

PERFORMANCE IMPROVEMENT STRATEGY THROUGH A PROGRAM FOR STRENGTHENING ORGANIZATIONAL CULTURE, WORK DISCIPLINE, AND JOB SATISFACTION

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ABSTRACT

This study aims to analyze the effect of organizational culture on teacher performance, with work discipline and job satisfaction as dual mediating variables, at Yayasan Perguruan Pembangunan Bogor. The study is grounded in Social Cognitive Theory, which explains behavior as a reciprocal interaction between environmental, cognitive, and behavioral factors. A quantitative approach was employed using Partial Least Squares-based Structural Equation Modeling (PLS-SEM). The research population comprised all active teachers in the 2025/2026 academic year, and saturated sampling yielded 114 respondents. Results indicate that organizational culture significantly and positively influences both work discipline and job satisfaction, but does not directly and significantly affect teacher performance. Work discipline and job satisfaction, in turn, significantly and positively influence teacher performance. Mediation analysis reveals a full mediation pattern, whereby organizational culture affects teacher performance entirely through work discipline and job satisfaction, with the pathway through work discipline exerting the stronger influence. These findings imply that strategies to improve teacher performance must simultaneously strengthen organizational culture, develop work discipline, and enhance job satisfaction.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh budaya organisasi terhadap kinerja guru, dengan disiplin kerja dan kepuasan kerja sebagai variabel mediasi ganda, di Yayasan Perguruan Pembangunan Bogor. Penelitian ini dilandasi oleh Social Cognitive Theory, yang menjelaskan perilaku sebagai hasil interaksi timbal balik antara faktor lingkungan, kognitif, dan perilaku. Pendekatan kuantitatif digunakan dengan metode Structural Equation Modeling berbasis Partial Least Squares (SEM-PLS). Populasi penelitian meliputi seluruh guru pada tahun pelajaran 2025/2026, dengan teknik sampling jenuh sehingga menghasilkan sampel sebanyak 114 responden. Hasil penelitian menunjukkan bahwa budaya organisasi berpengaruh positif dan signifikan terhadap disiplin kerja dan kepuasan kerja, namun tidak berpengaruh signifikan secara langsung terhadap kinerja guru. Disiplin kerja dan kepuasan kerja terbukti berpengaruh positif dan signifikan terhadap kinerja guru. Pengujian mediasi menunjukkan pola full mediation, di mana budaya organisasi memengaruhi kinerja guru sepenuhnya melalui disiplin kerja dan kepuasan kerja, dengan jalur melalui disiplin kerja menunjukkan pengaruh yang lebih kuat. Temuan ini mengimplikasikan bahwa strategi peningkatan kinerja guru perlu mengintegrasikan penguatan budaya organisasi dengan pembinaan disiplin kerja serta peningkatan kepuasan kerja secara simultan.

INTRODUCTION

Teacher performance is a critical factor in achieving educational quality because teachers are the primary providers of learning services that directly shape students' competencies (Widodo et al., 2024). From a human resource management perspective, teacher performance is understood as the effective achievement of work outcomes in accordance with organizational standards (Bernardin & Russell, 2013). However, the teacher performance evaluation at Yayasan Perguruan Pembangunan Bogor for the 2024/2025 academic year showed that only 7% of teachers reached the excellent category, while 69% were in the good category and 24% in the fair category, indicating a gap between actual performance and the organization's optimal performance standards, a condition known as performance stagnation (Syahidan et al., 2025).

Organizational culture is a strategic factor influencing teacher performance in educational organizations. Widodo et al. (2024) found that organizational culture has a positive and significant effect on teacher performance, while Ferdiansyah et al. (2025) and Siskawati et al. (2025) also demonstrated that a strong organizational culture can enhance the effectiveness of teachers' work behavior. In addition to organizational culture, work discipline and job satisfaction also play important roles in improving teacher performance. Fingerprint attendance data from Yayasan Perguruan Pembangunan Bogor show that only 35,9% of teachers had an on-time attendance rate above 90%, with an average punctuality rate of 69,8% during the 2024/2025 academic year. Fauzi and Herminingsih (2021) confirmed that work discipline has a significant effect on teacher performance, while Li et al. (2025) found that job satisfaction has a positive effect on teacher performance.

Although various studies have examined the relationships among organizational culture, work discipline, job satisfaction, and teacher performance, most have focused on testing direct effects between variables or have employed a single-mediation approach, leaving the joint, sequential role of work discipline and job satisfaction largely untested. As a result, the mechanism through which organizational culture influences teacher performance via the formation of work behavior and individual psychological conditions has not yet been fully and comprehensively understood. This gap is particularly evident in the context of educational foundations: research that integrates work discipline and job satisfaction as dual mediating variables in this setting remains relatively limited (Widjajani et al., 2022; Indayani et al., 2025), even though educational foundations possess organizational characteristics that emphasize the internalization of values, work culture, and institutional commitment in teachers' professional behavior. This study therefore addresses that gap by testing a dual-mediation model of organizational culture and teacher performance specifically within an educational foundation, offering a more complete account of the behavioral mechanism than single-mediation studies have provided.

Building on this gap, the present study uses Yayasan Perguruan Pembangunan Bogor as its research setting, aiming to contribute empirically to dual-mediation research in educational human resource management and to provide a basis for formulating more context-specific and sustainable strategies to improve teacher performance.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Social Cognitive Theory

Teacher performance in educational organizations is influenced not only by individual ability but also by the organizational environment and psychological working conditions that shape teachers' professional behavior. The situation at Yayasan Perguruan Pembangunan Bogor indicates that although teacher attendance is relatively high, punctuality and optimal performance remain uneven. This condition suggests that organizational culture, work discipline, and job satisfaction are interrelated in shaping teachers' overall work behavior.

Various prior studies indicate that organizational culture affects improvements in teacher performance by shaping work behavior and individual psychological conditions. Widodo et al. (2024) and Ferdiansyah et al. (2025) found that organizational culture positively affects teacher performance. In contrast, Widjajani et al. (2022) showed that job satisfaction mediates the relationship between organizational culture and performance. In addition, Fauzi and Herminingsih (2021) also found that work discipline has a significant effect on improving teacher performance.

This relationship is explained through Social Cognitive Theory (SCT), developed by Bandura (1986). SCT explains that individual behavior is shaped by the reciprocal interaction among environmental factors, personal cognitive factors, and work behavior (triadic reciprocal determinism). In this study, organizational culture is positioned as the environmental factor shaping work norms and values; job satisfaction as the cognitive, personal factor reflecting an individual's psychological condition; work discipline as the manifestation of work behavior; and teacher performance as the achieved professional work outcome. From the SCT perspective, a strong organizational culture not only directly influences work behavior but also shapes job satisfaction and work discipline, which ultimately affect improvements in teacher performance. Thus, SCT provides a relevant theoretical foundation for explaining how organizational culture influences teacher performance, with work discipline and job satisfaction as mediating variables, in the context of educational foundations.

The Effect of Organizational Culture on Work Discipline

Organizational culture plays an important role in establishing work norms, behavioral standards, and professional expectations that guide organizational members. In educational settings, consistently reinforced values of responsibility, punctuality, and compliance provide teachers with clear standards for appropriate professional conduct. Through continuous exposure to these shared expectations and organizational practices, teachers are encouraged to align their daily work behavior with institutional standards, thereby fostering greater consistency in work discipline. (Bakker et al., 2017)

Empirical evidence supports this relationship. Fauziyah and Prabowo (2025) found that organizational culture positively and significantly influences work discipline, a finding that is also supported by Putri et al. (2024). Social Cognitive Theory provides a theoretical explanation for this relationship through the interaction between environmental influences and behavioral self-regulation. Organizational norms and expectations function as environmental cues that individuals observe, interpret, and use as reference points for regulating their behavior. When these behavioral standards are consistently reinforced within the organization, teachers are more likely to regulate their conduct in accordance with institutional expectations, which is reflected in greater adherence to work rules and professional responsibilities. Based on this theoretical mechanism and the supporting empirical evidence, the following hypothesis is proposed:

H1: Organizational culture has a positive direct effect on teacher work discipline.

The Effect of Organizational Culture on Job Satisfaction

A positive organizational culture can create a work environment that is comfortable, supportive, and aligned with individuals' professional values. In educational organizations, an open work culture, interpersonal support, and a clear work system can enhance teachers' positive perceptions of their work. These conditions foster job satisfaction because teachers feel valued, receive organizational support, and feel comfortable carrying out their professional duties.

Widjajani et al. (2022) found that organizational culture has a significant effect on teacher job satisfaction (coefficient = 0,490; $t = 6,724$; $p < 0,05$), while Indayani et al. (2025) reported a coefficient of 0.238 ($t = 3,877$; $p < 0,001$). In addition, Boudouaia et al. (2024) emphasized that a positive school culture

enhances teacher job satisfaction through the quality of interpersonal relationships. Accordingly, the proposed hypothesis is:

H2: Organizational culture has a positive direct effect on teacher job satisfaction.

The Effect of Organizational Culture on Teacher Performance

Organizational culture constitutes an important contextual factor that can shape teacher performance by establishing shared values, behavioral expectations, and standards that guide professional conduct within an organization—drawing on Social Cognitive Theory (SCT), human functioning results from reciprocal interactions among environmental conditions, individual factors, and behavior. In the school context, organizational culture represents an environmental condition that provides teachers with normative cues regarding expected professional behavior. Clear organizational values, norms, and institutional support can therefore encourage teachers to align their work behavior with organizational expectations, strengthen consistency in performing professional responsibilities, and ultimately contribute to improved performance.

Empirical evidence generally supports this relationship. Widodo et al. (2024) reported a positive and significant effect of organizational culture on teacher performance ($\beta = 0,44$, $p < 0,01$), while similar findings were reported by Widjajani et al. (2022) ($t = 3,800$, $p < 0,05$) and Maharani et al. (2025) ($\beta = 0,177$, $p < 0,05$). These findings indicate that a strong organizational culture can provide a shared behavioral framework that facilitates effective work behavior and the achievement of organizational goals. Nevertheless, evidence regarding the direct relationship remains inconclusive when mediating mechanisms are incorporated into the model. Setiyaningsih (2025), for example, found that the direct effect of organizational culture on teacher performance became statistically non-significant when job satisfaction was included as a mediator. This inconsistency provides an empirical basis for re-examining whether organizational culture exerts an independent direct effect on teacher performance. Based on the theoretical reasoning and empirical evidence presented above, the following hypothesis is proposed:

H3: Organizational culture has a positive direct effect on teacher performance.

The Effect of Work Discipline on Teacher Performance

Work discipline is the awareness and willingness of individuals to comply with organizational regulations, reflected in orderly and consistent work behavior (Hasibuan, 2019). In the context of this study, work discipline refers to work processes or behaviors, whereas performance is the output or result of those processes. At the same time, teacher performance reflects the outcomes of professional task execution. This conceptual distinction is important to emphasize: a teacher who is disciplined, arrives on time, follows procedures, and fulfills their responsibilities does not necessarily or automatically produce optimal performance; however, discipline is a prerequisite for consistent performance. Natalia et al. (2025) found a positive and significant effect of work discipline on teacher performance ($p < 0.001$), a finding reinforced by Fauzi and Herminingsih (2021), who reported a coefficient of 0,389 ($t = 3.554$; $p < 0.01$). Therefore:

H4: Work discipline has a positive and significant effect on teacher performance.

The Effect of Job Satisfaction on Teacher Performance

Job satisfaction creates positive psychological conditions that encourage individuals to work more productively, loyally, and consistently (Luthans et al., 2021). Li et al. (2025) found a very strong effect of job satisfaction on teacher performance ($\beta = 0,576$; $t = 17,965$; $p < 0,001$). Indayani et al. (2025) reported a coefficient of 0,468 ($t = 6,374$; $p < 0,001$) among vocational high school teachers. Sinoy (2024) also found a significant relationship between job satisfaction and teacher performance ($r = 0,88$; $t = 8,53$). Teachers who are satisfied with their work tend to exhibit higher intrinsic motivation, which, from Herzberg's perspective, is the primary motivator factor for performance improvement. The proposed hypothesis is:

H5: Job satisfaction has a positive and significant effect on teacher performance.

The Mediating Role of Job Satisfaction

Within the SCT framework, organizational culture, as an environmental factor, does not directly produce performance; rather, it first shapes behavior (work discipline) and psychological conditions (job satisfaction), which subsequently affect performance. This dual-mediation approach provides a more comprehensive understanding of the mechanism through which organizational culture influences performance (Hair et al., 2021).

From the perspective of Social Cognitive Theory, organizational culture, as an environmental factor, does not directly improve performance; rather, it first shapes an individual's psychological state through perceptions of the work environment, interpersonal relationships, the reward system, and work comfort. When teachers perceive an organizational culture that is supportive, fair, and aligned with professional values, they experience higher job satisfaction.

This job satisfaction subsequently drives increased motivation, work engagement, loyalty, and teachers' commitment to carrying out their instructional duties, thereby improving performance. Thus, job satisfaction acts as the psychological mechanism that bridges the effect of organizational culture on teacher performance.

Previous empirical findings support this relationship. Widjajani et al. (2022) found that job satisfaction mediates the effect of organizational culture on teacher performance ($t = 3,800$; $p < 0,05$). Bintang and Riani (2022) also showed that organizational culture can improve performance through job satisfaction as a mediating variable. Based on this discussion, the following hypothesis is proposed:

H6: Job satisfaction mediates the effect of organizational culture on teacher performance.

The Mediating Role of Work Discipline

In addition to operating through psychological conditions, organizational culture also influences performance by shaping an individual's work behavior. Within the Social Cognitive Theory framework, organizational culture serves as the social environment that shapes work norms, habits, and behavioral standards. Consistently internalized organizational values foster disciplined behavior, compliance with rules, professional responsibility, and consistent task execution.

Teachers with high work discipline tend to manage their time more effectively, carry out instructional tasks consistently, and demonstrate stronger professional responsibility, thereby improving performance. Thus, work discipline acts as the behavioral mechanism that bridges the effect of organizational culture on teacher performance.

Empirically, several studies show that organizational culture is closely related to the formation of work discipline and the improvement of individual performance in educational organizations. A strong organizational culture can create work behavior that is more orderly, consistent, and oriented toward achieving organizational goals. Based on this discussion, the following hypothesis is proposed:

H7: Work discipline mediates the effect of organizational culture on teacher performance.

Based on the literature review and hypothesis development above, the conceptual framework of this study is presented in Figure 1.

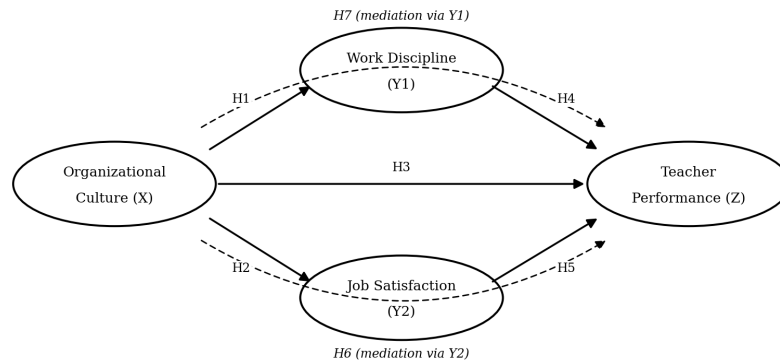


Figure 1. Research Conceptual Framework

RESEARCH METHOD

This study employed a quantitative cross-sectional design. The research population comprised all active teachers at Yayasan Perguruan Pembangunan Bogor in the 2025/2026 academic year, totaling 114 individuals. A saturated sampling technique was used, so the entire population served as the research sample. All distributed questionnaires were returned and could be processed, resulting in a 100% response rate.

Data were collected using a five-point Likert-scale questionnaire. The organizational culture and job satisfaction variables were measured using self-report questionnaires completed by the teachers. In contrast, the work discipline and teacher performance variables were measured through assessments conducted by school principals to enhance data objectivity. The research instrument was developed based on indicators of organizational culture from Robbins and Judge (2023), work discipline from Hasibuan (2019), job satisfaction from Luthans et al. (2021), and teacher performance from Bernardin and Russell (2013).

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0 software. Model evaluation was conducted through outer-model and inner-model testing, while hypothesis testing was performed using a bootstrapping procedure with 5,000 subsamples. A hypothesis was accepted if the t-statistic was greater than 1.96 and the p-value was less than 0.05 (Hair et al., 2021).

RESULT AND DISCUSSIONS

Descriptive Statistics

This study involved 114 teachers as respondents. By gender, female teachers dominated, accounting for 60,5% (69 individuals), while male teachers accounted for 39,5% (45 individuals). By age, most respondents were in the 20–30 year range (47%, 54 individuals), followed by the 31–40 year range (36%, 41 individuals), the 41–50 year range (9%, 10 individuals), and those over 50 years (8%, 9 individuals). By highest level of education, the majority held a bachelor's degree (S1) (89%, 101 individuals), followed by a diploma (5%, 6 individuals), a master's degree (S2) (5%, 6 individuals), and a doctoral degree (S3) (1%, 1 individual). By length of service, most had worked for less than 5 years (59%, 67 individuals), followed by 5–10 years (19%, 22 individuals), more than 15 years (18%, 20 individuals), and 11–15 years (4%, 5 individuals). The descriptive statistics of the research variables are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	Mean	Std. Dev.	Min	Max	Category
Organizational Culture (X)	3,783	0,522	3,325	4,079	High
Work Discipline (Y1)	3,652	0,627	3,289	3,956	High
Job Satisfaction (Y2)	3,688	0,518	2,991	4,167	High
Teacher Performance (Z)	3,598	0,610	2,974	3,956	High

Source: Primary data processed, 2026

Based on Table 1, all research variables fell into the high category, with an overall mean of 3,681. Organizational culture had the highest mean (3,783), indicating that teachers perceived the school's organizational culture positively. Meanwhile, teacher performance had the lowest mean of 3,598, suggesting that although organizational culture has functioned well, improving teacher performance still requires further attention.

In terms of standard deviation, work discipline had the highest value (0,627), indicating greater variation in how teachers carry out their professional responsibilities. Conversely, job satisfaction had the lowest standard deviation (0,518), suggesting that teachers' perceptions of job satisfaction were more uniform than those of other variables.

Measurement Model Evaluation

Indicator validity was assessed using outer loading values, with a minimum threshold of 0,50, as recommended by Hair et al. (2021). The outer loading results for each indicator are presented in Table 2.

Table 2. Outer Loading Results

	Organizational Culture	Work Discipline	Job Satisfaction	Teacher Performance
X1	0,858			
X2	0,896			
X3	0,845			
X4	0,805			
X5	0,855			
X6	0,904			
X7	0,894			
Y.1.1		0,912		
Y.1.2		0,955		
Y.1.3		0,948		
Y.1.4		0,929		
Y.2.1			0,865	
Y.2.2			0,841	
Y.2.3			0,716	
Y.2.4			0,885	
Y.2.5			0,892	
Y.2.6			0,860	
Z1				0,942
Z2				0,946
Z3				0,921
Z4				0,964

Following the indicator-level validity assessment, construct reliability and validity were evaluated using Cronbach's Alpha, Composite Reliability, and AVE. The results are presented in Table 3.

Table 3. Results of the Construct Reliability and Validity Evaluation

Construct	Cronbach's Alpha	Composite Reliability	AVE	Description
Organizational Culture (X)	0,944	0,954	0,75	Valid & Reliable
Work Discipline (Y1)	0,953	0,966	0,876	Valid & Reliable
Job Satisfaction (Y2)	0,919	0,937	0,715	Valid & Reliable
Teacher Performance (Z)	0,959	0,97	0,89	Valid & Reliable

Source: SmartPLS 4.0 output, 2026

All constructs met the validity and reliability criteria recommended by Hair et al. (2021), as indicated by Cronbach's Alpha and Composite Reliability values above 0,70 and AVE values above 0,50 (Table 3), with outer loading values for all indicators above 0,50 (Table 2). Discriminant validity was further assessed using the HTMT ratio, with all values below the 0,85 threshold (Table 4). These results indicate that the research instrument is suitable for testing the structural model.

Table 4. Discriminant Validity (HTMT)

Construc	Organizational Culture	Work Discipline	Job Satisfaction	Description
Organizational Culture				< 0,90 ✓
Work Discipline	0,667			< 0,90 ✓
Job Satisfaction	0,814	0,750		< 0,90 ✓
Teacher Performance	0,726	0,856	0,823	< 0,90 ✓

Source: SmartPLS 4.0 output, 2026

Structural Model Evaluation and Hypothesis Testing

The structural model evaluation was conducted to assess the explanatory power, predictive relevance, and hypothesis testing of the research model. The structural model of this study is presented in Figure 2.

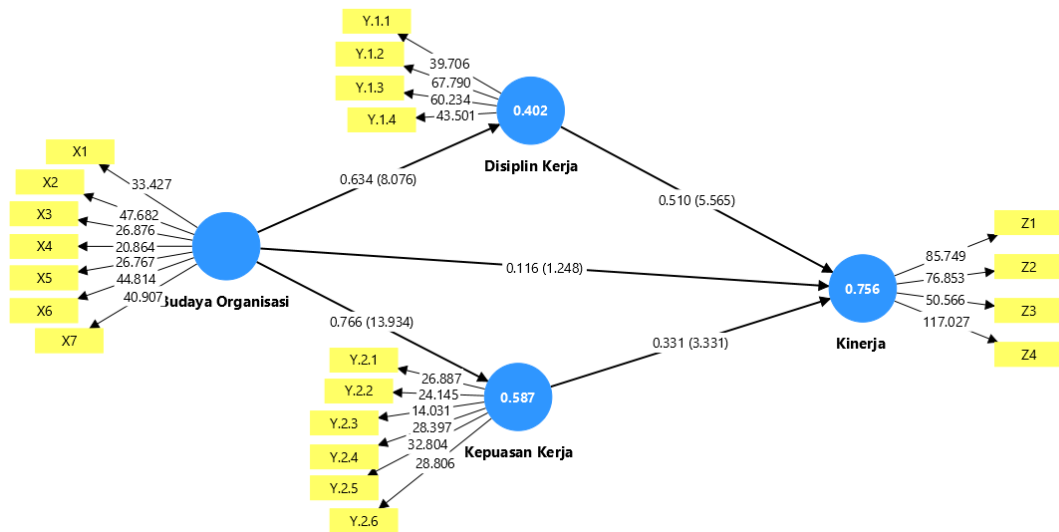


Figure 2. Path Diagram of the Research Model

Prior to hypothesis testing, the structural model was evaluated to ensure the absence of multicollinearity among predictor constructs. Collinearity was assessed using the Variance Inflation Factor (VIF), with a maximum threshold of 5.0 as recommended by Hair et al. (2021). The results are presented in Table 5.

Table 5. Collinearity Statistics (VIF)

Variable Relationship	VIF	Description
Organizational Culture (X) → Work Discipline (Y1)	1,000	< 5,0 ✓
Organizational Culture (X) → Job Satisfaction (Y2)	1,000	< 5,0 ✓
Organizational Culture (X) → Teacher Performance (Z)	2,519	< 5,0 ✓
Work Discipline (Y1) → Teacher Performance (Z)	2,102	< 5,0 ✓
Job Satisfaction (Y2) → Teacher Performance (Z)	3,045	< 5,0 ✓

All VIF values were below the 5.0 threshold, confirming that multicollinearity was not an issue in the structural model. The structural model was subsequently evaluated based on R-Square (R^2) and Q²-Predict to assess its explanatory power and predictive relevance. The results are presented in Table 6.

Table 6. R-Square and Q²-Predict Results

Endogenous Variable	R-Square	Category	Q ² -Predict	Description
Work Discipline (Y1)	0,402	Moderate	0,389	Strong predictive relevance
Job Satisfaction (Y2)	0,587	Strong	0,575	Very strong predictive relevance
Teacher Performance (Z)	0,756	Strong	0,471	Strong predictive relevance

Source: SmartPLS 4.0 output, 2026

The research model explains 75.6% of the variance in teacher performance ($R^2=0,756$), 58,7% of the variance in job satisfaction ($R^2=0,587$), and 40% of the variance in work discipline ($R^2=0,402$) (Table 6). These values indicate that the model has strong explanatory power for the endogenous variables, particularly for teacher performance and job satisfaction. In addition, all Q^2 -Predict values are above zero, indicating that the model has good predictive relevance (Hair et al., 2021). The magnitude of each variable's effect was subsequently analyzed using the effect size (f^2), as presented in Table 7.

Table 7. Effect Size (f^2) Results

Inter-Variable Relationship	f^2 Value	Category
Organizational Culture (X) → Work Discipline (Y1)	0,670	Large
Organizational Culture (X) → Job Satisfaction (Y2)	1,421	Very Large
Organizational Culture (X) → Teacher Performance (Z)	0,022	Small
Work Discipline (Y1) → Teacher Performance (Z)	0,506	Large
Job Satisfaction (Y2) → Teacher Performance (Z)	0,147	Medium

Source: SmartPLS 4.0 output, 2026

These findings indicate that organizational culture has the strongest effect on job satisfaction ($f^2=1,421$, very large category), followed by its effect on work discipline ($f^2=0,670$, large category). Empirically, this very large effect size reflects conditions at Yayasan Perguruan Pembangunan Bogor, where the foundation's collegial and value-driven work climate directly shapes teachers' affective evaluation of their jobs: because job satisfaction is largely a subjective appraisal of the immediate work environment, it responds strongly and almost instantaneously to the norms, support, and interpersonal relationships that organizational culture establishes, leaving comparatively little variance to be explained by other factors. Work discipline also has a large effect on teacher performance ($f^2=0,506$), indicating that disciplined work behavior is an important factor in performance improvement. Conversely, the direct effect of organizational culture on teacher performance falls within the small category ($f^2=0,022$), indicating that its influence operates more effectively through mediating variables than through the direct path. Substantively, this small direct effect is plausible because teacher performance at the schools studied is an outcome measured through concrete teaching duties, administrative compliance, and evaluation instruments, which are governed more immediately by the teacher's day-to-day disciplined conduct and psychological readiness than by the abstract values and norms that constitute organizational culture; culture must first be translated into disciplined behavior and a satisfied state of mind before it can manifest as measurable performance outcomes. The results of the direct-effect hypothesis testing are presented in Table 8.

The direct-effect testing results show that organizational culture has a positive and significant effect on work discipline and job satisfaction but does not have a significant direct effect on teacher performance. Conversely, work discipline and job satisfaction are shown to have a positive and significant effect on teacher performance. The indirect-effect testing results are presented in Table 9.

Table 8. Direct-Effect Hypothesis Testing Results

Hyp.	Relationship	β	T-Stat	P-Value	Conclusion
H1	Organizational Culture → Work Discipline	0,634	8,076	0,000	Accepted
H2	Organizational Culture → Job Satisfaction	0,766	13,934	0,000	Accepted
H3	Organizational Culture → Teacher Performance	0,116	1,248	0,212	Rejected
H4	Work Discipline → Teacher Performance	0,510	5,565	0,000	Accepted
H5	Job Satisfaction → Teacher Performance	0,331	3,331	0,001	Accepted

Source: SmartPLS 4.0 output, 2026

Table 9. Mediation (Indirect-Effect) Testing Results

Hyp.	Mediation Relationship	β	T-Stat	P-Value	Result
H6	Organizational Culture → Job Satisfaction → Performance	0,254	3,265	0,001	Accepted
H7	Organizational Culture → Work Discipline → Performance	0,323	4,903	0,000	Accepted

Source: SmartPLS 4.0 output, 2026

The indirect-effect testing results show that work discipline and job satisfaction significantly mediate the effect of organizational culture on teacher performance. The mediation path through work discipline has a larger influence coefficient than the path through job satisfaction, indicating that organizational culture is more effective at improving teacher performance by fostering disciplined work behavior.

Discussion

The finding that organizational culture positively influences work discipline indicates that shared organizational values and norms play an important role in shaping teachers' adherence to expected professional behaviors. This finding supports Schein and Schein's (2017) conceptualization of organizational culture as a social control mechanism through which shared assumptions and behavioral expectations guide organizational members' conduct. In the context of Yayasan Perguruan Pembangunan Bogor, the prominence of aggressiveness and stability within the organizational culture suggests that clearly established work expectations and consistent institutional practices provide behavioral cues that encourage teachers to comply with organizational rules and professional responsibilities. This interpretation is consistent with Fauziyah and Prabowo (2025) and Putri et al. (2024), who similarly identified organizational culture as an important antecedent of work discipline.

Organizational culture also plays an important role in shaping teacher job satisfaction. A work environment characterized by shared values, collaboration, supportive relationships, and organizational stability can create positive evaluations of the workplace and strengthen teachers' sense of satisfaction. This finding is consistent with Widjajani et al. (2022) and Indayani et al. (2025). From Herzberg's (1959) perspective, a supportive organizational environment can reduce sources of dissatisfaction, while opportunities for professional growth and career advancement remain important motivational factors.

The relatively weaker career-development dimension observed in this study therefore suggests that a positive organizational culture should be complemented by clearer career pathways and professional development opportunities to sustain teacher satisfaction. In contrast, organizational culture does not appear to translate directly into teacher performance. This finding differs from Widodo et al. (2024) and Ferdiansyah et al. (2025), but is consistent with Setiyaningsih (2025), who demonstrated that organizational culture contributes to teacher performance through an intervening mechanism. This result suggests that shared organizational values and norms may provide an important contextual foundation for performance but are relatively distal from the concrete behaviors through which teacher performance is evaluated. In other words, teachers may recognize and internalize organizational values without those values automatically producing higher performance unless they are translated into more immediate behavioral and psychological processes.

Work discipline emerges as an important behavioral mechanism linking the organizational environment to teacher performance. Disciplined teachers are more likely to demonstrate consistency in attendance, punctuality, task completion, and adherence to professional responsibilities, all of which provide a behavioral foundation for effective performance. However, work discipline should be distinguished conceptually from performance itself: discipline reflects the consistency of work behavior, whereas performance represents the outcomes achieved through the execution of professional responsibilities. This distinction strengthens the interpretation that discipline functions as a proximal behavioral mechanism through which organizational expectations are converted into measurable work outcomes. This interpretation is consistent with Natalia et al. (2025) and Alimmudin et al. (2022).

Job satisfaction represents a complementary psychological mechanism contributing to teacher performance. Teachers who evaluate their work experiences positively are more likely to demonstrate motivation, engagement, and willingness to invest effort in their professional responsibilities. This interpretation is consistent with Li et al. (2025) and Sinoy (2024). Although work discipline appears to represent the more proximal mechanism for performance in the context of this study, job satisfaction remains important because it reflects the psychological process through which teachers respond to their organizational environment. Thus, behavioral compliance and positive psychological evaluations represent distinct but complementary mechanisms underlying teacher performance.

The central theoretical contribution of this study lies in the proposed dual-mediation explanation of the relationship between organizational culture and teacher performance. Rather than treating organizational culture as a contextual factor that automatically produces performance outcomes, the findings demonstrate that its contribution operates through two complementary pathways: a behavioral pathway through work discipline and a psychological pathway through job satisfaction. Organizational culture provides shared values, norms, and expectations; work discipline translates these expectations into consistent professional behavior, whereas job satisfaction reflects teachers' positive psychological responses to their organizational environment. These mechanisms subsequently provide more immediate pathways through which organizational culture becomes relevant to teacher performance.

This dual-pathway mechanism extends the application of Social Cognitive Theory (SCT) to the educational organizational context. Within SCT, individual functioning is understood through the reciprocal interaction among environmental, personal, and behavioral factors. The present study operationalizes this theoretical logic by positioning organizational culture as an environmental context, job satisfaction as a personal or psychological mechanism, and work discipline as a behavioral mechanism associated with performance outcomes. Importantly, the findings suggest that environmental influences need not operate through a single mechanism. Instead, organizational culture can be associated with performance simultaneously through distinct behavioral and psychological pathways. The stronger role of work discipline further suggests that, within this educational context, the behavioral pathway may be more proximal to teacher performance than the psychological pathway.

This interpretation also provides a contextual explanation for the absence of a significant direct relationship between organizational culture and teacher performance. The teacher performance indicators used by the foundation emphasize observable professional outcomes, including instructional responsibilities, punctuality, and administrative task completion. Organizational culture, by contrast, represents a broader contextual condition whose influence may require translation into teachers' daily behavioral practices and psychological responses before becoming reflected in these performance indicators. The uneven punctuality patterns reported in the institutional data, despite the presence of comparatively strong cultural values, further illustrate that shared organizational values do not automatically result in consistent individual behavior. Therefore, the contribution of organizational culture to teacher performance is better understood as a process in which organizational values are translated into proximal behavioral and psychological mechanisms.

CONCLUSION

This study demonstrates that organizational culture contributes to teacher performance primarily through work discipline and job satisfaction rather than through a direct pathway. The full mediation effects identified in this study highlight the importance of behavioral and psychological mechanisms in translating shared organizational values into measurable performance outcomes. Notably, work discipline exhibits a stronger mediating role than job satisfaction, indicating that disciplined work behavior represents a more immediate mechanism through which organizational culture contributes to teacher performance. Theoretically, these findings extend the application of Social Cognitive Theory in the educational context by demonstrating how organizational environmental factors are associated with performance through behavioral and psychological mechanisms. The study therefore contributes to a more nuanced understanding of the relationship between organizational culture and teacher performance by positioning work discipline and job satisfaction as key mechanisms linking the organizational environment to individual work outcomes.

Practically, the findings suggest that Yayasan Perguruan Pembangunan Bogor should adopt an integrated performance improvement strategy that aligns the internalization of organizational values with consistent work-discipline practices and initiatives to enhance teacher job satisfaction. Particular attention should be given to translating organizational values into observable daily work behaviors through consistent performance evaluation, appropriate reward mechanisms, career development opportunities, and improved teacher welfare. This study is limited by its cross-sectional design and single-institution setting, which restrict causal inference and the generalizability of the findings. Future research should employ longitudinal and multi-institutional designs and examine additional mediating or moderating mechanisms, such as psychological empowerment and organizational commitment, to provide a more comprehensive understanding of how organizational culture contributes to teacher performance.

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