

The Role of Work Discipline, Leadership, And Organizational Culture on Teacher Performance: A Scoping Review

Minto Rogo^{1*}, Yeni Rahmawati², Ahmad Zunaidi³, Ratnawati⁴
Master's Degree Management Lecturer and Students of Master of
Management, Wisnuwardhana University, Malang
Corresponding Author: Minto Rogo mintorogo2025@gmail.com

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ABSTRACT

This literature review aims to analyze empirical evidence related to the role of work discipline, leadership, and organizational culture on teacher performance through a *scoping review approach*. This method was chosen to identify, categorize, and synthesize a wide range of research findings. *The scoping review* process involved identifying research questions, searching the Google Scholar database, selecting studies based on inclusion criteria (2013–2026, Indonesian-language journal articles), data mapping, and synthesizing and reporting the results. Ten relevant empirical articles were analyzed using a thematic descriptive approach. The results of the study show that work discipline consistently has a positive and significant influence on teacher performance. Leadership, especially transformational and service leadership, has been proven to improve teacher motivation, competence, and performance. Meanwhile, a positive organizational culture plays a role in creating a conducive work environment, increasing collaboration, and strengthening teacher commitment. The findings of this scoping review also revealed a pattern of mutually reinforcing relationships between the three variables in improving teacher performance. Thus, this study confirms that *the scoping review approach* is effective in providing a comprehensive overview, identifying consistency of findings, and finding research gaps as a basis for developing further studies.

INTRODUCTION

Teacher performance is a key factor in determining the quality of education. Teachers serve not only as transmitters of material but also as facilitators, motivators, and agents of change in the learning process. (Mulyasa, 2013; Sardiman, 2018). The high demands on educational quality today require teachers to perform optimally to produce competent and competitive students. Therefore, it is important to comprehensively understand the factors that influence teacher performance. opinion (Uno, 2016; Mulyasa, 2013), teacher performance is not only measured by the ability to deliver learning materials, but also includes learning planning, implementation of the teaching and learning process, and evaluation of student learning outcomes. Optimal teacher performance is reflected in their ability to manage the class effectively, use innovative learning strategies, and adapt the learning approach to the needs of the students. characteristics participant educates.

One of factor important things that influence teacher performance is discipline work. According to Hasibuan (2017), discipline Work reflect level compliance individual to rules and responsibilities the answer that has been determined. Teachers who have discipline tall tend show better performance Good Because capable manage time, tasks and responsibilities answer in a way effective. In addition to discipline work, leadership own role strategic in increase teacher performance. Yulk (2020) defines leadership as a process of influencing others to understand and agree what is needed done as well as How do it in a way effective. A leader also has not quite enough answer in create environment conducive work as well as give direction, motivation, and support to the teacher.

Other factors that are not lost importance is culture organization. Culture organization reflect values, norms, and habits that develop in something institutions. According to Edgar H. Schein (2010), culture organization is pattern assumptions the basis that is discovered, developed, or created by a group when Study face problem adaptation external and integration internal. The pattern Then considered Enough succeed so that taught to member new as the right way in understand, think, and feel various problem organization. Positive culture can increase Spirit work, collaboration and teacher commitment to organization.

LITERATURE REVIEW

Work discipline reflects the level of individual compliance with established rules and responsibilities (Hasibuan, 2017). Teachers with high levels of discipline tend to perform better because they are able to manage time, tasks, and responsibilities effectively. This research on human resource management shows that work discipline significantly influences employee performance, including in the educational context. Furthermore, empirical research also shows that work discipline has a positive and significant impact on teacher performance. Teachers who adhere to regulations, maintain work commitments, and carry out tasks according to established standards will demonstrate more optimal performance compared to teachers with low levels

of discipline. Therefore, improving work discipline is a crucial strategy for sustainably improving teacher performance in educational settings.

Apart from work discipline, leadership has a strategic role in improving teacher performance. A leader also has the responsibility to create a conducive work environment and provide direction, motivation, and support to teachers. Transformational leadership, for example, can encourage positive change and improve performance through inspiration and a clear vision. Research by Bass & Avolio (1994) explains that transformational leadership has been proven to have a significant influence on improving teacher performance. Leaders who are able to provide inspiration, individual attention, and intellectual stimulation will encourage teachers to be more creative, innovative, and committed in implementing learning. This is in line with transformational leadership theory, which states that leaders can improve individual performance through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Furthermore, various empirical studies have shown that principal leadership has a positive and significant impact on teacher performance. Leadership that fosters a collaborative work culture, provides professional support, and creates a positive organizational climate will directly impact teacher performance. Therefore, leadership is a key factor in efforts to sustainably improve teacher performance in educational settings.

Another equally important factor is organizational culture. Organizational culture reflects the values, norms, and customs that develop within an institution. A positive culture can increase work enthusiasm, collaboration, and teacher commitment to the organization. Conversely, a less conducive culture can hinder performance. Research by Robbins & Judge (2017) in *Organizational Behavior* states that a strong organizational culture contributes to improved individual and organizational performance. Meanwhile, various empirical studies have shown that organizational culture has a positive and significant impact on teacher performance. A work environment that upholds professionalism, teamwork, and effective communication will significantly contribute to improving individual performance (Respi & Firdayanti, 2025; Bahri & Rizki, 2025).

Various empirical studies also show that work discipline, leadership, and organizational culture have a positive and significant influence on teacher performance at various levels of education. However, the results of these studies are still scattered and have not been systematically mapped. Therefore, a *scoping review approach* is needed to identify, review, and analyze existing research evidence to provide a more comprehensive picture. Therefore, a comprehensive study is needed to analyze the existing literature using the *scoping review approach*, where scoping review is a method that complements the *Systematic Literature Review* and refers to the guidelines for selecting literature review methods proposed by Eldemire through the *Review Methodology Decision Tree*. This approach is suitable for use in research that requires the collection of various evidence from previous studies with similar topics and has a broad scope of research questions, thus requiring descriptive explanations (Tricco et

al., 2018). In addition, Pham et al. (2014) stated that *the Scoping Review* can function as an initial stage before conducting a *Systematic Literature Review*.

Based on the above description, this study aims to identify empirical evidence related to the role of work discipline, leadership, and organizational culture on teacher performance. This study was conducted through a literature review by summarizing and analyzing articles published in various journals, including *the Journal of Educational and Economic Research*, the *Widya Scientific Journal*, and the *Indonesian Journal of Teacher Education*. *Journal of Education Research*, *Didaktika: Jurnal Kependikiti*, *Journal of Information Systems and Management*, and several other management journals relevant to the research topic. The literature review approach has limitations due to its potential for subjectivity, as it is heavily influenced by the researcher's background knowledge and experience.

METHODOLOGY

This research is a literature review compiled using a *scoping review approach* to identify, categorize, and analyze related literature and develop steps in developing a research protocol. The selection of *the scoping review* design was based on the diversity of reference sources used, which included journal articles and official websites (Widiasih et al., 2020). A scoping review is a method used to comprehensively explore and examine literature from various sources and research methods relevant to the topic being studied (Arksey & O'Malley, 2005). Furthermore, this approach aims to answer predetermined research questions by collecting, grouping, and drawing conclusions from various similar research findings (Nurhamsyah, Trisyani, & Nuraeni, 2018).

Identifying Research Questions

The initial stage of a research review begins with identifying the research question. This question serves as a guide for developing a literature search strategy and ensures the alignment of the study's scope with the research topic. The research question posed in this study is: What are the results of the literature review analysis regarding the role of work discipline, leadership, and organizational culture on teacher performance?

Identifying Relevant Studies

The data used in this study is secondary data derived from various previous studies related to the influence of work discipline, leadership, and organizational culture on performance. This data was obtained through a search of articles in national scientific journals accessed online. The criteria for the articles reviewed were research that specifically addressed the relationship between work discipline, leadership, and organizational culture and performance.

The criteria used in the literature search process are presented in Table 1, which covers a 13-year publication period, from 2013 to 2026. This time span is considered adequate to illustrate the development of research related to the topic under review. The publication types selected were empirical articles published in Indonesian. All studies meeting these criteria were included in the review process as long as they met the previously established inclusion criteria.

Table 1. Inclusion Criteria

Criteria	Inclusion	Information
Period	2013–2026	13 years of observation
Language	Indonesian	Most of the articles are published in Indonesian
Publication Type	Journal articles	Empirical articles

Study Selection

A literature search was conducted through electronic databases, specifically Google Scholar. The obtained articles were then screened to ensure their relevance to the research questions. Furthermore, a check was conducted to identify potential duplication of articles from different database sources. Articles irrelevant to the research focus were eliminated, particularly those that did not address the influence of work discipline, leadership, and organizational culture on teacher performance.

Data Mapping

In the data mapping stage, the selected articles were then extracted to obtain a summary of the most relevant and substantial information. The information collected included author names, research title, year, location, design/methods, and research findings for each work.

Compilation, Synthesis and Reporting of Research Results

The final stage of *the scoping review* involves compiling, synthesizing, and reporting the research results. This is accomplished by presenting the extracted data in the form of tables developed during the data mapping stage. The synthesis process then identifies key themes or patterns from the research findings. The reporting stage then presents these results in a structured format as part of a scientific publication.

Table 2. Data Collection Results

No	Writer /Year/Loc ation	Title	Design/Method	Research result
WORK DISCIPLINE				
1	Catio, M., & Sunarsi, D./ /2020/ Pamulang, South Tangerang City	Analysis of the Influence of Competence, Work Discipline and Motivation for Teacher Performance	Population and sample: 108 respondents The analysis tool uses multiple linear regression analysis with the help of SPSS 24 software.	There are positive and negative influences significant relationship between work discipline and performance
2	Wulan, S. /2013 / Depok City, West Java	The Relationship Between Discipline and Teacher Performance State High Schools in Three	109 teachers at Depok City State High Schools who have civil servant status. The method used is survey research.	There is a positive relationship between discipline and performance. With better discipline

No	Writer /Year/Loc ation	Title	Design/Method	Research result
		Districts of Depok City		
3	Yusuf, T., & Suci, G./2018/ North Penajam Paser East Kalimantan .	The Influence of Teacher Professional Competence, Work Motivation, and Work Discipline on Teacher Performance at State Vocational School 2 Penajam Paser Utara	60 teachers at State Vocational School 2 Penajam Paser Utara. The data analysis method used is multiple linear regression analysis using the computer program SPSS v23 for Windows.	There is a positive and significant influence between teacher professional competence, work motivation and work discipline on performance.
4	Utari, KT, & Rasto./2019/C imahi. West Java.	The Influence of Work Discipline on Teacher Performance	45 teachers of Private Vocational High Schools in Cimahi City. Data analysis techniques using regression analysis.	Work Discipline Has a Positive and Significant Influence on Performance
5	Rudy et al./2015/ Pematangsi antar. North Sumatra.	The Influence of Work Discipline on Teacher Performance in Dynamic English Learning (DEL) Pematangsiantar	25 respondents at Dynamic English Learning (DEL) Pematangsiantar Qualitative descriptive and quantitative descriptive analysis methods.	Work discipline has a positive and significant effect on performance
LEADERSHIP				
6	Nursinta /2026/Bat u City, East Java.	Transformational Leadership of Madrasah Principals in Improving Teachers' Digital Competence in MTsN Batu City.	79 respondents at the State Middle School (MTsN) in Batu City, East Java. Data analysis was carried out interactively by following the framework created by Miles, Huberman, and Saldana, which consists of four main steps, namely information collection, information simplification, information organization, and drawing conclusions and validation.	Transformational leadership is implemented through four dimensions, namely idealized influence (exemplary technology and successful digital vision).
7	Bahri, S., & Rizki, S. /2025/Nor th Penajam Paser.East Kalimantan	The Influence of Organizational Culture, Principal Transformational Leadership and Work Motivation on	192 respondents from 370 teachers, selected through proportional random sampling. Data analysis using multiple linear regression	Transformational leadership and organizational climate have a positive and significant influence

No	Writer /Year/Loc ation	Title	Design/Method	Research result
		the Performance of Elementary School Teachers in Kota Juang District, Bireuen Regency:		
8	Wijania, I. W. / 2017/ Jempiring, North Denpasar District, Bali	The Contribution of Principal Service Leadership, Work Motivation and Work Discipline to Teacher Performance	There are 45 PAUD teachers. Data were analyzed using simple regression, multiple regression, and partial correlation analysis.	The school principal's servant leadership tendencies, teacher work motivation, work discipline are in the good category
ORGANIZATIONAL CULTURE				
9	Edwar, RC /2025/ Sorong City. Southwest Papua	The Influence of Organizational Culture on the Performance of Woori Finance Employees at the Sorong City Branch	30 employees of Woori Finance Sorong City Branch. Data analysis was carried out using simple linear regression with the help of SPSS software version 20.	Organizational culture has a positive and significant influence on employee performance.
10	Respi, R., & Firdayanti, F. /2025/ South Lampung. Lampung Province.	The Influence of Organizational Culture on Teacher Performance at SDIT Mutiara Miftahul Jannah, South Lampung	22 respondents at SDIT Mutiara Miftahul Jannah South Lampung in the 2024/2025 academic year. The data validity tests used were validity and reliability tests. The prerequisite analysis tests included normality and linearity tests. Hypothesis testing used simple regression and partial t-tests.	There is a positive and significant influence between organizational culture and teacher performance.

RESEARCH RESULT

The studies used as references for this *scoping review* mostly used quantitative research designs, although their number was relatively limited, with some employing qualitative, survey, and mixed-method research designs. Data analysis was dominated by inferential statistical techniques such as simple and multiple linear regression, t-tests, and correlation analysis using SPSS software. This study examines the literature mapping related to the role of work discipline, leadership, and organizational culture on teacher performance.

In terms of work discipline, almost all studies show consistent results. Research by Catio and Sunarsi (2020), involving 108 respondents using multiple linear regression analysis, found that work discipline had a positive and

significant effect on teacher performance. Similar results were also found by Sarah Wulan (2013) through a survey method on 109 public high school teachers in Depok City, which showed a positive relationship between discipline and teacher performance. Furthermore, Yusuf and Suci (2018) confirmed these findings by showing that work discipline, along with professional competence and work motivation, has a positive and significant influence on teacher performance. Other studies by Utari and Rasto (2019) and Rudy et al. (2015) also show that work discipline consistently makes a positive contribution to improving teacher performance across various educational contexts.

From a leadership perspective, study results indicate that leadership plays a crucial role in improving teacher performance. Research by Nursinta (2026) using a qualitative approach with analysis by Miles, Huberman, and Saldana revealed that the transformational leadership of madrasah principals can improve teachers' digital competence through the application of *idealized influence* and digital vision dimensions. Furthermore, Bahri and Rizki (2025) found, through multiple linear regression analysis on 192 respondents, that transformational leadership and organizational culture have a positive and significant effect on teacher performance. Research by Wijania (2017) also showed that service leadership, along with work motivation and work discipline, contribute significantly to teacher performance.

Meanwhile, from an organizational culture perspective, research results indicate that organizational culture has a significant influence on performance. Edwar (2025) found that organizational culture positively impacted employee performance in the non-education sector, indicating that the influence of organizational culture is universal. This finding is supported by research by Respi and Firdayanti (2025), who demonstrated that organizational culture has a positive and significant influence on teacher performance through simple regression analysis and partial tests.

Overall, the results of this scoping review indicate that work discipline, leadership, and organizational culture are important factors that have consistently been shown to have a positive and significant influence on teacher performance. The analytical methods used in these studies are dominated by inferential statistical approaches, such as simple and multiple linear regression, demonstrating the strength of quantitative approaches in examining the relationships between variables. However, the presence of qualitative studies also provides a deeper understanding of the mechanisms and processes underlying these relationships.

DISCUSSION

The results of *the scoping review* indicate that work discipline, leadership, and organizational culture are the main determinants in improving teacher performance. These three variables do not only stand alone, but also interact with each other in creating a productive and conducive work environment. The study findings indicate that work discipline consistently has a positive and significant effect on teacher performance. This is in line with human resource

management theory which states that work discipline is a crucial factor in increasing individual work effectiveness and efficiency. Malayu SP Hasibuan (Hasibuan, 2017), explains that work discipline is a person's awareness and willingness to comply with all applicable organizational regulations and norms.

Research by Catio and Sunarsi (2020), Yusuf and Suci (2018), and Utari and Rasto (2019) shows that teachers with high levels of discipline tend to complete assignments on time, assume high levels of responsibility, and demonstrate commitment to their work. These findings are further supported by research by Sarah Wulan (2013), which found a positive relationship between discipline and teacher performance. Therefore, work discipline can be viewed as a key foundation for improving the quality of teacher performance in educational settings.

Leadership, particularly transformational leadership, has been shown to significantly impact teacher performance. In the educational context, the principal, as a leader, plays a strategic role in creating a vision, providing motivation, and building a supportive work environment. According to Bernard M. Bass (Bass & Avolio, 1994), transformational leadership can improve performance through four main dimensions: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. This finding aligns with Nursinta's (2026) research, which demonstrated that transformational leadership in madrasah principals can improve teachers' digital competence. Furthermore, research by Bahri and Rizki (2025) and Wijania (2017) shows that leadership, both transformational and servant leadership, positively contributes to improving teacher performance. This indicates that an effective leadership style can create intrinsic motivation and increase teacher engagement in carrying out their duties.

Organizational culture is also a crucial factor in determining teacher performance. Organizational culture reflects the values, norms, and customs that develop within an institution, which can influence the behavior of individuals within it. According to Stephen P. Robbins (Robbins & Judge, 2017), a strong organizational culture will increase the commitment of organizational members and create harmony in achieving common goals. Research by Edwar (2025) and Respi and Firdayanti (2025) shows that organizational culture has a positive and significant influence on performance, both in the educational and non-educational sectors. In the educational context, a positive organizational culture can be reflected through teamwork, effective communication, and strong professional values. These conditions will encourage teachers to work more optimally and focus on improving the quality of learning.

A key finding from this *scoping review* is the close relationship between work discipline, leadership, and organizational culture in influencing teacher performance. These three factors cannot be separated but rather reinforce each other. Effective leadership plays a role in shaping a positive organizational culture, while a positive organizational culture strengthens the implementation of work discipline. The combination of these three factors creates a conducive work environment, which in turn contributes to the sustainable improvement of teacher performance. This is in line with the Human Resource Management

view which emphasizes the importance of a systems approach in managing human resources, where various organizational factors interact with each other to achieve optimal performance.

Although most studies show consistent results, there are several gaps that could provide opportunities for further research. First, there is still a limited number of studies using qualitative approaches to deeply explore the mechanisms of relationships between variables. Second, most research still focuses on statistical analysis, requiring a longitudinal or experimental approach to more robustly test causal relationships. Furthermore, research on the simultaneous integration of these three variables into a single, comprehensive model is still relatively limited. Therefore, further research is recommended to develop a more holistic conceptual model that considers other factors such as motivation, competence, and the work environment.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of a *scoping review* of 10 (ten) research articles, it can be concluded that work discipline, leadership, and organizational culture are the main factors that play an important role in improving teacher performance. Work discipline has been consistently proven to have a positive and significant influence on teacher performance, indicating that compliance with rules, responsibility, and good time management are the foundation for achieving optimal performance.

Leadership, particularly transformational and servant leadership, also contributes significantly to improving teacher performance through motivation, direction, and the creation of a conducive work environment. Furthermore, a positive organizational culture has been shown to increase teacher commitment, cooperation, and professionalism, thus improving performance quality.

Overall, these three factors interact and reinforce each other to create a productive work environment. Effective leadership can build a strong organizational culture, which ultimately fosters high levels of work discipline among teachers. This research implies that efforts to improve teacher performance cannot be carried out in isolation but must be carried out through an integrated approach that simultaneously considers aspects of work discipline, leadership, and organizational culture. Therefore, education administrators are expected to develop comprehensive strategies to optimize these three factors to continuously improve the quality of education.

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