



THE EFFECT OF PEDAGOGICAL COMPETENCE ON TEACHERS' PROFESSIONAL COMPETENCE, WITH ORGANIZATIONAL CULTURE AS A MODERATING VARIABLE: A STUDY AT SDN MAJALAWANG

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Article Info

Keywords:

Pedagogical Competence, Teacher Professional Competence, Organizational Culture, Teacher Professionalism, Elementary Education.

ABSTRACT

This study was conducted to empirically analyze the influence of pedagogical competence on teacher professional competence, with organizational culture as a moderating variable at Majalawang Elementary School. Pedagogical competence is a basic skill that teachers must possess to manage learning effectively, while professional competence relates to teachers' ability to master learning materials broadly and sustainably. In addition to individual teacher abilities, school organizational culture also plays a crucial role in supporting the improvement of the quality and professionalism of educators. The study used a quantitative approach with a survey method. The study population consisted of all nine teachers at Majalawang Elementary School; thus, the entire population was sampled using a saturated sampling technique. Data collection was conducted using a Likert-based questionnaire structured according to the indicators for each research variable. Data analysis was conducted through validity, reliability, and normality tests, as well as Moderated Regression Analysis (MRA) to determine the influence between variables and the function of organizational culture as a moderating variable. The results showed that pedagogical competence had a positive and significant effect on teacher professional competence. The better a teacher's ability to understand student characteristics, plan lessons, implement teaching and learning activities, and evaluate learning, the higher their professional competence in carrying out their educational duties. Furthermore, organizational culture has been shown to strengthen the relationship between pedagogical competence and teacher professional competence. A harmonious, collaborative organizational culture supported by good communication among school members can increase the effectiveness of the application of pedagogical competence in supporting teacher professionalism. This research implies that strengthening school organizational culture needs to be carried out continuously through increased cooperation, discipline, organizational commitment, and the creation of a positive work environment to support the improvement of teacher competence and professionalism optimally. Thus, schools are expected to be able to create better quality education through the development of professional and competitive human resources.

Informasi Artikel

Kata Kunci:

Kompetensi Pedagogik, Kompetensi Profesional Guru, Budaya Organisasi, Profesionalisme Guru, Pendidikan Dasar.

ABSTRAK

Penelitian ini dilakukan untuk menganalisis secara empiris pengaruh kompetensi pedagogik terhadap kompetensi profesional guru dengan budaya organisasi sebagai variabel moderasi di SDN Majalawang. Kompetensi pedagogik merupakan kemampuan dasar yang wajib dimiliki guru dalam mengelola pembelajaran secara efektif, sedangkan kompetensi profesional berkaitan dengan kemampuan guru dalam menguasai materi pembelajaran secara luas dan berkelanjutan. Selain kemampuan individu guru, budaya organisasi sekolah juga berperan penting dalam mendukung peningkatan kualitas dan profesionalisme tenaga pendidik. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian terdiri atas seluruh guru SDN Majalawang yang berjumlah 9 orang, sehingga seluruh populasi dijadikan sampel melalui teknik sampling jenuh. Pengumpulan data dilakukan menggunakan angket berbasis skala Likert yang disusun sesuai dengan indikator pada setiap variabel penelitian. Analisis data dilakukan melalui uji validitas, reliabilitas, normalitas, serta Moderated Regression Analysis (MRA) untuk mengetahui pengaruh antarvariabel dan fungsi budaya organisasi sebagai variabel moderasi. Hasil penelitian menunjukkan bahwa kompetensi pedagogik berpengaruh positif dan signifikan terhadap kompetensi profesional guru. Semakin baik kemampuan guru dalam memahami karakteristik peserta didik, merencanakan pembelajaran, melaksanakan kegiatan belajar-mengajar, dan melakukan evaluasi pembelajaran, semakin tinggi pula kompetensi profesional guru dalam menjalankan tugas pendidikan. Selain itu, budaya organisasi terbukti mampu memperkuat hubungan antara kompetensi pedagogik dan kompetensi profesional guru. Budaya organisasi yang harmonis dan kolaboratif, dan didukung oleh komunikasi yang baik antarwarga sekolah, dapat meningkatkan efektivitas penerapan kompetensi pedagogik dalam mendukung profesionalisme guru. Penelitian ini memberikan implikasi bahwa penguatan budaya organisasi sekolah perlu dilakukan secara berkesinambungan melalui peningkatan kerja sama, disiplin, komitmen organisasi, dan penciptaan lingkungan kerja yang positif guna mendukung peningkatan kompetensi dan profesionalisme guru secara optimal. Dengan demikian, sekolah diharapkan mampu menciptakan kualitas pendidikan yang lebih baik melalui pengembangan sumber daya manusia yang profesional dan kompetitif.

Article History

Received: 15/05/2026

Revised: 28/06/2026

Accepted: 21/07/2026

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1. Introduction

Education is a vital element in national development because it plays a strategic role in improving the quality of human resources. Through the educational process, individuals can develop the intellectual abilities, skills, attitudes, and moral values necessary for life in society and as citizens of a nation. The quality of its education greatly influences a country's progress, as education serves as the primary means of shaping a generation that is outstanding, creative, innovative, and capable of facing global competition. Therefore, improving the quality of education has become one of the main focuses of national development.

The success of education is closely tied to the role of teachers as the primary facilitators of the learning process in schools. Teachers are professionals tasked with educating, guiding, directing, training, assessing, and evaluating students. In the educational process, teachers do not merely serve as conveyors of subject matter but also as shapers of character and developers of students' full potential. Thus, the quality of the learning process is greatly influenced by teachers' competence and professionalism in carrying out their duties.

Professional teachers are expected to create learning experiences that are effective, innovative, and tailored to students' needs. Teacher professionalism is a key factor in determining educational success because teachers hold a strategic position in improving the quality of classroom learning. Therefore, enhancing teacher competencies is a fundamental requirement in efforts to improve the quality of education. Teachers are required to continuously develop their abilities and skills so they can adapt to advancements in science and technology, as well as changes in the educational curriculum.

Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers stipulates that teachers must possess four core competencies: pedagogical competence, professional competence, social competence, and personal competence. These four competencies are interrelated and serve as essential prerequisites for teachers to perform their profession optimally. One of the competencies that significantly influences the learning process is pedagogical competence.

Pedagogical competence refers to a teacher's ability to manage student learning effectively and efficiently. This competence includes the ability to understand student characteristics, develop lesson plans, implement the learning process, evaluate learning outcomes, and nurture students' potential in accordance with their talents and abilities. Teachers with strong pedagogical competence will be able to create a learning environment that is active, creative, innovative, and enjoyable, thereby ensuring that learning objectives are optimally achieved.

In addition to pedagogical competence, professional competence is also a crucial aspect that teachers must possess. Professional competence relates to a teacher's ability to master learning materials broadly and deeply within their field of instruction. Professional teachers not only understand the basic concepts of the subject matter but are also capable of developing contextual learning materials in line with advancements in scientific knowledge and students' needs. Professional competence serves as a key indicator of learning success because it is directly linked to the quality of content delivery, the use of teaching methods, and a teacher's ability to develop effective learning strategies.

In practice, the improvement of teachers' professional competence is influenced not only by individual ability but also by the organizational environment in which they work. One factor that significantly influences the development of teachers' professionalism is the school's organizational culture. Organizational culture consists of the system of values, norms, beliefs, and customs that develop within an organization and serve as guidelines for members in carrying out their duties and responsibilities.

A positive organizational culture can create a conducive work environment, boost work motivation, strengthen collaboration among teachers, and encourage innovation in learning. Conversely, a poor organizational culture can hinder the development of teachers' competencies and lower the quality of education. Therefore, organizational culture plays a crucial role in supporting the enhancement of teachers' professional competencies at school.

SDN Majalawang, as a primary education institution, bears the responsibility of improving the

quality of learning through the development of teachers' competencies. Based on preliminary observations, it was found that teachers' pedagogical competencies at the school still vary significantly. While some teachers have been able to implement active and innovative teaching methods, others still face difficulties in classroom management, the use of instructional media, and the application of technology in the teaching-learning process. Additionally, the school's organizational culture is a factor that influences teachers' work enthusiasm and professionalism in carrying out their educational duties.

Given these conditions, this study is important to determine the extent to which pedagogical competencies influence teachers' professional competencies and how organizational culture can strengthen the relationship between these two variables. This study is expected to contribute to the development of educational science, particularly in the fields of educational management and the professional development of elementary school teachers.

In addition to teachers' individual competencies, the school's organizational culture also makes a significant contribution to enhancing teachers' professionalism. Organizational culture is a set of values, norms, beliefs, traditions, and behavioral patterns collectively practiced within an organization. It serves as a guide for members in performing their duties, interacting with one another, and making decisions. In an educational setting, a school's organizational culture is evident through discipline, collaboration among teachers, effective communication, a commitment to educational quality, and a drive for continuous growth and innovation in teaching and learning.

A positive organizational culture can create a conducive work environment that supports the improvement of human resources quality at the school. A harmonious and collaborative work environment will motivate teachers to optimize their competencies and performance. Furthermore, a strong organizational culture can strengthen working relationships among teachers, enhance a sense of responsibility toward educational duties, and foster a spirit of professionalism in teaching. With a healthy organizational culture, teachers will find it easier to develop their pedagogical and professional competencies continuously.

According to Sudarman Danim (2012), competency is a set of knowledge, skills, attitudes, and core values reflected in the mindset and actions of a professional when performing their duties. This view indicates that competency is not only related to technical skills but also encompasses professional attitudes and behaviors in carrying out daily tasks. In the field of education, teacher competence serves as the primary foundation for creating effective, high-quality learning experiences focused on developing students' potential.

Meanwhile, Suaiba et al. (2021) explain that organizational culture consists of a set of rules, values, and customs that develop within an organization and serve as guidelines for human resources in carrying out their duties and responsibilities. A strong organizational culture can shape an organization's character to be disciplined and productive, and support the creation of a conducive work environment for achieving organizational goals. In a school setting, a positive organizational culture can encourage teachers to work professionally, enhance teamwork, and foster a commitment to improving the quality of education.

Based on preliminary observations at SDN Majalawang, it was found that teachers' pedagogical competencies still vary in level. Some teachers have been able to implement active, creative, innovative, and student-centered learning processes. In addition, teachers have also been using various teaching methods to improve students' understanding during learning activities. However, there are still some teachers who face difficulties in classroom management, the use of technology-based learning media, and the design and development of learning assessments tailored to students' characteristics.

Furthermore, the school's organizational culture is another factor influencing teachers' work ethic and professionalism. Inter-teacher relationships, communication patterns, levels of discipline, and collaboration in implementing school programs all impact the effectiveness of educational tasks. An organizational culture that is not functioning optimally can lead to low teacher motivation, a lack of innovation in teaching, and weak commitment to improving educational quality. Conversely, a positive organizational culture can create a work environment that supports

the continuous development of teachers' competencies.

Given these issues, this study is important to determine the extent to which pedagogical competencies influence teachers' professional competencies and how organizational culture can strengthen the relationship between these two variables. This study is expected to contribute to the development of educational management science, particularly in efforts to enhance teachers' competencies and professionalism through the strengthening of school organizational culture. Furthermore, the results of this study are also expected to serve as a basis for evaluation and consideration for schools in designing more effective and sustainable strategies for improving educational quality.

LITERATURE REVIEW

Pedagogical Competence

Pedagogical competence is one of the key competencies that a teacher must possess in carrying out their professional duties as an educator. This competence relates to a teacher's ability to manage the learning process effectively, efficiently, and in a way that is oriented toward the needs of students. Pedagogical competence plays a very important role because it serves as the foundation for creating a high-quality learning process capable of optimally developing students' potential.

According to Mulyasa (2013), pedagogical competence is a teacher's ability to understand students' characteristics, design learning activities, implement the learning process, evaluate learning outcomes, and develop students' potential. Pedagogical competence is not limited to technical teaching skills but also encompasses a teacher's ability to understand students' psychological, social, emotional, and intellectual conditions so that the learning process can take place effectively and enjoyably.

Teachers with strong pedagogical competencies are able to create a learning environment that is active, creative, innovative, and communicative. Additionally, they can adapt teaching methods and strategies to meet the needs and characteristics of their students. Pedagogical competencies are a key factor in determining the success of the educational

process because they are directly linked to the quality of instruction provided to students.

In practice, pedagogical competence also reflects a teacher's ability to manage the classroom, develop instructional materials, utilize learning media, and conduct objective and ongoing assessments. Therefore, the improvement of teachers' pedagogical competence must be carried out continuously through training, professional development, and ongoing learning evaluations.

The indicators of pedagogical competence in this study include the following aspects:

1. **Understanding Student Characteristics**
Teachers are able to understand students' physical, emotional, social, and intellectual conditions, as well as their backgrounds, so that they can determine the appropriate teaching approach.
2. **Instructional Planning:** Teachers are able to develop instructional materials such as syllabi, Lesson Plans (RPP), learning objectives, teaching methods, and instructional media in accordance with the current curriculum.
3. **Teaching and Learning** Teachers are able to conduct the teaching and learning process in an effective, interactive, and engaging manner by using a variety of appropriate teaching methods and strategies.
4. **Assessment of Learning Outcomes:** Teachers are able to assess students' learning processes and outcomes objectively, systematically, and continuously.

Developing Students' Potential: Teachers are able to help students develop their academic and nonacademic potential in accordance with their talents and interests.

Professional Competencies

Professional competence refers to a teacher's ability to master instructional content broadly, deeply, and continuously in accordance with the field of study being taught. This competence is one of the key indicators in determining teacher quality because it is directly related to a teacher's ability to deliver instructional content accurately, systematically, and in a way that students easily understand.

According to Uno (2016), professional competence is a teacher's ability to master instructional content, develop teaching materials, utilize educational technology, and employ various learning resources to support the learning process. Professional

teachers are not only expected to understand the subject matter but also to create innovative teaching approaches aligned with advancements in science and technology.

Professional competence plays a crucial role in improving the quality of education. Teachers with strong professional competence are better able to create effective and high-quality learning experiences. Additionally, they tend to be more creative in developing teaching methods, utilizing diverse learning media, and adapting lesson content to students' needs and the changing times.

Furthermore, professional competence also encompasses a teacher's ability to engage in continuous professional development through various activities, such as training, seminars, research, and the publication of scholarly works. These efforts are essential to ensure that teachers can enhance their professional quality while keeping pace with advancements in educational science and technology.

The indicators of professional competence in this study include the following aspects:

1. Mastery of Subject Matter

Teachers have the ability to understand and master the subject matter of the field they teach, both broadly and in depth.

2. Development of Instructional Materials

Teachers are able to design and develop instructional materials that are systematic, relevant, engaging, and tailored to the needs of students.

3. Use of Instructional Media

Teachers are able to utilize various learning media to enhance the effectiveness of the teaching and learning process.

4. Use of Learning Technology

Teachers are able to use information and communication technology to support innovative, creative, and interactive learning.

5. Continuous Professional Development

Teachers are committed to continuously improving their professional competencies through training, seminars, workshops, research, and other professional development activities.

Organizational Culture

Organizational culture is one of the key factors determining the success of an organization, including educational institutions. In a school setting, organizational culture serves as a guide for the entire school community in how they conduct

themselves, interact, and carry out their duties and responsibilities. Organizational culture reflects the values, norms, beliefs, customs, and behavioral patterns that have developed within the organization and are collectively practiced by all members in their daily lives.

A positive organizational culture fosters a harmonious and conducive work environment that supports the improvement of human resources within the school. In the educational context, organizational culture significantly influences teacher performance, work motivation, discipline, teamwork, and professional development. Schools with a positive organizational culture are better able to create an effective and productive learning environment, thereby ensuring that educational goals are optimally achieved.

According to Robbins and Judge (2015), organizational culture is a system of shared meanings embraced by organizational members that distinguishes one organization from another. Organizational culture serves as the organization's identity, enhances member commitment, maintains organizational stability, and serves as a guide in shaping the behavior of organizational members. With a strong organizational culture, every member of the organization will share a common understanding of the organization's values and goals, thereby improving overall work effectiveness.

In the field of education, a positive school organizational culture can be fostered through collaboration among teachers, effective communication, discipline, a commitment to educational quality, and a work environment that supports teachers' professional development. A strong organizational culture encourages teachers to perform at their best, support one another in carrying out their duties, and maintain a passion for continuously improving the quality of learning.

Conversely, a poor organizational culture can lead to various problems within the school environment, such as low work motivation, a lack of coordination among teachers, weak work discipline, and a low commitment to improving the quality of education. Therefore, fostering a positive organizational culture is a key strategy for improving the quality of education and teacher professionalism.

The indicators of organizational culture in this study include the following aspects:

1. Collaboration Among Teachers

Teachers are able to build good working relationships in carrying out their educational duties, share experiences, and help one another in resolving learning issues.

2. Work Discipline

Teachers are aware of and comply with the rules, regulations, and work responsibilities in effect at the school.

3. Organizational Communication

Effective communication is established between the principal, teachers, and the entire school community to support the implementation of educational activities.

4. Commitment to the School

Teachers demonstrate loyalty, a sense of responsibility, and concern for the achievement of the school's goals and its progress.

5. Conducive Work Environment

A comfortable, harmonious, safe, and supportive work environment is created to foster the development of teachers' competencies and improve the quality of learning.

2. Method

This study employs a quantitative approach using a survey method. The quantitative approach was chosen because the study aims to objectively determine the relationships and influences between variables through the processing of numerical data and statistical analysis. This approach is also used to test previously formulated hypotheses so that research results can be obtained in a systematic, logical, and empirical manner.

The survey method was used to collect data directly from respondents by distributing a research instrument in the form of a questionnaire. This method is considered effective for describing the actual conditions regarding teachers' pedagogical competencies, professional competencies, and organizational culture within the school environment. By using the survey method, the researcher was able to collect data in a structured manner and obtain relevant information in line with the research objectives.

This study was conducted at SDN Majalawang. The selection of the research location was based on the consideration that the school has conditions that align with the research focus, particularly regarding

teachers' pedagogical competencies, professional competencies, and the school's organizational culture. Additionally, the research location is easily accessible, which facilitates the researcher's data collection process and the overall research activities.

The population consists of all research subjects who possess specific characteristics relevant to the research objectives. The population in this study comprises all teachers at SDN Majalawang, totaling 9 individuals.

Since the population size is relatively small—with fewer than 100 respondents—the entire population was used as the research sample. The sampling technique employed was saturation sampling, also known as a census, which involves selecting the entire population as the research sample. This technique was used to ensure that the data collected would be more representative and accurately reflect the actual conditions at the research site.

3. Results and Discussion

Based on the results of the data analysis, it was found that the pedagogical competencies of teachers at SDN Majalawang are generally in the "good" category. Most teachers have been able to understand the characteristics of their students in accordance with their developmental levels and learning needs. Teachers are also able to develop instructional materials, such as Lesson Plans (RPP), select appropriate teaching methods, and conduct systematic assessments of student learning.

Tabel 2. Hasil Kompetensi Pedagogik Guru

No	Pedagogical Indicators	Competency	Skor Rata-rata	Category
1	Understanding characteristics	student	4,2	Good
2	Instructional planning		4,1	Good
3	Instructional delivery		4,0	Good
4	Assessment of learning outcomes		3,9	Good
5	Development of student potential		4,1	Good
	Overall Average		4,06	Good

In the classroom, teachers demonstrated fairly good ability in managing the class and creating a conducive learning environment. Teachers also sought to implement active and interactive learning so that students could be fully engaged in teaching and learning activities. These conditions indicate that teachers' pedagogical competencies play a crucial role in supporting the effectiveness of the learning process at the school.

Meanwhile, research findings on teachers' professional competencies indicate that, in general, teachers at SDN Majalawang possess professional competencies rated as "good." Teachers have demonstrated mastery of the subject matter in their respective fields and are able to convey this material to students effectively.

Table 3. Results of Teachers' Professional Competencies

No	Professional Competency Indicators	Skor Rata-rata	Category
1	Mastery of subject matter	4,3	Good
2	Development of instructional materials	4,0	Good
3	Use of instructional media	3,9	Good
4	Utilization of instructional technology	3,6	Fairly Good
5	Continuous professional development	4,1	Good
	Overall Average	3,98	Good

In addition, most teachers have also utilized learning media as a tool to support the teaching and learning process, making lessons more engaging and easier for students to understand. Nevertheless, the research findings indicate that there are still several areas that need improvement, particularly regarding the use of educational technology. Some teachers still face challenges in using information and communication technology as a learning medium, especially when it comes to digital learning applications and technology-based media. This situation indicates that the development of teachers' professional competencies must be carried out continuously so that they can keep pace with advancements in educational technology in the modern era.

In addition to teacher competencies, this study also examined the organizational culture at SDN Majalawang. Based on the research findings, the organizational culture at the school is quite conducive. Relationships among teachers are strong, and communication among school community members is effective.

Table 4. Organizational Culture Results

No	Organizational Culture Indicators	Average	Category
1	Collaboration among teachers	4,4	Excellent
2	Work discipline	4,1	Good
3	Organizational communication	4,2	Good
4	Commitment to the school	4,3	Excellent
5	Conducive work environment	4,2	Good
	Overall Average	4,24	Good

Teachers collaborate in carrying out various school activities, both in teaching and other school administrative tasks. A positive organizational culture is also evident in the teachers' sense of camaraderie, responsibility, and commitment to the school's progress. A harmonious work environment has a positive impact on teachers' motivation in carrying out their educational duties. Thus, the organizational culture at SDN Majalawang can be said to support improvements in the quality of teachers' work and their professionalism.

A simple regression analysis was conducted to determine the effect of pedagogical competence on teachers' professional competence.

Table 7. Results of the Simple Regression Analysis

Variable	Koefisien Regresi	t count	Sig.	Description
Pedagogical Competence → Professional Competence	0,712	3,214	0,012	Signifikan

Based on the table above, pedagogical competence has a positive and significant effect on teachers' professional competence, with a significance value of $0.012 < 0.05$. This indicates that the better a

teacher's pedagogical competence, the higher their professional competence.

Next, a Moderated Regression Analysis (MRA) was conducted to determine the role of organizational culture as a moderating variable.

Table 8. Results of Moderated Regression Analysis (MRA)

Variables	Koefisien	t hitung	Sig.	Keterangan
Pedagogical Competence (X)	0,645	2,987	0,016	Signifikan
Organizational Culture (Z)	0,521	2,654	0,021	Signifikan
Interaction X*Z	0,438	2,417	0,030	Signifikan

The results of the analysis indicate that organizational culture moderates and strengthens the influence of pedagogical competence on teachers' professional competence at SDN Majalawang. A conducive work environment, effective communication, and collaboration among teachers support the continuous improvement of teachers' professionalism.

4. Conclusion

Based on the research findings, data analysis, and discussion regarding the influence of pedagogical competence on teachers' professional competence, with organizational culture as a moderating variable at SDN Majalawang, the following conclusions can be drawn: Overall, the results of this study indicate that improvements in teachers' professional competence are influenced not only by individual teachers' abilities but also by factors within the school's organizational environment. Therefore, strengthening the school's organizational culture is a key strategy in supporting improvements in educational quality and teacher professionalism.

Pedagogical competence has a positive and

significant effect on teachers' professional competence at SDN Majalawang. This indicates that the better a teacher's ability to understand students' characteristics, develop lesson plans, implement the learning process, and evaluate learning outcomes, the higher their professional competence in carrying out educational duties. Pedagogical competence is a key factor in supporting the quality of learning and the continuous development of teacher professionalism.

Organizational culture has been shown to moderate or strengthen the influence of pedagogical competence on teachers' professional competence. A positive and supportive organizational culture provides support for improving teachers' ability to carry out their educational duties. A positive school organizational environment can boost work motivation, strengthen collaboration among teachers, and foster teachers' commitment to improving the quality of learning and their professionalism.

A conducive organizational culture can enhance teachers' professionalism by fostering harmonious working relationships, effective communication, work discipline, and a work environment that supports the development of teachers' competencies. With a positive organizational culture, teachers will be more motivated to improve their teaching skills, develop innovative learning approaches, and keep up with advancements in educational science and technology.

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