

# Effect of Work Environment and Organizational Culture on Teacher Performance with Teacher Work Discipline as an Intervening Variable

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## ARTICLE INFO

### JEL Classification:

J24, M54, O15

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**Received:** 01-10-2023

**Revised:** 14-10-2023

**Accepted:** 28-10-2023

**Published:** 11-11-2023

### Keywords:

Competence, Career Development, Organizational Commitment



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## ABSTRACT

This study aims to analyze the effect of work environment and organizational culture on teacher performance in the context of Vocational High School Education Institutions in Sumberpucung District, Malang Regency. The research method used is a quantitative research method with an explanatory research approach. The collected data were analyzed using the multivariate Structural Equation Models (SEM) model with the Partial Least Square (PLS) approach. SmartPLS version 3 software is used to process data and test hypotheses. The results showed that the work environment and organizational culture had a positive influence on the work discipline of teachers at SMK Education Institutions in Sumberpucung District, Malang Regency. Furthermore, the work environment and organizational culture are also positively related to improving teacher performance. Although work discipline has a positive effect on teacher performance, this effect is not directly significant. However, it was found that work discipline acts as a mediating variable between work environment and teacher performance, and between organizational culture and teacher performance. Thus, a good work environment and organizational culture can improve teacher work discipline, which in turn improves teacher performance in these educational institutions.

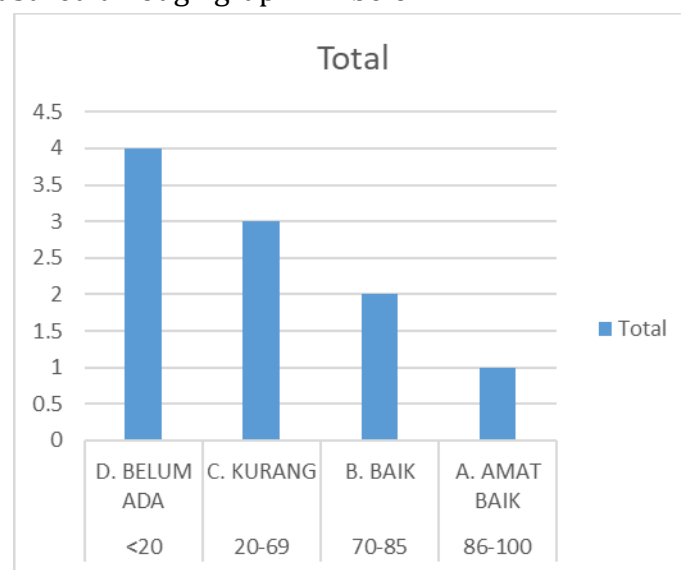
## 1. INTRODUCTION

Teachers have a central role in the development of education and improving the quality of human resources. In order to improve their abilities, especially at SMK in Sumberpucung District, Malang Regency, teachers are faced with demands to continue to improve performance and work discipline. High work discipline is needed so that educational goals can be achieved effectively and efficiently. Despite the important role of teachers in developing the country and society, especially in the context of development, the low performance of teachers is still a problem. Education and the role of teachers have a significant impact on the development of a country and society. To ensure good quality education, improving teacher performance is important. In Sumberpucung District, Malang Regency, there are three vocational high schools (SMK)

that are trying to improve teacher performance in order to achieve the goals, vision and mission of their respective schools. However, the level of teacher performance still varies.

One way to measure teacher performance is to use an instrument to supervise the learning management process. This instrument helps observers (supervisors) to observe and assess various aspects of teacher performance in teaching. The data collected from these observations were then analyzed to identify patterns of teacher performance related to the work environment and organizational culture in schools.

On August 31 2022, a teacher performance assessment was carried out through supervision at the Brantas Karangates Vocational School. This assessment is carried out as an effort to monitor and improve the quality of teaching. The average achievement of teacher performance at SMK in Sumberpucung District, Malang Regency can be categorized as measured through graph 1.1 below:

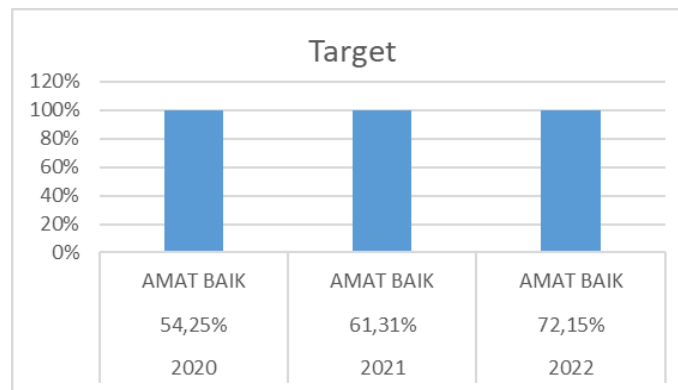


**Figure 1.** Teacher Performance Assessment Grades at SMKs in Sumberpucung District

Based on the graph, it is found that the distribution of performance predicates given has a significant variation. This performance rating has a scale from A to D, which describes the range from "very good" to "nothing" in terms of the quality of individual performance. From this graph, it can be seen that the A predicate, which represents the "very good" level of performance, was only obtained by a small number of the teachers and students who were assessed. This indicates that only a handful of individuals have demonstrated very high performance and achieved very good standards in the aspects being evaluated.

On the other hand, predicate D, which indicates that performance is still "not there", is obtained by most of the individuals being assessed. This implies that the majority of educators and students who are evaluated have not reached the expected level of performance or have not met the standards set in the supervision. This variation may indicate challenges or gaps in performance among school staff members. Several factors that may have influenced these results include differences in experience, competence, understanding of job demands, and support received from the work environment and management.

In realizing an effective and efficient teacher performance level in accordance with the goals that have been set, a standard teacher performance level is made in the very good category if the teacher has achieved a score of 86 to 100, in the good category if the teacher achieves a score of 70 to 85, for the less category if the teacher achieves a score of 20 to 69 and in category D (none yet) if the teacher achieves a score of less than 20. Based on the results of interviews with school management regarding the performance of teachers at SMK in Sumberpucung District during the last 3 year period it can be seen in the graph, 1.2 below this:



Source: School Supervision Team

**Figure 2.** Results of teacher performance assessment for vocational teachers in Sumberpucung District for the 2020-2022 period

From graph 1.2 above, it can be seen that the lowest teacher performance was in 2020, namely 54.25%. In that year, Indonesia and even the world were being hit by the prolonged Covid-19 Pandemic which automatically also had an impact on the world of education. The learning process in all educational institutions uses online media so that teacher performance is still not optimal. In the following year, namely in 2021, teacher performance increased by 7.06% to 61.31%. This year the learning process can be partially offline even with a limited number of students, limited time and using strict health protocols. In 2022 the increase in teacher performance is quite high, increasing by 10.84% to 72.15%, this is because the situation has started to normalize which also has an impact on improving teacher performance. Although in the last three years teacher performance has continued to increase, in general the performance of vocational school teachers in Sumberpucung District, Malang Regency is still not optimal.

The level of teacher performance that has not been optimal at SMK in Sumberpucung District, Malang Regency has become the concern of educational institutions. Factors causing the low performance of teachers have been identified, including the lack of discipline of teachers which is influenced by the work environment and organizational culture in the institution. Teacher work discipline includes commitment, responsibility, integrity, and dedication in professional tasks. A conducive work environment and positive organizational culture affect the level of teacher work discipline. Teacher work discipline has an impact on a conducive learning environment. Lack of work discipline can interfere with the learning process and reduce direct interaction with students.

Factors that contribute to low teacher discipline include an uncomfortable work environment, lack of facilities, and inadequate support from co-workers or the principal. Organizational culture also influences teacher discipline. Research shows that good organizational culture and effective leadership have a positive impact on teacher discipline. The work environment also influences teacher discipline, including physical conditions and relationships between colleagues.

The importance of creating a supportive work environment and promoting good relationships between teachers and implementing consistent policies. A positive work environment will motivate teachers to comply with the rules and improve their work discipline. This will have a positive impact on teacher performance and more effective learning.

Previous research has shown the positive influence of organizational culture, work environment, and work discipline on teacher performance. However, not many studies have included intervening (connecting) variables such as teacher work discipline. Therefore, this study will further examine the influence of the work environment and organizational culture on teacher performance with teacher work discipline as a variable that connects the two. This research will be conducted on vocational school teachers in Sumberpucung District, Malang Regency.

Following up on the problem of not optimal teacher performance at SMK in Sumberpucung sub-district, Malang Regency, theories and results of empirical studies, as well as suggestions for previous research, researchers are interested in knowing and studying more deeply these problems through research with the title: "The Influence of the Work Environment and Organizational Culture on Teacher Performance with Teacher Work Discipline as an Intervening Variable" (Study of Vocational High School Teachers in Sumberpucung District, Malang Regency).

## **2. LITERATURE REVIEW**

### **1. Work Environment**

According to (Siagian, 2014), the work environment is an environment where employees carry out their daily work. The work environment is something that exists in the environment of workers who can influence themselves in carrying out tasks such as temperature, humidity, ventilation, lighting, cleanliness of the workplace, and the adequacy of work equipment.

### **2. Organizational Culture**

Organizational culture is the values that guide human resources in carrying out their obligations and behavior within the organization. (Hari, 2019), Organizational culture as a system of values, beliefs, assumptions, or norms that have long been in force is agreed upon and followed by members as a guideline for behavior and solving organizational problems. Eddie (2019).

### **3. Teacher Work Discipline**

Work discipline is a tool used by managers to communicate with employees so that they are willing to increase one's awareness of complying with all regulations, culture that is applied. (Rivai, 2009:78). The teacher's work discipline is an important matter, due to the position of the teacher who has a major influence on the learning process and student behavior. The quality of education and teaching will be better if teachers can carry out their duties and responsibilities properly. The teacher is an educator, who is a figure, role model and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence and discipline. Teachers must also be able to make decisions independently, especially in matters related to learning and competency formation, and act according to the conditions of students and the environment. Teachers must be able to act and make decisions in a timely and targeted manner, especially those related to learning problems and students. (Edy, 2019).

### **4. Teacher Performance**

According to Afandi (2018) Performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, does not violate the law and does not conflict with morals and ethics. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018, what is meant by a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Darmadi (2018) teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards.

### **3. RESEARCH METHODS**

This study uses a type of quantitative research using an approach explanatory research, namely research that is intended to obtain an explanation of the causal relationship between variables through hypothesis testing. This study describes the causal relationship (causality) between competency variables, career development variables and organizational commitment variables.

The research method used in this study is to use the method survey because it uses a sample taken from a population. The population in this study were SMK Educational Institutions in Sumberpucung District, Malang Regency, namely Brantas Karangates Vocational School, Prof. Suryono Vocational School, and Sumberpucung PGRI Vocational School. The total number of teachers in the SMK Education Institute in Sumberpucung District, Malang Regency, is 135 people. The sampling technique used is saturated sampling technique (census) because the population is relatively small. Data collection

methods used are the method of documentation, interviews, and distributing questionnaires (questionnaires).

The analysis technique used in this study begins with an inventory of primary data or through respondents' answers questionnaire collected, then followed up through the steps as suggested by Sugiyono (2015) as follows: 1. Data editing (Editing); 2. Data coding (Coding); 3. Tabulating data (Tabulating) : 4. Scoring (Scoring): 5. The result of giving a value or weight in the form of a number is then processed through: a) program SPSS for windows in order to obtain quantitative data to obtain: 1) data on the characteristics of the respondents, and; 2) descriptive statistics through the Frequency Distribution in order to find out the average respondent's answers on each research indicator and variable, and; b) programs SmartPLS to support the results of inferential statistical data analysis, in the form of: a) Measurement Model Evaluation (Measurement Model), b) Structural Model Evaluation (Structural Model); and Hypothesis Testing.

#### 4. RESULTS AND DISCUSSION

##### Description of Respondent Characteristics

##### 1. Characteristics of respondents based on gender.

Data on the characteristics of respondents based on gender can be seen in table 1 below:

**Table 1.** Characteristics by Gender

Gender	Amount	Percentage
Man	49	36%
Woman	86	64%
<b>Total</b>	135	100%

Source: Primary data processed (2023)

Based on the data above, there are 135 teachers from 3 vocational high schools in Sumberpucung District, of whom 49 are male with a percentage of 36%. Meanwhile, there are 86 female employees with a percentage of 64%.

##### 2. Characteristics of respondents based on age.

Data on the characteristics of respondents based on age can be seen in table 2 below:

**Table 2.** Characteristics by Age

Age	Amount	Percentage
25 - 35	91	67%
40 - 50	32	24%
>50	12	9%
<b>Total</b>	135	100%

Source: Primary data processed (2023)

Based on the data above, all teachers from 3 vocational high schools in Kec. Sumberpucung numbered 135 people, of whom were aged 25-35 years totaling 91 people with a percentage of 67%. There are 32 employees aged 40-50 years with a percentage of 24%. And employees who are >50 years old are 12 people with a percentage of 9%.

### 3. Characteristics of respondents based on years of service

Data on the characteristics of respondents based on years of service can be seen in table 3 below:

**Table 3.** Characteristics Based on Years of Service

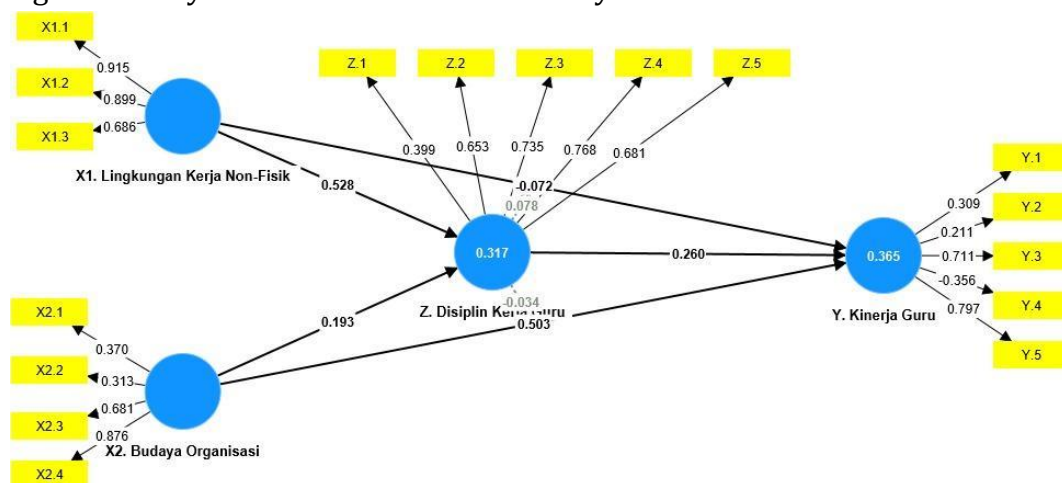
Working time	Amount	Percentage
<5 years	34	25%
5-8 years	51	38%
>10 years	50	37%
<b>Total</b>	<b>135</b>	<b>100%</b>

Source: Primary data processed (2023)

Based on the data above, all teachers from 3 vocational high schools in Kec. Sumberpucung totaled 135 people, of whom had a working period of <5 years totaling 34 people with a percentage of 25%. Employees who have worked for 5-8 years are 51 people with a percentage of 38%. And employees who have worked for > 10 years totaled 50 people with a percentage of 37%.

### Measurement Model Evaluation Results (Measurement Model)

Evaluation of the measurement model (measurement model) is performed to describe the relationship between the indicator block and the construct variable. These indicators need to be tested for reliability which consists of testing the reliability of indicators and tests internal consistency reliability. While the validity test consists of convergent validity test and discriminant validity test.



**Figure 3.** Outer Model

Source: Primary data processed (2023)

### Structural Models (Inner Model)

If based on the results of the evaluation of the measurement model (outer model) all instruments have been declared valid and reliable, then proceed with the evaluation of the structural model (inner model). The structural model (inner model) describes the relationship of influence between research variables or research hypotheses that are built (Yamin, 2023). The structural model (inner model) was evaluated by means of a multicollinear test, coefficient of determination (R-Square), and hypothesis testing.

## 1. Multicollinear Test

Before testing the hypothesis on the structural model, a multicollinear test was first performed. Multicollinear test was conducted to see whether there is multicollinearity between variables. Multicollinear testing is done by looking at the VIF value (Variance Inflated Factor). The recommended VIF value is  $< 5$  indicating there is no multicollinearity between variables (Hair, 2021). Test result Variance Inflated Factor can be seen in Table 4 below.

**Table 4.** Variance Inflated Factor (VIF)

	VIF	Rule of Thumb	Conclusion
<b>X1.1</b>	1,990	$< 5$	Not multicollinear
<b>X1.2</b>	2,573	$< 5$	Not multicollinear
<b>X1.3</b>	4,181	$< 5$	Not multicollinear
<b>X1.5</b>	1,814	$< 5$	Not multicollinear
<b>X2.2</b>	2,263	$< 5$	Not multicollinear
<b>X2.3</b>	2,050	$< 5$	Not multicollinear
<b>X2.4</b>	1,833	$< 5$	Not multicollinear
<b>Y.1</b>	2,275	$< 5$	Not multicollinear
<b>Y.2</b>	3,982	$< 5$	Not multicollinear
<b>Y.3</b>	4,156	$< 5$	Not multicollinear
<b>Z.3</b>	1,916	$< 5$	Not multicollinear
<b>Z.4</b>	1,892	$< 5$	Not multicollinear
<b>Z.5</b>	1,375	$< 5$	Not multicollinear

Source: Primary data processed by the author (2023)

Based on Table 4 above it can be seen that all items have a VIF value (*Variance Inflated Factor*)  $< 5$  so that the level of multicollinearity between variables is low. This shows that the results of parameter estimation in SEM-PLS are *robust* (not biased).

## 2. Coefficient of Determination (R-Square)

Mark R-Square This is used to determine how much influence exogenous variables have on endogenous variables. According to Ghazali (2016:19), changes in value R-Square serves to explain the effect of certain exogenous latent variables on endogenous latent variables whether they have an influence or not. The higher the value R-Square then the greater the influence of exogenous latent variables on endogenous latent variables. Hair et.al. (2010) grouped values R-Square in 3 categories, namely: for a value of 0.75, it is included in the strong category; the value of 0.50 includes the moderate category and 0.25 includes the weak category. In the results of this study, the value of the coefficient of determination (R-Square) is shown in table 5 below.

**Table 5.** Determination Coefficient Value (*R-Square*)

Variable	R-Square
<b>Teacher performance</b>	0,518

Source: Primary data processed by researchers (2023)

Based on the table of the coefficient of determination (R-Square) above it can be seen that the value R-Square for teacher performance variables of 0.51. The remaining 48.2% is influenced by other things that are not included in this study.

### 3. Hypothesis testing

Hypothesis testing is used to see how much the relationship or influence of latent constructs is. In applicationsmartPLS-SEM, hypothesis testing is done through proceduresbootstrapping. The results of testing the hypothesis through the processbootstrapping can be seen onPath Coefficients for direct influence (direct effect) andTotal Indirect Effects for indirect effect (indirect effect).

Hair, et. al. (2017:172) explains that valueoriginal sample shows a sign of the direction of the relationship between variables in the entire study sample. Markoriginal sample used to see the direction of influence of a variable. If valueoriginal sample > 0.0 means a positive effect and if the valueoriginal sample < 0.0 means a negative effect. Testing the hypothesis between variables by looking at the valuet-statistics orp-values. For hypothesis testing using valuet-statistics then for alpha 5% valuet-statistics used is 1.96. If valuep-values smaller than 0.05 then there is a significant influence between variables.

Path coefficient test results (Path Coefficients) can be seen in Figure 4 and Table 6 below.

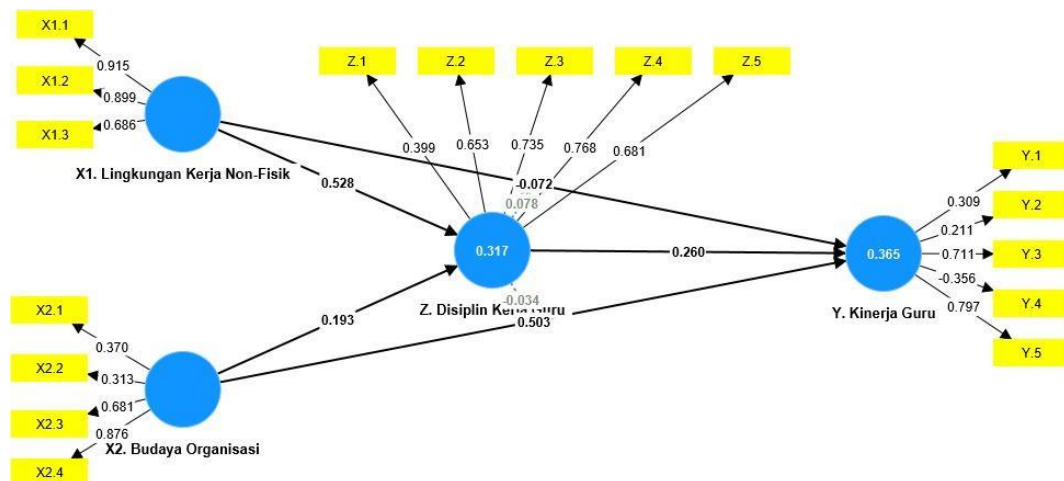


Figure 4. Path Coefficients

Table 6. Path Coefficient (Path Coefficients)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Organizational culture → Work discipline	0,164	0,046	0,192	0,335	0,003
Organizational culture → Teacher performance	0,266	0,209	0,276	0,964	0,003
Work environment → Work discipline	0,388	0,440	0,181	2,139	0,033
Work environment → Teacher performance	0,553	0,684	0,323	1,714	0,001
Organizational culture → Work discipline → Teacher performance	1,004	1,000	0,036	7,123	0,019

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Work environment → Work discipline → Teacher performance	2,027	2,041	0,091	5,297	<b>0,004</b>

Source: Primary data processed by researchers (2023)

Based on Table 4.10 above, the results for each direct effect hypothesis test (direct effect) and indirectly (Indirect Effect) is described as follows:

Hypothesis 1 states that the work environment has a significant effect on work discipline. The relationship between the work environment variable and the work discipline variable has value original sample equal to  $0.388 > 0.0$  means a positive effect which means that the work environment variable has a positive effect on the work discipline variable. Markp-values of  $0.033 < 0.05$  means a significant effect. So it can be concluded that the work environment has a positive and significant effect on work discipline, so H1 is accepted.

Hypothesis 2 states that organizational culture has a significant effect on work discipline. The relationship between the organizational culture variable and the work discipline variable has value original sample equal to  $0.164 > 0.0$  means a positive effect which means that the organizational culture variable has a positive effect on the work discipline variable. Markp-values of  $0.003 < 0.05$  means a significant effect. So it can be concluded that organizational culture has a positive and significant effect on work discipline, so H2 is accepted.

Hypothesis 3 states that the work environment has a significant effect on teacher performance. The relationship between the work environment variable and the teacher performance variable has value original sample equal to  $0.553 > 0.0$  means a positive effect which means that the work environment variable has a positive effect on teacher performance variables. Markp-values of  $0.001 < 0.05$  means a significant effect. So it can be concluded that the work environment has a positive and significant effect on teacher performance, so H3 is accepted.

Hypothesis 4 states that organizational culture has a significant effect on teacher performance. The relationship between organizational culture variables and teacher performance variables has value original sample equal to  $0.266 > 0.0$  means a positive effect which means that the organizational culture variable has a positive effect on teacher performance variables. Markp-values of  $0.003 < 0.05$  means a significant effect. So it can be concluded that organizational culture has a positive and significant effect on teacher performance, so H4 is accepted.

Hypothesis 5 states that work discipline has a significant effect on teacher performance. The relationship between the work discipline variable and the teacher performance variable has an original sample value of  $0.182 > 0.0$  which means a positive effect, which means that the work discipline variable has a positive effect on the teacher performance variable. The p-value of  $0.078 > 0.05$  means that it has no significant effect. So it can be concluded that work discipline has a positive but not significant effect on teacher performance, so H5 is rejected.

Hypothesis 6 states that the work environment has a significant effect on teacher performance through work discipline as a mediating variable. Work environment relations on teacher performance through work discipline own markoriginal sample equal to  $2.027 > 0.0$  means a positive effect, which means that the work environment variable has a positive effect on teacher performance variables through work discipline. Markp-values of  $0.019 > 0.05$  means a significant effect. So it can be concluded that the work environment has a positive and significant effect on teacher performance through work discipline as a mediating variable, thus H6 is accepted.

Hypothesis 7 states that organizational culture has a significant effect on teacher performance through work discipline as a mediating variable. Organizational culture relations on teacher performance through work discipline own markoriginal sample of  $1.004 > 0.0$  means a positive effect, which means that organizational culture variables have a positive effect on teacher performance variables through work discipline. Markp-values of  $0.019 < 0.05$  means a significant effect. So it can be concluded that organizational culture has a positive and significant effect on teacher performance through work discipline as a mediating variable, thus H7 is accepted.

### **Mediation Classification Analysis Results**

The last step of the data that has been processed and analyzed by the researcher is to know the classification of mediation. It is known that the Work Environment and Organizational Culture affect Teacher Performance through Work Discipline as a mediating variable at SMK Education Institutions, Sumberpucung District, Malang Regency. The results of the mediation hypothesis (indirect relationship) can be explained that, from Table 4.10 it shows that the work environment has a positive and significant effect on teacher performance with work discipline as a mediating variable and organizational culture has a positive and significant effect on teacher performance with work discipline as a mediating variable. According to Baron & Kenny (1986) this relationship is classified as partial mediation (partially mediates), meaning that by involving a mediator variable (Work Discipline), directly or indirectly the independent variables (Work Environment and Organizational Culture) affect the dependent variable (Teacher Performance).

### **The influence of the work environment has a significant effect on work discipline**

The results of this study prove that the work environment has a positive and significant effect on work discipline. This is because someone who has a good work environment certainly has strong work discipline towards his school. Because when someone complies with the rules in the school, is responsible for his work or can divide his time well with several individuals in the school, this is done as a form of obligation for his work and can be interpreted that what a teacher has done is a form of work discipline. Sahlan Lubis (2020) in his research The Effects of the Work Environment, Work Discipline, and Work Motivation on Teacher Performance at Madrasah Aliyah Negeri 2 Medan Model proves that the work environment, work discipline and work motivation each have a positive and significant effect on teacher performance.

### **The influence of organizational culture has a significant effect on work discipline**

The results of this study prove that organizational culture has a positive and significant effect on work discipline. This is because someone who has a good organizational culture, it can be said that the individual has a strong work discipline towards his school. Because when a person can be responsible for the work given by the school, can share time well with several individuals in the school and is able to use time effectively to produce better performance, this can mean that what a teacher has done as a form of work discipline. S. Febriantina (2018) in her research *The Effect of Organizational Culture on Teacher Performance*. at SMK Negeri 40 Jakarta shows that there is a positive influence between teacher performance and organizational culture.

### **Effect of work environment on teacher performance**

The results of this study prove that the work environment has a positive and significant effect on teacher performance. This is because teachers are satisfied with the salary and welfare facilities provided by the school. Then, the teacher also feels safe, stable, feels accepted, valued, acknowledged, valued and given the opportunity to develop and improve my skills and potential in the work environment. Teten Syahrul Ramdhona, Kusuma Agdhi Rahwana, Arga Sutrisna (2022) in his research entitled *The Influence of the Work Environment and Work Motivation on Teacher Work Discipline* shows that: (1) The work environment has a positive and significant effect on teacher work motivation at the Muhammadiyah Tasikmalaya Vocational School; (2) the work environment has a positive and significant effect on work discipline; (3) there is a positive and significant effect of work motivation on the work discipline of teachers at SMK Muhammadiyah Tasikmalaya (4) the work environment has a significant effect on work discipline through work motivation.

### **The Effect of Organizational Culture on Teacher Performance**

The results of this study prove that organizational culture has a positive and significant effect on teacher performance. This is because someone who has a good organizational culture certainly has good performance in his school. Because when someone complies with the rules in the school, is responsible for his work or can divide his time well with several individuals in the school, this is done as a form of obligation for his work and can be interpreted that what a teacher has done is a form of performance. Rikha Kurniaty (2021) in her research entitled *The Effect of Principal Leadership and Organizational Culture on the Work Discipline of Bengkulu City High School Teachers* shows that 1). there is a positive and significant influence between the principal's leadership on teacher work discipline of 29.7%, 2). there is a positive and significant influence between organizational culture on teacher work discipline of 32.5%, 3). there is a positive and significant influence between the principal's leadership and organizational culture on teacher work discipline of 46.8%. Teachers who have a good level of discipline tend to perform better in schools because they respect the rules and procedures that have been set.

### **Effect of work discipline on teacher performance**

The results of this study prove that work discipline has a direct but not significant positive effect on teacher performance. This is because in addition to providing a number of benefits, the implementation of work discipline also has a weakness if a person is unable to utilize existing facilities in the SMK Education Institution in Sumberpucung District, Malang Regency to support teachers in completing work. Lighting, spatial planning, even the relationship between teachers with one another is not good. So, the work discipline that has been created by the SMK Education Institute in Sumberpucung District, Malang Regency as well as possible still has no effect on teacher performance. Ratno Nur Suryadi (2020) in his research *The Effects of Organizational Culture, Work Motivation and Work Discipline on the Performance of State High School Teachers in Makassar City* shows that, partially organizational culture, work motivation, and work discipline have a significant effect on teacher performance, and simultaneously organizational culture, work motivation, and work discipline have a significant effect on teacher performance. This is also in line with Amin Alhusaini's research (2020) entitled *The Effect of Work Motivation and Work Discipline on Teacher Performance* which shows that there is a significant influence of work motivation and work discipline on teacher performance. If teachers feel comfortable, supported, and valued in the work discipline, they are more likely to perform well in school.

### **The influence of the work environment on teacher performance through work discipline as a mediating variable.**

The results of this study prove that the work environment has a positive and significant effect on teacher performance with work discipline as a mediating variable. work discipline mediates work environment variables on teacher performance showing positive and significant results. This is because when someone works or becomes part of a school, as a teacher he is satisfied with the salary and welfare facilities provided by the school. Then, the teacher also feels safe, stable, feels accepted, valued, recognized, valued and given the opportunity to develop and improve skills and potential in the work environment. Especially if as an individual who is also part of the chart in the school has personal values in line with the values upheld by this school, then he will be encouraged or in the work environment to do work with work discipline and high quality, of course this can triggers a sense of having good performance at school. The results of this study are supported by the results of research conducted by Sahlan Lubis (2020). It was found that the results of organizational work discipline mediated the role of the influence of the work environment on the performance of educational staff. organizational teachers, they will have better performance towards the organization and will indirectly improve teacher performance which will have an impact on teacher performance. That is, a high work environment will increase the work discipline of teachers towards schools, which in turn will contribute to higher levels of performance.

## **The influence of organizational culture on teacher performance through work discipline as a mediating variable.**

The results of this study prove that organizational culture has a positive and significant effect on teacher performance with work discipline as a mediating variable. work discipline mediates organizational culture variables on teacher performance showing positive and significant results. This is because someone who works with a good organizational culture such as being able to do assignments according to the allotted time, feels concerned about the long-term sustainability of this school and tries to maintain its stability. Of course, this can encourage a teacher to work well and have good performance at school. The results of this study are supported by the results of research conducted by Ratno Nur Suryadi (2020), this study found evidence that the organizational culture and work environment of teachers have a positive and significant effect on teacher performance. In addition, organizational work discipline was found to have a mediating effect on the relationship between organizational culture and teacher work environment on teacher performance or teacher performance. These findings indicate that to further improve teacher performance impact on teacher performance; organizational work discipline must be continuously improved through improving the organizational culture and work environment of teachers. By having a good level of discipline, teachers will be more disciplined in working with the school, which will ultimately affect their level of performance.

## **5. CONCLUSION**

### **Conclusion**

1. The work environment has a positive effect on the teacher's work discipline. The better the work environment, the higher the teacher's work discipline.
2. Organizational culture has a positive effect on teacher work discipline. The stronger the organizational culture, the higher the teacher's work discipline.
3. The work environment has a positive effect on teacher performance. A good work environment improves teacher performance.
4. Organizational culture has a positive effect on teacher performance. Positive organizational culture improves teacher performance.
5. Work discipline has a positive, but not significant, effect on teacher performance directly. Work discipline affects teacher performance through other variables such as the work environment.
6. The work environment has a positive effect on teacher performance through work discipline. A good work environment improves the teacher's work discipline and performance.
7. Organizational culture has a positive effect on teacher performance through work discipline. Positive organizational culture improves teacher work discipline and performance.

## Suggestion

1. It is important for vocational education institutions in Sumberpucung District, Malang Regency, to focus on improving the teacher's work environment and strengthening organizational culture.
2. Although the results show that work discipline does not have a significant effect on teacher performance, steps are still needed to strengthen work discipline as a supporting factor.

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