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THE INFLUENCE OF WORK DISCIPLINE, WORKLOAD, AND ORGANIZATIONAL CULTURE ON THE EDUCATION QUALITY IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

This research investigates the influence of work discipline, workload, and organizational culture on the quality of education in public elementary schools in Patean District, Kendal Regency. The study employs a quantitative approach with an ex post facto and correlational design to examine the extent of influence these internal institutional factors exert on educational quality. The population consisted of 268 teachers and education personnel, from which 160 respondents were selected using proportional random sampling. Data were collected through a structured questionnaire based on a Likert scale and analyzed using multiple linear regression through SPSS version 27. The results revealed that all three independent variables, work discipline, workload, and organizational culture, significantly and positively affect education quality, both partially and simultaneously. Among the variables, organizational culture demonstrated the strongest influence, indicating that schools with a collaborative, result-oriented, and stable culture are more likely to achieve high educational quality. Work discipline and workload also play essential roles in shaping teacher performance and daily school operations. The regression model explained 45.2% of the variance in educational quality. These findings confirm that improving school quality is not only dependent on external interventions such as curriculum or policy reforms, but is also significantly influenced by internal behavioral and cultural dynamics. Therefore, the study recommends that school leaders focus on strengthening organizational culture, enhancing professional discipline, and managing workloads effectively to promote sustainable improvements in educational outcomes.

Keywords Educational Quality, Organizational Culture, School Management, Teacher Discipline, Workload.

INTRODUCTION

Quality education is a primary goal in human resource development, as through high-quality education, a nation can produce excellent, competent, and competitive generations amidst global dynamics (Sekolah Menengah Kejuruan Negeri, 2022; Kadarsih et al., 2020). However, in practice, the quality of education in Indonesia often encounters various complex and multidimensional problems (Susanti et al., 2023). One of the main emerging problems is the gap between the ideal concept of expected education quality and the actual implementation in the field (Siahaan et al., 2023). This discrepancy can be observed in the low achievement of quality indicators across many educational units, including at the elementary school level (Andriyan et al., 2023).

This phenomenon is clearly reflected in the findings from document analysis, field observations, and informal interviews conducted by the researcher across several public elementary schools in Patean District, Kendal Regency, throughout October–November 2024. Supporting data were drawn from the Education Quality Report Card published by the Kendal District Education Office (Sarjana, 2023) and school self-evaluation documents. Although these documents indicate that schools have completed quality assurance procedures in accordance with established regulations, a deeper examination reveals inconsistencies between reported data and actual practices. Observations and interviews with school principals and teachers show that issues such as low teacher discipline, unbalanced workload distribution, and minimal collaboration among teaching staff remain persistent (Ardila & Rigianti, 2023). These findings are consistent with the preliminary results of school accreditation monitoring and highlight the gap between administrative compliance and substantive educational quality.

The low level of teacher discipline is often rooted in weak internal supervision and the lack of accountability systems within schools, while workload imbalances are generally caused by the uneven distribution of teaching hours and additional duties, often affecting teachers' focus and motivation. Furthermore, the absence of a collaborative culture is influenced by the dominance of individualistic work patterns, limited professional learning communities, and minimal initiatives from school leaders to foster teamwork. These factors have collectively contributed to a decline in the quality of learning services, as reflected in stagnating student achievement, reduced instructional effectiveness, and low teacher engagement. This complex reality forms a strong and relevant foundation for conducting more in-depth empirical research to analyze how work discipline, workload, and organizational culture interact in shaping the quality of education in public

elementary schools in Patean District (Romadlon & Kurniawan, 2022).

Several previous studies further support the urgency of this problem. Research by Syarief Hidayatulloh (2023) and Wongkar et al. (2023) revealed that discipline and workload have a significant impact on teacher quality. Sheptea Mardhiyah Putri et al. (2024) emphasized that organizational culture positively affects both discipline and education quality. Research by Ana Sichatul Fitria & Limgiani Limgiani (2024) even found that teacher discipline strongly correlates with school quality, contributing as much as 63.7%. Meanwhile, studies by Hasibuan (2023) and Nur & Astutiningtyas (2024) indicated that workload affects education quality, especially in the context of policy-making and school principal supervision. Lestari Prasilowati (2024) added that organizational culture plays a strategic role in building institutional strength to support the educational process sustainably.

While many studies have explored the importance of each variable individually, limited research has examined the combined influence of work discipline, workload, and organizational culture on education quality at the elementary level. This highlights the relevance of the present study, which not only addresses a gap in the literature but also offers empirical insights for developing contextually grounded educational policies. Using a quantitative approach, this research analyzes the partial and simultaneous effects of those three variables on education quality in public elementary schools in Patean District (Waruwu et al., 2025). Theoretically, it contributes to educational management and human resource development in basic education, while pragmatically, it serves as a reference for school leaders and stakeholders in evaluating and managing school environments that support continuous improvement.

METHOD

This study employs a quantitative approach using the ex post facto method, which is conducted to examine events that have already occurred and then analyze the data to identify the influencing or causal factors between variables (Lestari & Susilo, 2022). A quantitative approach was chosen because it aims to test hypotheses and measure the effects between variables using numerical data analyzed statistically (Hardani MSi et al., 2020).

This research is categorized as a causal-comparative study, as it seeks to uncover cause-and-effect relationships between the independent variables, work discipline, workload, and organizational culture, and the dependent variable, namely education quality in public elementary

schools throughout Patean District, Kendal Regency (Faizal Amir et al. 2017). The hypotheses of this study were formulated as follows:

H_1: Work discipline has a significant positive effect on education quality.

H_2: Workload has a significant positive effect on education quality.

H_3: Organizational culture has a significant positive effect on education quality.

H_4: Work discipline, workload, and organizational culture simultaneously have a significant positive effect on education quality.

The research design illustrates the relationship between the studied variables and the procedures for obtaining empirical data (Ahyani et al., 2024). This study uses a causal relationship design to determine whether there is an influence between the X variables (Work Discipline, Workload, and Organizational Culture) on the Y variable (Education Quality) (Fitra Prisuna, 2021). Here is a picture of the research design:

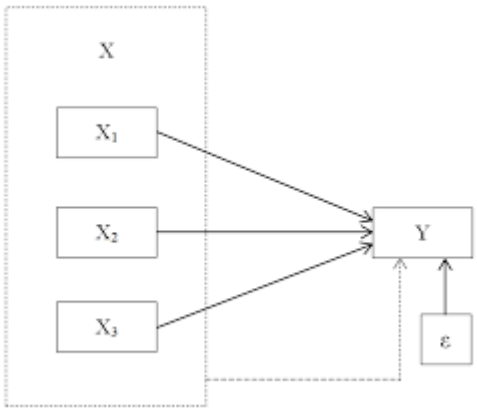

Figure 1. Research Design

Legend:
X_1 = Work Discipline
X_2 = Workload
X_3 = Organizational Culture
Y = Education Quality

This study examined the partial and simultaneous effects of Work Discipline (X_1), Workload (X_2), and Organizational Culture (X_3) on Education Quality (Y) in public elementary schools in Patean District, Kendal Regency, conducted from March to July 2025. The population included 268 teachers and education staff, with a sample of 160 respondents determined using Slovin's formula at a 5% margin of error and selected through proportional random sampling (Subhaktiyasa, 2024). Each variable was measured through Likert-scale questionnaires based on validated theoretical indicators (Labudasari & Rochmah, 2019; Lenaini & Artikel, 2021). Primary data were collected in

May 2025 from 15 schools via self-administered questionnaires, facilitated by school principals. Instrument validity was confirmed through Pearson's Product Moment ($r > 0.361$), and reliability through Cronbach's Alpha ($\alpha > 0.7$) (Krisnawati et al., 2024). Data were analyzed using SPSS with descriptive and inferential statistics, including tests for normality, multicollinearity, heteroscedasticity, regression analysis, t-tests, F-tests, and coefficient of determination (Alfianti & Kartikasari, 2023; Rizky et al., 2024).

FINDINGS AND DISCUSSION

Findings

1. Descriptive Analysis

Descriptive analysis of 160 respondents in public elementary schools across Patean District reveals generally positive perceptions toward the four variables studied: education quality, work discipline, workload, and organizational culture. The education quality variable shows a high average score (mean 149.31), with 86.25% of respondents rating it as "always," indicating strong quality perceptions. Work discipline also scored high (mean 149.78), with most respondents selecting "often" or "always," suggesting good adherence to professional standards. Workload was perceived as relatively high but manageable (mean 110.49), with the majority reporting it as "often" experienced. Organizational culture received the highest ratings (mean 145.38), with 92.5% indicating it is consistently strong and positively embedded in schools. Overall, the results suggest a supportive and professionally managed school environment in Patean District, contributing positively to educational quality.

2. Results of Dimension Testing of Research Variables

The dimension testing in this study, involving 160 respondents, identified the strongest and weakest dimensions within each core variable. For education quality, the input dimension was the most dominant (0.928), while the process dimension was the weakest (0.826), suggesting a need to strengthen instructional delivery. In work discipline, leadership role modeling scored highest (0.816), whereas assertiveness was lowest (0.570), reflecting inconsistency in sanction enforcement. For workload, performance was the strongest dimension (0.866), with task demand being the weakest (0.793), though still relatively high. In organizational culture, results orientation stood out (0.890), while proactive attitude was the weakest (0.613), indicating room for improving initiative and innovation. These findings provide a focused basis for policy evaluation and targeted

improvement in public elementary schools across the Patean District.

3. Assumption Testing

Assumption testing was conducted to determine whether the variables used meet the required conditions. The following are the assumption test results:

a. Normality Test

The normality test aims to assess whether the regression model of the dependent and independent variables has a normal distribution or not (Silalahi et al., 2024). A good regression model should have a normal or near-normal distribution. This study employed the Kolmogorov-Smirnov Test with a significance level of 0.05. Data is considered normally distributed if the significance value is greater than 0.05. The results of the normality test in this study are as follows:

Table 1. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			160
Normal Parameters[ab]	Mean		.0000000
	Std. Deviation		2.88675604
Most Extreme Differences	Absolute		.058
	Positive		.044
	Negative		-.058
Test Statistic			.058
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.221
	99% Confidence Interval	Lower Bound	.211
		Upper Bound	.232

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Based on Table 1, the results indicate that the Kolmogorov-Smirnov significance value is 0.200, which is greater than 0.05. Thus, it can be concluded that the data is normally distributed and meets the assumptions for regression analysis.

b. Linearity Test

The linearity test is conducted to determine whether there is a direct relationship between the independent variable (X) and the dependent variable (Y), and to observe whether changes in variable X are followed by changes in variable Y (Husdi & Dalai, 2023). The test is performed using the *Test for Linearity* with a significance level of 0.05. Two variables are considered linear if the

significance value of the Deviation from Linearity is greater than 0.05. The following are the results of the linearity tests for each variable:

Table 2. Linearity Test Results of Work Discipline and Education Quality

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Education Quality * Work Discipline	Between Groups	(Combined)	1206.797	17	70.988	1.720	.045
		Linearity	84.928	1	84.928	2.058	.154
		Deviation from Linearity	1121.869	16	70.117	1.699	.053
	Within Groups		5861.178	142	41.276		
	Total		7067.975	159			

Based on the table, the *Deviation from Linearity* has a significance value of 0.053 > 0.05. This indicates that the relationship between work discipline and education quality is linear, and therefore, the work discipline variable meets the regression test assumption.

Table 3. Linearity Test Results of Workload and Education Quality

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Education Quality * Workload	Between Groups	(Combined)	710.570	16	44.411	.999	.461
		Linearity	2.401	1	2.401	.054	.817
		Deviation from Linearity	708.169	15	47.211	1.062	.397
	Within Groups		6357.405	143	44.457		
	Total		7067.975	159			

From the table above, the *Deviation from Linearity* shows a significance value of 0.397 > 0.05. This indicates that the relationship between workload and education quality is linear, and thus, the workload variable satisfies the assumption for regression analysis.

Table 4. Linearity Test Results of Organizational Culture and Education Quality

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Education Quality * Organizational Culture	Between Groups	(Combined)	265.295	8	33.162	.736	.659
		Linearity	7.573	1	7.573	.168	.682
		Deviation from Linearity	257.721	7	36.817	.817	.574
	Within Groups		6802.680	151	45.051		
	Total		7067.975	159			

Based on the table, the significance value of *Deviation from Linearity* is 0.574 > 0.05. This means that the relationship between organizational culture and education quality is linear, and therefore, the organizational culture variable fulfills the assumption for regression analysis.

c. Multicollinearity Test

The multicollinearity test identifies whether independent variables in the same model are highly correlated, which could bias the interpretation of each variable's partial effect on the dependent variable (Kholil & Harahap, 2023). Multicollinearity is present if the Variance Inflation Factor (VIF) exceeds 10 and the Tolerance value is below 0.1. Conversely, if VIF < 10 and Tolerance > 0.1, the data is considered free from multicollinearity. The results of this study's multicollinearity test are presented as follows:

Table 5. Multicollinearity Test Results

Coefficients[a]			
		Collinearity Statistics	
Model		**Tolerance**	**VIF**
1	Work Discipline	.967	1.035
	Workload	.990	1.010
	Organizational Culture	.964	1.038
a. Dependent Variable: Education Quality			

Based on Table 5, it can be concluded that the VIF values are all below 10 and the Tolerance values are all above 0.1. Therefore, the model is free from multicollinearity and meets the assumptions required for regression analysis.

4. Hypothesis Testing

Hypothesis testing results are provisional answers because they are based on theoretical assumptions formed through a researcher's conceptual framework (Yam & Taufik, 2021). The results of hypothesis testing are obtained through data analysis using simple regression to examine the truth of the hypothesis. Regression analysis is used by researchers to predict the extent to which independent variables influence the dependent variable, either partially or simultaneously, under the following conditions. By using the probability significance value:

- ✓ If the significance level is greater than 0.05, it can be concluded that H_0 is accepted, and H_a is rejected.
- ✓ If the significance level is less than 0.05, it can be concluded that H_0 is rejected, and H_a is accepted.

Based on these provisions, the detailed results are presented below :

a. The Influence of Work Discipline on Education Quality

Hypothesis testing aims to determine the influence of work discipline on education quality, analyzed through the following steps:

1) Determining the Strength of the Relationship

To determine the strength of the relationship between two variables and to identify the direction of the relationship between the independent and dependent variables, a simple correlation coefficient is used to show the magnitude of the relationship between two variables (Dian et al., 2021). The classification of the correlation category is as follows:

Table 6. Correlation Coefficient of Work Discipline and Education Quality

Coefficient Interval	Strength of Relationship
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The strength of the relationship between work discipline, workload, and organizational culture, together with education quality, is shown in the table below:

Table 7. Correlation Coefficient of Work Discipline and Education Quality

Correlations			
		Work Discipline	**Education Quality**
Work Discipline	Pearson Correlation	1	.628**
	Sig. (2-tailed)		<,001
	N	160	160
Education Quality	Pearson Correlation	.628**	1
	Sig. (2-tailed)	<,001	
	N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above shows that the correlation coefficient between work discipline and education quality is 0.628. This result indicates a strong relationship between the two variables.

2) Determining the Influence and Model Significance

The magnitude of the contribution of work discipline to education quality can be seen in the following table:

Table 8. The Effect of Work Discipline on Education Quality

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	194.166	8.343		23.274	<,001
Work Discipline	.281	.028	.628	10.151	<,001
a. Dependent Variable: Education Quality					

In Table 8, the hypothesis test shows a significance value less than 0.05, meaning the regression coefficient is significant at the 5% level (0.05). The test results show that the work discipline variable (X1) has a positive regression coefficient (B) of 0.281 with a significance value of < 0.001, proving that the significance is below 0.05. This confirms that the work discipline variable (X1) has a significant positive effect on education quality (Y). Thus, the first hypothesis (H1) is accepted.

3) Determining the Contribution Size of the Model

The magnitude of the contribution of work discipline to education quality is shown in the following table:

Table 9. Coefficient of Determination for Work Discipline on Education Quality

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628[a]	.395	.391	3.081
a. Predictors: (Constant), Work Discipline				
b. Dependent Variable: Education Quality				

The results in the table indicate that the influence of work discipline on education quality yields an R Square value of 0.395, meaning that work discipline contributes 39.5% to the education quality, while the remaining percentage is influenced by other variables not used in this study.

4) Determining the Regression Line Equation

The results of simple regression analysis to test the hypothesis regarding the effect of work discipline on education quality are summarized in the table below:

Table 10. Regression Coefficient of Work Discipline on Education Quality

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	194.166	8.343		23.274	<,001
Work Discipline	.281	.028	.628	10.151	<,001
a. Dependent Variable: Education Quality					

The result of the simple regression coefficient calculation shows that the constant coefficient is 194.166 and the coefficient for work discipline (X1) is 0.281. Therefore, the regression equation is:

$Y = \alpha + ßX_1$

$Y = 194{,}166 + 0{,}281\ X_1$

Based on the equation above, the constant value of 194.166 indicates that when work discipline is zero, the education quality is 194.166. Furthermore, the positive value (0.281) of the regression coefficient suggests that the relationship between work discipline and education quality is positive or unidirectional, meaning that an increase in work discipline will increase education quality by 0.281.

b. The Influence of Workload on the Quality of Education

The hypothesis test aims to determine the influence of workload on the quality of education through the following steps of analysis:

1) Determining the Strength of the Relationship

To determine the degree of correlation between two variables and the direction of the relationship between the independent and dependent variables, a simple correlation coefficient is used to indicate the strength of the relationship between the two variables. The correlation categories are classified as follows:

Table 11. Correlation Categories between Workload and Quality of Education

Correlation Interval	Correlation Interval
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Source: Sugiyono (2013:205)

The strength of the relationship between workload and the quality of education can be seen in the following table:

Table 12. Correlation Coefficient between Workload and Quality of Education

Correlations			
		Workload	Education Quality
Workload	Pearson Correlation	1	.566**
	Sig. (2-tailed)		<,001
	N	160	160
Education	Pearson Correlation	.566**	1
Quality	Sig. (2-tailed)	<,001	
	N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).			

The table shows that the correlation coefficient between workload and the quality of education is 0.566. This result indicates that the relationship between workload and the quality of education is moderately strong.

2) Determining the Effect and Model Significance

The magnitude of the contribution of workload to the quality of education can be seen in the following table:

Table 13. The Effect of Workload on the Quality of Education

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	239.268	4.588		52.146	<,001
	Workload	.217	.025	.566	8.633	<,001
a. Dependent Variable: Education Quality						

Table 13 shows that the workload variable (X2) has a positive regression coefficient (B) of 0.217 with a significance value of <0.001, proving that the significance value is below 0.05. This indicates that the workload variable (X2) has a significant effect on the quality of education (Y). Thus, it can be concluded that the second hypothesis (H2) is accepted.

3) Determining the Contribution Magnitude of the Model

The magnitude of the workload's contribution to the quality of education is shown in the following table:

Table 14. Determination Coefficient Test Results of Workload on the Quality of Education

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.566[a]	.321	.316	3.264

a. Predictors: (Constant), Workload
b. Dependent Variable: Education Quality

The table shows that the effect of workload on the quality of education has an R Square value of 0.321, meaning the workload affects 32.1% of the quality of education, while the remaining is influenced by other variables not included in this study.

4) Determining the Regression Line Equation

The results of the simple regression analysis to test the hypothesis of the effect of workload on the quality of education are summarized in the table below:

Table 15. Workload Coefficient on the Quality of Education

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**	**T**	**Sig.**
Model		**B**	**Std. Error**	**Beta**		
1	(Constant)	239.268	4.588		52.146	<,001
	Workload	.217	.025	.566	8.633	<,001

a. Dependent Variable: Education Quality

The results of the simple regression coefficient calculation show that the constant coefficient is 239.268, and the coefficient for the workload variable (X2) is 0.217. Thus, the regression equation is:

$Y = \alpha + ßX_2$

$Y = 239{,}268 + 0{,}217X_2$

Based on the equation above, the constant value of 239.268 indicates that when the workload is 0, the quality of education is 239.268. The positive coefficient (0.217) indicates a positive relationship between workload and the quality of education, meaning every increase in workload can improve the quality of education by 0.217.

c. The Influence of Organizational Culture on the Quality of Education

The hypothesis test aims to determine the influence of organizational culture on the quality of education through the following steps:

1) Determining the Strength of the Relationship

To determine the closeness of the relationship between two variables and the direction of the relationship between the independent and dependent variables, a simple correlation coefficient is used to indicate how strong the relationship is. The correlation categories are classified as follows:

Table 16. Correlation Categories of Organizational Culture and Quality of Education

Correlation Interval	Level of Relationship
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The strength of the relationship between organizational culture and the quality of education can be seen in the following table:

Table 17. Correlation Coefficient of Organizational Culture and Quality of Education

Correlations			
		Organizational Culture	Education Quality
Organizational Culture	Pearson Correlation	1	.679**
	Sig. (2-tailed)		<,001
	N	160	160
Education Quality	Pearson Correlation	.679**	1
	Sig. (2-tailed)	<,001	
	N	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

The table shows that the correlation coefficient between organizational culture and quality of education is 0.679. This result indicates a strong relationship between organizational culture and the quality of education.

2) Determining the Effect and Significance of the Model

The magnitude of the contribution of organizational culture to the quality of education is shown in the following table:

Table 18. The Effect of Organizational Culture on the Quality of Education

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	194.208	7.281		26.675	<,001
	Organizational Culture	.331	.028	.679	11.627	<,001

a. Dependent Variable: Education Quality

Table 18 shows that the organizational culture variable (X3) has a positive regression coefficient (B) of 0.331 with a significance value of <0.001, indicating that the variable significantly affects the quality of education (Y). Therefore, it can be concluded that the third hypothesis (H3) is accepted**.**

3) Determining the Contribution Magnitude of the Model

The contribution of organizational culture to the quality of education can be seen in the table below:

Table 19. Determination Coefficient Test Results of Organizational Culture on the Quality of Education

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679[a]	.461	.458	2.907

a. Predictors: (Constant), Organizational Culture
b. Dependent Variable: Education Quality

The table shows that the effect of organizational culture on the quality of education has an R Square value of 0.461, meaning that organizational culture contributes 46.1% to the quality of education, while the rest is influenced by other variables not considered in this study.

4) Determining the Regression Line Equation

The result of the simple regression analysis to test the hypothesis that organizational culture affects the quality of education is summarized in the table below:

Table 20. Organizational Culture Coefficient on the Quality of Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	194.208	7.281		26.675	<,001
	Organizational Culture	.331	.028	.679	11.627	<,001

a. Dependent Variable: Education Quality

The calculation of the simple regression coefficient shows that the constant value is 194.208, and the coefficient of the organizational culture variable (X3) is 0.331. Therefore, the regression equation is:

$Y = \alpha + ßX_3$

$Y = 194{,}208 + 0{,}331X_3$

Based on this equation, the constant value of 194.208 indicates that when organizational culture is zero, the quality of education is 194.208. Furthermore, the positive coefficient (0.331) shows that the relationship between organizational culture and quality of education is positive, meaning each increase in organizational culture improves the quality of education by 0.331.

d. The Influence of Work Discipline, Workload, and Organizational Culture on Education Quality

Hypothesis testing aims to determine the effect of work discipline, workload, and organizational culture on education quality through the following steps:

1) Determining the Strength of the Relationship

To understand the closeness of the relationship between variables and to identify the direction of the relationship between independent and dependent variables, a simple correlation coefficient is used. This coefficient indicates how strong the relationship is between two variables. The classification of correlation categories is as follows:

Table 20. Correlation Categories of Work Discipline, Workload, and Organizational Culture on Education Quality

Correlation Interval	Strength of Relationship
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The strength of the relationship between work discipline, workload, and organizational culture with education quality can be seen in the following table:

Table 21. Correlation Coefficient of Work Discipline, Workload, and Organizational Culture with Education Quality

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	0,474	0,463	2,892

a. Predictors: (Constant), Organizational Culture, Workload, Work Discipline
b. Dependent Variable: Education Quality

The table above shows a correlation coefficient of 0.688, indicating a strong relationship between work discipline, workload, and organizational culture with education quality.

2) Determining the Effect and Model Significance

The contribution of work discipline, workload, and organizational culture to education quality can be seen in the table below:

Table 22. Influence of Work Discipline, Workload, and Organizational Culture on Education Quality

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1173,217	3	391,072	46,766	<,001[b]
	Residual	1304,527	156	8,362		
	Total	2477,744	159			

a. Dependent Variable: Education Quality
b. Predictors: (Constant), Organizational Culture, Workload, Work Discipline

Based on Table 22, the variables of Work Discipline (X1), Workload (X2), and Organizational Culture (X3) have a significant influence on Education Quality (Y), as indicated by a significance value of <0.001, which is below 0.05. This confirms that the fourth hypothesis (H4) is accepted.

3) Determining the Model's Contribution

According to Putu Prema Swandewi et al. (2024), the coefficient of determination (R^2) is used to measure the degree of association between independent variables and the dependent variable in a regression equation. The value of the determination coefficient ranges from 0 to 1. A small R^2 value indicates that the independent variables have limited ability to explain variations in the dependent variable. A value closer to 1 implies that the independent variables provide almost all the information needed to predict variations in the dependent variable.

Table 23. Coefficient of Determination of Work Discipline, Workload, and Organizational Culture on Education Quality

Model Summary[b]					
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	.680[a]	.462	.452	2.923	1.770

a. Predictors: (Constant), Organizational Culture, Work Discipline, Workload
b. Dependent Variable: Education Quality

The test results in the table above show that the adjusted R-squared value is 0.452. This means that work discipline, workload, and organizational culture collectively contribute 45.2% to the improvement of education quality, while the remaining 54.8% is influenced by other variables not examined in this study.

4) Determining the Regression Equation Model

The multiple linear regression analysis results to test the hypothesis of the influence of work discipline, workload, and organizational culture on education quality are summarized in the following table:

Table 24. Coefficient of Work Discipline, Workload, and Organizational Culture on Education Quality

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**		
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	164.084	8.686		18.891	<,001
	Work Discipline	.166	.048	.373	3.447	<,001

Organizational Culture	.400	.057	.821	7.044	<,001
Workload	.207	.039	.549	5.287	<,001

a. Dependent Variable: Education Quality

Multiple linear regression analysis was used to measure the individual influence of work discipline, workload, and organizational culture on education quality. Based on Table 24, the following regression model can be derived:

MP = 164.084+0,166DK+0,400BK+0,207BO+e

Where:
EQ = Education Quality
WD = Work Discipline
OC = Organizational Culture
WL = Workload
e = Error term

From the results of the multiple linear regression analysis:

1. The constant value is 164.084, which means that if Work Discipline (X1), Workload (X2), and Organizational Culture (X3) are all zero, then the Education Quality (Y) is 164.084.
2. The coefficient for Work Discipline (X1) is 0.166, meaning that an increase of one unit in Work Discipline, assuming Workload and Organizational Culture are held constant, will increase Education Quality by 0.166.
3. The coefficient for Workload (X2) is 0.400, meaning that an increase of one unit in Workload, assuming Work Discipline and Organizational Culture are held constant, will increase Education Quality by 0.400.
4. The coefficient for Organizational Culture (X3) is 0.207, meaning that an increase of one unit in Organizational Culture, assuming Work Discipline and Workload are held constant, will increase Education Quality by 0.207.

Discussion

The study confirms a significant and strong relationship between teacher work discipline and education quality in public elementary schools in Patean District, with a beta coefficient of 0.281, an R-square of 0.395, and a Pearson correlation of 0.628. This indicates that work discipline contributes 39.5% to the variation in education quality. These findings support behavioral theories in educational leadership, emphasizing discipline's role in improving school performance (Dewi & Khotimah,2020) and align with McGregor's Theory Y, which associates disciplined behavior with

motivation, autonomy, and accountability.

This result also aligns with (Wijayanti, 2022), who highlighted discipline's influence on teaching effectiveness and adherence to school policies, as well as with Suryati et al., (2023), who noted that disciplined teachers serve as role models, fostering a culture of consistency. Institutionally, discipline reflects the broader organizational climate and is shaped by leadership style, particularly transformational leadership, which promotes commitment and accountability through supportive and inspiring practices. Therefore, improving discipline is not just about rule enforcement but requires a systemic effort involving clear expectations, reinforcement, and ongoing professional development, emphasizing the central role of human capital in enhancing school quality.

The findings indicate that workload has a positive and significant impact on education quality, with a beta coefficient of 0.217, R-square of 0.321, and a Pearson correlation of 0.566, showing a moderately strong relationship. According to the JD-R model, well-supported high workloads enhance engagement and performance, while poor support may lead to burnout (Motivasi et al., 2023). Teachers in Patean perceive their workload as manageable and meaningful, aligning with (Reja et al., 2025), who emphasize that workload suited to teacher capacity improves outcomes. Workload includes teaching, administration, co-curricular duties, and development tasks. Rather than reducing responsibilities, effective management requires strategic redistribution based on strengths. From a policy angle, participatory planning, clear communication, and fair role distribution help sustain teacher morale and instructional quality in schools.

Organizational culture showed the strongest influence on education quality, with a beta coefficient of 0.331, R-square of 0.461, and a correlation of 0.679, indicating it explains 46.1% of the variance. As per Schein's model, shared values and norms shape institutional performance, with positive cultures driving sustained improvements (Mustaking & Arifuddin, 2023). Fadhlurrohman & Wardhany, (2024) also highlight that cultural alignment enhances satisfaction, trust, and resilience. In this study, 92.5% of teachers view their school culture as consistently applied, reflecting a stable, value-based environment. Culture acts as a hidden curriculum, influencing interactions, conflict resolution, and openness to change. Therefore, principals must serve as cultural stewards, modeling values, fostering collaboration, and building professional learning communities to elevate education quality.

Multiple regression analysis reveals that work discipline, workload, and organizational culture together significantly affect education quality, with an R-square of 0.465, meaning nearly half of the variance is explained by these internal factors. This supports systems thinking and the Total Quality Management (TQM) perspective, emphasizing that quality arises from optimizing people, processes, and culture. The findings highlight the need for a holistic approach—improving discipline, managing workloads, and fostering positive school cultures in an integrated manner. Theoretically, this enriches discussions on internal quality assurance; empirically, it guides school leaders in strengthening human resources, culture, and workload planning. Future reforms should connect leadership development, cultural shifts, and policy adjustments. These interdependent elements form the foundation for sustainable school quality improvement.

CONCLUSION

This study provides a comprehensive understanding of how institutional variables, namely work discipline, workload, and organizational culture, interact within the daily operational environment of public elementary schools to shape education quality. Rather than viewing these variables in isolation, the study emphasizes the importance of interlinkages between human resource quality, organizational practices, and leadership behavior in achieving high-quality educational outcomes. By employing a quantitative approach, this research positions itself within the framework of educational management that not only measures causal influences but also offers empirical foundations for policy-making. The implications of this study extend beyond theoretical validation and call for strategic, data-driven interventions by school leaders and educational stakeholders. Improving education quality requires an integrated approach that encompasses the strengthening of professional discipline, the structuring of proportional workloads, and the cultivation of organizational values focused on results. Therefore, these findings urge all parties to view school improvement not merely as an administrative obligation but as a systemic commitment rooted in collaboration and ongoing institutional transformation.

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