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The Effect of Motivation, Organizational Culture and Discipline on Employee Performance: The Case of Islamic School at Bina Ilmi Palembang City

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Abstract

This study aims to determine 1) The Influence of Motivation, Organizational Culture, and Work Discipline on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City, 2) The Influence of Motivation on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City, 3) The Influence of Organizational Culture on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City, 4) The Influence of Work Discipline on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City. This type of research is Associative. The variables used by the researcher include motivation, organizational culture, work discipline, and teacher performance. The sample in this study consisted of teachers at Bina Ilmi Integrated Islamic School, Palembang City, totaling 100 respondents selected by Cluster Sampling. The data used in this study were primary data collected using a questionnaire. The data analysis technique used was multiple linear regression. The results of this study indicate that (1) motivation, organizational culture, and work discipline together have a positive and significant effect on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City, (2) motivation has a positive and significant effect on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City (3) organizational culture has a positive and significant effect on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City (4) work discipline has a positive and significant effect on Teacher Performance at Bina Ilmi Integrated Islamic School, Palembang City.

Keywords: Motivation, Organizational Culture, Discipline, Employee Peformance

1. Introduction

Human resources (HR) are one of the most critical factors that cannot be separated from an organization, whether it is a company or an institution. Additionally, HR is a factor that influences a company's development. A company can develop very rapidly if it has many competent HR professionals in its field. Conversely, if the HR working in a company is not qualified, the company's development will also be hampered. In human life, education cannot be separated; various efforts have been made to advance education. Humans have tried to educate their children, even in the simplest, most straightforward ways. Among the

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organizations that pay attention to their HR are educational institutions. One of the goals of education is to create quality humans. The quality of humans required by the Indonesian nation in the future can face increasingly tight competition with other countries worldwide. The quality of Indonesian humans is produced through the implementation of quality education. One of the key elements in improving the quality of education is the role of educators, specifically teachers. Based on Law No. 20 of 2003 of the Republic of Indonesia, Article 5, paragraph 1, emphasizes that every citizen has the same right to obtain quality education. In this case, the essence of education is the spearhead in creating superior, productive, and competitive Human Resources (HR) in all aspects of life.

One of the critical studies in human resource management is performance. According to Afandi (2018), performance is a result of the work process of a person who has met the requirements or work standards set by a government agency. Success in achieving these goals depends on the reliability and ability of individuals to operate the work units within the agency, as the agency's goals can only be achieved through the efforts of its actors. The performance of government agencies is primarily a result of the work requirements that individuals must meet. Teachers will be willing to work enthusiastically if they feel that their physical and non-physical needs are met. This organization is required to produce good performance both individually and in groups. To support the performance of a teacher, a teacher is needed who is highly motivated, disciplined, and responsible for the needs required by a government agency.

According to Kasmir (2019), the factors that influence performance are ability and expertise, knowledge, work plan, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. Furthermore, according to Susanto (2016), teacher performance refers to the ability demonstrated by teachers to carry out their duties or work effectively. In supporting the improvement of teacher performance, teachers must be able to enhance their work results as individuals assigned to carry out tasks that improve the quality of education and advance the institutions that support them. Among the factors that influence performance is motivation; according to Hartatik (2014), work motivation is a factor that causes, channels, and supports human behavior, enabling individuals to work hard and enthusiastically achieve optimal results. What is meant by this is a symptom of mental processes, such as cognitive mental processes (reason) or affection (feelings). Specifically, motivation is included in the mental process or symptom of the soul of conation, which means a person's will or desire. Thus, motivation is also a cognitive process that involves someone having the will or desire to do something. Strong motivation will produce good performance. Work Motivation is something that drives someone (either from within or from outside a person) to have high enthusiasm, desire, and motivation and to make the most significant contribution to achieving common goals. According to Kasmir (2019), organizational culture is one of the factors that influences performance.

Organizational culture is a pattern of beliefs, behaviors, assumptions, and values that are shared. Organizational culture refers to the way members behave, interact, and work together. Organizational culture can create an environment that fosters improved individual performance. Organizational culture is believed to be the values developed by the organization, thus guiding the behavior of its members. Members of the organization may act in achieving organizational goals as guided by the organization through instructions for implementing activities in the form of operational procedure systems. Organizational culture is the implementation of social knowledge within an organization, encompassing rules, norms, and values that shape attitudes and behavior. These habits or norms regulate things that apply and are generally accepted and

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must be obeyed by all members of an institution or organization. The basic philosophy of the organization encompasses beliefs, norms, and shared values that are core characteristics of how things are done within the organization. In addition to organizational culture, work discipline is another factor that can impact performance. According to Hasibuan (2017), work discipline is a person's awareness and willingness to obey all organizational regulations and applicable social norms. Discipline is a form of obedience or compliance with relevant laws, both written and unwritten. This obedience is manifested in the form of attitudes, behavior, and actions that are in accordance with these regulations. How can an organization run well if its teachers or human resources personnel are not disciplined and lack awareness and the willingness to comply with all the organization's regulations? On the other hand, if the presence of teachers fosters discipline through high levels of understanding and adherence to all organizational regulations, then a good or positive working atmosphere will be created, which will significantly impact the level of teacher performance.

Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), and Martadewi et al. (2023). The results of their research showed that work motivation, organizational culture, and work discipline have a positive and significant impact on teacher performance. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), Tarigan et al. (2024) and Sadikun et al. (2023) the results of their research showed that work motivation has a positive and significant effect on teacher performance. In contrast to the study conducted by Astuti and Raharjo (2023), their results indicated that motivation had an insignificant adverse impact on teacher performance. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), and Yusuf et al., (2023), whose research results showed that organizational culture had a positive and significant effect on teacher performance. In contrast to the research conducted by Sadikun et al. (2023), which found that organizational culture had no significant impact on teacher performance. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), and Sadikun et al. (2023), whose research results showed that work discipline had a positive and significant effect on teacher performance. In contrast to the research conducted by Tarigan et al. (2024), which found that work discipline had no significant impact on teacher performance.

2. Literature Review

The influence of motivation, organizational culture, and work discipline on teacher performance. According to Kasmir (2019), the factors that influence performance are ability and expertise, knowledge, work plan, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. In this study, the variables used are motivation, organizational culture, and work discipline. The findings of previous research studies by Suryadi (2020), Widuri et al. (2020), and Martadewi et al. (2023) are of utmost importance. Their studies have shown that work motivation, organizational culture, and work discipline play a crucial role in influencing teacher performance. The phenomenon that occurred at the Integrated Islamic School in Palembang City was a problem related to work motivation, specifically in terms of success indicators, opportunities for advancement, and work relationships. These problems manifested as [specific issues]. In addition, there were problems with the organizational culture variable, particularly in the indicators of detail, orientation to results, and orientation to the team and work discipline, including compliance with all regulations, punctuality, and time management. The existence of these problems has an impact on teacher performance, particularly in terms of quantity, quality,

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and punctuality.

The influence of motivation on teacher performance. According to Kasmir (2019), several factors influence performance, one of which is motivation. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), Tarigan et al. (2024) and Sadikun et al. (2023) the results of their research showed that work motivation has a positive and significant effect on teacher performance. In contrast to the study conducted by Astuti and Raharjo (2023), their research results indicated that motivation has a negative but insignificant effect on teacher performance. The reason for the different results of this study is due to the difference in the samples used, specifically 80 respondents, and the side technique employed, which utilized saturated sampling. The phenomenon that occurred at the Integrated Islamic School in Palembang City was a problem related to work motivation, specifically in terms of success indicators, opportunities for advancement, and work relationships. The existence of these problems has an impact on teacher performance, especially in terms of quantity, quality, and punctuality indicators.

The influence of organizational culture on teacher performance. According to Kasmir (2019), several factors influence performance, one of which is organizational culture. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), and Yusuf et al., (2023), whose research results showed that organizational culture had a positive and significant effect on teacher performance. In contrast to the research conducted by Sadikun et al. (2023), which found that organizational culture had no significant impact on teacher performance. The reason for the different results of this study is due to the difference in the samples used, namely 54 respondents and the side technique using saturated sampling. In contrast, the analysis technique employed was structural equation modeling with the help of the Smart-PLS application program. The phenomenon that occurred at the Integrated Islamic School in Palembang City was a problem related to organizational culture, specifically in the indicators of attention to detail, orientation to results, and team orientation. The existence of these problems has an impact on teacher performance, particularly in terms of quantity, quality, and punctuality.

The influence of work discipline on teacher performance. According to Kasmir (2019), several factors influence performance, one of which is work discipline. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), and Sadikun et al. (2023). The results of their research showed that work discipline had a positive and significant effect on teacher performance. In contrast to the study conducted by Tarigan et al. (2024), their research results indicated that work discipline had no significant impact on teacher performance. The reason for the different results of this study is due to the difference in the samples used, specifically 57 respondents, and the side technique employed, which utilized saturated sampling. In contrast, the analysis technique employed was structural equation modeling, utilizing the Smart-PLS application program. The phenomenon that occurred at the Integrated Islamic School in Palembang City was a problem related to work discipline, specifically in terms of compliance with regulations, punctuality, and time management. The existence of this problem has an impact on teacher performance, particularly in terms of quantity, quality, and punctuality.

3. Research Method

This research was conducted at Bina Ilmi Islamic School, Palembang City. The Independent Variables in this study are Motivation (X1), Organizational Culture (X2), and Work Discipline

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(X3). The Dependent Variable in this study is Teacher Performance (Y). The type of research employed in this study is quantitative, with a descriptive approach. The key performance indicators are quality, quantity, and effectiveness. The indicators of motivation are work relationships, opportunities for advancement, and success. The indicators of organizational culture include attention to detail, orientation to results, and team orientation. The indicators of work discipline include obeying all regulations, arriving at work on time, and utilizing time effectively. The population in this study consisted of all teachers from Bina Ilmi Integrated Islamic School in Palembang City, totaling 135 people, and the sample used was 100 respondents. In this study, the researcher used a cluster sampling technique. The data used are primary data and secondary data. The researcher used a questionnaire that teachers at Bina Ilmi Integrated Islamic School in Palembang City were asked to complete. The researcher utilized information available on the Basic Education Data (DAPODIK) site, an integrated national-scale data collection system. The analysis method used is multiple regression analysis.

4. Findings and Discussions

This multiple linear regression analysis is used to determine the influence of organizational culture variables, training, and job placement on teacher performance. The results of the multiple linear regression analysis can be seen in the following table:

Table 1. Regression Result

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.308	.139	
	Motivation	.419	.072	.447
	Organizational Culture	.200	.100	.216
	Discipline	.292	.092	.302

a. Dependent Variable: Employee Performance

Based on the results of the multiple linear regression test, the following results were obtained: Y = 0.308 + 0.419 X1 + 0.200 X2 + 0.292 X3. The constant value of 0.308 indicates that if motivation, organizational culture, and work discipline are equal to zero, then teacher performance remains at 0.308. Motivation has a regression coefficient of 0.419. This indicates that every increase in motivation will enhance teacher performance, provided that other variables remain constant. Organizational culture has a regression coefficient of 0.200. This suggests that every increase in organizational culture will improve teacher performance, provided that other variables remain constant. Work discipline has a regression coefficient of 0.292. This shows that every increase in work discipline will improve teacher performance, assuming other variables remain constant.

Table 2. F-test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.778	3	24.259	139.095	.000[b]

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Residual	16.743	96	.174
Total	89.521		99

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Motivation, Organizational Culture, Discipline

Determining F-table with a confidence level of 95% and an error rate (α) of 5% = 0.05, with degrees of freedom (df) V1 = k-1 = 4-1 = 3 and V2 = 100-4 = 96, so the F-table = 2.70. Based on the results of the F-Test (Anova), it can be seen that the F-value is 13.095> Ftable 2.70 with a Sig F level of 0.000 <0.05, then Ho1 is rejected, meaning that there is a significant influence of motivation, organizational culture, and work discipline on the performance of teachers at the Bina Ilmi Islamic School in Palembang City.

Table 3. t-test

1	Mode	t	sig
	(Constant)	2.222	.029
	Motivation	5.859	.000
	Organizational Culture	1.997	.049
	Discipline	3.194	.002

a. Dependent Variable: Employee Performance

Determine a t-table with a confidence level of 95% and an error rate (α) of 5% = 0.05 and degrees of freedom (df) = n-k. Then (df) = 0.05/2 (100-4) is (df) = 0.025 (96) so the t-table is 1.984. Based on the result of t-test (partial), it can be seen as follows: a) The t-value for motivation (X1) is 5.859> t-table 1.984 with a sig.t level of 0.000 <0.05 (significant), then Ho2 is rejected, meaning that motivation has a significant effect on the performance of teachers at the Bina Ilmi Islamic School in Palembang City. b) The calculated t-value for organizational culture (X2) is 1.997 > t-table 1.984 with a sig.t level of 0.049 < 0.05 (significant), then Ho3 is rejected, meaning that organizational culture has a significant effect on the performance of teachers at the Bina Ilmi Islamic School in Palembang City. c) The calculated t-value for work discipline (X3) is 3.194, which is greater than the t-table value of 1.984, with a significant t-level of 0.002 (< 0.05). Therefore, Ho4 is rejected, indicating that work discipline has a significant effect on the performance of teachers at the Bina Ilmi Islamic School in Palembang City.

The Influence of Motivation, Organizational Culture, and Work Discipline on the Performance of Teachers at Bina Ilmi Islamic School, Palembang City. The results of the simultaneous hypothesis test indicate that motivation, organizational culture, and work discipline have a significant impact on the performance of teachers at Bina Ilmi Islamic School in Palembang City. These results suggest that the existence of motivation, organizational culture, and work discipline that support teacher performance and enable teachers to work optimally can positively impact their performance. The results of this study are in line with the theory proposed by Kasmir (2019). Factors that influence performance are ability and expertise, knowledge, work plan, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. In this study, the variables used are motivation, organizational culture, and work discipline. The results of this study are supported by previous studies conducted by Suryadi (2020), Widuri et al. (2020), and Martadewi et al. (2023), which show that work motivation, organizational culture, and work discipline have a positive and significant impact on teacher performance. Based on

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the researcher's findings regarding the quantity indicator, where 49% of respondents answered 'disagree' and 'strongly disagree' (TS + STS), it means that there is still a quantity of work by SDIT Bina Ilmi Teachers that does not always reach the target every year. This is due to the lack of motivation among the teachers of the Bina Ilmi Palembang Islamic School, resulting in work that is less than optimal and has not met the target set by the Institution. Quality indicators, 49% of respondents answered disagree and strongly disagree (TS + STS), meaning that not all teachers have achieved the standard of carrying out tasks with excellent results, and 52% of respondents answered disagree and strongly disagree (TS + STS), meaning that not all teachers have achieved the effectiveness of the learning and teaching process with excellent results. This is because the organizational culture in the Institution is still not optimal, as some teachers still bring personal problems into their work, resulting in less careful work, particularly in filling out report cards, where errors have occurred in inputting grades. Effectiveness indicators, as many as 52% of respondents answered 'disagree' and 'strongly disagree' (TS + STS), meaning that not every teacher provides work report results on time. This is due to problems with work discipline, as some teachers are often late, which hampers file collection and reasoning processes, resulting in suboptimal work. Based on the analysis results, the distribution of respondents' answers indicates a linear relationship between motivation variables, organizational culture, work discipline, and teacher performance. This means that any changes in motivation variables, organizational culture, and work discipline can be predicted proportionally to changes in teacher performance.

The Influence of Motivation on the Performance of Teachers at Bina Ilmi Islamic School, Palembang City. The results of the partial hypothesis test indicate a significant influence of motivation on the performance of teachers at Bina Ilmi Islamic School in Palembang City. These results suggest that the teacher's motivation, whether good or bad, determines the quality of their performance. High motivation encourages teachers to work productively and achieve organizational goals. In this study, motivation was shown to contribute significantly to teacher performance. This indicates that teachers who feel appreciated will have a greater desire to work optimally. The results of this study are in accordance with the theory proposed by Kasmir (2019), which states that factors influencing performance include motivation. Soetrisno (2016) expressed work motivation as a factor that encourages someone to engage in a particular activity; therefore, motivation is often also interpreted as a factor that drives a person's behavior. Previous research studies conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), Tarigan et al. (2024), and Sadikun et al. (2023) the results of their research showed that work motivation has a positive and significant effect on teacher performance. In contrast to the study conducted by Astuti and Raharjo (2023), their results indicated that motivation has a negative but insignificant impact on teacher performance. The reason the results of this study differ is due to the differences in the samples used, specifically 80 respondents and the side technique using saturated sampling, whereas this study utilized 100 samples. In general, more samples can get more accurate results. Based on the researcher's findings on teacher motivation, there were problems regarding success indicators, as many as 52% of respondents answered disagree and strongly disagree (TS + STS), meaning that not every teacher always tries to work optimally, this is due to the lack of appreciation given to teachers, which reduces their motivation, indicators of opportunities to advance, as many as 50% of respondents answered disagree and strongly disagree (TS + STS), meaning that not every SDIT BI teacher has the initiative in working, this is because the large amount of work adds to the burden and confusion in carrying out the work so that teachers lack initiative and

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indicators of working relationships, as many as 50% of respondents answered disagree and strongly disagree (TS + STS), meaning that there are still relationships between fellow teachers who are not harmonious, apart from respecting opinions, there is no miscommunication and as many as 51% of respondents answered disagree and strongly disagree (TS + STS), meaning that there are still SDIT BI teachers who work unsportsmanlike because of competition between teachers, which creates poor relationships and there is unsportsmanlike behavior in carrying out their work. As a practical implication, the researcher suggests that teachers at Bina Ilmi Islamic School in Palembang City should increase their motivation. What needs to be improved regarding the success indicators is always working enthusiastically to achieve maximum performance in supporting organizational goals, in addition to increasing initiative in working, such as putting forward ideas and carrying out work before being ordered by superiors so as to get opportunities to advance in the organization and establish good relationships with fellow teachers and superiors by showing a friendly attitude and helping each other in work. If these improvements are made, it is expected that performance will improve, especially in the quantity indicator, where the quantity of work of Bina Ilmi Elementary School Teachers will consistently reach the target every year. Work quality, where all teachers will achieve the effectiveness of the learning and teaching process with excellent results.

The Influence of Organizational Culture on the Performance of Teachers at Bina Ilmi Islamic School, Palembang City. The results of the partial hypothesis test indicate a significant influence of organizational culture on the performance of teachers at Bina Ilmi Islamic School, Palembang City. These results suggest that a strong organizational culture plays a crucial role in enhancing performance. With a good organizational culture, habits will be sustained in the long term, enabling teachers to work more effectively. Organizational culture has a significant influence on teacher performance. The results of this study are in accordance with the theory proposed by Kasmir (2019), which states that organizational culture is a factor influencing performance. Organizational culture is a pattern of shared beliefs, behaviors, assumptions, and values. Organizational culture shapes the way members behave and interact, influencing their work practices. In turn, this organizational culture is expected to foster a conducive environment for enhancing individual performance. Previous research studies conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), and Yusuf et al., (2023) showed that organizational culture has a positive and significant effect on teacher performance. In contrast to the research conducted by Sadikun et al. (2023), their results indicated that organizational culture had no significant impact on teacher performance. The reason for the different results of this study is due to the difference in the samples used, namely 54 respondents and the side technique using saturated sampling. In contrast, the analysis technique employed was structural equation modeling, utilizing the Smart-PLS application program. In this study, 100 samples were used. The difference in samples is that more samples generally get more accurate results. Based on the researcher's findings on organizational culture, there were problems regarding the indicator of attention to detail; as many as 51% of respondents answered disagree and strongly disagree (TS + STS), meaning that there are still teachers who are not always detailed and careful in their work and as many as 52% of respondents answered disagree and strongly disagree (TS + STS), meaning that there are still teachers who have made mistakes in inputting student report card and final exam data, as many as 56% of respondents answered disagree and strongly disagree (TS + STS), meaning that there are still school teachers who do not complete their work optimally in their work. As a practical implication, the researcher suggests that Islamic School Teachers at Bina Ilmi Palembang City should adopt an

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organizational culture to improve their own. What needs to be improved regarding the indicator of attention to detail is to always focus on working so that there are no mistakes in inputting values; then, the orientation towards results should be that teachers can show attitudes and show good values in carrying out work and also orientation to the team can be done by establishing cooperation in working, in addition, if there are personal problems, they should be resolved immediately so that they do not affect the performance carried out. If these improvements are made, it is expected that performance will improve, especially in the quantity indicator, where the quantity of work of SDIT Bina Ilmi Teachers will consistently reach the target every year. Quality of work, where all teachers will achieve the effectiveness of the learning and teaching process with excellent results and effectiveness, where each teacher will provide a report on work results in a timely manner.

The Influence of Teacher Work Discipline on Teacher Performance at Bina Ilmi Islamic School, Palembang City. The results of the partial hypothesis test indicate a significant influence of work discipline on the performance of teachers at Bina Ilmi Islamic School, Palembang City. These results suggest that the good or bad work discipline of teachers at Bina Ilmi Islamic School, Palembang City, can affect teacher performance. Consequently, disciplined teachers are more alert in all aspects, leading to an overall improvement in their performance. The results of the study indicate that work discipline has a partial and significant effect on teacher performance. The results of this study are in accordance with the theory put forward by Kasmir (2019), which states that the factors influencing performance include work discipline. According to Soetrisno (2016), work discipline refers to a person's willingness to obey and carry out applicable norms or rules. Previous research studies were conducted by Suryadi (2020), Widuri et al. (2020), Martadewi et al. (2023), Yusuf et al., (2023), and Sadikun et al. (2023). The results of their research showed that work discipline has a positive and significant effect on teacher performance. In contrast to the study conducted by Tarigan et al. (2024), their results indicated that work discipline has no significant impact on teacher performance. The reason for the different results of this study is due to the difference in the samples used, specifically 57 respondents, and the side technique employed, which utilized saturated sampling. In contrast, the analysis technique employed was structural equation modeling, utilizing the Smart-PLS application program. In this study, 100 samples were used. The difference in samples is that larger samples generally get more accurate results. Based on the researcher's findings regarding work discipline, it was found that there were problems with the indicator of complying with regulations; as many as 52% of respondents answered 'disagree' and 'strongly disagree' (TS + STS), meaning that there are still teachers who have been absent without explanation. Time usage indicator: As many as 55% of respondents answered 'disagree' and 'strongly disagree' (TS + STS), meaning that there are still teachers who delay time after the break time is over. As a practical implication, the researcher suggests that regarding work discipline, it is expected that teachers at the Bina Ilmi Islamic School in Palembang City can improve work discipline. What needs to be improved regarding the indicator of complying with regulations can be done by always being present; in addition, it is expected that teachers will come in earlier so as not to interfere with the teaching and learning process and in the use of working time, teachers should be able to rest in the teacher's room so that when the time comes back, they can immediately return to class to carry out teaching activities. If these improvements are made, they will enhance performance, especially in the quantity indicator, where the quantity of work of SDIT Bina Ilmi teachers will consistently meet the target every year. Work quality, where all teachers will achieve the effectiveness of the learning and teaching process

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with excellent results. And effectiveness, where each teacher will provide a report on work results in a timely manner.

5. Conclusion

There is a significant influence of motivation, organizational culture, and work discipline on the performance of teachers at the Bina Ilmi Islamic School in Palembang City. 1. Teachers at the Bina Ilmi Islamic School in Palembang City should pay attention to motivation, organizational culture, and work discipline because these three variables have a significant influence on performance. 2. Regarding motivation, it is expected that teachers at the Bina Ilmi Islamic School in Palembang City can improve their motivation. What needs to be improved regarding the success indicators is always working enthusiastically to achieve maximum performance in supporting organizational goals, in addition to increasing initiative in working, such as putting forward ideas and carrying out work before being ordered by superiors so as to get opportunities to advance in the organization and establish good relationships with fellow teachers and superiors by showing a friendly attitude and helping each other in work. 3. Regarding organizational culture, it is expected that the teachers of the Bina Ilmi Islamic School in Palembang City can improve the organizational culture. What needs to be improved regarding the indicator of attention to detail is to always focus on working so that there are no errors in input values. Then the orientation towards results should be that teachers can show attitudes and show good values in carrying out work and also in orientation to the team can be done by establishing cooperation in working, in addition, if there are personal problems, they should be resolved immediately so that they do not affect the performance carried out. 4. Regarding work discipline, it is expected that the teachers of the Bina Ilmi Islamic School in Palembang City can improve work discipline. What needs to be improved regarding the indicator of complying with regulations can be done by always being present and providing clear information when absent so that other teachers can do previous work; in addition, it is expected that teachers come in earlier so as not to interfere with the teaching and learning process and in the use of working hours, teachers should be able to rest in the teacher's room so that when the time comes back they cannot immediately return to class to carry out teaching activities.

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