

Exploring the Impact of Teacher Commitment and School Culture on Performance Outcomes in Elementary Education

Isnawati¹, Suarman², Sumarno³, Ijayani⁴

¹ Universitas Riau, Pekanbaru, Indonesia; isnawati7327@grad.unri.ac.id

² Universitas Riau, Pekanbaru, Indonesia; suarman@lecturer.unri.ac.id

³ Universitas Riau, Pekanbaru, Indonesia; sumarno.s@lecturer.unri.ac.id

⁴ Universitas Riau, Pekanbaru, Indonesia; ijayani7479@grad.unri.ac.id

ARTICLE INFO

Keywords:

school culture;
teacher commitment;
teacher performance

Article history:

Received 2023-05-12

Revised 2023-10-11

Accepted 2023-12-31

ABSTRACT

This study examines the impact of teacher commitment and school culture on teacher performance in the State Elementary Schools of Pinggir District, Bengkalis Regency. Employing a quantitative methodology and an ex post facto research design, the study involves a population of 358 elementary school teachers. A sample of 66 teachers was selected using the Slovin formula with a 10% error margin, and an additional 20 teachers participated in a preliminary trial. Data were collected via questionnaires administered through Google Forms. Analysis was conducted using inferential statistics in SPSS (Statistical Package for the Social Sciences) Version 23, incorporating classical assumption tests—normality and linearity tests—as well as hypothesis testing through F tests, correlation tests, and determinant tests. The findings reveal that both teacher commitment and school culture significantly influence teacher performance individually and collectively. Enhanced commitment and positive school culture correlate with improved educational delivery, which in turn boosts student achievement and overall school performance.

This is an open-access article under the [CC BY-NC-SA license](#).



Corresponding author :

Isnawati

Postgraduate at Riau University; isnawati7327@grad.unri.ac.id

1. INTRODUCTION

The pivotal role of teachers in shaping educational success is undeniable. Teachers are not only central to driving school progress but are irreplaceable as the frontline of learning delivery. As Pang, NSK, & Miao, Z. (2017) highlight, teachers are crucial to the advancement of any educational institution. Beyond their primary role in disseminating knowledge, teachers serve multifaceted functions—they are informants, organizers, motivators, directors, initiators, presenters, facilitators, and mediators. Echoing this, Xu, L. (2012) underscores the critical importance of teacher competence in enhancing the learning process and improving educational outcomes. According to Law Number 14 of 2015, Article 1, Paragraph 1, teachers are defined as professional educators with the core responsibilities of educating, teaching, guiding, directing, training, assessing, and evaluating students across various levels of formal education, from early childhood through secondary education. In the realm of formal

education, teachers are not only instrumental in achieving educational goals but also serve as the primary link between students and the educational system. Additionally, their role often extends to that of homeroom teachers, further emphasizing their integral position within the school environment.

The calibre and effectiveness of educators are fundamental to educational success. Teachers, as professionals, fulfill multiple roles—as educators, instructors, trainers, and researchers—and their performance directly impacts student outcomes. It is imperative for teachers to continually enhance their capabilities to foster educational excellence. Supporting this, research by Sodik et al. (2019) demonstrates a significant correlation between teacher performance and student learning outcomes. High performance levels among teachers are crucial for elevating the quality of education, which is achieved through enriched learning processes and superior student achievements. Thus, improving teacher performance is essential not only for student success but also for the advancement of educational standards overall.

Teacher performance encompasses the work processes employed by teachers in educational settings aimed at achieving specific educational objectives. According to Madjid, A. (2016), teacher performance refers to the operationalization of teacher duties within a school organization, aligning with the school's assigned responsibilities, and striving to fulfill its vision, mission, and goals legally, ethically, and morally. This performance is evaluated based on the teachers' adherence to their professional responsibilities, the ethical standards of their profession, and their moral conduct. Furthermore, Hayati, R. et al. (2020) assert that the effectiveness with which a school attains its vision and mission is significantly influenced by teacher performance. High-performing teachers, characterized by a robust work ethic and dedication to their educational roles, are pivotal in the successful execution of their responsibilities as educators and instructors.

Teacher performance encapsulates the observable behaviors of a teacher while fulfilling their responsibilities as an educator and instructor within the classroom context (Supardi, 2016). It reflects the professional conduct and work behavior exhibited by teachers during their educational activities at school. Herawati (2017) further elaborates that teacher performance can be assessed through various dimensions: the teacher's proficiency in understanding student needs, their capability to engage collaboratively with students towards educational objectives, their adeptness at implementing effective teaching methodologies, and their comprehensive knowledge of the broader educational framework. This multifaceted approach underscores the depth of understanding and skill required for high-calibre teaching performance.

Teacher performance is shaped by a multitude of factors, both internal and external. Sudaryo et al. (2018) identify these factors as encompassing abilities and skills, knowledge, work design, personality, work motivation, leadership and leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. This research specifically focuses on examining how teacher performance is influenced by two pivotal factors: teacher commitment and organizational culture. By isolating these elements, the study aims to delineate their specific impacts on the effectiveness and efficiency of teachers in fulfilling their educational roles.

Commitment is a situation where a person forms a relationship of attachment to something. Commitment occurs in organizational, family, and work relationships. In general, commitment is a situation where a person forms an attachment to himself and other people. This is in line with the statement of Pratiwi (2019), who states that commitment is a psychological state that defines an individual's openness which is associated with the desire to be involved. A teacher in carrying out his profession, must be committed because teacher commitment is an important element in the life, progress, and involvement of the organization in achieving organizational goals. Suhartini, S (2018) concluded that teachers with high work commitment will improve their performance, meaning that teacher commitment has a significant effect on teacher performance. Teacher commitment is created because of the similarities in values and goals that teachers have for the school (Masyitasari, D., 2019).

The next factor that influences teacher performance is organizational culture. According to Fahmi (2017), organizational culture is a process of combining different cultural styles and behaviors

from each individual with different backgrounds and then producing new philosophies and norms which become the potential and identity of the group to achieve organizational goals. Schools as organizations certainly have an organizational culture that plays an important role in realizing the school's vision and mission. Ismawati et al. (2020) stated that school organizational culture is the norm that is adhered to and implemented by all school components to achieve the school's vision and mission effectively. Supported by Profit et al. (2019) and Pratiwi et al. (2019) a conducive school culture can increase teacher enthusiasm at work, thereby improving teacher performance. This is slightly different from the opinion of Indajang et al. (2020) who stated that organizational culture does not significantly influence teacher performance, but is influenced by the school principal's leadership.

Based on the preceding discussion, the researcher explored preliminary issues related to teacher performance at the Public Elementary School in Pinggir District, Bengkalis Regency. It was observed that some teachers were inadequately prepared for their teaching responsibilities. Additionally, instances were noted where teachers were unwilling to collaborate with peers to advance school objectives, underutilized instructional media in the classroom leading to a dull learning environment, and this, in turn, affected student learning outcomes. Furthermore, there was a noticeable deficiency in empathy and teamwork among the staff, as well as a lack of participation in activities organized by teacher working groups aimed at enhancing career and competency development.

Observations within the study context have uncovered several issues impacting teacher performance. Notably, 30% of teachers were found to begin classes without prepared lesson plans, 23% demonstrated a lack of synergy in understanding and participating in school progress and activities, and 17% of teachers showed no initiative to enhance their competencies for career advancement. These challenges appear to stem from the increasing number of responsibilities borne by teachers, including classroom management, learning administration, and additional ancillary tasks. This burden often leads to apathy, diminished initiative, decreased responsibility, and neglect of professional duties. Such attitudes contribute to a reduction in collaborative behaviors among colleagues and students and adversely affect the quality of teacher interactions, thereby diminishing overall teacher performance. Moreover, from an administrative standpoint, it has been noted that teachers are required to manage substantial paperwork, including SKP and KKG documents, which further influence their effectiveness in facilitating the learning process.

Regarding this phenomenon, several factors can influence teacher performance, including educational background, competence, work environment, work culture, commitment, compensation, and so on. However, in this study, the researchers discussed 2 factors that influence teacher performance: commitment and organizational culture. More clearly, with the title *The Influence of Commitment and Organizational Culture on Teacher Performance in Elementary Schools*. Therefore, researchers want to see how teacher commitment influences teacher performance; the influence of organizational culture on teacher performance; and the influence of organizational commitment and culture on elementary school teacher performance.

2. METHOD

This research employs a quantitative methodology with an ex post facto design to investigate the influence of teacher commitment and school culture on teacher performance. The target population for this study included 358 state elementary school (SD) teachers in Pinggir District. Using the Slovin formula with a 10% error rate, the sample size determined for this research was 66 teachers. Additionally, preliminary trials were conducted on a separate group of 20 elementary school teachers not included in the main sample to ensure the reliability of the data collection instruments. Data collection was conducted over a four-month period, from December 2022 to March 2023, allowing for a comprehensive analysis of the variables involved. This timeframe was chosen to accommodate the academic calendar and to ensure that all relevant data could be gathered and analyzed effectively.

The data collection method employed in this research was a structured questionnaire distributed through Google Forms. The questionnaire featured scaled response options including Very

Often (SS), Often (S), Sometimes (KK), Rarely (F), and Never (TPS), assigned values from 5 to 1, respectively. Each question was meticulously designed to align with specific research variable indicators, which were derived from extensive theoretical studies. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) Version 23. The analytical approach involved inferential statistical analysis, starting with the testing of classical assumptions which included the Normality Test and the Linearity Test to assess the data's distribution and the relationship model's appropriateness. Following this, hypothesis testing was conducted, involving the F Test to determine the overall model fit, the Correlation Test to assess the strength and direction of relationships, and the Determinant Test to measure the variance explained by the independent variables. The specific hypotheses tested were: (1) the combined influence of variables X1 and X2 on outcome Y, (2) the influence of variable X1 on outcome Y, and (3) the influence of variable X2 on outcome Y. This comprehensive analysis aimed to validate the theoretical constructs and their relationships within the context of the educational environment in Pinggir District.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Classic Assumption Test

1. Normality test

The normality test is a crucial step in regression analysis as it helps to verify the assumption that the dependent variable, independent variable, or both are normally distributed, which is vital for the validity of subsequent statistical inferences. In this study, the normality of each variable was assessed using the one-sample Kolmogorov-Smirnov test, a non-parametric method that compares the observed cumulative distribution function of the sample with the expected cumulative distribution of a normal distribution. The results of this test provide insight into whether the standard parametric tests that follow are appropriate for the data set. Ensuring normal distribution helps in applying further tests like the t-tests or ANOVAs, which assume normality in the data for accurate results. This step is indispensable for confirming the data's suitability for the planned inferential statistical procedures.

Table 1. Kolmogorov-Smirnov Normality Test Results

	Performance (Y)	Commitment (X ₁)	School Culture (X ₂)
N	66	66	66
Statistical tests	0.104	0.200	0.124
<i>asimp . signature. (2-tail)</i>	0.134	0.100	0.104

The results from the Kolmogorov-Smirnov normality test provide essential verification of the distribution of the data across all key variables in this study:

- For the teacher performance variable (Y), the significance value obtained was 0.134. Since this value is greater than the conventional alpha level of 0.05 ($0.134 > 0.05$), it indicates that the data for this variable are normally distributed. This result supports the suitability of the regression model for analyzing the influence on teacher performance.
- The teacher commitment variable (X₁) showed a significance value of 0.100. This value also exceeds 0.05 ($0.100 > 0.05$), confirming that the data for teacher commitment are normally distributed. The normality of this variable is crucial for assessing its impact on teacher performance without biases associated with non-normal distributions.
- Similarly, the school culture variable (X₂) displayed a significance value of 0.200. As this value is above the threshold of 0.05 ($0.200 > 0.05$), it validates that the data for school culture are normally distributed. Ensuring the normal distribution of this variable is vital for reliable interpretation of its effects on teacher performance.

These findings from the normality tests affirm that the data meet the necessary assumptions for conducting further statistical analyses, which involve exploring the relationships between these variables using the regression model. This validation enhances the credibility of the study’s conclusions regarding the factors influencing teacher performance.

2. Linearity Test

The linearity test aims to find out whether the variable data has a linear relationship or is not significant. This test is used as a prerequisite for parametric statistics, especially in correlation or linear regression analysis, which is included in the associative hypothesis.

Table 2. Variable Variance Linearity Test Results

	signature
Teacher Performance Y* Commitment (X ₁)	0.230 _
Teacher Performance Y* School Culture (X ₂)	0.145 _

The linearity test results further support the robustness of the regression model used in this study. The significance value (sig) associated with the deviation from linearity between teacher performance (Y) and teacher commitment (X₁) is 0.230. As this value exceeds the critical threshold of 0.05 (0.230 > 0.05), it confirms the presence of a significant linear relationship between these two variables. This implies that changes in teacher commitment are proportionally related to changes in teacher performance. Similarly, the linearity test for the relationship between teacher performance (Y) and school culture (X₂) yielded a significance value of 0.145, which also surpasses the threshold of 0.05 (0.145 > 0.05). This result indicates a significant linear relationship between teacher performance and school culture. Thus, it can be inferred that variations in school culture are linearly associated with variations in teacher performance.

These results validate the linear assumptions underlying the regression analyses and confirm that both teacher commitment and school culture are linearly related to teacher performance. Such findings underscore the importance of these factors in influencing teacher outcomes within the educational setting.

3.1.2 Research Hypothesis Testing

1. F test

The F test is used to determine whether the independent variables simultaneously have a significant influence on the dependent variable.

Table 3. F test of Teacher Commitment variables (X₁) and School Culture (X₂) on Teacher Performance (Y)

ANOVA ^a						
Model		Sum of Squares	df	MeanSquare	F	signature.
1	Regression	7,368	2	3,684	22,682	,000b -
	remainder	12,343	64	,162		
	Total	19,711	66			

A. Dependent Variable: Visionary Leadership

B. Predictors: (Constant), Basic Commitment, Work Ethic

Based on the table above, it can be seen that the calculated F value is 22.682, while the F table for 66 respondents is 3.99. From this explanation, it can be seen that $F_{table} < F_{count}$, namely $3.99 < 22.682$, so H_0 is rejected. Then, based on a sig value of $0.000 > 0.05$, the significance between teacher commitment and organizational culture can be determined by the performance of state elementary school teachers in Pinggir District, Bengkalis Regency.

2. Multiple Regression Test

A multiple regression test was conducted to explore the relationship between the independent variables—teacher commitment and school culture—and the dependent variable, teacher performance. This statistical approach enables the assessment of the extent to which teacher commitment and school culture collectively influence teacher performance, while controlling for the potential intercorrelations between the independent variables. The analysis not only quantifies the individual contributions of each predictor to teacher performance but also provides insights into the combined effect of these variables. Such an understanding is crucial for developing targeted interventions aimed at enhancing teacher effectiveness within educational institutions.

Table 4. Multiple Regression Test for Teacher Commitment Variables (X1) and School Culture (X2) on Teacher Performance (Y)

Model	Coefficient ^a				
	B	std. Error	Beta	Q	signature
1 (Constant)	0.550	,159		,834	,007
Teacher commitment	,530	,158	,330	3,361	,001
Organizational culture	,630	,154	.403	4,097	,000

A. Dependent Variable: Teacher Performance

The analysis of the data presented in the table indicates a positive correlation between the variables of teacher commitment and school culture, and the performance of elementary school teachers in Pinggir District. This relationship is quantified through the Beta Coefficient values, which are 0.530 for the teacher commitment variable (X1) and 0.630 for the organizational culture variable (X2). Specifically, an increase of one unit in teacher commitment leads to an increase of 0.530 units in teacher performance. Similarly, a one-unit increase in school culture results in a 0.630 unit increase in teacher performance. These coefficients suggest that both teacher commitment and school culture significantly contribute to enhancing teacher performance, with respective increases of 0.530 and 0.630 per unit increase in these variables. The derived equation, reflecting these relationships, provides a quantitative framework for predicting changes in teacher performance based on adjustments in teacher commitment and school culture.

$$\hat{Y} = 0.550 + 0.530 X1 + 0.630 X2$$

The data presented in the table indicate that both teacher commitment and school culture have a significant, albeit partial, influence on the performance of State Elementary School (SD) teachers in Pinggir District, Bengkalis Regency. Specifically, the t-statistic for teacher commitment is 3.361, which exceeds the critical t-value of 1.668 for 66 respondents ($3.361 > 1.668$). This result leads to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha), indicating a statistically significant influence of teacher commitment on teacher performance. Additionally, the significant value associated with this relationship is 0.001, which is well below the conventional significance level of 0.05 ($0.001 < 0.05$). This further substantiates the presence of a significant relationship between teacher commitment and teacher performance in Public Elementary Schools in Pinggir District, Bengkalis Regency.

The computed t-value for the organizational culture variable is found to be 4.097. For a sample size of 66 respondents, the critical t-value (t-table) is 1.668. Given that the calculated t-value exceeds the critical value ($4.097 > 1.668$), the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Furthermore, the significance level obtained is 0.000, which is below the conventional threshold of 0.05. This indicates a statistically significant effect of organizational culture on teacher performance. Contrary to the initial assertion, these results demonstrate a significant relationship

between organizational culture and teacher performance at SD Negeri Pinggir District in Bengkalis Regency.

3. Test of Determining Variables

The variable determinant test is used to determine the percentage of variables X1 and X2 to variable Y jointly and partially.

Table 5. Determination test between work ethic variables (X1) and Principal Commitment (X2) towards Visionary Leadership (Y) based on the Summary test

R	R square	Sig, Change	Influence (%)	Interpretation
0.611	0.374	0,000	37.4%	Low

a. Predictors: (Constant); Teacher commitment (X1); (X2) organizational culture
b, Dependent Variable: (Y) Teacher performance

The R-squared value, represented as $(r^2 = 0.374)$ or 37.4%, indicates that 37.4% of the variance in Teacher Performance (Y) is explained by the independent variables Teacher Commitment (X1) and Organizational Culture (X2). Consequently, 62.6% of the variance is attributable to other factors not examined in this study. Therefore, it can be concluded that teacher commitment and organizational culture collectively account for approximately 37.4% of the changes observed in teacher performance.

Then, partially, to find out how much influence work ethic (X1) has on visionary leadership (Y), and the influence of the principal's commitment (X2) on (Y), it will be explained as follows:

Table 6. Test the Effect of the Teacher Commitment Variable (X₁) on Teacher Performance (Y) with the Summary Model

R	R square	Sig, Change	Influence (%)	Interpretation
0.530	0.281	0,000	28.1%	Low

a. Predictor: (Constant), : (X1) teacher commitment
b, Dependent Variable: (Y) Teacher Performance

R square (r^2) = 0.281 or Obtained amounting to 28.1 %, meaning that there is an influence of teacher commitment (X₁) on the performance of Teachers' Public Elementary School, Pinggir District, Bengkalis Regency, amounting to 28.1%, while the remaining 71.9% is influenced by other factors not included in this research. It can be concluded that the teacher commitment variable influences teacher performance with low interpretation or its influence is relatively low.

Table 7. Results of the influence of school culture variables (x₂) on teacher performance (y) using the summary model

R	R square	Sig, Change	Influence (%)	Interpretation
0.485	0.235	0,000	23.5%	Low

a. Predictor : (Constant), : (X2) School Culture
b, Dependent Variable: (Y) Teacher Performance

R Square Value (r^2) = 0.235 or Obtained amounting to 23.5 %, means that there is an influence of organizational culture (X₂) on the performance of Teachers' Elementary School, Pinggir Bengkalis District, is 23.5%, while the remaining 76.5% is influenced by other factors not included in this research.

From these findings, it can be concluded that organizational culture variables influence teacher performance with low interpretation or relatively low influence.

Based on the explanation above, after testing the research hypothesis, it can be concluded that the relationship between the independent variable and the dependent variable is as follows:

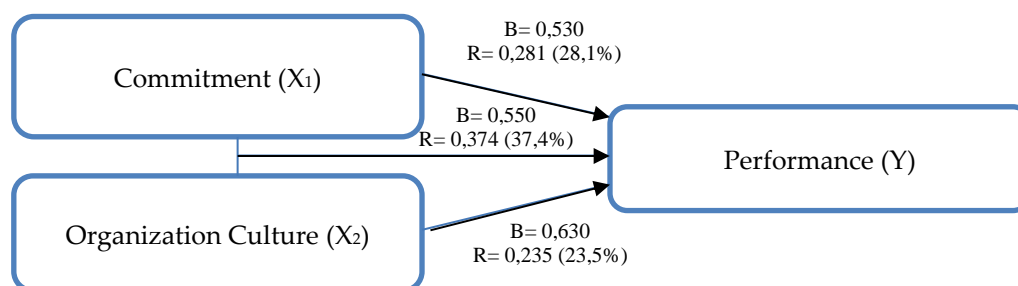


Figure 1. Relationship between the independent variable and the dependent variable

a. Discussion

3.2.1 The Influence of Teacher Commitment and School Culture on Teacher Performance

One way to find out the level of teacher performance can also be seen from the performance achievement scores in the form of SKP (Employee Performance Targets) assessments which are carried out every semester. Based on the analysis carried out from the results of the recapitulation of the SKP scores of State Elementary Schools in Pinggir District, Bengkalis Regency, in general, they obtained a score above 82. This shows that the performance of State Elementary School teachers in Pinggir District, Bengkalis Regency, is included in the high category.

Teacher performance is the result of work obtained by a teacher in the learning process to achieve educational goals based on predetermined standards within a predetermined period. Heni Pratiwi (2019) said that one of the factors that influences teacher performance is commitment, while Yoyo Sudaryo et al (2018) said that teacher performance is influenced by organizational culture. Based on this statement, it can be concluded that organizational commitment and culture influence teacher performance. Teacher performance is the most important aspect of achieving educational goals (Norawati, S., et.al., 2021). He stated that teachers will work well if incentives, commitment, motivation, competence, job satisfaction, stress levels, physical working conditions, compensation systems, job design, and economic aspects are good. Based on this, cooperation from all parties is needed to create good teacher performance.

Commitment and organizational culture are very necessary to improve teacher performance, this is by the research results show that there is a significant and positive relationship between commitment and organizational culture with a significance value of $0.001 > 0.05$, and for each person, an increase in commitment and organizational culture of teacher performance will increase by 0.53 and 0.63 one unit. This is the opinion of Sari, D., Sukmawati, S., & Chiar, M. (2021) and Putra, PGN, Dantes, KR, & Ariawan, IPW (2020) that teacher performance can be improved through commitment and school organization culture. Meanwhile, Jainuddin, J. (2020) concluded that commitment and organizational culture influence teacher performance both partially and simultaneously.

Teacher performance can be seen from the quality of work, quantity of work, accuracy of work, initiative, and communication. The quality and quantity of teacher work consist of planning, management, and assessment. This is in line with Law Number 14 of 2005 article 25, which states that "teachers' workload includes the main activities, namely planning to learn, implementing learning, assessing learning outcomes, guiding and training students, as well as carrying out additional tasks". In general, it can be concluded that all existing performance indicators, commitment, and organizational culture influence each other to improve performance results carried out by teachers in schools.

3.2.2 The Influence of Teacher Commitment on Teacher Performance

The results of this research are supported by Hayati et al. (2020); teachers who work based on high commitment or strong attachment to always being in the organization will produce a good performance. Teacher organizational commitment is seen from the teacher's concern for the school, the teacher's responsibility in carrying out their work, the teacher's interest in the profession, loyalty or loyalty to the school, and belief in the profession. Partially, teacher commitment influences teacher performance. From the results of the t-test, it is known that a value of $0.281 = 28.1\%$ was obtained. Teacher commitment is related to teacher loyalty, which is to be ready to achieve the vision and mission so that school goals are achieved. Aan Subhan (2017) stated that high commitment would result in high loyalty to the school, thereby fostering high work morale and having an impact on improving performance. Dini Masyitasari (2019) states that a person will have a high commitment to an organization if they have similar values and goals, resulting in good performance and will have an impact on the progress of the organization.

The study found that teacher commitment accounts for 28.1% of the variance in teacher performance, with the remainder influenced by other factors. Although commitment has a relatively modest direct impact, teachers with high levels of commitment are fully engaged and utilize all their competencies in fulfilling their responsibilities. This finding aligns with Faridah's (2018) research, which demonstrated a slightly higher influence of commitment on teacher performance at 30.8%. Faridah noted that highly committed teachers experience greater job satisfaction and are more likely to seek improvement in their skills. Similarly, Virgana (2017) identified that high commitment among teachers, characterized by loyalty and responsibility, positively affects school performance and progress.

Based on the explanation above, it can be concluded that commitment influences teacher performance. This means that teachers who have high commitment will also produce high performance and have an impact on school progress, thereby creating teacher satisfaction at work.

3.2.3 The Influence of School Culture on Teacher Performance

The study revealed that organizational culture significantly and positively affects the performance of teachers at Pinggir State Elementary School, accounting for 23.5% of the variation. The remaining 76.5% is attributable to factors not examined in this study. These findings are consistent with those of Untung et al. (2019), who also reported that organizational culture contributes 23.5% to teacher performance. Specifically, an increase of one unit in the organizational culture variable is associated with a 0.530 unit increase in teacher performance. However, these results contrast with those of Indajang et al. (2020), who found that organizational culture did not directly impact teacher performance. Instead, Indajang et al. highlighted leadership and competence as the primary influencers of teacher performance, suggesting a different set of dynamics within the organizational structure.

This study's findings resonate closely with those of Mufajar et al. (2022), who reported that organizational culture significantly impacts teacher performance, particularly through its influence on leadership behaviors in executing duties. They emphasized that a robust organizational culture enhances teacher performance. Similarly, Prayoga & Yuniati (2019) argued that a positive organizational culture fosters excellent teacher performance and subsequently improves the quality of education. These insights collectively suggest that an effective and conducive organizational culture not only boosts teacher performance but also establishes a favorable working atmosphere and strengthens relationships among organizational members. Hence, the quality of the organizational culture within a school is directly correlated with the effectiveness and efficiency of its teachers.

Syamsir (2016) characterizes organizational culture as a set of habits that evolve into deeply ingrained values and lifestyles within a group, subsequently adopted by newcomers. This culture is often evident through traits such as cooperation, discipline, and honesty. Echoing this, Widuri et al. (2020) highlight that work discipline, motivation, and organizational culture collectively influence teacher performance. The analysis in this study revealed an average organizational culture score of 3.64 at SDN Pinggir, indicative of a strong culture that positively affects teacher leadership and task

execution. Furthermore, Rony (2021) notes that a robust organizational culture benefits all members of a school community, fostering a supportive environment characterized by cooperative, disciplined, and honest interactions. Similarly, Maryani (2020) argues that a conducive organizational culture enhances a teacher's ability to lead effectively in the classroom. Therefore, the findings suggest a significant and positive impact of organizational culture on the performance of teachers at Elementary School in Pinggir District, underscoring its critical role in shaping effective educational leadership and collaboration.

4. CONCLUSION

The research findings establish that good teacher performance at Pinggir Elementary School is significantly influenced by both teacher commitment and organizational culture. These factors together enhance the quality, quantity, accuracy, initiative, and communication aspects of teacher performance. Specifically, a positive and substantial relationship exists between organizational culture and teacher performance, indicating that a supportive and healthy school culture leads to improved teaching outcomes. The elements of such a culture include discipline, honesty, and cooperation, which are essential for fostering an effective educational environment. Additionally, the study confirms a strong linkage between teacher commitment and performance at SDN Pinggir. Teachers with a high level of commitment are more likely to excel in their roles, demonstrating enhanced concern, responsibility, interest in their profession, loyalty, and confidence. Future research could expand on these findings by exploring similar variables in different educational settings or by employing both similar and novel indicators. This would potentially unveil broader strategies for enhancing teacher performance across various educational levels.

Acknowledgements: I would like to thank all the authors who participated in completing this research. Thanks are also expressed to the principals of junior high schools throughout Pekanbaru City who have assisted in completing this research. Hopefully, this article will be useful for writers and readers in general.

Conflict of Interest: There is no conflict of interest

REFERENCES

- Fahmi, et al. (2017). Implementation of Academic Supervision in Increasing Elementary School Teacher Competency. *Porch of Science, Journal of Scientific Information and Educational Creativity*, 19(2), 104–18. Taken from <http://ojs.serambimekkah.ac.id/index.php/serambi-lmu/article/View/1004>
- Farida. (2018). The Effect of Certification and Commitment on Teacher Performance Through Work Motivation at SDN Gugus I Balikpapan Selatanmap. *Journal of Management and Public Administration*. Volume 1, Number 1, January – March 2018: 31-45
- Fortunately, R., Asmendri, A., & M. Haviz, MH (2019). The Influence of Organizational Climate and Organizational Culture on Teacher Performance at Sma Negeri 1 Pariangan. *Al-Fikrah: Journal of Educational Management*, 7 (2), 87. <https://doi.org/10.31958/jaf.v7i2.1592>
- Indajang, K., Jufrizen, J., & Juliandi, A. (2020). The Influence of Organizational Culture and Principal Leadership on Teacher Competency and Performance at the Sultan Agung Pematangsiantar Higher Education Foundation. *Jupiis: Journal of Social Science Education*, 12 (2), 393. <https://doi.org/10.24114/jupiis.v12i2.17881>
- Ismawati, Y., Rahmah, A., Fathi, MN, Jamaliyah, R., Rahmadani, AL, & Arfinanti, N. (2020). School organizational culture in preparing superior human resources. *JAMP: Journal of Educational Administration and Management*, 3 (2), 118-122.
- Jainuddin, J. (2020). The Influence of Organizational Culture, Teacher Commitment and Work Motivation on Productive Teacher Performance at SMK Negeri 3 Bima City. *Journal of Educational Management and Social Sciences*, 1 (2), 643-662.

- Madjid, Abdul. (2016) . *Developing Teacher Performance Through Competence, Commitment and Work Motivation*. Yogyakarta: Blue Ocean
- Maryani, Ad 2020. The Influence of Principal Leadership Style and School Organizational Culture on Teacher Performance. *Journal of Teaching and Learning Media Innovation*, 1 (1), 18-25.
- Masyitasari, D. (2019). The influence of motivation, work environment and organizational commitment on employee performance. STIESIA Surabaya. *Journal of management science and research*. e-ISSN: 2461-0593. Vol. 8 no. 9
- Moh. hafid. (2017) . The Influence of Teacher Motivation and Competence on the Performance of Salafiyah School and Madrasah Teachers in the Sukorejo Syafi'iyah Islamic Boarding School Environment. *JPII Volume 1 Number 2 April 2017 Page 293*.
- Mufajar, I. et al. (2022). The Influence of Organizational Culture and Work Environment on the Performance of State Middle School (SMP) Teachers in Bangkinang District, Kampar City Regency. *JUMPED Journal (Educational Management Journal)*, June 2022. Volume 10, No 1
- Norawati, S., Abdillah, R., & Zakaria, N. (2021). Analysis of Commitment and Competency and Their Impact on Teacher Performance at Sman 1 Bangkinang City. *Scientific Journal of Economics and Business*, 18 (2), 166-175.
- Pang, N. S. K., & Miao, Z. (2017). The Role of Teacher Leadership in Shanghai Educational Success. *Bulgarian Comparative Education Society*.
- Pratiwi, H. 2019. *Commitment to Teaching*. Yogyakarta: Andi Yogyakarta .
- Pratiwi, V., Makhdalena, M., & Junus, N. (2019). The Influence of Organizational Culture and Academic Supervision on the Performance of Elementary School Teachers in Pinggir District, Bengkalis Regency. *JUMPED Journal (Educational Management Journal)*, 7 (1), 104. <https://doi.org/10.31258/jmp.7.1.p.104-115>
- Prayoga, S., & Yuniati, S. 2019. The Influence of School Organizational Culture on the Performance of Public High School Teachers in Mataram City. *Journal of Education*, 1 (5), 54-60.
- Putra, PGN, Dantes, KR, & Ariawan, IPW (2020). The Relationship between Job Stress, Organizational Culture, Motivation, and Organizational Commitment on Teacher Performance. *Indonesian Journal of Educational Administration*, 11 (2), 118-128.
- Roni. 2021. The Urgency of Managing School Organizational Culture in the Formation of Student Character. *Tafkir: Interdisciplinary Journal of Islamic Education*, 11 (1), 98-121.
- Sari, D., Sukmawati, S., & Chiar, M. (2021). The Influence of Principal Commitment and Teacher Motivation on School Productivity in Pontianak City Public High Schools. *Equatorial Journal of Education and Learning (JPPK)*, 10(7).
- Sodik, M., Sahal, YFD, & Herlina, N.H. (2019). The influence of teacher performance in implementing learning on student learning achievement in Al-Qur'an and Hadith subjects. *Journal of Islamic Education Research, [SL]*, 7 (1), 97-112.
- Subhan , A. (2017) . The Influence of Competency, Job Satisfaction and Organizational Commitment on Teacher Performance (Study at State Vocational Schools in Tasikmalaya City). Volume 5 no 1. *Educational Administration: Postgraduate Student Scientific Journal*
- Sudaryo, Y., Aribowo, A., & Sofiati, NA (2018). *Human Resource Management: Indirect Compensation and the Physical Work Environment*. Andi Publisher.
- Suhartini, S (2018) . The Influence of Principal Commitment and Leadership Style on Teacher Performance in West Balikpapan Cluster III. *MAP (Journal of Management and Public Administration)* vol.1 No.3 ISSN 2615-2142
- Supardi, D. (2016) . *Teacher Performance*. Jakarta: Rajawali Press
- Syamsir, T. (2016.) *Organization & Management (Behavior, Structure, Culture & Organizational Change)*. Bandung: Alfabet

- Untung, R., Asmendri, A., & M. Haviz, MH (2019). The Influence of Organizational Climate and Organizational Culture on Teacher Performance at SMAN 1 Pariangan. *Al-Fikrah: Journal of Educational Management*, 7 (2), 87. <https://doi.org/10.31958/jaf.v7i2.1592>
- Virgana, V. 2017. Organizational Commitment is given by Leadership, Organizational Culture, and Trust of the Elementary School Principal. *Elementary Schools: A Study of Educational Theory and Practice*, 24(2), 133-142
- Widuri, VS, Bernardo, I., & Wuisan, D. (2020). The Influence of Work Discipline, Work Motivation, and Organizational Culture on Performance. *Journal of Business Administration (Jab)*, 10 (2), 55–62.
- Xu, L. (2012). The Role of Teacher Beliefs in the Language Teaching and Learning Process. *Theory & Practice in Language Studies*, 2 (7).