

THE INFLUENCE OF ORGANIZATIONAL CULTURE CHARACTERISTICS, LOCUS OF CONTROL AND WORK DISCIPLINE ON TEACHER PERFORMANCE IN SEVERAL HIGH SCHOOL IN LHOKSEUMAWE CITY

Nahda Sri Wahyuni¹, Likdanawati², Aiyub Yahya³, Khairawati⁴

¹Student in the Management Study Program, Faculty of Economics and Business,
Universitas Malikussaleh, Indonesia

^{2,3,4}Lecturer in the Management Study Program, Faculty of Economics and Business,
Universitas Malikussaleh, Indonesia

Email: nahda.210410175@mhs.unimal.ac.id

Correspondence Author: likdanawati@unimal.ac.id

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Abstract

This study aims to analyze the influence of Organizational Culture Characteristics, Locus of Control, and Work Discipline on Teacher Performance partially and simultaneously in several Senior High Schools (SMA) in Lhokseumawe City. This study uses a quantitative approach with a survey method and an instrument in the form of a closed questionnaire. The research sample consisted of 155 respondents who were active teachers from several senior high schools in Lhokseumawe City. The data analysis technique used was multiple linear regression with classical assumption testing, partial tests (t-test), simultaneous tests (F-test), and coefficient of determination (R^2). The results showed that partially, Organizational Culture Characteristics and Work Discipline had a positive and significant effect on Teacher Performance. While Locus of Control did not have a significant effect on Teacher Performance. Simultaneously, the three independent variables had a significant effect on Teacher Performance. The coefficient of determination (R^2) value of 0.220 indicates that 22% of the variation in teacher performance can be explained by these three variables, while the remaining 78% is explained by other factors outside this research model. This research provides theoretical implications for strengthening organizational behavior models in educational settings, as well as managerial implications for developing organizational culture and improving teacher work discipline. Limitations of this research include its narrow scope, limited number of variables, and purely quantitative approach.

Keywords: *Characteristics of Organizational Culture, Locus of Control, Work Discipline, Teacher Performance*

INTRODUCTION

Human Resources (HR) are a crucial asset within an organization, encompassing the individuals involved in the operational processes and sustainability of the organization. This has driven the development of science aimed at effectively managing and maximizing human resource potential to achieve optimal performance. Various management approaches are applied to manage HR, keeping pace with changes and advancements. Numerous strategies have been implemented to improve existing HR and make it more useful in this increasingly modern and digital era. Many aspects influence the quality and development of human resources in the modern era. These factors are related to technological advances, globalization, changing work patterns, and social and educational developments. Technology and digitalization have become key drivers of change in the world of work. Automation, artificial intelligence (AI), and the internet of things make work processes more efficient, but they also require workers to have more advanced technological skills. The speed of technological innovation demands that human resources learn and adapt. Globalization opens up cross-border job opportunities and increases labor mobility. This creates fiercer competition and encourages human resources to develop global competencies, such as foreign

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language skills and cross-cultural understanding. The quality of education significantly determines the quality of human resources. In this era, the focus of education has shifted to skills relevant to the world of work, including soft skills (communication, leadership) and hard skills. Teacher performance is closely linked to the concept of human resources, as teachers are a crucial component of the workforce in educational institutions. Human resource management in education aims to manage, develop, and motivate teachers so they can deliver their best performance. A robust human resource management system enables schools to monitor, evaluate, and provide regular feedback to teachers. Senior high schools (SMA) play a crucial role in education as they are a crucial stage for students before entering college or the workforce. At this stage, the quality of education significantly determines students' academic readiness and skills. One of the most critical factors influencing the quality of education in high schools is teacher performance. Teachers play a crucial role in creating a conducive learning environment, delivering material effectively, and guiding students in the process of developing their potential. This demonstrates that teacher performance at the high school level determines the quality of education received by students. Therefore, understanding the aspects that influence teacher performance is crucial and must be improved to maintain the existence of high schools as quality educational institutions capable of competing internationally.

Aspects that can influence performance are: 1) professional skills and abilities, 2) motivation and job satisfaction, 3) supportive school management, 4) adequate environment and facilities, 5) school culture and climate that mutually provide positive energy, 6) the existence of professional development opportunities, 7) flexible educational policies and curriculum. However, in reality teacher performance is often influenced by various other important factors that must be considered, including the characteristics of organizational culture, locus of control, and work discipline. The characteristics of organizational culture are one of the factors that influence teacher performance which can be defined as a set of values, norms, beliefs, behaviors and habits that are accepted and carried out together by members of the organization that function as a guide in carrying out daily activities and interacting within the organization. This culture forms a distinctive, unique organizational identity, determines how the organization thinks, acts, and makes decisions, and how they interact with each other and with outside parties. According to Tutu et al., (2022) Organizational culture is a habit that has existed for a long time and is applied in work activities as a driving factor to improve the quality of employee work.

Each school has a distinct organizational culture, encompassing the values, norms, and behaviors embraced by the school community. The characteristics of organizational culture in high schools significantly impact teacher motivation and commitment. Several aspects contribute to the characteristics of organizational culture in schools, including leadership, communication, appreciation, cooperation, and support from various groups. In terms of leadership, principals must be able to encourage all teachers to develop their potential and abilities, as well as create a positive, open, and inclusive environment. Previous research by Zahara & Iskandar (2023) found that principal leadership, communication, and organizational culture simultaneously had a significant influence and contributed 40.3% to teacher performance. Significant differences in teacher performance across high schools were observed. Schools with a positive organizational culture can create a supportive work environment where teachers feel valued, respected, and encouraged to improve the quality of their teaching. Conversely, in schools with a weak culture, teachers tend to experience demotivation, work routinely without encouragement to develop, and are less involved in school activities outside of teaching hours. This shows that there is a relationship between the characteristics of organizational culture in schools and teacher performance.

The current problem in several high schools in Lhokseumawe City is a rigid and inflexible organizational culture. This creates a disconnect between the roles and responsibilities of teachers, severely limiting two-way communication. When teachers feel their opinions are not heard by their superiors, they become reluctant to contribute more to school activities. This leaves them without a sense of responsibility to contribute to the development and success of the school. Another factor, locus of control, also plays a significant role. According to Ilmatyara (2020), Locus of control is a person's perspective on an event, whether they can or cannot control what happens to them. Locus of control influences how a person responds to challenges, makes decisions, and faces various situations in their life. Understanding locus of control is important because it can influence thought patterns, stress levels, and how a person deals with problems and achieves success in life. Teachers with an internal locus of control tend to be more confident in influencing student learning outcomes and feel responsible for their success. This can increase initiative and creativity in teaching and improve their performance. Teachers with an internal locus of control are more open to feedback and criticism, seeing them as opportunities for learning and growth. In contrast, teachers with an external locus of control tend to believe that external factors, such as school policies, student conditions, or even fate, play a greater role in determining their performance. Teachers with an external locus of control may tend

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to be defensive and feel attacked. It can be seen that teachers with an internal locus of control perform better and can influence educational outcomes. Many efforts can be made to improve teacher performance, such as conducting training and self-development for teachers and providing guidance on solutions to problems they face. Teachers' locus of control has a significant impact on how they work, relate, communicate, and collaborate with students. Locus of control clearly illustrates the extent to which teachers can control themselves, both in terms of success and failure. This is supported by previous research by Atamini, Rehatta, & Amalia (2022), which found a positive and significant influence between locus of control variables and teacher performance variables. This research proves that a locus of control can improve teacher performance because teachers will strive to be more confident, more active, and responsible in every aspect of their teaching. The problem of locus of control in teachers in this study is related to both external and internal factors that can significantly influence their work motivation, satisfaction, and performance. Teachers with an internal locus of control tend to feel fully responsible for success through effort and hard work, show proactivity and high motivation, but are at risk of experiencing excessive stress, while teachers with an external locus of control believe external factors such as luck or the decisions of others are more dominant, which has the potential to reduce motivation and the quality of teaching, and blame external factors for failure, so that these differences in locus of control, exacerbated by administrative pressures, policy changes, and student behavioral problems, create challenges that need further research to develop appropriate interventions, in order to improve the quality of education.

The next variable influencing teacher performance is work discipline, which is crucial because it is closely linked to productivity and teaching quality. High levels of work discipline among teachers significantly impact their performance. Teachers with a high level of discipline tend to be better able to manage their time, prepare learning materials, arrive on time, and comply with school regulations. Conversely, Low work discipline can lead to a decline in the quality of learning, delays, and even student dissatisfaction with the teaching and learning process. According to Hartatik in Hermayanti and Maro (2022), Work discipline is a tool used by leaders to change individual behavior as an effort to increase a person's awareness and readiness to comply with applicable regulations and social norms. This statement is supported by previous research conducted by Putri et al. (2024) the results of this study indicate that the relationship between teacher work discipline and high competence and leadership of the principal has a positive impact on teacher performance, conversely the less good the principal's leadership in school management, the lower the teacher's performance. Problems occurring in several schools indicate a low level of teacher discipline in carrying out their duties. This can be seen from various behaviors that do not comply with professional standards, such as not complying with rules regarding attendance, punctuality, lack of preparation in teaching, and lack of responsibility in carrying out tasks. Low work discipline can negatively impact the effectiveness of learning and affect the quality of teaching and the teaching-learning process, which ultimately impacts the overall teacher performance. This phenomenon occurs frequently and must be addressed immediately so that the quality of schools is maintained and continues to develop to achieve Education. In the city of Lhokseumawe, a number of high schools face challenges in improving teacher performance and the overall quality of education, especially in teacher discipline, which is a problem in various schools. Therefore, this study aims to analyze the influence of organizational culture characteristics, locus of control, and work discipline on teacher performance in high schools in the region. To understand how these three factors affect teacher performance, the researcher selected several high schools in Lhokseumawe City as research objects, taking into account the differences in the characteristics of each school.

LITERATURE REVIEW

Rosiana, Bachri, and Dewi (2016) conducted a study entitled *The Influence of Organizational Culture Characteristics, Locus of Control, and Work Discipline on Employee Performance*. A study at the Regional Wastewater Management Company (PD PAL) in Banjarmasin City. The results showed that the variables of organizational culture characteristics, locus of control, and work discipline simultaneously had a positive and significant effect on employee performance, while organizational culture characteristics did not have a significant effect on employee performance. Yuniarti & Muhtamar (2022) conducted a study entitled *The Influence of Self-Efficacy and Locus of Control on Employee Performance at PT Telekomunikasi Sengkang*. The results showed that self-efficacy and locus of control partially and simultaneously had a positive and significant effect on employee performance. Regression analysis showed that 21.9% of the variation in employee performance was explained by these two variables, while the rest was influenced by other factors. Herlambang, Damayanti, and Novalia (2024) conducted a study entitled *Organizational Culture and Locus of Control on Employee Performance with Job Satisfaction as an Intervening Variable (Study in the Class 1 Navigation District of Palembang City)*. The results

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showed that the variables of organizational culture and Locus of Control had a positive and significant effect on employee performance. Sutriso, Komarudin, and Maulana (2022) conducted a study entitled *The Influence of Organizational Culture and Work Discipline on Teacher Performance at SMK Sasmita Jaya in South Tangerang*. The results showed that the variables of organizational culture and work discipline had a significant effect on teacher performance. Specifically, organizational culture contributed 43.3% to teacher performance, while work discipline contributed 51.3%. Simultaneously, these two variables influenced teacher performance by 56.5%. Hidayat et al., (2024) conducted a study entitled *Work Motivation, Work Discipline, and Leadership Style on Employee Performance at PT Kalimutu Mitra Perkasa*. The results of the study indicate that the work discipline variable has a positive effect on employee performance with an original sample value of 0.438, and a t-statistic value $> t\text{-table}$ ($2.767 > 1.96$), identifying that work motivation has a significant effect on performance. Work discipline is proven to have a positive effect on employee performance with an original sample value of 0.358 and a t-statistic value $> t\text{-table}$ ($2.262 > 1.96$). Marlina and Febrian (2023), conducted a study entitled *The Influence of Organizational Culture, Work Discipline and Work Motivation on Employee Performance at the Lampung TMII Pavilion*. The results of the study indicate that work discipline affects employee performance, organizational culture and work motivation do not have a significant effect on employee performance.

Tossa, Rina, and Hafipah (2023) conducted a study entitled *The Influence of Locus of Control and Workload on Employee Performance at the Biringkanaya District Office, Makassar City*. This study used a quantitative approach involving 83 respondents. The results of this study indicate that partially, the Locus of Control variable does not have a positive and significant effect on employee performance. Conversely, workload has a positive and significant effect on employee performance. Simultaneously, both variables have a significant effect on employee performance. Lubis (2020) conducted a study entitled *The Influence of Work Environment, Work Discipline, and Work Motivation on Teacher Performance at Madrasah Aliyah Negeri 2 Model Medan*. This study used a quantitative approach by collecting data through questionnaires and then analyzing the data using multiple linear regression to see the effect of each variable. The results of this study indicate that partially the work discipline variable has a significant effect on teacher performance. Purwanti et al. (2024) conducted a study entitled *The Influence of Organizational Culture, Work Environment, Workload, and Discipline on the Performance of Teachers at Private High School X in Gresik*. This study was processed using a questionnaire distributed to 55 teachers and tested using multiple linear regression analysis. The results of this study indicate that organizational culture and work discipline have a direct and significant effect on teacher performance. Silalahi et al. (2022) conducted a study entitled *The Involvement of Locus of Control, Servant Leadership, and Innovative Work Behavior to Improve Teacher Performance of private high school teachers in Pematangsiantar City*. This study used a research design with a quantitative method and research data were distributed through an online questionnaire with 110 respondents. The results of this study explain that locus of control, servant leadership, and innovative work behavior have a positive and significant effect on teacher performance.

METHOD

This research was conducted in three high schools, namely at State Senior High School 1 Lhokseumawe JL. Darussalam Kp. Jawa Lama, Banda Sakti District, Lhokseumawe City, State Senior High School 2 Lhokseumawe JL. Tunas Bangsa Mon Geudong Stadium, Banda Sakti District, Lhokseumawe City and State Senior High School 3 Lhokseumawe City JL. Petua Malem, Hagu Barat Laut, Banda Sakti District, Lhokseumawe City. The objects of this research were teachers at the three high schools with the subjects studied being the influence of organizational culture characteristics, locus of control and work discipline on teacher performance at several high schools in Lhokseumawe City. The population is the entire object or subject to be studied. The population has certain characteristics and quantities that have been determined by the researcher. The population can consist of individuals, groups, organizations, or other objects that have certain similarities that are relevant to the research objectives to be studied and then conclusions drawn (Sugiono 2020). Populations are often large, so some studies use samples to represent the whole. The population in this study included all teachers teaching at several high schools in Lhokseumawe City. According to Sugiyono (2017:118), a sample is a portion of the population that serves as a source of data for research. The sample must have the same characteristics as the population for the research to be generalizable. Various sampling techniques can be used in the selection process, such as probability sampling and non-probability sampling, depending on the type of research being conducted. In this study, the sample size was 155 teachers, which is what is referred to as saturated sampling.

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RESULTS AND DISCUSSION

Normality Test Results

The results of the normality test using the normality probability plot in the figure show that the points in the graph are spread around or follow the diagonal line. Therefore, it can be concluded that the data in this study is normally distributed.

Multicollinearity Test

That the tolerance value of organizational culture characteristics (X1) is 0.997, Locus Of Control (X2) is 0.993, and Work Discipline is (X3) is 0.994 where all tolerance values are greater than 0.10. While the VIF value of Organizational Culture Characteristics (X1) is 1.003, Locus Of Control (X2) is 1.007, and Work Discipline is (X3) is 1.006 where all VIF values are less than 10. Based on the calculation results above, it can be seen that the tolerance of all independent variables is greater than 0.10 and the VIF value of all variables is less than 10. So there is no correlation symptom between independent variables. It can be concluded that there is no multicollinearity symptom between independent variables in this research model.

Heteroscedasticity Test

The results of the heteroscedasticity test shown in Figure 4.2 show that the distribution of points on the scatterplot graph does not form a particular pattern and is spread above and below the number 0 on the lower axis of the number 0 on the Y axis. Thus, it can be concluded that the regression model used does not experience heteroscedasticity.

Multiple Linear Regression Analysis

Multiple linear regression is a statistical analysis method used to test the relationship between one dependent variable (Y) and two or more independent variables (X1, X2, X3, etc.). The purpose of this method is to understand how changes in the dependent variable are affected by changes in one or more independent variables. In multiple linear regression, the relationship between variables is described by a straight line equation.

Table 1
Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	6,431	2,765		2,326	0.021
Characteristics of Organizational Culture	0.392	0.072	0.391	5,449	0.000
Locus of Control	0.082	0.068	0.087	1,207	0.229
Work Discipline	0.244	0.074	0.236	3,286	0.001

Source: data processed by SPSS (2025)

Based on table 4.14, the multiple linear regression equation above is as follows:

$$Y = 6.431 + 0.392$$

- Organizational Culture Characteristics has a significance value of $0.000 < 0.05$ and a t-value of 5.449, indicating that this variable partially has a positive and significant effect on Teacher Performance. This means that the stronger the organizational culture characteristics in a school, the higher the teacher performance.
- Locus of Control shows a significance value of $0.229 > 0.05$ and a t-value of 1.207, so that partially it does not have a significant effect on teacher performance. In other words, in the context of this study, teachers' locus of control does not directly affect their performance.
- Work Discipline has a significance value of $0.001 < 0.05$ and a t-value of 3.286, indicating that this variable partially has a positive and significant effect on teacher performance. This means that the higher a teacher's work discipline, the better their performance.

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Coefficient of Determination

- The R value = 0.472 shows that the level of relationship or correlation between the independent variables, namely Organizational Culture Characteristics, Locus of Control and Work Discipline with the dependent variable, namely Teacher Performance, is in the moderate category.
- The R Square value = 0.223 means that 22.3% of the variation in changes in Teacher Performance can be explained by the three independent variables in the regression model, namely Organizational Culture Characteristics, Locus of Control and Work Discipline. The remaining 77.7% is explained by other factors outside the model, such as work motivation, principal leadership, work environment and teacher personal factors.
- An Adjusted R Square value of 0.207 was used to provide a more accurate estimate of the population and account for the number of independent variables. This value indicates that after adjustment, the model still explains approximately 20.7% of the variation in teacher performance.

Simultaneous Test (F)

Based on the results of the regression test, the results of the simultaneous regression test (f test) were obtained with an F value of 14.436 or greater than the f table value of 2.66 ($14.436 > 2.66$) with a significance level of 0.000 or less than the predetermined significance level of 0.05 ($0.000 < 0.05$). So it can be concluded that Organizational Culture Characteristics (X1), Locus of Control (X2), and Work Discipline (X3) simultaneously influence Teacher Performance (Y).

The Influence of Organizational Culture Characteristics on Teacher Performance

The results of the study indicate that Organizational Culture Characteristics have a positive and significant influence on teacher performance in several high schools in Lhokseumawe City. This is proven through a t-test which produces a significance value of 0.000 (<0.05) and a calculated t-value of 5.449, which far exceeds the t-table value of 1.976. In addition, the regression coefficient value of 0.392 indicates that any improvement in organizational culture will make a real contribution to improving teacher performance. From the descriptive data side, all organizational culture indicators show a high average score, which is above 4.00. The indicator with the highest value is "Power Distance" with a mean of 4.63 which indicates a low power distance between superiors and subordinates in the school organization. Followed by indicators such as values adopted (4.55), as well as innovation and risk taking (4.34) which also received positive responses from respondents.

Organizational culture reflects the values, norms, habits, and work systems adopted and implemented by all elements within the school. When organizational culture is well-functioning, characterized by shared values, collective spirit, cooperation among teachers, and participatory leadership, teachers will feel emotionally attached to the institution where they work. A conducive environment like this tends to increase teacher loyalty, sense of responsibility, and motivation in carrying out their duties, which ultimately has a positive impact on their performance. This confirms that teachers in high schools in Lhokseumawe City perceive a conducive organizational culture. This finding is reinforced by research by Herlambang et al. (2024) in the Class I Navigation District of Palembang, which showed that organizational culture significantly influences employee performance. Purwanti et al. (2024) also proved that organizational culture contributes directly and significantly to improving teacher performance at Private High School X in Gresik. These results are also supported by Amalia and Astuti (2020) who found that a strong organizational culture can increase overall work effectiveness. Thus, it is important for school management to build and maintain a positive organizational culture to create a work environment that supports improved teacher performance.

The Influence of Locus of Control on Teacher Performance

Based on the results of the t-test, the Locus of Control variable has an influence but is not significant on Teacher Performance, with a significance value of 0.229 (>0.05) and a calculated t value of 1.207 which is smaller than the t table of 1.976. The low regression coefficient of 0.082 also indicates a weak relationship between perceived self-control and teacher performance in the context of this study. Descriptive data shows that most teachers have a tendency towards an internal locus of control, which is reflected in the average value of all indicators above 4.00. The indicator with the highest value is the statement "results do not depend on luck" with a mean value of 4.62 followed by the statement "responsible for one's own actions" with a mean of 4.55. However, even though the internal perception is quite high, there is no statistically significant correlation to their performance.

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In theory, locus of control describes a person's belief in the source of control over their life. Individuals with an internal locus of control believe that success or failure is the result of their own efforts, while those with an external locus of control attribute work outcomes more to fate, luck, or external factors. However, in the context of high school education in Lhokseumawe, teachers' perceptions of control over their lives did not appear to play a significant role in influencing daily work performance. This finding aligns with research by Tossa et al. (2023), which concluded that locus of control had no significant effect on employee performance. However, it differs from research by Herlambang et al. (2024) and Silalahi et al. (2022), which showed a significant effect. These differences in results may be due to differences in the work environment, type of organization, local culture, or applicable management systems. In practice, this suggests that although locus of control is an important psychological factor, teacher performance is more influenced by external factors such as principal leadership, performance evaluation systems, incentives, workload, and organizational support.

The Influence of Work Discipline on Teacher Performance

This study proves that Work Discipline has a positive and significant influence on teacher performance. The t-test results show a significance value of 0.001 (<0.05) with a calculated t of 3.286 (>1.976) and a regression coefficient of 0.244. This means that increasing teacher work discipline such as adherence to schedules, consistent attendance, adherence to rules, and responsibility in carrying out tasks directly impacts the improvement of their performance quality. Descriptive data supports this result. The average respondent response to all work discipline indicators is above 4.44 with the highest indicators being "punctuality" (4.56) and "compliance with rules" (4.53). The majority of respondents chose the Strongly Agree category, indicating a high commitment to compliance, responsibility and work ethics among teachers.

Work discipline is an indicator of professionalism that reflects a teacher's attitude and behavior in carrying out their duties consistently and responsibly. Disciplined teachers tend to have good work planning, are able to manage their time effectively, and are better prepared to face challenges in the school environment. Furthermore, discipline also reflects a high work ethic and integrity, which are highly needed in the world of education. These findings align with research by Lubis (2020), Putra and Fernos (2023), and Purwanti et al. (2024), all of which emphasize that discipline is a key determinant in improving teacher performance. Research by Sutriso et al. (2022) even states that work discipline contributes 51.3% to improving teacher performance. Thus, these results emphasize the importance of school management efforts in fostering a culture of discipline among teachers through monitoring strategies, reward and punishment, and professional training.

CONCLUSION

5.1 Conclusion

Based on the results and discussion, several conclusions can be drawn as follows:

1. Organizational Culture Characteristics have a positive and significant influence on Teacher Performance. The partial test results (t-test) showed a significance value of 0.000 (<0.05) and a calculated value of 5.449 ($> t$ table 1.976) and a regression coefficient of 0.392. This means that the stronger the organizational culture formed in the school, such as shared values, work norms and collective spirit, the higher the teacher performance. Organizational culture provides direction and enthusiasm in achieving the school's vision and mission.
2. *Locus of Control* has an influence but is not significant on teacher performance. The partial test yielded a significance value of 0.229 (> 0.05) and a t-value of 1.207 ($< t$ -table 1.976), as well as a regression coefficient of 0.082. This indicates that teachers' perceptions of control over their lives, both internal and external, do not directly affect their performance. Other factors outside of locus of control, such as motivation, assessment systems, or the work environment, are likely more dominant in influencing performance.
3. Work Discipline has a simultaneous and significant influence on Teacher Performance. The partial test results showed a significance value of 0.001 (<0.05) and a calculated t of 3.286 ($> t$ table 1.976) with a regression coefficient of 0.244. This indicates that teachers who have a high level of work discipline, such as being punctual, obeying rules and being responsible tend to show better performance.

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