

# **The Effect of Organizational Culture, Work Climate, and Compensation on Discipline Through Elementary School Teacher Work Motivation Favorite In Makassar**

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## **Abstract**

*This study aims to determine how the influence of organisational culture, work climate and compensation on discipline through work motivation. This research method is a quantitative method and the analysis tool uses PLS (Partial Least Square). Data collection through questionnaires, observation, interviews, and documentation. The results of this study indicate that organizational culture influences the work motivation of favorite elementary school teachers in Makassar, work climate influences the work motivation of favorite elementary school teachers in Makassar, compensation influences the work motivation of favorite elementary school teachers in Makassar, organizational culture does not affect teacher discipline favorite elementary school in Makassar, work climate affects the discipline of favorite elementary school teachers in Makassar, compensation has no effect on the discipline of favorite elementary school teachers in Makassar, organizational culture has no effect on discipline through the work motivation of favorite elementary school teachers in Makassar, work climate has no effect on discipline through the work motivation of favorite elementary school teachers in Makassar, compensation does not affect discipline through the work motivation of favorite elementary school teachers in Makassar and work motivation affects the discipline of school teachers and favorite sar in Makassar*

**Keywords:** *Organizational Culture, Work Climate, Compensation, Discipline, Work Motivation*

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## **I. INTRODUCTION**

Humans with all their uniqueness are predestined with various desires, hopes, needs, interests, and various potentials. The wider the perspective and insight into one's life, the more likely one is to have infinite desires. With the potential that humans have, they will always try to fulfill their desires in life. Humanistic psychology views from a positive perspective that humans, with all their potential, need optimal self-actualization in developing themselves so that their existence in interacting and socializing can survive well in the environment in which they live. Human resources are a very valuable asset. This means that humans are the only drivers of other resources. Therefore, it is an important task for an educational institution or organization to guarantee and maintain quality human resources. According to Gary (in Tadris, 2008:94) Job satisfaction as well as teachers and is a factor that must be considered by the management in an effort to maintain the desired level of performance. So this is how the ability of the manager of a school or educational institution to build teacher commitment and to achieve maximum discipline. Superior human resources (HR) are the main requirement for organizations in facing the information age so that an advanced nation and state can be realized. Rapid developments in all fields demand the role of educational institutions to create superior human resources. Education is the first step in the formation of human capital which will determine the existence of humans themselves in organizations, the environment, and the nation for prosperity and glory. Education has an important role in preparing students for the future, where students act as individuals and social beings. In an effort to achieve the goals of National Education, educational institutions in their implementation are required to always describe the goals of National Education in all forms of educational activities in schools. With education, a country has the opportunity to increase dignity of the nation in facing this era of globalization. Education is also an investment in the development of human resources, where the importance of improving and developing human resources in a sustainable manner is one of the policies for improving the quality of education. Thus education plays an important role in efforts to improve and develop human resources. Law Number 20 of 2003 article 1, paragraph 1 concerning the National Education System mandates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character and skills

possessed by himself, society, nation, and state. Education must be able to prepare human resources that have global competitiveness. Therefore, all components of education, including students, teachers, schools, bureaucrats, parents, and all walks of life must work hand in hand to increase the potential of human resources.

Recognizing the importance of improving the quality of human resources, the government, together with the private sector, has and continues to strive to realize this mandate through various development efforts in the education sector, such as building educational facilities and infrastructure, developing and procuring teaching materials, as well as various training and upgrading for teachers. But in reality, the government's efforts have not been significant enough to improve discipline. Teachers play a strategic role, especially in efforts to shape the character of the nation through the development of the desired personality and values. From these dimensions, the role of the teacher is difficult to replace with another. Viewed from the learning dimension, the role of the teacher in schools remains dominant even though the technology that can be used in the learning process is developing very quickly, while it can help how to achieve organization in schools. In administering discipline, human resources are one of the important factors needed in the organization. In carrying out their duties to realize good performance, a teacher needs discipline and motivation so that behavior at work can achieve organizational goals (Apriyanti: 2012). Discipline is the most important operative function of Human Resource Management because the better the teacher's discipline, the higher the work performance that can be achieved. Without good teacher discipline, it is difficult for company organizations to achieve optimal results (Malay S.P. Hasibuan, 2007:193). Organizations in the educational environment such as schools, have the main raw material for human resources, namely teachers. Excellent teacher performance in schools has an important role in achieving school goals and the nation's ideals. Discipline is very important in the learning process; without good discipline, the school atmosphere is not conducive; positive discipline supports a calm and orderly environment for the learning process. According to Sastrohadiwiryo (2005:291), work discipline is an attitude of respect, respect, obedience, and obedience to applicable regulations, both written and unwritten and capable of carrying them out and not evading to accept sanctions if he violates the duties and authority that was given to him. Thus discipline is an attitude to obey and comply with all organizational regulations in carrying out work to achieve the expected goals. Discipline is related to the existence of rules or regulations. So that a disciplined teacher can be interpreted as a teacher who obeys all the rules that have been set by the organization and the social norms that apply. Good discipline reflects the magnitude of a person's sense of responsibility towards the tasks assigned to him. Discipline can encourage work passion and work enthusiasm and support the realization of planned goals. High discipline will be able to build professional performance because, with a good understanding of the discipline, the teacher is able to observe the rules and strategic steps in carrying out the process of teaching and learning activities. Discipline for teachers is an integral part in carrying out their duties and obligations. The discipline of a teacher is not only assessed based on the percentage of attendance, minimal tardiness, and willingness to follow predetermined rules but also timeliness in carrying out administrative tasks outside of the task of delivering learning in class. The teacher's awareness to display discipline in work will provide examples and have a positive impact on developing the character of their students (Susanto, 2016). In addition, according to Susanto (2016) motivated teachers will lead to high-performance achievements. The teacher's willingness to work according to the assigned task or even do more than what is assigned shows the level of motivation. School organizational culture in the form of a set of norms, traditions, and values that have been formed and become a guide for members of a school is also a determinant of improving teacher performance. The existence of a good school culture will also produce good performance (Susanto, 2016). The problem of values and norms that apply in schools is often felt to clash with the various cultural backgrounds of members of the institution. There are times when a strong or dominant cultural background will form a good organizational culture if all school members carry out positive values, such as discipline, punctuality, motivation, or openness to communication. Many factors cause satisfaction or dissatisfaction with a teacher in carrying out his duties as a teacher and educator, which are in the spotlight of many parties, such as the work environment, work discipline, salary/honor, relationship/relationship between employees and teachers, teachers and principals, teachers and students, teachers the influence of the principal's leadership, teacher attitudes, knowledge of communication and motivational factors can directly or indirectly affect teacher performance (Halawa, 2016). Organizational culture is said to be strong if the teaching resources have shared core values , such as maintaining a harmonious relationship with each educator. The more core values, the stronger the culture, the greater the influence on organizational behavior, and the easier it is to become a facilitator for improving the quality of students and madrasas. In addition to organizational culture, compensation is also able to improve the performance of educators properly and optimally. Compensation is something that is given to educators as a substitute for the service contributions that have been provided by educators at madrasas (Habibi 2013). Likewise, opinions (Kurniawan, D., & Yuniati, T. 2017). good organizational culture in schools will also get good performance, whereas a poor organizational culture will also produce less performance. According to Martinsons and Chong (1999) that organizational culture creates a culture of change, especially in technology. This opinion means that internally, organizational culture always leads to changes for the better, and externally

the culture is very dynamic towards its environment. Research on the effect of organizational culture on performance is evidenced by, among others, Kotter and Haskett (in Rashid, Sambasivan, and Johari, 2003: 11) and also Aidla and Vadli (2005: 5), whose results conclude that organizational culture influences performance. Research on the effect of compensation on performance, among others, was carried out by Jenkins et al. (in Kuvaas, 2006: 367) and Condly, Clark, and Stlovitch (2003: 58), who concluded that incentives, which are part of compensation, can improve performance significantly. On the other hand, in organizational culture, work climate also needs to be considered because the closed and unhealthy organizational climate brings negative emotions and feelings by teachers, this includes dissatisfaction, psychological pressure, neglect, indifference, and will eventually cause teachers to avoid work which leads to work stress.. This indicates that the healthier the climate of an organization, the lower the teacher's work stress. Conversely, the more unhealthy the climate of an organization, the higher the stress level of the teacher. As for the compensation given to educators as a substitute for the contribution of services that have been provided by educators at schools. Every educator in an organization wants to get fair and proper compensation according to their expectations. If these expectations are met, then the educator will always be more enthusiastic at work. If educators view compensation as inadequate, then educational achievement, motivation, and educational satisfaction will drop drastically. Seeing that one of its functions is to motivate educators, the school as a party that provides compensation, should pay serious attention to this matter. Every educator gives his best ability. Of course, it must be rewarded with the right thing. The management must provide fair and proper compensation so that educators continue to show improvement in the quality of their performance. Work motivation is the main factor and is at the forefront of the discipline. Especially for teachers of all favorite schools in Makassar. This effort is a provision for teachers as the frontline in increasing teacher motivation to improve performance and productivity. The strong influence of motivation on the performance of all favorite school teachers in Makassar is basically inseparable from the efforts of all elements within the ranks of all favorite schools in Makassar to grow and develop motivation in the context of implementing services. This effort is certainly an appropriate action because the existence of motivation in an organization is seen as an element that can lead to better performance or vice versa, or as an aspect needed by all organizations because it is a central concept to improve performance in an organization. This is in line with Neha and Avni (2017); strengthening teacher motivation will result in stronger service performance. Thus, the existence of motivation as a psychological process is important to understand and develop within an organization so that all elements in an organization (teachers) work together to achieve discipline.

Motivation/encouragement is very necessary for realizing good performance, considering that basically a person's performance is a potential, where a person is not necessarily willing to exert all of his potentials to achieve optimal results, so there is still a need for encouragement, so that someone wants to use its full potential. This impetus is often referred to as motivation. Motivation is often interpreted as a driving force for someone to carry out an activity to achieve its goals. So motivation can be a driving force so that a person wants to exert all his abilities to work. A teacher will be willing to mobilize all his abilities to carry out work if, by carrying out this work, his needs can be fulfilled. Therefore, in order to spur performance, it is necessary to have encouragement or work motivation from superiors or school principals. School as an educational service institution, of course, has a vision, mission, goals, and functions; schools need professional staff, organizational work procedures, and resources that support both financially and non-financially (Cahya, 2016). The professional staff at the school will of course really expect job satisfaction which is the dream of every stakeholder who is in that environment. From the explanation above, the criteria that must be owned by favorite schools include:

1. The number of students in the school is relatively large, and registrants are increasing every year which is accompanied by strict selection in the PPDB (New Student Acceptance).
2. Complete and adequate facilities, such as computer facilities and sports facilities.
3. Teachers and teaching staff are teachers who are linear with their majors and are competent and have sufficient experience in their respective fields.
4. A+ accreditation.
5. Access to the school location is very safe, and the school environment is safe.

Based on the data that has been obtained, the number of favorite school data in Makassar is 31 schools. The data includes

**Table 1.** Favorite Elementary School Data in Makassar

No	School name	Number of Elementary School Teachers
1	SD DIAN HARAPAN Makassar	15
2	SD Metro School	14
3	SD Zion	15
4	SD Children	13
5	SD KidStar	13

6	SD Pundarika	7
7	SDIT Ar Rahmah	17
8	SD Tower Saint Martinus	15
9	Athirah Racing Center Islamic Elementary School	13
10	SD Mangkura I	14
11	SD Mangkura II	13
12	SD Mangkura III	13
13	SD Mangkura IV	14
14	SD Mangkura V	13
15	SDIT Al Biruni	7
16	SD Integral Al Bayan	8
17	Telkom SD	13
18	SDIT AL Izhar	8
19	SD Advent	15
20	Motherland Elementary School	13
21	SD Negeri Sudirman I	13
22	SD Negeri Sudirman II	13
23	SD Negeri Sudirman III	13
24	SD Negeri Sudirman IV	13
25	Tamalanrea Public Elementary School	7
26	Pilot Public Elementary School PAM	7
27	SD Al-Azhar	13
28	Rajawali SD	13
29	SD Bright Star Primary School	9
30	SD Ungulan Mongisidi	14
31	SD Wahdah Islamiyah	8
Amount		376

Based on the phenomena described above, this is what underlies the research by selecting the research title "The Influence of Organizational Culture, Work Climate, and Compensation on Discipline through Work Motivation of Favorite Elementary School Teachers in Makassar"

## II. RESEARCH METHODS

### Research Approach

This chapter describes research methods which include: research approach, research type, research location, data collection methods, population and sample, research variables, research instruments and data analysis techniques. The approach in this research is a quantitative approach, because this research is based on numbers. This is in accordance with the opinion expressed by Poltak (2012: 18) which states that quantitative research is based on the positivism paradigm which is logical-hypothetical co-verification based on the assumption of eliminating empirical objects.

### Data Types and Sources

The design of this study in terms of research objectives, it is included in explanatory research, namely trying to explain the causality relationship between the determining variables, namely organizational culture, work climate and compensation. Explanatory research, namely explaining certain characteristics of a phenomenon, is used to obtain predictive indicators, in this study looking for findings of factors that influence the phenomenon of organizational culture, work climate and compensation for discipline through the discipline of teachers and teachers in favorite schools in Makassar. This design was carried out because the research process was carried out to confirm and test the relationship between variables or casual research, namely specifically to test hypotheses in structural equations. Besides measuring the strength of the relationship between two or more variables or more, a causality study also shows the direction of the relationship between the independent variable and the dependent variable. In other words, causality studies question the problem of causation, even though in its basic theory causality studies are distinguished into one-way causality and two-way causality, in this research the causality relationship that is built is one-way causality. Methodologically, there are several fundamental limitations that can affect the accuracy of the research results, for example the number of objects studied at each location is not the same as the characteristics of the situation and condition of the infrastructure and regulations in the area of operation. The research sample is very limited which is limited by time and place as well as the analytical method used, but it will be kept to a minimum with a sample approach that has variables close to the characteristics of the population using sampling techniques and the number or size of the sample so that generalizations of the results of data analysis can be made. sample towards population characteristics. Research on the effect of using organizational culture, work climate and compensation on discipline through teacher work motivation at favorite schools in Makassar uses a quantitative

approach. Philosophically, quantitative research uses a positivistic paradigm with the underlying assumption that researchers are independent, focused on Tacoma, seeing causal relationships, reducing phenomena into simpler parts, and conceptual operationalization for measurement purposes.

In this study using two types of data, namely as follows:

1. Primary data, data obtained directly from respondents through questionnaires and interviews. Primary data includes data on respondents' statements about organizational culture, work climate, compensation, discipline, work motivation
2. Secondary data, data obtained from the Higher Education website to find out how many samples are needed for this research

### **Population and Sample**

#### **1. Population**

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and conclusions drawn. The population in this study are elementary school teachers in Makassar.

#### **2. Sample**

Part of the number and characteristics possessed by the population, so that the sample in this study were all teachers in favorite elementary schools in Makassar.

### **Method of collecting data**

Data collection methods used in this study are:

- a. Questionnaires, carried out by distributing questions to all employees and teachers at favorite schools in Makassar. The questionnaire is closed, meaning that the respondent is limited in giving answers to only a few alternatives or to only one answer. The distribution of questionnaires was carried out by knowing how the influence of organizational culture, work climate, and compensation on discipline through work motivation.
- b. Observation (observation) of this technique is used as a complement to find out conditions and changes in the situation of this technique using tools such as checklists, formualars, recorders and other tools.
- c. Interviews, this technique is carried out directly with respondents to find unanswered data. Answers that are still doubtful are followed by in-depth interviews, with pressure or confirmation. The purpose of in-depth interviews is to equalize perceptions about the object in question
- d. Documentation, namely collecting documents related to research topics obtained from the influence of organizational culture, work climate, compensation for discipline through teacher work motivation.

### **Data analysis technique**

The data analysis method used is Partial Least Square (PLS). The data analysis test tool uses Smartpls 3.0 software.

## **III. RESEARCH RESULT**

### **Measurement Model Analysis (Outer Model)**

Analysis of the measurement model/measurement model analysis (outer model) uses tests, including: (1) Construct reliability and validity. The composite reliability criterion is  $> 0.6$  (Juliandi, 2018).

**Table 14. Composite Reliability**

	<b>Composite Reliability</b>
<b>Organizational culture</b>	<b>0,931</b>
<b>Work Climate</b>	<b>0,952</b>
<b>Discipline</b>	<b>0,931</b>
<b>Compensation</b>	<b>0,911</b>
<b>Work motivation</b>	<b>0,927</b>

*Source: Primary Data (processed) 2022*

The conclusion of composite reliability testing is as follows:

1. The organizational culture variable is reliable because the composite reliability value of organizational culture is  $0.931 > 0.6$
2. The working climate variable is reliable because the composite reliability value of the work climate is  $0.952 > 0.6$
3. The discipline variable is reliable because the composite reliability value of discipline is  $0.931 > 0.6$
4. The compensation variable is reliable because the composite reliability value of compensation is  $0.911 > 0.6$

- The motivational variable is reliable because the composite reliability value of motivation is 0.927 > 0.6

### Structural Model Analysis (Inner Model)

#### R Square

R-Square is a measure of the proportion of the variation in the value of the affected (endogenous) variable that can be explained by the influencing (exogenous) variable. This is useful for predicting whether the model is good/bad (Juliandi, 2018).

Chin provides criteria for R Square values of 0.67, 0.33, and 0.19 as strong, moderate, and weak (Chin, 1998 in Ghozali and Latan 2015).

**Table 15. R Square**

	R Square	R Square Adjusted
Discipline	0,799	0,795
Motivation	0,726	0,722

Source: Primary Data (processed) 2022

The conclusion from testing the R-Square value of table 15 is as follows:

- R square adjusted model line I = 0.795. This means that the ability of the work motivation variable in explaining discipline is 79.5%; thus, the model is classified as (strong)
- R square adjusted model line II = 0.722. This means that the ability of work motivation and discipline variables in explaining organizational culture, work climate, and compensation is 72.2%; thus, the model is classified as (strong)

#### F Square

F-Square measurement or  $f^2$  effect size is a measure used to assess the relative impact of an influencing variable (exogenous) on the affected variable (endogenous).  $f^2$  values of 0.02, 0.15, and 0.35 can be interpreted as having a weak, medium, or large influence (Chin, 1998).

**Table 16. F Square**

	Organizational culture	Work Climate	Discipline	Compensation	Motivation
Organizational culture			0,045		0,039
Work Climate			0,068		0,099
Discipline					
Compensation			0,024		0,049
Motivation			0,278		

Source: Primary Data (processed) 2022

The conclusion of the F-Square value can be seen in table 16 as follows:

- Variable X1 (Organizational Culture) to Y (Discipline) has a value  $f^2 = 0.045$ , then the large effect of exogenous variables on endogenous;
- Variable X2 (Work Climate) to Y (Discipline) has a value  $f^2 = 0.068$ . hence the weak effect of exogenous variables on endogenous;
- Variable X3 (Compensation) to Y (Discipline) has a value  $f^2 = 0.024$ ; then the effect is medium from exogenous to endogenous variables;
- Variable Z (Work Motivation) to Y (Discipline) has a value  $f^2 = 0.278$ , then the large effect of exogenous variables on endogenous;
- Variable X1 (Organizational Culture) to Z (Work Motivation) has a value  $f^2 = 0.039$ ; then the effect is weak from exogenous to endogenous variables;
- Variable X2 (Work Climate) to Z (Work Motivation) has a value  $f^2 = 0.099$ , then the weak effect of exogenous variables on endogenous;
- Variable X3 (Compensation) to Z (Work Motivation) has a value  $f^2 = 0.049$ ; then the effect is weak from exogenous to endogenous variables;

#### Median Effect

The mediation affects analysis contains 3 sub-analyses, including (a) direct effects; (b) indirect effects; and (c) total effects.

#### Direct Effect,

The criteria for testing the direct effect hypothesis are as shown in the section below. First, the path coefficient: (a) If the path coefficient value is positive, then the effect of a variable on other variables is unidirectional; if the

value of a variable increases/increases, then the value of other variables also increases/increases; and (b) If the value of the path coefficient (path coefficient) is negative, then the influence of a variable on other variables is in the opposite direction, if the value of a variable increases/increases, then the value of other variables will decrease/lower. Second, the probability/significance value (P-Value): (1) If the P-Values < 0.05, then it is significant; and (2) If the P-Values value is > 0.05, then it is not significant (Juliandi, 2018).

**Table 17. Direct Effect**

Hypothesis path	Original Sample	P Value	Is
Organizational Culture -> Work Motivation	0,263	0,050	Significant
Work Climate -> Work Motivation	0,451	0,002	Significant
Compensation -> Work Motivation	0,184	0,037	Significant
Organizational Culture -> Discipline	0,138	0,001	Significant
Work climate -> Discipline	0,335	0,026	Significant
Compensation -> Discipline	0,067	0,002	Significant
Motivation -> Discipline	0,452	0,000	Significant

Source: Primary Data (processed) 2022

There is a positive and significant relationship between *Organizational culture to Work motivation*  
 The results of the data analysis show that the H1 hypothesis is stated to be significant with a path coefficient of 0.263 and a P value of 0.050 < 0.05 so that in conclusion it states that the H1 hypothesis = significant.  
 There is a positive and significant relationship between *Work Climateto Work motivation*.  
 The results of the data analysis show that the H2 hypothesis is stated to be significant with a path coefficient of 0.451 and a P value of 0.002 < 0.05 so; that in conclusion, it states that the H2 hypothesis = significant  
 There is a positive and significant relationship between *Compensation to Work motivation*  
 The results of the data analysis show that the H3 hypothesis is stated to be significant with a path coefficient of 0.184 and a P value of 0.037 < 0.05 so that in conclusion it states that the H3 hypothesis = significant.  
 There is a positive and significant relationship between *Organizational culture to Discipline*  
 The results of the data analysis show that the H4 hypothesis is stated to be significant with a path coefficient of 0.138 and a P value of 0.001 < 0.05 so in conclusion, it states that the H4 hypothesis = significant.  
 There is a positive and significant relationship between *Work Climateto Discipline*  
 The results of the data analysis show that the H5 hypothesis is stated to be significant with a path coefficient of 0.335 and a P value of 0.026 < 0.05, so in conclusion, it states that the H5 hypothesis = significant.  
 There is a positive and significant relationship between *Compensation to Discipline*  
 The results of the data analysis show that the H6 hypothesis is stated to be significant with a path coefficient of 0.067 and a P value of 0.002 < 0.05, so in conclusion, it states that the H6 hypothesis = significant.  
 There is a positive and significant relationship between *Work motivation to Discipline*  
 The results of the data analysis show that the H10 hypothesis is stated to be significant with a path coefficient of 0.452 and a P value of 0.000 < 0.05 so in conclusion, it states that the H10 hypothesis = significant.

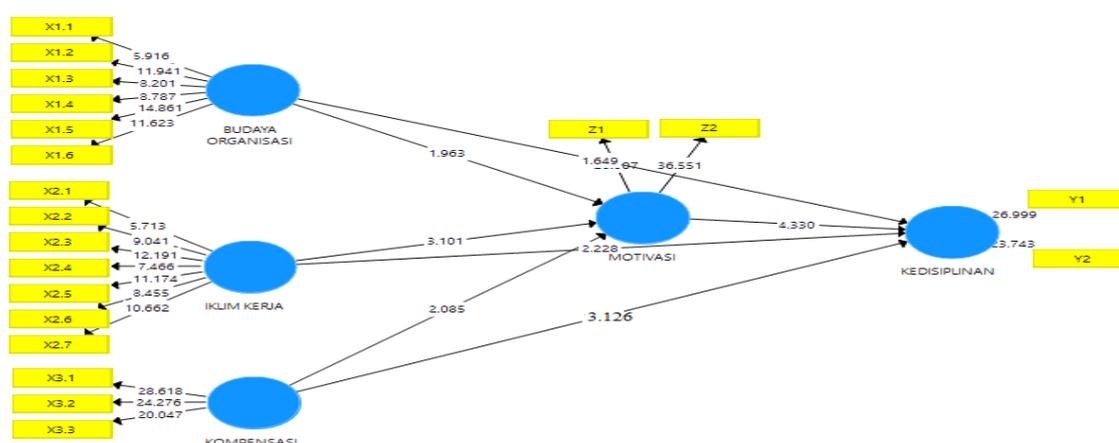


Figure 3. Mediation Effect

Graphically, a summary of the results of the direct effect above can be seen in the figure

**Indirect Effect**

The purpose of the indirect effect analysis is useful for testing the hypothesis of the indirect effect of an influencing variable (exogenous) on the affected variable (endogenous) which is mediated/mediated by an intervening variable (mediating variable) (Juliandi, 2018).

Table 18. Indirect Effect

Hypothesis Path	Original Sample	P Value	Is
Organizational Culture -> Work Motivation -> Discipline	0,067	0,002	Significant
Work Climate -> Work Motivation -> Discipline	0,204	0,024	Significant
Compensation -> Work Motivation -> Discipline	0,157	0,000	Significant

Source: Primary Data (processed) 2022

There is a positive and significant indirect relationship between *Organizational culture* to *Discipline* by making variables *Work motivation* as an intervening variable

The results of the data analysis show that the H7 hypothesis is stated to be significant with a path coefficient of 0.067 and a P value of 0.002 <0.05 so that in conclusion it states that the H7 hypothesis = significant.

There is a positive and significant indirect relationship between *Work Climate* to *Discipline* by making variables *Work motivation* an intervening variable.

The results of the data analysis show that the H8 hypothesis is stated to be significant with a path coefficient of 0.204 and a P value of 0.024 <0.05 so in conclusion, it states that the H8 hypothesis = significant.

There is a positive and significant indirect relationship between *Compensation* to *Discipline* by making variables *Work motivation* as an intervening variable

The results of the data analysis show that the H9 hypothesis is stated to be significant with a path coefficient of 0.157 and a P value of 0.000 <0.05, so that in conclusion, it states that the H9 hypothesis = significant.

**Total Effect**

Table 19. Total Effects

	Original Sample	P-Values	Is
Organizational Culture -> Discipline	0,364	0,009	Significant
Organizational Culture -> Work Motivation	0,263	0,050	Significant
Work Climate -> Discipline	0,538	0,000	Significant
Work Climate -> Work Motivation	0,451	0,002	Significant
Compensation -> Discipline	0,453	0,002	Significant
Compensation -> Work Motivation	0,184	0,037	Significant
Work Motivation -> Discipline	0,452	0,000	Significant

The conclusion of the total effect value in the table is as follows:

1. The total effect for the relationship between organizational culture and discipline is 0.364
2. The total effect for the relationship between organizational culture and work motivation is 0.263
3. The total effect for the relationship between work climate and discipline is 0.538
4. The total effect for the relationship between work climate and work motivation is 0.451
5. The total effect for the relationship between compensation and discipline is 0.453
6. The total effect for the relationship between compensation and work motivation is 0.184
7. The total effect for the relationship between work motivation and discipline is 0.452

**IV. Discussion**

The discussion in this study was carried out by distributing questionnaires to a number of respondents. Based on the description above, a discussion of the results of all research variables will be presented, namely:

*Influence Organizational culture to Work motivation*

Based on the findings of this study, it is known that there is a positive and significant influence between Organizational Culture on work motivation at Favorite Elementary Schools in Makassar. This finding means that a positive value indicates that if the organizational culture is good in the process of bonding among teachers, the teacher's work motivation also increases; this significant value means that Organizational Culture influences teacher work motivation because a good organizational culture in schools will get teachers' work motivation. The good one. This is supported by the theory of Glaser et al. (1987) in Koesmono (2005) suggests that organizational culture is often described in terms of shared meaning. Patterns of beliefs, symbols, rituals, and myths that develop over time and serve as glue that unites an organization. Ndraha (2003) in Brahmajari (2004) suggest that corporate culture is the application of organizational culture to business entities or schools. This research is not in line with (Mufarrohah & Sumartik, 2022) which says the organizational culture has no effect on work motivation. However, this research is in line with (Juliningrum & Sudiro, 2011) which says the organizational culture has a significant effect on work motivation. (Ayu et al., 2017) says organizational culture and work motivation are getting better and increasing

### **Influence Work Climate to Work motivation**

Based on the findings of this study, it is known that there is a positive and significant influence between work climate on work motivation at Favorite Elementary Schools in Makassar. This finding means that a positive value indicates that if the work climate is good, the teacher's work motivation also increases. This significant value means that the work climate affects teacher work motivation because the healthier the work climate in a school, the higher the teacher's work motivation. This theory is supported by (Steers & Porter, 1979). Work climate is the nature or characteristics of a work environment felt by members, most of which are the result of actions taken consciously or not within the organization and have an influence on subsequent behavior. (Anwar, 2021) Work climate is a moral value that is fundamental to how to manage relationships and organize them. These values are in the form of principles and beliefs that can be stated, but some are implied. These values influence individuals in carrying out organizational tasks. This research is in line with (Pratiwi, 2016) work climate has a significant effect on work motivation. (Budianto, 2017) work climate and employee motivation have a significant effect.

### **Influence Compensation to Work motivation**

Based on the findings of this study, it is known that there is a positive and significant effect between compensation on work motivation at Favorite Elementary Schools in Makassar. This finding means that a positive value indicates that if the compensation is adequate in the work process, then the teacher's work motivation also increases; this significant value means that compensation affects the teacher's work motivation because if the compensation has been fulfilled, then the teacher's work motivation will increase. This theory is supported by Dessler (1998:45). There are two compensations, namely direct financial payments in the form of wages, salaries, incentives, commissions, and bonuses and indirect payments in the form of financial benefits such as insurance and vacation money. Mwangi (1994) considers a psychological process in achieving goals, direction, and intensity in behavior is the main responsibility for different work results and is also an important determining factor in measuring productivity. This research is not in line with (Ernawati et al., 2022) which says compensation has no significant effect on work motivation. However, this research is in line with (Ulfa et al., 2000) the compensation given to employees is good and in line with it should be. (Prasastono, 2012) leadership style and compensation have a significant effect on work motivation. (Erwinsyah et al., 2015) compensation has a significant effect on work motivation.

### **Influence Organizational culture to Discipline**

Based on the findings of this study it is known that there is a positive and significant influence between Organizational Culture on discipline at Favorite Elementary Schools in Makassar. This finding means that a positive value indicates that if the organizational culture has been good on discipline, this significant value means that Organizational Culture affects Discipline because the organizational culture in the school has had a positive impact on these teachers resulting in encouragement for teachers to be more disciplined. Hofstede's organizational culture theory (1986) in Koesmono (2005) suggests that culture can be defined as various interactions of habitual characteristics that affect groups of people in their environment. The second theory (Athar, 2020) states that discipline is a person's awareness and willingness to comply with all applicable organizational regulations and social norms. This research is in line with (S. Hidayat, 2019). There is a partial, simultaneous influence of organizational culture, organizational climate, and leadership style on employee discipline.

### **Influence Work Climate to Discipline**

Based on the findings of this study, it is known that there is a positive and significant influence between work climate on discipline at favorite elementary schools in Makassar. This finding means that a positive value indicates that if the work climate is good, the discipline also increases; this significant value means that the work climate affects discipline because the healthier the work climate in a school, the higher the teacher's discipline. Work climate theory (Anwar, 2021) Work climate is a moral value that is fundamental to how to manage relationships and organize them. These values are in the form of principles and beliefs that can be stated, but some are implied. These values influence individuals in carrying out organizational tasks. The second theory is Jerry Wyckoff and Barbara C. Unel (1990) state that works discipline is awareness, willingness, and willingness to work for other people in order to obey and submit to all applicable rules and norms. So this discipline arises from self-awareness of existing regulations. This research is in line with the (Barokah, 2013) there is a very significant positive relationship between organizational climate and work discipline in civil servants. (Sucinngtyas, 2021) organizational climate has an influence on the discipline of employees at PDAM Tirta Kaje, Pekalongan Regency.

### ***Influence Compensation to Discipline***

Based on the findings of this study, it is known that there is a positive and significant effect of compensation on discipline at Favorite Elementary Schools in Makassar. This finding means that there is a significant value indicating that if the compensation has been good for discipline, a significant positive value means that compensation affects discipline because the compensation given at the school is adequate in this case, the provision of allowances so that the teacher carries out his duties as they should. Compensation theory (Dermawan, 2002) Compensation is all income in the form of money or goods directly or indirectly received by teachers as compensation for services provided to schools. The second theory is Jerry Wyckoff, and Barbara C. Unel (1990) states that work discipline is awareness, willingness, and willingness to work for other people in order to obey and submit to all applicable rules and norms. So this discipline arises from self-awareness of existing regulations. This research is in line with (Dwiguspana et al., 2016) there is a positive effect between compensation on discipline. (Ardianti, 2006) compensation variable has a significant effect on employee discipline.

### ***Influence Organizational culture on Discipline through Work motivation***

Based on the findings from this study, it is known that there is a direct effect of Organizational Culture on Discipline which is mediated by work motivation and has a significant positive effect on Favorite Elementary Schools in Makassar. This means that work motivation acts as an intervening variable (mediator), especially in this study. In scientific logic where work motivation mediates the relationship between organizational culture and discipline because the organizational culture in the school is very good and has a good impact on teachers both internally and externally, so an increase in teacher discipline in schools has been achieved. This is supported by the theory of Glaser et al. (1987) in Koesmono (2005) suggests that organizational culture is often described in terms of shared meaning. Patterns of beliefs, symbols, rituals, and myths develop over time and serve as glue that unites an organization. The theory (Putra & Yunita, 2014) of organizational culture refers to a system of shared meaning held by members that distinguish the organization from other organizations. This system of shared meaning, when observed more closely, is a set of main characteristics valued by that organization. This research is in line with this research in line with (Juliningrum & Sudiro, 2011) which says the organizational culture has a significant effect on work motivation. (Ayu et al., 2017) says organizational culture and work motivation are getting better and increasing.

### ***Influence Work Climate to Discipline through Work motivation***

Based on the findings of this study, it is known that the indirect effect of work climate on discipline mediated by positive work motivation is significant at favorite schools in Makassar. This means that work motivation acts as an intervening variable (mediator), especially in this study. In scientific logic, where work motivation mediates the relationship between Work Climate and Discipline, an adequate Work Climate between fellow teachers increases the discipline of learning motivation. This is supported by Theory (Steers & Porter, 1979). Work climate is the nature or characteristics of a work environment felt by members, most of which are the result of actions taken consciously or not within the organization and have an influence on subsequent behavior. Work climate theory (Anwar, 2021) Work climate is a moral value that is fundamental to how to manage relationships and organize them. This research is in line with (Pratiwi, 2016); work climate has a significant effect on work motivation. (Budianto, 2017) work climate and employee motivation have a significant effect. (Barokah, 2013) there is a very significant positive relationship between organizational climate and work discipline in civil servants. (Sucinngtyas, 2021) organizational climate has an influence on the discipline of employees at PDAM Tirta Kajen, Pekalongan Regency.

### ***Influence Compensation to Discipline through Work motivation***

Based on the findings of this study, it is known that there is a direct effect of compensation on discipline mediated by significant positive work motivation at Favorite Elementary Schools in Makassar. This means that work motivation acts as an intervening variable (mediator), especially in this study. In scientific logic, where work motivation mediates the relationship between compensation and discipline, adequate compensation will increase discipline because the compensation given so far has been very good and can fulfill the teacher's allowance so that they are able to fulfill the discipline in the school. This is supported by Theory According to Dessler (1998:45) There are two compensations, namely direct financial payments in the form of wages, salaries, incentives, commissions and bonuses and indirect payments in the form of financial benefits such as insurance and vacation money. Theory (Dermawan, 2002) Compensation is all income in the form of money or goods directly or indirectly received by teachers as compensation for services provided to schools. This research is in line with (Ulfa et al., 2000); the compensation given to employees is good and in line as it should be. (Prasastono, 2012) leadership style and compensation have a significant effect on work motivation. (Erwinsyah et al., 2015) compensation has a significant effect on work motivation.

### **Influence Work motivation Discipline**

Based on the findings of this study, it is known that there is a positive and significant influence between Work Motivation on Discipline at Favorite Elementary Schools in Makassar. This finding means that a positive value indicates that if work motivation is good, then discipline will also increase; this significant value means that work motivation affects discipline because increasing teacher work motivation will increase the level of teacher discipline itself. This is supported by Maslow's Theory in 1943 Maslow argued that individual needs can be arranged in a hierarchical form. The concept of the hierarchy of needs is based on two principles. First, human needs can be arranged in a hierarchy of needs from the lowest to the highest. Second, the needs that have been satisfied are no longer the main motivator for actors. The second theory Mwangi (1994) considers as a psychological process in achieving goals, direction, and intensity in behavior is the main responsibility for different work results and is also an important determining factor in measuring productivity. This research is in line with (Ardianti, 2006) motivation variable has a significant effect on employee discipline. (Pamuji & Prasojo, 2013) teacher work motivation influences student discipline. (Syaeba, 2017) teacher work motivation influences student discipline. (Husna & Cipta, 2022), there is a partial relationship between work motivation to teacher discipline. Meanwhile, this research is not in line with (Rizal & Radiman, 2019) motivation has a positive but not significant effect on work discipline. (Hasanah, 2018) motivation has a positive but not significant effect on work discipline.

## **V. Research Findings**

The findings obtained in this study can be described as follows:

1. Hasanah's research results, 2018 motivation has a positive but not significant effect on work discipline.
2. The results of Rizal and Rahman's research, 2019 state that motivation has a positive but not significant effect on work discipline.
3. The results of the Kholilatul and Sumartik research, 2022 state that organizational culture has no effect on work motivation.
4. The results of Fidyah et al's research, 2022 state that compensation has no significant effect on work motivation.
5. The results of Rosdinaman Budi's research, 2023 state that there is a positive and significant influence between work motivation on discipline and there is a positive and significant influence between work motivation on discipline.

### **Research Limitations**

Limitations in this study can be described as follows:

1. Provide different perceptions of the questions given so that there may be responses that are not objective.
2. The sample in this study is still relatively limited and does not focus on all teachers in the school, but only teacher representatives from each class.

## **VI. Conclusions And Suggestions**

### **Conclusions**

Based on the results of the research and discussion that have been put forward in the previous chapter, several conclusions will be described from the results of the analysis, namely:

1. **The results of this study found that empirically organizational culture had a significant effect on the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study was accepted.**
2. **The results of this study found that empirically the work climate had a significant effect on the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study was accepted.**
3. **The results of this study found that empirically compensation has a significant effect on the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**
4. **The results of this study found that empirically organizational culture had a significant influence on the discipline of favorite elementary school teachers in Makassar, so the hypothesis in this study was accepted.**
5. **The results of this study found that empirically the work climate has a significant effect on the discipline of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**
6. **The results of this study found that empirically compensation has a significant effect on the discipline of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**

7. **The results of this study found that empirically organizational culture has a significant effect on discipline through the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**

8. **The results of this study found that empirically the work climate has a significant effect on discipline through the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**

9. **The results of this study found that empirically compensation has a significant effect on discipline through the work motivation of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**

10. **The results of this study found that empirically work motivation has a significant effect on the discipline of favorite elementary school teachers in Makassar, so the hypothesis in this study is accepted.**

### **Suggestion**

Suggestions that can be given regarding the results of this research and conclusions are as follows:

1. It is expected that the Organizational Culture of each school contributes to work motivation. That is, the stronger the Organizational Culture, the higher the Performance value of favorite elementary school teachers in Makassar.

2. It is expected that the better the working climate at the favorite elementary school in Makassar, the higher the work motivation of the favorite elementary school teacher in Makassar.

3. To be able to increase the work motivation of teachers in favorite elementary schools, the school must provide proper compensation and in accordance with the work of favorite elementary school teachers in Makassar.

4. For every favorite elementary school teacher in Makassar. are expected to be able to follow the rules that apply in every school such as coming to school on time because each agency has different rules.

5. It is expected that favorite elementary school teachers in Makassar will improve their discipline in terms of coming to work by providing fingerprint attendance machines, both when they enter school and when they come home from school.

6. In providing compensation, it is necessary to maintain and improve, and optimize the target.

7. In this case, the organizational culture of each school must be strengthened because a good organizational culture will create the discipline of favorite elementary school teachers in Makassar so as to achieve good work motivation.

8. In terms of the work climate, it is very good but some things are being improved, such as favorite elementary school teachers in Makassar must be punctual and so on to create discipline and achieve good work motivation.

9. In this case, the compensation given to the teacher is in accordance with the role or position as a form of reward for performance, this will have a good impact on the discipline.

10. It is hoped that each teacher will further increase self-motivation in working in this case teaching so that good discipline is also created because quality and disciplined schools are shown from the work motivation of favorite elementary school teachers in Makassar.

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