	Loading Factor	AVE	Variable	Code	Loading Factor	AVE
Organizational Culture	BA1	0.869	0.800	Work Motivation	MD1	0.939	0.870
	BA2	0.920			MD2	0.957	
	BA3	0.915			MD3	0.933	
	BA4	0.95			MD4	0.950	
	BA5	0.894			MD5	0.961	
	BH1	0.951			MH1	0.947	
	BH2	0.959			MH2	0.939	
	BH3	0.975			MH3	0.957	
	BH4	0.968			MH4	0.942	
	BP1	0.965			MH5	0.929	
	BP2	0.969			MP1	0.966	
	BP3	0.965			MP2	0.935	

The Influence of Work Discipline, Work Environment and Organizational Culture on Teacher Performance at SMP Negeri 252 Jakarta with Work Motivation as a Mediating Variable

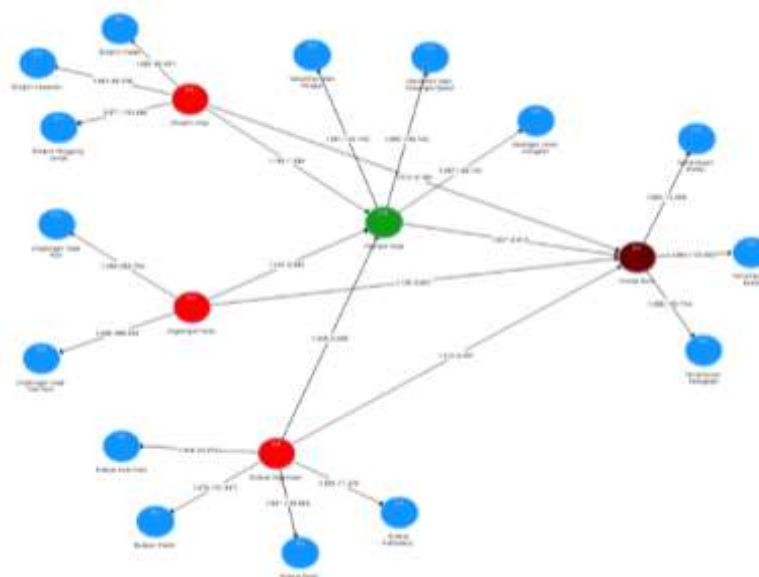
BP4	0.901	.MP3	0.941
BS1	0.942	.MP4	0.943
BS2	0.915	MP5	0.952
BS3	0.847		
BS4	0.938		
BS5	0.882		

Variable	Code	Loading Factor	AVE
Teacher Performance	KD1	0.965	0.825
	KD2	0.983	
	KD3	0.978	
	KP1	0.965	
	KP2	0.978	
	KP3	0.960	
	KS1	0.985	
	KS2	0.972	
	KS3	0.979	

Judging from the results of the table above, it can be concluded that the variables in this study can be declared valid. Then for reliability tests seen using *composite reliability* values and *Cronbach's alpha* with a minimum value of 0.7.

Variable	Composite Reliability	Cronbach's Alpha	Information
Organizational Culture	0.986	0.985	Reliable
Work Discipline	0.967	0.963	Reliable
Teacher Performance	0.977	0.973	Reliable
Work Environment	0.992	0.991	Reliable
Work motivation	0.990	0.989	Reliable

b. Inner Model



Coefficient value of determinant (r^2)

Construct	R-Square
Teacher Performance	0.724
Work Motivation	0.624

In the table above, it can be seen that 0.724 or 72.4% of teacher performance variables can be influenced by work discipline, work environment, organizational culture and work motivation, while 27.6% are influenced by other variables. Then 0.624 or 62.4% of work

motivation variables are influenced by work discipline, work environment and work motivation, while 37.6% are influenced by other variables.

Test the hypothesis

Relationship between Constructs				Original Sample (O)	T- statistic	P-Value
Direct Influence						
Organizational Culture	→	Performance		0.312	2.537	0.011
Organizational Culture	→	Work Motivation		0.458	2.958	0.003
Work Discipline → Performance				0.014	0.166	0.868
Work Discipline → Work Motivation				0.152	1.299	0.195
Work Environment → Performance				0.108	0.647	0.518
Work Environment	→	Work Motivation		0.444	3.684	0.000
Work Motivation → Performance				0.537	2.912	0.004
Indirect Influence						
Work Environment	→	Work Motivation	→	0.238	2.067	0.039
Organizational Culture	→	Work Motivation	→	0.246	2.256	0.024
Work Discipline	→	Work Motivation	→	0.082	1.108	0.268

DISCUSSION

The Effect of Work Discipline on Teacher Performance

Based on the results of the study, t-statistic values (0.166) < t-tables (2.0065) and P-values (0.868) > 0.05, meaning that work discipline has a positive but not significant effect on teacher performance. This means that if work discipline has improved, it does not affect and improve teacher performance significantly (Al-Ayyubi, 2019).

The Effect of Work Discipline on Work Motivation

Based on the results of the study, t-statistics $(1.299) < t\text{-table } (2.0065)$ and P-Value $(0.195) > 0.05$, meaning that work discipline has a positive but not significant effect on work motivation. This means that if work discipline has improved, it does not affect and increase work motivation significantly (Eliyanto, 2018).

The Effect of Work Environment on Teacher Performance

Based on the results of the study, t-statistics $(0.647) < t\text{-table } (2.0065)$ and P-Value $(0.518) > 0.05$, meaning that the work environment has a positive but not significant effect on teacher performance. This means that if the work environment has improved, it does not affect and improve teacher performance significantly.

The Influence of the Work Environment on Work Motivation

Based on the results of the study, t-statistics $(3.684) > t\text{-tables } (2.0065)$ and P-Value $(0.000) < 0.05$, meaning that the work environment has a positive and significant effect on work motivation. This means that if the work environment improves, it can significantly affect and increase work motivation.

The Influence of Organizational Culture on Teacher Performance

Based on the results of the study, t-statistics $(2.537) > t\text{-tables } (2.0065)$ and P-Value $(0.011) < 0.05$, meaning that organizational culture has a positive and significant effect on teacher performance. This means that if the organizational culture improves, it can affect and improve teacher performance significantly.

The Influence of Organizational Culture on Work Motivation

Based on the results of the study, t-statistics $(2.958) > t\text{-tables } (2.0065)$ and P-Value $(0.003) < 0.05$, meaning that organizational culture has a positive and significant effect on work motivation. This means that if the organizational culture improves, it can affect and increase work motivation significantly.

The Effect of Work Motivation on Teacher Performance

Based on the results of the study, t-statistic $(2.912) > t\text{-table } (2.0065)$ P-Value $(0.004) < 0.05$, meaning that work motivation has a positive and significant effect on teacher performance. This

means that if work motivation increases, it can affect and improve teacher performance significantly.

The Effect of Work Discipline on Teacher Performance through Work Motivation

Based on the results of research on indirect influences, $t\text{-statistics } (1.108) < t\text{-table } (2.0065)$ and $P\text{-Value } (0.268) > 0.05$, meaning that work discipline has a positive but not significant effect on teacher performance through work motivation. This means that work motivation cannot mediate the relationship between work discipline and teacher performance.

The Influence of the Work Environment on Teacher Performance through Work Motivation

Based on the results of research on indirect influences, $t\text{-statistic } (2.067) > t\text{-table } (2.0065)$ and $P\text{-Value } (0.039) < 0.05$, meaning that the work environment has a positive and significant effect on teacher performance through work motivation. This means that work motivation can mediate the relationship between the work environment and teacher performance.

The Influence of Organizational Culture on Teacher Performance through Work Motivation

Based on the results of research on indirect influences, $t\text{-statistics } (2.256) > t\text{-tables } (2.0065)$ and $P\text{-Value } (0.024) < 0.05$, meaning that organizational culture has a positive and significant effect on teacher performance through work motivation. This means that work motivation can mediate the relationship between organizational culture and teacher performance.

CONCLUSION

Work discipline has a positive but not significant effect on teacher performance at SMP Negeri 252 Jakarta. With the dominant dimension of responsibility discipline (responsibility attitude), it means that increasing responsibility discipline does not significantly affect performance. Work discipline has a positive but not significant effect on work motivation at SMP Negeri 252 Jakarta. With the dominant dimension of responsibility discipline (responsibility attitude), it means that increasing responsibility discipline does not significantly affect work motivation.

The work environment has a positive but not significant effect on teacher performance at SMP Negeri 252 Jakarta. With the dominant dimension is the non-physical work environment (the use of color), meaning that if the school or work environment changes to the color does not significantly affect teacher performance.

The work environment has a positive and significant effect on work motivation at SMP Negeri 252 Jakarta. With the dominant dimension is the non-physical work environment (the

use of color), meaning that if the school or work environment changes the color has a significant effect on work motivation.

Organizational culture has a positive and significant influence on teacher performance at SMP Negeri 252 Jakarta. With the dominant dimension is the market dimension (how to deal with challenges), meaning that the organizational culture that has been formed in facing challenges has been well formed so that teacher performance can improve.

Organizational culture has a positive and significant influence on work motivation at SMP Negeri 252 Jakarta. With the dominant dimension is the market dimension (how to deal with challenges), meaning that the organizational culture that has been formed in facing challenges has been well formed so that it can increase teacher motivation.

Work motivation has a positive and significant effect on teacher performance at SMP Negeri 252 Jakarta. With the dominant dimension is the need for social relationships (social needs), meaning that social relationships that are well established with fellow colleagues and superiors can create a good and pleasant working atmosphere, if the working atmosphere is good and pleasant it can improve performance.

Work discipline has a positive but not significant effect on teacher performance at SMP Negeri 252 Jakarta through work motivation. This means that by increasing discipline, responsibility does not affect either directly or indirectly on teacher performance. This can be interpreted that work motivation cannot mediate work discipline against teacher performance.

The work environment has a positive and significant effect on teacher performance at SMP Negeri 252 Jakarta through work motivation. This means that motivation plays an indirect role in creating a good work environment, so as to improve the performance of existing teachers. That is, motivation mediates in full.

Organizational culture has a positive and significant influence on teacher performance at SMP Negeri 252 Jakarta through work motivation. This means that the organizational culture that has been formed increases work motivation individually and among colleagues. For this reason, motivation plays a role both directly and indirectly to improve teacher performance. That is, motivation mediates partially.

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