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The Influence of Organizational Culture and Work Motivation on the Performance of Elementary School Teachers in Ilir Timur III District, Palembang City

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Abstract

This study aimed to analyze the influence of organizational culture and work motivation on teacher performance at public elementary schools in Ilir Timur III District, Palembang City. The study employed a quantitative explanatory design involving 58 teachers selected proportionally from seven public elementary schools. Data were collected using questionnaires supported by observation and semi-structured interviews, while the main hypothesis testing was conducted through multiple linear regression using SPSS for Windows version 26. The findings show that organizational culture has a positive and significant effect on teacher performance, as indicated by t = 9.466, Sig. = 0.000, a regression coefficient of 0.447, and a standardized beta of 0.781. Work motivation also has a positive and significant effect on teacher performance, as indicated by t = 4.396, Sig. = 0.000, a regression coefficient of 0.205, and a standardized beta of 0.363. Simultaneously, organizational culture and work motivation significantly affect teacher performance, as shown by F = 48.507 and Sig. = 0.000. The R Square value of 0.638 indicates that both independent variables explain 63.8% of the variation in teacher performance, while the remaining 36.2% is explained by other factors outside the research model. These findings confirm that improving teacher performance requires not only strengthening individual motivation but also developing a disciplined, collaborative, communicative, and quality-oriented school culture.

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Keywords: ***organizational culture, work motivation, teacher performance, elementary school, educational management.***

INTRODUCTION

Education plays a strategic role in national development, particularly in preparing high-quality, globally competitive human resources. The quality of education is influenced by various interrelated components, including input, process, and output. In practice, the quality of educators is a key factor determining the success of the educational process (Sukma et al., 2024; Munawwaroh et al., 2024). At the primary education level, teachers not only carry out teaching functions but also serve as the primary drivers of curriculum implementation and student competency development (Mutmainah et al., 2022).

In the context of educational management, improving teacher performance is inextricably linked to organizational and psychological factors that influence teacher work behavior. Numerous studies at various levels of education have demonstrated a significant relationship between organizational culture, work motivation, and teacher performance. These findings consistently confirm that teacher performance is influenced by internal factors, particularly work motivation (Hasibuan, 2016; Herzberg, 1959), as well as external factors such as organizational culture (Schein, 2010; Robbins & Coulter, 2020). High work motivation fosters enthusiasm and consistency in learning, while organizational culture creates a work environment that supports teacher productivity and work ethic (Jones, 2010; Lussier, 2008).

However, empirical studies conducted by Kurroman and Ilhami (2024) and Rofifah et al. (2021) show that the influence of organizational culture and work motivation on teacher performance can vary depending on the institutional context, school characteristics, and management patterns implemented. Therefore, more specific studies are needed, particularly in elementary education units in urban areas with diverse organizational cultures and distinctive managerial governance patterns.

In this context, the author's initial observations at several elementary schools in Ilir Timur III District, Palembang City, indicated challenges in achieving optimal teacher performance. Based on observations and discussions with several principals, there were signs of weak teacher motivation. These symptoms were evident in the irregularity in the preparation of learning materials, the dominance of lecture methods in teaching activities, and low levels of active student participation in the learning process. Furthermore, the school's organizational culture had not been fully internalized in daily practice, as evidenced by weak time discipline, low collaboration

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between teachers, and the absence of a reward system that encourages professionalism. This phenomenon indicates that teacher performance still faces structural and psychological barriers that have implications for the quality of learning.

Several studies have confirmed a significant relationship between organizational culture and work motivation on teacher performance, such as those by Kurroman & Ilhami (2024), who noted a 62.6% contribution, and those by Sari et al. (2021) and Rofifah et al. (2021), who emphasized the simultaneous influence of both. However, most of these studies focus on secondary schools or private educational institutions, thus not fully reflecting the situation of public elementary school teachers in an urban context. Studies examining elementary education units in complex urban areas such as Ilir Timur III, Palembang City, are still limited. In fact, a study by Masruri et al. (2016) in Pemalang Regency showed a 79% influence on teacher performance, but the context does not fully reflect the typical dynamics of elementary education in large urban areas.

Other studies, such as Nasution et al. (2024) and Bajrie & Pujiyati (2023), also emphasize the importance of organizational culture in improving teacher performance. However, these two studies have not explicitly integrated the role of work motivation into a coherent framework. Motivation plays a strategic role in strengthening the influence of work culture on educators' professional behavior. Bajrie and Pujiyati's study also highlights the relationship between school culture, leadership, and motivation, but has not specifically addressed the context of public elementary schools at the sub-district level. Based on this situation, this study aims to empirically test the simultaneous influence of organizational culture and work motivation on teacher performance in Ilir Timur III Sub-district and generate policy recommendations based on contextual, local data.

By selecting Ilir Timur III District as the study location, this research offers a novel contribution through a contextual quantitative approach, a relatively rare focus in previous research. This research is expected to provide a more in-depth understanding of how organizational culture and teacher work motivation influence elementary school teacher performance in a socially and institutionally complex urban area (Iku et al., 2024; Fahlevi et al., 2023). Furthermore, the quantitative approach allows for objective and measurable testing of relationships between variables, in line with previous studies demonstrating the effectiveness of statistical models in explaining the contribution of organizational culture and motivation to teacher performance (Nurwiyanto et al., 2022; Fitriyanti et al., 2022).

The scientific urgency of this research lies in filling the gap in the empirical literature

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regarding the contribution of organizational culture and work motivation to teacher performance at the elementary education level, particularly in urban areas with high managerial and social complexity. Meanwhile, its practical urgency relates to the need for education policymakers to design interventions to improve learning quality based on local data, while simultaneously strengthening school cultures that support teacher professionalism.

METODELOGI PENELITIAN

This study employed a quantitative method with an explanatory research approach to examine the measurable influence of organizational culture and work motivation on teacher performance. This approach was used to examine the influence of organizational culture and work motivation as independent variables on teacher performance as the dependent variable (Suryadi, 2020; Sulistyaniningsih et al., 2022). The choice of an explanatory approach was based on its suitability for examining the causal relationships between variables established in the research framework and hypotheses (Rantung et al., 2023).

PopulationThe sample in this study was all permanent teachers teaching at public elementary schools in Ilir Timur III District, Palembang City. The sample was determined proportionally, so the number of respondents at each school was adjusted to the number of teachers at that school. In quantitative research, data is obtained numerically through a standardized instrument, namely a questionnaire. Furthermore, the data are statistically analyzed to identify the strength and direction of influence of each variable (Setiawan, 2018). Because the relationships between variables are analyzed linearly and simultaneously, data testing is conducted using multiple linear regression analysis (Sabilila & Wahyuni, 2022). Thus, the research results are expected to objectively explain the contribution of each factor in shaping teacher performance in elementary schools in the study area (Supardi & Anshari, 2022).

Although this study employed a quantitative explanatory approach, data collection was supplemented by observations and interviews as supporting data. The questionnaire served as the primary data source for hypothesis testing through correlation and regression analysis. Meanwhile, observations and interviews served as supporting data to strengthen the interpretation of the findings, conduct triangulation, and explain the context of organizational culture implementation and the dynamics of work motivation in schools. Observation and interview data were analyzed descriptively to enrich the interpretation of the findings, but were not used as the basis for inferential testing in the regression model.

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RESULT

Data Description

Data descriptions are presented to provide an overview of the distribution of scores for each research variable. The variables analyzed include organizational culture as the first independent variable (X1), work motivation as the second independent variable (X2), and teacher performance as the dependent variable (Y). Data descriptions include the minimum, maximum, average, median, mode, standard deviation, and range of scores. Furthermore, the frequency distribution of categories for each variable is presented to provide a more comprehensive understanding of respondents' responses.

Table 1. Descriptive Statistics of Research Variables

		X1_TOTAL	X2_TOTAL	Y_TOTAL
N	Valid	58	58	58
	Missing	0	0	0
Mean		122.7241	120.1724	108.4138
Median		122.5000	121.0000	108.0000
Mode		140.00	103.00[a]	107.00
Std. Deviation		12.03182	12.53086	8.46672
Range		42.00	43.00	37.00
Minimum		103.00	97.00	91.00
Maximum		145.00	140.00	128.00

a. Multiple modes exist. The smallest value is shown

a) Organizational culture

Based on Table 4.1, the organizational culture variable has a minimum score of 103 and a maximum score of 145, with a score range of 42. The average value of the organizational culture variable is 122.72, the median is 122.50, the mode is 140, and the standard deviation is 12.03. These data indicate that respondents' organizational culture scores are spread over a fairly varied range. The standard deviation value indicates differences in teachers' perceptions of the strength of organizational culture in their respective schools.

Grouping organizational culture scores is necessary to determine respondents' perceptions of the work culture developing in schools. The results of this grouping are presented in the frequency distribution in Table 2.

Table 2. Frequency Distribution of Organizational Culture Variable Categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sangat kurang	2	3.4	3.4	3.4
	kurang	21	36.2	36.2	39.7
	cukup	14	24.1	24.1	63.8
	baik	18	31.0	31.0	94.8
	sangat baik	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

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Based on Table 2, the organizational culture category with the highest frequency is the poor category, with 21 respondents (36.2%). Furthermore, 18 respondents (31.0%) were in the good category, and 14 respondents (24.1%) were in the adequate category. Three respondents (5.2%) were in the very good category, while two respondents (3.4%) were in the very poor category. These findings indicate that the organizational culture in the elementary schools studied is not yet fully in the good category. Therefore, the school's organizational culture still needs to be strengthened, especially in aspects of work discipline, collaboration, communication, internalization of shared values, and consistency of teacher professional practice in school activities. The distribution pattern of organizational culture scores can be observed more clearly through the histogram in Figure 1.

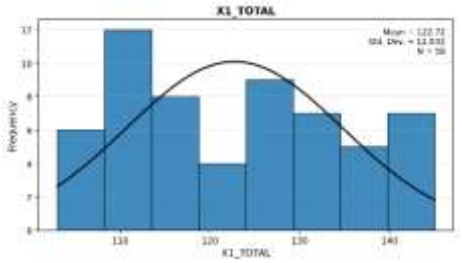


Figure 1. Histogram of Descriptive Statistics of Organizational Culture Variables

b) Work motivation

Based on Table 4.1, the work motivation variable has a minimum score of 97 and a maximum score of 140, with a score range of 43. The average value of the work motivation variable is 120.17, the median is 121.00, the mode is 103, and the standard deviation is 12.53. These data indicate that teacher work motivation scores are quite varied among respondents. This variation indicates that teacher work motivation is not yet at a uniform level. Therefore, strengthening motivation is still needed through managerial support, rewards, a conducive work environment, and opportunities for professional development.For the work motivation variable, score grouping was conducted to determine the level of teachers' work drive in carrying out their professional duties. The frequency distribution of work motivation categories is presented in Table 3.

Table 3. Frequency Distribution of Work Motivation Variable Categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sangat kurang	4	6.9	6.9	6.9
	kurang	16	27.6	27.6	34.5
	cukup	14	24.1	24.1	58.6
	baik	22	37.9	37.9	96.6
	sangat baik	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

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Based on Table 3, the highest frequency of teacher work motivation was in the good category, with 22 respondents (37.9%). Furthermore, 16 respondents (27.6%) were in the poor category, and 14 respondents (24.1%) were in the adequate category. Four respondents (6.9%) were in the very poor category, while two respondents (3.4%) were in the very good category. This pattern indicates that teacher work motivation tends to be in the good category, but there are still respondents in the poor and very poor categories who need attention. Therefore, teacher work motivation needs to be continuously strengthened so that the drive for achievement, responsibility, perseverance, and professional commitment can develop more stably. The trend in the distribution of work motivation scores is visualized through a histogram in Figure 2.

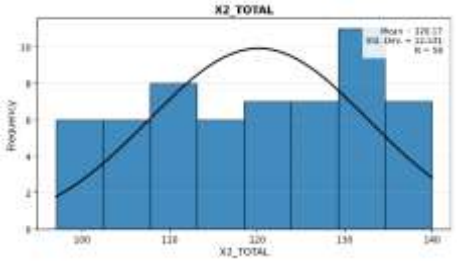


Figure 2. Histogram of Descriptive Statistics of Work Motivation Variables

c) Teacher Performance

Based on Table 4.1, the teacher performance variable has a minimum score of 91 and a maximum score of 128, with a score range of 37. The mean value of the teacher performance variable is 108.41, the median is 108.00, the mode is 107, and the standard deviation is 8.47. The lower standard deviation value compared to the organizational culture and work motivation variables indicates that teacher performance scores are relatively more concentrated around the average. However, the difference between the minimum and maximum scores still shows variations in performance between respondents. Teacher performance, as the dependent variable, was analyzed by grouping respondents' scores into specific categories. The results of this grouping are presented in Table 4.

Table 4. Frequency Distribution of Teacher Performance Variable Categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sangat kurang	6	10.3	10.3	10.3
	kurang	12	20.7	20.7	31.0
	cukup	21	36.2	36.2	67.2
	baik	16	27.6	27.6	94.8
	sangat baik	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

Based on Table 4, the highest frequency of teacher performance was in the sufficient category, with 21 respondents (36.2%). Furthermore, 16 respondents (27.6%) were in the good

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category, and 12 respondents (20.7%) were in the poor category. Six respondents (10.3%) were in the very poor category, while three respondents (5.2%) were in the very good category. These findings indicate that teacher performance in the elementary schools studied tended to be in the sufficient category, with some respondents in the good category. Therefore, teacher performance still needs to be strengthened by strengthening the school's organizational culture and teacher work motivation. These variations in performance categories need to be read in conjunction with the results of the hypothesis testing because teacher performance is not only related to individual abilities, but also to the school's organizational conditions and teacher work motivation.

In addition to being presented in the form of a frequency distribution, the distribution of teacher performance scores is also visualized through a histogram in Figure 3. This visualization is used to clarify the data distribution pattern so that the tendency of respondent teacher performance scores can be observed more systematically.

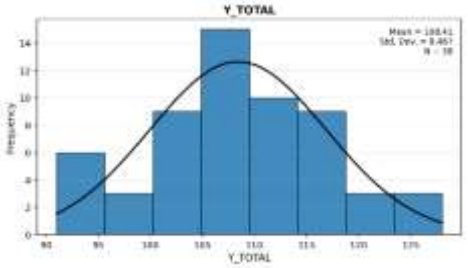


Figure 3. Histogram of Descriptive Statistics of Teacher Performance Variables

Based on the data description, the three research variables have a score distribution that can be further analyzed. Before conducting the hypothesis testing, the data was first examined using regression analysis requirements.

Requirements Analysis Testing

Before hypothesis testing is conducted, the research data is first examined through several analytical requirements. These tests aim to ensure that the regression model meets the requirements for statistical analysis. These requirements include normality of residuals, linearity of relationships between variables, absence of multicollinearity among independent variables, and absence of heteroscedasticity patterns that could compromise the accuracy of the regression model.

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a. Normality Test

Table 5. Results of Residual Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.051	58	.200*	.978	58	.371

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Visually, the fulfillment of the residual normality assumption is also shown through the Normal QQ Plot graph as presented in Figure 4.4.

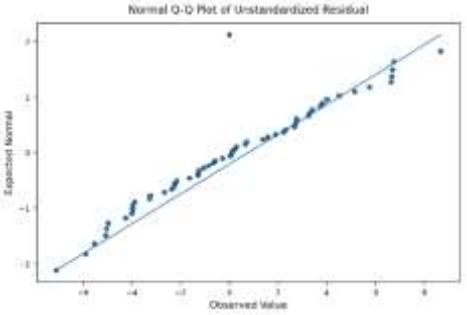


Figure 4. Normal QQ Plot of Regression Residuals

Based on Figure 4, the residual points tend to follow a diagonal line. This pattern aligns with the results of the Kolmogorov-Smirnov test, which indicates that the residuals of the regression model are normally distributed.

b. Linearity Test

Table 6. Linearity Test Results



Based on Table 6, the significance value of Deviation from Linearity in the relationship between organizational culture and teacher performance is 0.681. This value is greater than 0.05, so the relationship between organizational culture and teacher performance is declared linear. Regarding the relationship between work motivation and teacher performance, the significance value of Deviation from Linearity is 0.978. This value is also greater than 0.05, so the relationship

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between work motivation and teacher performance is declared linear.

c. Multicollinearity Test

Table 7. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.035	8.637		.930	.358		
	Budaya Organisasi	.447	.047	.781	9.466	<.001	.967	1.034
	Motivasi Kerja	.205	.047	.363	4.396	<.001	.967	1.034

a. Dependent Variable: Kinerja Guru

Based on Table 7, the organizational culture and work motivation variables have a tolerance value of 0.967 and a VIF value of 1.034. The tolerance value is greater than 0.10, while the VIF value is less than 10. Thus, there are no symptoms of multicollinearity between the independent variables, so that organizational culture and work motivation are suitable for use together in the regression model.

a. Heteroscedasticity Test

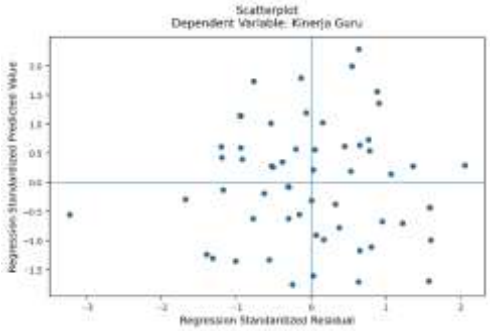


Figure 5. Scatterplot of Heteroscedasticity Test

Based on Figure 5, the points are spread across the graph and do not form a systematic pattern, such as a tapered, widened, or wavy pattern. Thus, visually, the regression model does not show strong indications of heteroscedasticity, making it suitable for hypothesis testing.

Hypothesis Testing

Hypothesis testing was conducted using multiple linear regression analysis. The t-test was used to determine the partial effect of each independent variable on teacher performance, while the F-test was used to determine the simultaneous effect of organizational culture and work motivation on teacher performance. A summary of the regression models is presented in Table 8.

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Table 8. Multiple Linear Regression Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799[a]	.638	.625	4.221

a. Predictors: (Constant), Motivasi Kerja, Budaya Organisasi

b. Dependent Variable: Kinerja Guru

Table 8 shows an R-square value of 0.638. This means that organizational culture and work motivation together can explain 63.8% of the variation in teacher performance, while the remaining 36.2% is explained by other factors outside the research model. This value indicates that the regression model has quite strong explanatory power for teacher performance.

Table 9. Results of the Multiple Linear Regression F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1728.232	2	864.116	48.507	<.001[b]
	Residual	979.786	55	17.814		
	Total	2708.017	57			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Motivasi Kerja, Budaya Organisasi

Based on Table 9, the calculated F value is 48.507 with a significance value of 0.000. This significance value is less than 0.05. Thus, organizational culture and work motivation simultaneously influence the performance of State Elementary School teachers in Ilir Timur III District, Palembang City.

Table 10. Results of t-Test and Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.035	8.637		.930	.356		
	Budaya Organisasi	.447	.047	.791	9.466	<.001	.967	1.034
	Motivasi Kerja	.205	.047	.363	4.366	<.001	.967	1.034

a. Dependent Variable: Kinerja Guru

Based on Table 4.10, the multiple linear regression equation obtained is as follows:

$\hat{Y} = 8.035 + 0.447X1 + 0.205X2$

The equation shows that if work motivation is held constant, every one-unit increase in organizational culture is predicted to be followed by a 0.447-unit increase in teacher performance. Conversely, if organizational culture is held constant, every one-unit increase in work motivation is predicted to be followed by a 0.205-unit increase in teacher performance. The organizational culture coefficient value is greater than the work motivation coefficient, indicating that

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organizational culture has a relatively more dominant role in the regression model.

a. The Influence of Organizational Culture on Teacher Performance

The t-test results show that the organizational culture variable has a regression coefficient of 0.447, a standard beta value of 0.781, a t-value of 9.466, and a significance value of 0.000. This significance value is smaller than 0.05, so the hypothesis stating that organizational culture influences teacher performance is accepted.

These findings indicate that the better a school's organizational culture, the higher its teacher performance tends to be. Organizational culture serves as a system of values, norms, and work habits that shape teachers' professional behavior. In the elementary school context, an orderly, collaborative, communicative, and quality-oriented organizational culture can support teachers in carrying out their teaching tasks more consistently and responsibly.

b. The Influence of Work Motivation on Teacher Performance

The t-test results show that the work motivation variable has a regression coefficient of 0.205, a standard beta value of 0.363, a t-value of 4.396, and a significance value of 0.000. This significance value is smaller than 0.05, so the hypothesis stating that work motivation influences teacher performance is accepted.

These findings indicate that work motivation is a significant factor in explaining teacher performance. Teachers who possess work drive, responsibility, and a desire to achieve good learning outcomes tend to demonstrate more optimal performance. However, the contribution of work motivation to this model is lower than that of organizational culture. Therefore, work motivation needs to be supported by a strong school organizational environment.

c. The Influence of Organizational Culture and Work Motivation on Teacher Performance

The F-test results indicate that organizational culture and work motivation simultaneously influence teacher performance. This is indicated by an F-value of 48.507 with a significance level of 0.000. Furthermore, the R-square value of 0.638 indicates that the two independent variables simultaneously explain 63.8% of the variation in teacher performance.

Thus, teacher performance can be explained not only by individual factors such as work motivation, but also by the school's organizational culture. These two variables play complementary roles. Organizational culture provides a framework of values and work habits, while work motivation serves as an internal driver for teachers in carrying out their professional duties.

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Table 11. Summary of Hypothesis Testing Results

Hypothesis	Statement	Statistical Indicators	Decision
H1	Organizational culture influences teacher performance	t = 9.466; Sig. = 0.000	Accepted
H2	Work motivation influences teacher performance	t = 4.396; Sig. = 0.000	Accepted
H3	Organizational culture and work motivation jointly influence teacher performance.	F = 48.507; Sig. = 0.000; R^2 = 0.638	Accepted

To clarify the results of the hypothesis testing, a summary of the test results is visualized in the form of a diagram in Figure 6. The diagram contains coefficient values, statistical test values, significance values, and hypothesis decisions.

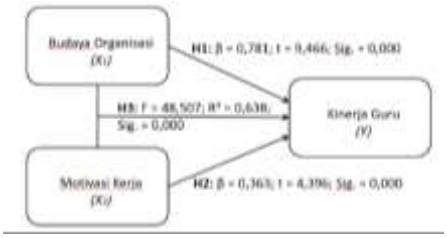


Figure 6. Summary of Hypothesis Testing Results

Figure 6 shows that all research hypotheses were accepted. This is indicated by the significance values for the influence of organizational culture, work motivation, and the simultaneous influence of both on teacher performance, which were less than 0.05.

DISCUSSION

The discussion of the results of this study is directed at interpreting statistical findings scientifically by linking them to relevant previous research. The previous research includes supporting findings, different findings, and findings that can explain the mechanism of

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relationships between variables. Based on the results of hypothesis testing, organizational culture influences teacher performance with a t-value of 9.466 and a significance of 0.000. Work motivation also influences teacher performance with a t-value of 4.396 and a significance of 0.000. Simultaneously, organizational culture and work motivation influence teacher performance with an F-value of 48.507, a significance of 0.000, and an R-square of 0.638. These findings indicate that the two independent variables are able to explain 63.8% of the variation in teacher performance, while the remaining 36.2% is explained by other factors outside the research model.

This discussion utilizes journal articles published between 2021 and 2026. The articles contain verifiable scientific metadata, such as author names, article title, journal name, volume, number, page number, year of publication, and DOI (official journal link). Therefore, the discussion is not only descriptive but also has an empirical basis that can be academically justified.

The Influence of Organizational Culture on Teacher Performance

The results of the study indicate that organizational culture influences the performance of State Elementary School teachers in Ilir Timur III District, Palembang City. This is indicated by a regression coefficient of 0.447, a standard beta of 0.781, a t-value of 9.466, and a significance level of 0.000. A significance value smaller than 0.05 indicates that the first hypothesis is accepted. Substantively, this finding means that the stronger the school's organizational culture, the higher the tendency for teacher performance. In this study, organizational culture is not only understood as the formal values of the school, but also as a system of work habits that are evident in discipline, communication, collaboration, responsibility, quality orientation, and managerial support in daily school life. This interpretation is in line with the concept of organizational culture as a system of shared values, norms, and assumptions that shape the behavior of organizational members (Schein, 2010; Murdianah & Hidayat, 2025).

This finding aligns with research by Rofifah et al. (2021), which found that organizational culture has a positive and significant effect on teacher performance, both partially and simultaneously, along with work motivation. In this study, organizational culture is understood as the values and norms that guide teachers' work behavior. This finding suggests that a strong organizational culture can serve as a behavioral framework that guides teachers to work with greater discipline, responsibility, and focus on achieving school goals.

Empirical support is also evident in Hasibuan's (2022) research, which shows that organizational culture, principal leadership, and motivation have both direct and indirect influences on teacher performance. In the madrasah context studied by Hasibuan, the

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combination of organizational culture and leadership contributed to teacher performance by establishing a work climate and motivation. Although the institutional context differs from this study, the pattern of relationships found strengthens the argument that organizational culture is an organizational factor related to teacher work behavior.

At the elementary school level, the results of this study are also in line with those of Wusqo et al. (2023), who studied public elementary school teachers and found that organizational culture influences teacher performance. This study confirmed that teacher performance issues are related to school organizational culture, job satisfaction, and work motivation. This congruence is important because the context of Wusqo et al.'s study is closer to this study, namely, both examining teacher performance in elementary school environments. Therefore, the results of the study in Ilir Timur III District do not stand alone but fall within an empirical pattern consistent with findings in public elementary schools in other areas.

Research by Suparti et al. (2024) also supports these findings. The study found that school culture and work motivation influence teacher performance. Although the research object was at the junior high school level, the relationship mechanism found remains relevant to explaining the elementary school context. A good school culture can create work direction, order, and professional habits that support teachers in carrying out their duties more effectively. Furthermore, Kurroman and Ilhami (2024) showed that organizational culture and work motivation have a positive impact on teacher performance, while the competency variable in their model was not significant. These findings strengthen the position of organizational culture as a factor that can explain variations in teacher performance beyond individual ability factors alone.

However, not all previous studies show the same pattern. Sirait et al. (2022) found that work motivation and organizational culture did not have a significant direct effect on teacher performance, although both did influence job satisfaction. Similarly, Imarni et al. (2022) found that organizational culture had a positive but insignificant effect on teacher performance in the context of public junior high schools in Bandar Petalangan. These findings indicate differences in research results that need to be considered. These differences may occur due to the school context, respondent characteristics, sample size, model design, and the presence of other variables such as job satisfaction, discipline, leadership, or organizational commitment that can strengthen or weaken the direct effect of organizational culture on teacher performance.

A scientific explanation for the findings of this study can be seen in the role of organizational culture in shaping norms, habits, and the internalization of work values. When schools have an orderly, communicative, collaborative, and quality-oriented culture, teachers

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receive clear behavioral guidelines regarding what is considered good, appropriate, and expected within the organization. Huda et al. (2025) explain that organizational culture can influence teacher performance directly and through work motivation and leadership as connecting factors. These findings indicate that organizational culture is not only related to social rules, but also to psychological and managerial support that helps teachers work more consistently.

Thus, the dominance of organizational culture in this study can be understood from its position as a factor that directs teachers' collective work behavior. In public elementary schools, teachers work in a system that relies heavily on routine, coordination, learning administration, learning implementation, and collaboration among school members. This framework aligns with teachers' primary duties, which include planning, implementing, assessing, evaluating, and following up on learning, as well as the view that school work culture fosters discipline, responsibility, collaboration, and quality orientation (Ministry of Education and Culture, 2012; Murdianah & Hidayat, 2025). When organizational culture is well-functioning, teachers find it easier to maintain the order of their professional duties and responsibilities. Therefore, organizational culture appears more dominant in this study than work motivation because it provides a broader work context and directs teachers' collective behavior.

The Influence of Work Motivation on Teacher Performance

The results of the study indicate that work motivation influences teacher performance. This is indicated by a regression coefficient of 0.205, a standardized beta of 0.363, a t-value of 4.396, and a significance level of 0.000. A significance value less than 0.05 indicates that the second hypothesis is accepted. This finding means that teachers who have work drive, responsibility, perseverance, and a desire to achieve good learning outcomes tend to show more optimal performance. Theoretically, work motivation is related to intrinsic and extrinsic driving factors that influence the intensity, direction, and persistence of individuals in working (Herzberg et al., 1959; Windrayuni et al., 2025).

These findings align with research by Iba et al. (2021), which showed that work motivation influences teacher performance. In that study, work motivation was identified as one of the factors explaining teacher performance, along with organizational culture, work environment, and job satisfaction. These results support the study's finding that teacher performance is not solely related to the school system but also to the teacher's psychological motivation in carrying out their professional duties.

The results of this study also align with those of Rofifah et al. (2021), who showed that

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work motivation has a positive and significant effect on teacher performance. This study identified work motivation as a crucial factor related to teachers' commitment to their duties. This alignment suggests that work motivation can support teachers in being more active, diligent, and responsible in the learning process. In other words, work motivation serves as an internal drive that helps teachers maintain work quality despite facing significant administrative and learning demands.

Mailani and Prasojo's (2025) research also supports these findings. In their study, principal leadership, work motivation, and organizational culture jointly influenced teacher performance. These results demonstrate that work motivation remains a crucial element in performance improvement models, especially when supported by leadership and a conducive organizational culture. Therefore, work motivation in this study cannot be interpreted as a standalone factor, but rather as an individual drive that is more optimal when within a supportive work environment.

Andansari and Lestari's (2026) research provides further explanation regarding the role of work motivation. They found that work motivation significantly influences teacher performance and acts as a partial mediator in the relationship between organizational culture and teacher performance. This finding helps explain the results of this study because work motivation is not only a stand-alone independent variable but can also serve as a psychological bridge connecting organizational values with teacher work behavior. Thus, work motivation acts as an internal mechanism that helps teachers translate school culture into professional actions.

However, some studies have shown conflicting results. Sirait et al. (2022) found that work motivation did not have a significant direct effect on teacher performance. In this study, work motivation appeared to be more closely related to job satisfaction. This difference suggests that work motivation does not necessarily automatically lead to improved performance if it is not accompanied by supportive organizational conditions, such as job satisfaction, effective leadership, reward systems, and role clarity. In other words, work motivation can be an important factor, but its strength can vary depending on the institutional context and other associated variables.

A scientific explanation of the relationship between work motivation and teacher performance can be seen through the drive to achieve, persistence in carrying out tasks, a sense of responsibility, and satisfaction in carrying out their role as educators. Teachers with good work motivation tend to be better prepared to develop learning materials, are more responsible in implementing learning, and are more diligent in assessing and following up on learning outcomes. Huda et al. (2025) showed that work motivation can be a connecting factor between organizational culture and teacher performance. This suggests that work motivation functions not

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only as a personal drive but also as a psychological mechanism that strengthens the relationship between organizational culture and teacher performance.

In this study, the influence of work motivation was lower than that of organizational culture. This does not mean that work motivation is less important, but rather indicates that teacher work motivation in public elementary schools is closely related to the organizational environment in which they work. Highly motivated teachers still need a clear school system, a supportive work culture, good communication, and leadership that provides space for development. The findings of Huda et al. (2025) and Mailani and Prasojo (2025) also show that work motivation becomes more meaningful when connected to organizational culture and school leadership. Therefore, increasing teacher work motivation needs to be done simultaneously with strengthening the school's organizational culture.

The Influence of Organizational Culture and Work Motivation on Teacher Performance

The results of the study indicate that organizational culture and work motivation jointly influence teacher performance. This is indicated by the F value of 48.507 with a significance of 0.000. The R Square value of 0.638 indicates that organizational culture and work motivation are able to explain 63.8% of the variation in teacher performance. Thus, the third hypothesis is accepted. This finding confirms that teacher performance is not solely determined by a single factor, but is formed through the integration of organizational factors and individual psychological factors.

This finding aligns with research by Rofifah et al. (2021), which showed that organizational culture and work motivation influence teacher performance, both partially and simultaneously. In this study, the simultaneous influence of both variables on teacher performance was even very strong. This alignment suggests that when school organizational values and teacher work motivation work together, they can shape more productive and focused work behavior.

The results of this study are also supported by Hasibuan (2022), who found that motivation, organizational culture, and leadership of madrasah principals collectively have a strong relationship with teacher performance. This research indicates that teacher performance is shaped by a combination of managerial, organizational, and motivational factors. This finding is relevant to this study because organizational culture and work motivation do not operate in isolation but rather reinforce each other in explaining teacher performance.

Kurroman and Ilhami's (2024) research shows that organizational culture, competency, and work motivation explain 62.6% of the variation in teacher performance. This value is very

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close to the R-square value in this study, which is 63.8%. This closeness of values confirms that the model combining organizational culture and work motivation has quite strong explanatory power for teacher performance. Surianto et al. (2025) also showed that organizational culture, human resource quality, motivation, and discipline jointly influence teacher performance, with a simultaneous contribution of 74.5%. This means that when organizational and individual variables are analyzed together, the model's ability to explain teacher performance tends to increase.

Further support is seen in research by Suparti et al. (2024), which found that school culture and work motivation influence teacher performance. Research by Wusqo et al. (2023) also demonstrated the simultaneous influence of organizational culture, job satisfaction, and work motivation on the performance of public elementary school teachers. Both studies reinforce the findings of this study, which emphasize that teacher performance should be interpreted as the result of interactions between factors, rather than as the result of a single variable. In the elementary school context, the interaction between school culture, motivation, satisfaction, and leadership is crucial because teachers' work takes place within a collective and coordinated system.

However, some studies show a different pattern. Sirait et al. (2022) found that leadership style, work motivation, and organizational culture did not have a significant direct effect on teacher performance, although these variables were related to job satisfaction. Imarni et al. (2022) also showed that organizational culture had a positive but insignificant effect on teacher performance. This difference demonstrates that simultaneous relationships between variables do not always produce a strong direct effect. In certain contexts, the influence of organizational culture and work motivation may first operate through job satisfaction, commitment, discipline, or other psychological variables before being apparent in teacher performance.

The scientific explanation for the simultaneous influence in this study can be seen from the complementary relationship between organizational culture and work motivation. Organizational culture provides a framework of values, norms, and work habits that guide teacher behavior. Meanwhile, work motivation provides psychological encouragement for teachers to carry out their duties diligently and responsibly. If the organizational culture is strong but work motivation is weak, teachers may only work formally, following rules. Conversely, if work motivation is high but the organizational culture is weak, teacher enthusiasm can be disoriented and difficult to maintain collectively. This relationship pattern aligns with research by Rofifah et al. (2021), Huda et al. (2025), and Yosepha et al. (2022), which shows that organizational culture and work motivation can work directly or indirectly in explaining teacher performance. Therefore,

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the combination of the two is more capable of explaining teacher performance than if each variable is viewed separately.

This explanation is supported by Fadillah et al. (2024), who identified leadership, organizational culture, work motivation, organizational commitment, and job satisfaction as determinants of teacher performance. This study demonstrated that teacher performance is the result of a combination of several managerial and psychological factors. Yosepha et al. (2022) also demonstrated that organizational culture can influence teacher performance directly and indirectly through work motivation. Therefore, the results of this study can be understood as evidence that organizational culture and work motivation form a system of interrelated influences in explaining teacher performance.

In the context of Public Elementary Schools in Ilir Timur III District, Palembang City, the R Square value of 0.638 indicates that organizational culture and work motivation are two important factors worthy of being the basis for formulating strategies to improve teacher performance. However, there is still 36.2% of the variation in teacher performance explained by other factors outside the model. Based on previous research findings, these factors can include principal leadership, job satisfaction, work discipline, work environment, teacher competence, self-efficacy, organizational commitment, academic supervision, and support for learning facilities (Wusqo et al., 2023; Fadillah et al., 2024; Huda et al., 2025). Thus, the results of this study need to be read proportionally as part of a broader school management system.

Synthesis of Discussion

Based on the overall discussion, it can be emphasized that the findings of this study obtain empirical support from various previous studies showing that organizational culture and work motivation play a role in explaining teacher performance (Rofifah et al., 2021; Wusqo et al., 2023; Kurroman & Ilhami, 2024; Suparti et al., 2024). Although there are several different research results, especially in studies that include mediating variables such as job satisfaction, organizational commitment, leadership, or work discipline, these differences indicate that the relationship between organizational culture, work motivation, and teacher performance is contextual (Sirait et al., 2022; Imarni et al., 2022). In this study, organizational culture appears more dominant than work motivation because public elementary schools as public organizations are strongly influenced by school rules, routines, coordination, and leadership. Therefore, improving teacher performance in Ilir Timur III District, Palembang City needs to be directed at strengthening a disciplined, communicative, collaborative, and quality-oriented school culture.

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These efforts need to be supported by increasing teacher work motivation through awards, feedback, opportunities for self-development, and a conducive work atmosphere (Huda et al., 2025; Mailani & Prasojo, 2025).

CONCLUSION

Based on the results of data analysis, hypothesis testing, observation findings as supporting data, and discussion in Chapter IV, the conclusions of this study are formulated as follows:

1. Organizational culture influences the performance of State Elementary School teachers in Ilir Timur III District, Palembang City. The t-test results show a t-value of 9.466 with a significance value of 0.000, less than 0.05. The regression coefficient of 0.447 and the standard beta value of 0.781 indicate that organizational culture is a strong factor in explaining changes in teacher performance. Thus, the better the school's organizational culture, reflected through discipline, cooperation, work communication, responsibility, and managerial support, the higher the tendency for teacher performance in carrying out their professional duties.
2. Work motivation influences the performance of public elementary school teachers in Ilir Timur III District, Palembang City. The t-test results show a t-value of 4.396 with a significance value of 0.000, less than 0.05. The regression coefficient of 0.205 and the standard beta value of 0.363 indicate that work motivation plays a role in encouraging teachers' commitment to planning, implementing, evaluating, and following up on student learning outcomes. Although its contribution is lower than organizational culture, work motivation remains an important factor that needs to be maintained so that teachers can carry out their duties consistently and responsibly.

Organizational culture and work motivation jointly influence the performance of State Elementary School teachers in Ilir Timur III District, Palembang City. The F test results show an F value of 48.507 with a significance value of 0.000, less than 0.05. The R Square value of 0.638 indicates that organizational culture and work motivation simultaneously explain 63.8% of teacher performance variation, while the remaining 36.2% is explained by other factors outside this research model. This finding confirms that improving teacher performance needs to be done through an integrated approach, namely by strengthening the school's organizational culture while simultaneously increasing teacher work motivation. The results of observations as supporting data also show that the practice of work culture and teacher motivation in the field is

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not yet fully evenly distributed. Therefore, teacher performance development needs to be directed at strengthening the school's work system and encouraging teacher professionalism simultaneously.

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