

THE EFFECT OF PEDAGOGICAL AND PERSONAL COMPETENCIES ON TEACHERS' PROFESSIONAL COMPETENCE, WITH ORGANIZATIONAL CULTURE AS A MEDIATING VARIABLE, AT SMPN 14 IN SERANG CITY

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ABSTRACT

This study aims to analyze the influence of pedagogical competence and personality competence on teacher professional competence, with organizational culture as a mediating variable at SMPN 14, Serang City. Using a quantitative approach, data were collected through questionnaires distributed to 30 teachers as respondents. The results showed that pedagogical and personality competencies have a positive effect on teacher professionalism. Organizational culture was found to play a significant role as a mediator that strengthens this relationship. These findings imply the importance of strengthening a conducive school culture to optimize teacher potential.

Informasi Artikel

Kata Kunci:

Kompetensi Pedagogik, Kompetensi Kepribadian, Kompetensi Profesional Guru, Budaya Organisasi, Mediasi.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi pedagogik dan kompetensi kepribadian terhadap kompetensi profesional guru dengan budaya organisasi sebagai variabel mediator di SMPN 14 Kota Serang. Menggunakan pendekatan kuantitatif, data dikumpulkan melalui kuesioner kepada 30 guru sebagai responden. Hasil penelitian menunjukkan bahwa kompetensi pedagogik dan kepribadian berpengaruh positif terhadap profesionalisme guru. Budaya organisasi ditemukan berperan signifikan sebagai mediator yang memperkuat hubungan tersebut. Temuan ini mengimplikasikan pentingnya penguatan budaya sekolah yang kondusif untuk mengoptimalkan potensi guru.

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1. Introduction

Educational organizations today face complex challenges in maintaining the quality of their institutions. Sudarwan Danim (2012) states that competence is a set of knowledge, skills, and core values reflected in patterns of thought and behavior. At SMPN 14 in Serang City, the integration of pedagogical and personal competencies is crucial in shaping the profile of professional teachers in accordance with the mandate of Law No. 14 of 2005. The organizational culture at this school serves as a set of “rules of the game” that influences the effectiveness of teachers’ work.

2. Method

This study employed a quantitative approach using a descriptive-verificative method. This approach was chosen to explain the causal relationships among variables through statistical hypothesis testing. The study was conducted at SMPN 14 in Serang City, involving 30 teachers as research respondents, who were selected using a saturation sampling technique (the entire population was included in the sample).

Primary data were collected through a questionnaire designed using a Likert scale (1–5) to measure respondents’ perceptions of pedagogical competence, personal competence, professional competence, and organizational culture. Additionally, participatory observation was conducted to strengthen the validity of the field findings. Data analysis in this study utilized path analysis. This technique was used to test the magnitude of the contribution (influence) indicated by the path coefficients in each path diagram of the causal relationship between the exogenous variables (Pedagogical and Personal Competence) and the endogenous variable (Professional Competence) through the mediator variable, namely Organizational Culture. Before hypothesis testing, the data were first tested for the validity and reliability of the instruments.

3. Results and Discussion

Based on an analysis of data collected from teachers at SMPN 14 in Serang City, it was found that the effectiveness of teachers’

professional competencies is not only determined by individual skills but is also significantly influenced by the synergy between those competencies and the work environment or organizational culture.

Table 1. Competency Indicators and Achievement Levels at SMPN 14, Serang City

No	Variabel	Specific Indicators	Skor Rerata	Categor y
1	Pedagogical Competenc e (X1)	Lesson plan development and classroom management	84%	Excellent
2	Personal Competenc e (X2)	Authority and setting a good example for students	87%	Excellent
3	Organizatio nal Culture (Z)	Values of cooperation and the school’s work ethic	79%	Good
4	Professiona l Competenc e (Y)	Broad and in-depth mastery of the subject matter	82%	Good

Discussion

1. The Influence of Pedagogical Competence and Personality

The research results show that personal competence had the highest score (87%). This indicates that teachers at SMPN 14 in Serang City serve as strong role models, which forms the foundation for establishing authority in the classroom. Meanwhile, pedagogical competence (84%) demonstrates the teachers’ readiness in terms of teaching methodology. Individually, these two variables contribute positively to the development of teacher professionalism.

2. The Role of Organizational Culture as a Mediating Variable

The most important finding in this study is the role of organizational culture as a mediating variable. The organizational culture at SMPN 14 in Serang City, which emphasizes discipline and a sense of family, was found to act as a booster. The data show that even though individual competencies are already strong, their implementation in the form of professional performance will be far more optimal

when supported by a collaborative work environment. This aligns with Sudarwan Danim's (2012) theory, which emphasizes that habitual ways of thinking and acting (culture) are a reflection of the competencies themselves. Furthermore, these findings reinforce Sagala's (2013) view that the effectiveness of educational institutions depends heavily on the ability to coordinate human resources within the framework of a healthy organizational culture. The organizational culture at SMPN 14 Kota Serang has successfully channeled teachers' instructional abilities into tangible results that meet professional standards.

4. Conclusion

Based on the results of the analysis and discussion, it can be concluded that pedagogical competence and personal competence have a positive and significant influence on the professional competence of teachers at SMPN 14 in Serang City. A crucial finding in this study indicates that organizational culture acts as an effective mediating variable. This means that the improvement of teachers' professionalism at SMPN 14 in Serang

City does not depend solely on the individual teachers' abilities but is largely determined by the extent to which the school environment (organizational culture) provides collaborative support and a work atmosphere that is disciplined yet family-like.

5. References

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