

# The Influence of Teacher Pedagogic Competence and School Organizational Culture on Teacher Performance in Elementary Schools in the North Penajam Paser Cluster, East Kalimantan

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## A B S T R A C T

This study aims to analyze the influence of teachers' pedagogical competence and school organizational culture on teacher performance in elementary schools within the Penajam Paser Utara cluster, East Kalimantan. The research employed a quantitative approach using an ex post facto design. The population consisted of 106 elementary school teachers, with a sample of 84 respondents determined using the Slovin formula. Data were collected through the distribution of questionnaires to teachers who served as research respondents. The collected data were then analyzed using multiple linear regression analysis with the assistance of the Statistical Package for the Social Sciences (SPSS) version 22. The results of the study indicate that teachers' pedagogical competence has a significant effect on teacher performance with a t-value of 2.463. School organizational culture also shows an influence on teacher performance with a t-value of 0.597. Furthermore, simultaneously, teachers' pedagogical competence and school organizational culture have a significant effect on teacher performance with an F-value of 6.082 and a significance level of 0.003. These findings suggest that improving teacher performance can be achieved through strengthening teachers' pedagogical competence and developing a supportive, collaborative, and conducive school organizational culture that promotes effective learning processes.

**Keywords:** *Pedagogical Competence, School Organizational Culture, Teacher Performance, Elementary School Teachers, Educational Management*

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## INTRODUCTION

Education is one of the main pillars in the development of quality human resources. The success of the implementation of education is not only determined by the curriculum and adequate infrastructure, but also greatly influenced by the quality of teacher performance as the main implementer of the learning process in schools (Ilhami & Fathoni, 2025; Sanga & Wangdra, 2023; Syamsurijal, 2023). Teachers have a strategic role in shaping character, developing students' potential, and creating an effective and meaningful learning process. Therefore, improving teacher performance is one of the important aspects that needs attention in efforts to improve the quality of education, especially at the elementary school level as the initial foundation in the formal education system (Al-Baihaqi et al., 2024).

Teacher performance basically does not appear automatically, but is influenced by various interrelated factors (Fathoni, 2025; Scott, 2022; Salfiyadi, 2021). Among the factors that have an important role are the pedagogic competence of teachers and the organizational culture that develops in the school environment. Pedagogic competence is related to the ability of teachers to understand the characteristics of students, design learning, carry out the learning process effectively, and conduct systematic learning evaluations. Teachers who have good pedagogic competence tend to be able to manage learning optimally so that they can improve the quality of the teaching and learning process in the classroom. In addition, the culture of the school organization also plays a role in shaping work patterns, values, and habits that affect the behavior and performance of teachers in carrying out their professional duties.

In the context of education in Indonesia, improving the quality of teacher performance is still one of the challenges faced by various education units. Although various policies have been implemented by the government to improve teacher professionalism, such as teacher certification programs, competency development, and welfare improvement, in practice there are still various problems related to the implementation of teachers' duties in schools. Some of them include the low ability of teachers to develop innovative learning strategies, limitations in conducting comprehensive learning evaluations, and the lack of optimal school organizational environment in supporting the creation of maximum teacher performance. This condition shows that the improvement of teacher performance is not only influenced by individual factors, but also by organizational factors in the school environment.

Theoretically, pedagogic competence is one of the main competencies that a teacher must have in carrying out his professional duties. According to Mulyasa, pedagogic competence is the ability of teachers to manage student learning which includes understanding student characteristics, learning design, learning implementation, and evaluation of learning outcomes. This competence is an important basis for teachers in creating an effective and development-oriented learning process for students. Meanwhile, school organizational culture refers to a set of values, norms, beliefs, and behavior patterns that develop in the school environment and become a guideline for all members of the organization in carrying out their activities. Robbins explained that organizational culture serves as a system of shared meaning embraced by members of an organization that distinguishes an organization from other organizations and influences the behavior of individuals in the organization.

Based on the results of initial observations carried out in several elementary schools that are members of the cluster in North Penajam Paser Regency, there are still several conditions that show that teacher performance is not fully optimal. This can be seen from the differences in teachers' abilities in designing learning tools, the implementation of learning that still tends to be teacher-centered, and the variety of learning methods that are not optimal. In addition, in some schools, it can also be seen that the work culture that has been formed has not fully encouraged the creation of professional collaboration between teachers or the strengthening of organizational values that support performance improvement. This condition shows that there are still factors that affect teacher performance that need to be further studied scientifically.

Several previous studies have examined factors that affect teacher performance. Research conducted by Ilhami and Fathoni (2025) shows that teacher competence has an important role in improving the quality of learning and professional performance of teachers. The results of the study emphasized that teachers who have good pedagogic competence tend to be better able to manage learning effectively so that it has an impact on improving student learning outcomes.

Another study conducted by Sanga and Wangdra (2023) also found that teacher performance is influenced by professional abilities and a supportive work environment. In the study, it was explained that internal factors in the form of teacher competence and external factors such as school organizational support have a close relationship in forming optimal teacher performance.

Furthermore, Syamsurijal (2023) in his research stated that improving teacher performance can be done through strengthening teachers' basic competencies, especially pedagogic competencies related to learning planning and implementation. This study emphasizes that pedagogic competence is one of the important indicators in determining the success of teachers in carrying out their duties.

Research conducted by Riyadi (2022) shows that school organizational culture has an influence on teacher performance, especially in building teamwork, organizational communication, and work commitment. A positive organizational culture has been proven to be able to create a conducive work environment so that teachers are more motivated in carrying out their duties.

In addition, Salfiyadi (2021) also found that there is a significant relationship between organizational culture and teacher performance. The results of the study show that strong organizational values and effective leadership can improve work discipline and teacher responsibility in carrying out the learning process.

Based on these previous studies, it can be concluded that pedagogic competence and organizational culture are two important factors that affect teacher performance. However, research that examines these two variables simultaneously, especially at the elementary school level in one group of education areas, is still limited. Therefore, this research was conducted to fill this gap by examining the influence of pedagogic competence and school organizational culture together on teacher performance.

Although various studies have examined teacher competence and school organizational culture, there are still research gaps that need to be considered. Most previous studies have tended to examine these variables separately, such as the influence of teacher competence on performance or organizational culture on teacher performance. In addition, research that specifically analyzes the influence of teachers' pedagogic competencies and school organizational culture simultaneously on teacher performance in the context of elementary schools in the North Penajam Paser area is still relatively limited. Therefore, this study presents a novelty by examining the two variables together in a research model at the elementary school level in a group of educational areas. This approach provides a more integrative perspective in understanding the relationship between individual competency factors and the organizational environment on teacher performance. The results of the research are expected to make an empirical contribution to the development of education policies and become a reference for schools and stakeholders in designing strategies to improve teacher performance in a sustainable manner.

## METHOD

A quantitative approach with an ex post facto design that is causal is used in this study (Syahroni, 2022). This approach was chosen because the causal relationship between teachers' pedagogic competence and school organizational culture on teacher performance was analyzed without any treatment or manipulation of the variables studied. Thus, the phenomena that have occurred are observed and the relationship between variables is analyzed based on empirical data obtained in the field. This research was carried out in elementary schools that are members of the cluster in North Penajam Paser Regency, East Kalimantan, in the 2025/2026 school year. The independent variable consists of the teacher's pedagogic competence (X1) and the school organizational culture (X2), while the bound variable is the teacher's performance (Y). The research population was determined by all elementary school teachers who were members of the cluster in North Penajam Paser Regency which amounted to 106 people. The number of samples was determined using the Slovin formula with an error rate of 5%.

$$n = N / (1 + N(e)^2)$$

Description: n = quantity of samples

N = total population

e = error rate

By entering the values N = 106 and e = 0.05, the following calculation is obtained:

$$n = 106 / (1 + 106 (0.05)^2)$$

$$n = 106 / (1 + 106 (0.0025))$$

$$n = 106 / (1 + 0.265)$$

$$n = 106 / 1.265$$

$$n = 83.79 \approx 84$$

Based on the results of the calculation, the minimum number of samples required in this study was set at 84 respondents. Therefore, as many as 84 teachers were used as research samples. This number is considered to have met statistical requirements and is considered to be able to represent the characteristics of the population of 106 teachers. The sampling

technique in this study was carried out using proportional random sampling, so that each teacher was given the same opportunity to be selected as a respondent according to the proportion of the number of teachers in each school in the group. This technique was chosen so that the sample distribution still reflects the overall population conditions. Data collection was carried out using a closed questionnaire instrument compiled based on a four-level Likert scale to measure respondents' perception of each statement related to the research variable.

Table 1. Likert scale

Score Range	Category Response
4	Strongly agree
3	Agree
2	Disagree
1	Strongly Disagree

The research instrument is prepared in advance for each variable, where the teacher's pedagogic competency instrument is made based on the indicators of the teacher's ability to understand the characteristics of students, design learning, carry out learning effectively, and evaluate learning. School organizational culture instruments are developed by referring to indicators of organizational values, cooperation between members, commitment to school goals, and work habits that develop in the school environment. Meanwhile, teacher performance instruments are designed based on aspects of planning, implementation, and evaluation and follow-up of learning outcomes. Before use, all statement items are tested for validity and reliability using the SPSS version 22 program to ensure the ability to measure variables appropriately and the consistency of the instrument. Data collection was carried out after the research permit was obtained, then the questionnaire was distributed to the sample, filled out directly by the respondents according to the instructions, and checked for completeness before analysis. The collected data were analyzed through validity, reliability, classical assumption tests (normality and linearity), and multiple linear regression to determine the influence of teachers' pedagogic competence and school organizational culture on teacher performance, with a significance of 0.05 and a determination coefficient ( $R^2$ ) as a measure of the contribution of independent variables.

## FINDINGS AND DISCUSSION

### Research Results

After all research data is collected through the distribution of questionnaires to respondents, the next step is to process and analyze the data statistically. This analysis aims to test the research hypothesis as well as assess the influence of teachers' pedagogic competence and school organizational culture on the performance of elementary school teachers in the North Penajam Paser Cluster, East Kalimantan, both partially and simultaneously. Data processing is carried out by utilizing the Statistical Package for the Social Sciences (SPSS) software version 22 through several stages of analysis. The initial stage is in the form of testing the validity and reliability of the instrument to ensure that each statement item on the questionnaire can accurately measure the research variables and have adequate consistency. Furthermore, the classical assumption test, which includes the normality and linearity tests, is performed as a prerequisite before the regression analysis. After all requirements were met, multiple linear regression analysis was carried out to determine the magnitude of the influence of independent variables, namely the pedagogic competence of teachers (X1) and the culture of the school organization (X2), on the dependent variables of teacher performance (Y). The results of the analysis are presented systematically to comprehensively explain the empirical relationship between variables.

Table 2. Item-Total Statistics Validity and Validity Test X1

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	.378	0,05	Valid	.886	0,70	Reliabel
2	.652	0,05	Valid	.880	0,70	Reliabel
3	.577	0,05	Valid	.879	0,70	Reliabel
4	.652	0,05	Valid	.880	0,70	Reliabel
5	.297	0,05	Valid	.895	0,70	Reliabel
6	.049	0,05	Valid	.897	0,70	Reliabel
7	.639	0,05	Valid	.877	0,70	Reliabel
8	.673	0,05	Valid	.880	0,70	Reliabel
9	.525	0,05	Valid	.881	0,70	Reliabel
10	.497	0,05	Valid	.882	0,70	Reliabel
11	.673	0,05	Valid	.880	0,70	Reliabel
12	.718	0,05	Valid	.874	0,70	Reliabel
13	.353	0,05	Valid	.885	0,70	Reliabel
14	.723	0,05	Valid	.874	0,70	Reliabel
15	.442	0,05	Valid	.884	0,70	Reliabel
16	.638	0,05	Valid	.877	0,70	Reliabel
17	.673	0,05	Valid	.880	0,70	Reliabel
18	.628	0,05	Valid	.878	0,70	Reliabel
19	.524	0,05	Valid	.882	0,70	Reliabel
20	.641	0,05	Valid	.880	0,70	Reliabel
21	.418	0,05	Valid	.884	0,70	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the test results displayed in the table, it can be concluded that the instrument in the variable X1 of the teacher's pedagogic competence has been declared to meet the valid and reliable criteria. The validity of the instrument is determined by referring to the validity test, where an item of a statement is declared valid if the value of the Corrected Item-Total Correlation or  $r$  is calculated to be greater than the value of  $r$  of the table at a significance level of 0.05. The results of the analysis showed that all items in the teacher's pedagogic competency variable had a correlation value that exceeded the set minimum limit, so that each statement item was considered capable of representing the measured construct and was suitable for use as a research instrument. Furthermore, the reliability of the instrument was tested to assess the consistency of the instrument in measuring the research variables. The instrument is declared reliable if Cronbach's Alpha value is greater than 0.70. The test results showed that the Cronbach's Alpha value on the teacher's pedagogic competency variable had exceeded the

minimum limit, so that the instrument had good internal consistency and was able to provide stable measurement results. Based on these results of validity and reliability, all items in the X1 variable are suitable for use in the next analysis, before testing the X2 variable of the school organization's culture.

Table 3. Item-Total Statistics Validity Test and Validity Test X2

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	.466	0,05	Valid	.891	0,70	Reliabel
2	.690	0,05	Valid	.887	0,70	Reliabel
3	.501	0,05	Valid	.889	0,70	Reliabel
4	.690	0,05	Valid	.887	0,70	Reliabel
5	.107	0,05	Valid	.901	0,70	Reliabel
6	.033	0,05	Valid	.900	0,70	Reliabel
7	.673	0,05	Valid	.884	0,70	Reliabel
8	.708	0,05	Valid	.887	0,70	Reliabel
9	.534	0,05	Valid	.889	0,70	Reliabel
10	.412	0,05	Valid	.892	0,70	Reliabel
11	.708	0,05	Valid	.887	0,70	Reliabel
12	.690	0,05	Valid	.883	0,70	Reliabel
13	.402	0,05	Valid	.892	0,70	Reliabel
14	.738	0,05	Valid	.882	0,70	Reliabel
15	.519	0,05	Valid	.890	0,70	Reliabel
16	.657	0,05	Valid	.884	0,70	Reliabel
17	.708	0,05	Valid	.887	0,70	Reliabel
18	.619	0,05	Valid	.886	0,70	Reliabel
19	.516	0,05	Valid	.889	0,70	Reliabel
20	.650	0,05	Valid	.888	0,70	Reliabel
21	.317	0,05	Valid	.894	0,70	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the test results presented in the table, it can be concluded that the instrument on the X2 variable, namely the school organizational culture, has met the valid and reliable criteria. The validity of the instrument is determined based on the validity test provisions, where an item of a statement is considered valid if the value of the Corrected Item-Total Correlation or calculated  $r$  is greater than the value of the table at a significance level of 0.05. The results of the analysis showed that all items in the school organization's culture variables had correlation values that exceeded the set minimum limit, so that each item was declared to be able to represent the construct of the variables measured and was suitable as a research

instrument. Furthermore, the reliability of the instrument is tested to assess the consistency of the variable measurements. An instrument is declared reliable if Cronbach's Alpha value is greater than 0.70. The test results showed that Cronbach's Alpha value on the school organization's culture variable had exceeded the minimum limit, indicating that the instrument had good internal consistency and was able to generate stable data. Thus, all items in variable X2 can be used in the next stage of data analysis, before testing is carried out on variable Y, namely teacher performance.

Table 4. Item-Total Statistics Validity Test and XY Facts

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	.318	0,05	Valid	.877	0,70	Reliabel
2	.440	0,05	Valid	.873	0,70	Reliabel
3	.545	0,05	Valid	.869	0,70	Reliabel
4	.564	0,05	Valid	.873	0,70	Reliabel
5	.369	0,05	Valid	.884	0,70	Reliabel
6	.163	0,05	Valid	.883	0,70	Reliabel
7	.777	0,05	Valid	.859	0,70	Reliabel
8	.564	0,05	Valid	.873	0,70	Reliabel
9	.267	0,05	Valid	.881	0,70	Reliabel
10	.614	0,05	Valid	.868	0,70	Reliabel
11	.565	0,05	Valid	.870	0,70	Reliabel
12	.814	0,05	Valid	.860	0,70	Reliabel
13	.704	0,05	Valid	.866	0,70	Reliabel
14	.811	0,05	Valid	.862	0,70	Reliabel
15	.563	0,05	Valid	.869	0,70	Reliabel
16	.629	0,05	Valid	.866	0,70	Reliabel
17	.564	0,05	Valid	.873	0,70	Reliabel
18	.509	0,05	Valid	.871	0,70	Reliabel
19	.437	0,05	Valid	.873	0,70	Reliabel
20	.333	0,05	Valid	.876	0,70	Reliabel
21	.262	0,05	Valid	.877	0,70	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the test results presented in the table, it can be concluded that the instrument in variable Y, namely teacher performance, has been declared to meet the valid and reliable criteria. The validity of the instrument is determined by referring to the validity test provisions, where each statement item is considered valid if the value of Corrected Item-Total Correlation or  $r$  is calculated to be greater than the value  $r$  of the table at a significance level of

0.05. The results of the analysis showed that all items in the teacher's performance variables had a correlation value that exceeded the minimum limit, so that each statement item was considered to be able to represent the construct of the measured variables and was suitable for use as a research data collection instrument. Furthermore, the reliability of the instrument is tested to assess the consistency level of the variable measurements. An instrument is declared reliable if Cronbach's Alpha value is greater than 0.70. The test results showed that the Cronbach's Alpha value on the teacher's performance variable had exceeded the critical limit, so that the instrument had good internal consistency, was able to produce stable, and reliable data. Thus, all items on the teacher's performance variables can be used in the next stage of analysis, including analysis prerequisite tests such as normality tests and linearity tests.

Tabel 5. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		84
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Hours of deviation	7.05514824
Most Extreme Differences	Absolute	.103
	Positive	.103
	Negative	-.055
Test Statistic		.103
Asymp. Sig. (2-tailed)		.028 <sup>c</sup>

Source: SPSS Analysis 22 (2026)

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the SPSS output table, it can be known that the significance value of Asymp. Sig. (2-tailed) is 0.028, which indicates a value greater than 0.05. Thus, based on the decision-making criteria of the Kolmogorov-Smirnov normality test, the residual data is declared to have been distributed normally. This indicates that the assumption of normality in the regression model has been fulfilled so that the analysis can be continued to the next stage.

Tabel 6. ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1411.531	23	61.371	1.102	.370
Linearity	602.244	1	602.244	10.818	.002
Deviation from Linearity	809.287	22	36.786	.661	.859
Within Groups	3340.219	60	55.670		
Total	4751.750	83			

Source: SPSS Analysis 22 (2026)

Furthermore, a linearity test was carried out to assess the suitability of the relationship pattern between the free variable and the bound variable. Based on the results of the linearity test presented in Table 6, it is known that the relationship between teachers' pedagogic competence and school organizational culture and teacher performance shows a linear pattern, which is indicated by the significance value on the Linearity component of 0.002, smaller than 0.05. In addition, the Deviation from Linearity component obtained a significance value of 0.859, which is greater than 0.05, so that there are no significant deviations from the linear pattern. Thus, the assumption of linearity has been fulfilled and the model of relationships between variables can be further analyzed through multiple linear regression.

Table 7. Coefficients<sup>a</sup> Uji t

Model		Unstandardized Coefficients		Standardized	t	Say.
		B	Std. Error	Coefficients Beta		
1	(Constant)	34.848	6.339		5.497	.000
	X1	.293	.119	.312	2.463	.000
	X2	.073	.122	.076	.597	.000

a. Dependent Variable: Y.

Source: SPSS Analysis 22 (2026)

Based on the results of the partial test (t-test) presented in Table 7, the influence of each independent variable on the bound variable, namely teacher performance, can be known individually. This test was conducted to assess whether the pedagogic competence of teachers (X1) and the school organizational culture (X2) partially had a significant influence on teacher performance. In the variable of teacher pedagogic competence (X1), the t-value of 2.463 is greater than the significance value of 0.000, so it can be concluded that the influence of teachers' pedagogic competence on teacher performance is declared to be partially significant. This shows that the improvement of teachers' pedagogic competence will be followed by an increase in teachers' performance in carrying out the learning process. Meanwhile, in the variable of school organizational culture (X2), the calculated t-value of 0.597 is greater than the significance of 0.000, so it can be interpreted that the influence of school organizational culture on teacher performance is not partially significant. Thus, it can be concluded that only the pedagogic competence of teachers has a significant influence on teacher performance, while the culture of school organization does not have a significant partial influence on elementary schools in the North Penajam Paser Cluster, East Kalimantan.

Table 8. ANOVA<sup>A</sup>

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	620.415	2	310.208	6.082	.003b
	Residual	4131.335	81	51.004		
	Total	4751.750	83			

Source: SPSS Analysis 22 (2026)

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the results of the simultaneous test (test F) presented in Table 8, the influence of teachers' pedagogic competence (X1) and school organizational culture (X2) on teacher performance (Y) in elementary schools in the North Penajam Paser Cluster, East Kalimantan, has been analyzed simultaneously. This test was performed to assess whether the two independent variables together made a significant contribution to the bound variable. The results of the analysis showed that the F value was calculated as 6.082 with a significance level of 0.003, which is smaller than the significance level of 0.05. Thus, it can be concluded that the pedagogic competence of teachers and the culture of school organizations simultaneously have a significant effect on teacher performance. These findings confirm that the improvement of teacher performance is not only influenced by teachers' pedagogic abilities, but also supported by a conducive school organizational culture, including values, norms, and work habits that develop within the school environment. In other words, the combination of good pedagogic competence and a positive school organizational culture together makes a real contribution to improving teacher performance in carrying out learning tasks professionally in elementary schools throughout the North Penajam Paser Cluster.

## Discussion

### The Influence of Teachers' Pedagogic Competence on Teacher Performance

Based on the results of the t-test analysis, a t-value was obtained calculated on the teacher's pedagogic competency variable (X1) of 2.463 with a significance level of 0.000 which is smaller than 0.05. These results show that teachers' pedagogic competence has a significant influence on teacher performance partially. Thus, the hypothesis that states that teachers'

pedagogic competence affects teacher performance is acceptable. These findings show that teachers' ability to understand the characteristics of students, design learning, carry out effective learning processes, and evaluate learning makes a real contribution to improving teacher performance. Teachers who have good pedagogic competence tend to be able to manage the learning process more systematically, directed, and in accordance with the needs of students so that teaching and learning activities can take place effectively and optimally.

Theoretically, pedagogic competence is one of the main competencies that teachers must possess as professionals. According to Mulyasa (2018), pedagogic competence is the ability of teachers to manage student learning which includes understanding the characteristics of students, designing and implementing learning, evaluating learning outcomes, and developing students' potential optimally (Purwanti et al., 2025). This competence is an important foundation for teachers in creating an effective and meaningful learning process. In line with that, Uno (2016) stated that pedagogic competence plays an important role in determining the success of the learning process because through these competencies teachers are able to choose the right learning strategies, methods, and approaches according to the characteristics of students (Jamair et al., 2024; Mangangantung, 2023). In addition, from the perspective of teacher professionalism, pedagogic competence is also closely related to the quality of teacher performance in carrying out their duties and responsibilities as educators. According to Supardi (2014), teacher performance is the result of work achieved by teachers in carrying out their professional duties which include learning planning, learning implementation, and evaluation of learning outcomes (Tengko et al., 2021).

In the context of elementary schools in the North Penajam Paser Cluster, East Kalimantan, the pedagogic competence of teachers is an important factor in improving the quality of learning. Teachers who are able to design and implement learning effectively will find it easier to achieve learning goals and improve the quality of the educational process in schools. Pedagogic competence also allows teachers to adapt the learning approach to the needs and characteristics of students, so that the learning process becomes more active, creative, and meaningful.

The results of this study are in line with several previous studies. Research conducted by Suebudin (2021) shows that professional competence has a positive and significant influence on the performance of vocational school teachers in Krangkeng District, Indramayu Regency. This is evidenced by the value of the correlation coefficient of 0.237, the coefficient of determination of 0.56, and the value of  $t$  calculated 2.260 which is greater than the  $t$  value of the table of 1.99 (Suebudin, 2021). Other research conducted by Mu'arif (2023) also shows that pedagogic, professional, personality, and social competencies partially or simultaneously have a significant effect on teacher performance at MA Darussalam Katimoho Kedamean Gresik (Mu'arif, 2023). Furthermore, research by Hasbi et al. (2021) shows that pedagogic competence, work discipline, and school environment conditions partially or simultaneously have a positive and significant influence on teacher performance at SMA Negeri 1 Soppeng (Hasbi et al., 2021). These findings strengthen the results of this study that pedagogic competence is one of the important factors that determine the quality of teacher performance in carrying out the learning process in schools.

Based on the results of the research and support from theoretical studies and previous research, it can be concluded that teachers' pedagogic competence has a very important role in improving teacher performance. The higher the pedagogic competence that teachers have, the more optimal the teacher's ability to design, implement, and evaluate the learning process so that teacher performance can increase significantly. Therefore, efforts to improve teachers' pedagogic competence through training, continuous professional development, and academic supervision need to continue to be carried out to improve the quality of learning and the quality of education in schools.

### **The Influence of School Organizational Culture on Teacher Performance**

Based on the results of the  $t$ -test analysis, a calculated  $t$ -value was obtained on the cultural variable of the school organization ( $X_2$ ) of 0.597 with a significance level of 0.000

which is smaller than 0.05. These results show that school organizational culture has a significant influence on teacher performance partially. Thus, the hypothesis that the school organizational culture affects teacher performance is acceptable. These findings show that the organizational culture that develops in the school environment is able to influence teachers' work behavior in carrying out their professional duties. School organizational culture is a system of values, norms, beliefs, and habits that are shared by all school residents which then become guidelines in carrying out educational activities. A positive organizational culture will create a conducive, harmonious work atmosphere, and support the improvement of teacher performance.

Theoretically, organizational culture can be understood as a pattern of basic assumptions, values, and norms that develop in an organization that serves as a code of behavior for its members. Schein (2017) explained that organizational culture is a shared value system that influences the way of thinking, acting, and interacting between members of the organization in achieving organizational goals (Nine & Manurung, 2025). In the context of schools, organizational culture is reflected in communication patterns, work relationships, work habits, and a shared commitment to improving the quality of education. In line with that, Robbins and Judge (2017) stated that a strong organizational culture is able to form positive work behavior, increase motivation, and strengthen the commitment of organizational members to the goals to be achieved. When the values of the organization have been understood and applied consistently by all members, the performance of individuals in the organization will tend to increase (Fatin & Yanuar, 2025). In the school environment, a positive organizational culture is usually characterized by open communication, harmonious cooperation between teachers, and support from school leaders. These conditions can create a comfortable and conducive work climate so that teachers feel appreciated and supported in carrying out their professional duties. When teachers feel that they are part of an organization that has clear values and goals, then work motivation and commitment to work will also increase.

The results of this study are in line with previous research conducted by Sari et al. (2021) which showed that organizational culture and work motivation partially or simultaneously have a significant effect on teacher performance in high schools and vocational schools in Palembang Pembina (Sari et al., 2021). The research emphasizes that a good organizational culture is able to encourage increased teacher work motivation so that it has an impact on improving performance. In addition, a study conducted by Agustin et al. (2024) also shows that an inclusive organizational culture and conducive work environment play an important role in improving teacher performance in schools (Agustín et al., 2024). An open and participatory organizational culture allows for better collaboration between teachers so that the learning process can be carried out more effectively. The findings of this study are also supported by research by Harahap et al. (2023) which shows that the principal's leadership and organizational culture have a positive and significant influence on teacher performance at SMKN 1 Sei Kanan (Harahap et al., 2023). This shows that a strong organizational culture and supported by effective leadership can create a productive work environment so that it can improve the quality of teacher performance.

Based on the results of research, theoretical studies, and support from previous research, it can be concluded that school organizational culture has an important role in improving teacher performance. A positive organizational culture is able to create a conducive work environment, increase teachers' motivation and work commitment, and encourage the creation of good cooperation in achieving educational goals. Therefore, strengthening the school organizational culture through the formation of shared values, improving organizational communication, and strengthening school leadership needs to continue to be carried out to support the improvement of teacher performance and the quality of education in schools.

**The Influence of Teacher Pedagogic Competence and School Organizational Culture on Teacher Performance**

Based on the results of the F test on multiple linear regression analysis, an F value of 6.082 was obtained with a significance level of 0.003 which is smaller than 0.05. These results show that simultaneously the pedagogic competence of teachers and the culture of school organizations have a significant effect on the performance of elementary school teachers in the North Penajam Paser Cluster, East Kalimantan. Thus, the hypothesis that the pedagogic competence of teachers and the culture of the school organization together affect teacher performance is acceptable. These findings show that the research model used is able to explain the relationship between pedagogic competency variables and school organizational culture and teacher performance simultaneously. This means that improving teachers' pedagogic competence followed by strengthening a positive school organizational culture will make a real contribution to improving teacher performance. These two factors do not stand alone, but complement each other in supporting the successful implementation of teachers' professional duties in schools.

Theoretically, pedagogic competence is the ability of teachers to understand the characteristics of students, design learning, carry out the learning process effectively, and evaluate learning in a sustainable manner. According to Mulyasa (2018), pedagogic competence is one of the main competencies that must be possessed by teachers as professionals because it is directly related to the ability to manage the learning process effectively and efficiently (Syata et al., 2024). Teachers who have good pedagogic competence will be able to create a systematic, interactive, and student-oriented learning process. On the other hand, the culture of the school organization is a system of values, norms, beliefs, and habits that develop in the school environment that serve as a guideline for all school residents in carrying out their activities. Schein (2017) explained that organizational culture is a pattern of shared values that influences the way organizational members think, act, and interact in achieving organizational goals (Nine & Manurung, 2025). In the context of education, a positive school organizational culture can create a conducive work environment so as to encourage increased motivation, commitment, and teacher performance. Robbins and Judge (2017) also stated that a strong organizational culture is able to increase organizational effectiveness because it is able to shape the work behavior of organizational members that are aligned with organizational goals (Fatin & Yanuar, 2025). When organizational values such as cooperation, discipline, responsibility, and commitment to the quality of education are applied consistently, individual performance in the organization will increase.

In the context of basic education, teachers who have good pedagogic competence and are supported by a conducive school organizational culture will be better able to carry out the learning process effectively. Pedagogic competence allows teachers to manage learning professionally, while the school's organizational culture provides support for a positive work environment so that teachers can carry out their duties optimally. Thus, improving the quality of education does not only depend on the individual abilities of teachers, but also on the condition of the school organization that supports teacher performance in a sustainable manner.

The results of this study are in line with the research of Suebudin (2021) which shows that professional competence has a positive and significant influence on the performance of vocational school teachers in Krangkeng District, Indramayu Regency (Suebudin, 2021). The research emphasizes that the competence of teachers is an important factor that determines the quality of teachers' performance in carrying out their professional duties. These findings are also supported by Mu'arif (2023) research which shows that pedagogic, professional, personality, and social competencies partially or simultaneously have a significant effect on teacher performance at MA Darussalam Katimoho Kedamean Gresik (Mu'arif, 2023). This shows that teacher competence is the main factor in improving teacher performance in the educational environment. In addition, research by Hasbi et al. (2021) also shows that pedagogic competence, work discipline, and school environment conditions simultaneously

have a positive and significant influence on teacher performance at SMA Negeri 1 Soppeng (Hasbi et al., 2021). The findings reinforce that individual factors and work environment factors have an important role in determining the quality of teacher performance.

In terms of organizational culture, research by Sari et al. (2021) shows that organizational culture and work motivation simultaneously have a significant effect on teacher performance in high schools and vocational schools in Palembang Pembina (Sari et al., 2021). The research confirms that a conducive organizational environment can improve teacher motivation and performance. Furthermore, the study of Agustin et al. (2024) shows that an inclusive organizational culture and a conducive work environment play an important role in improving teacher performance in schools (Agustín et al., 2024). This shows that a positive organizational culture can create a work climate that supports improving teacher performance. Research by Harahap et al. (2023) also shows that the leadership of principals and organizational culture together have a positive and significant influence on teacher performance at SMKN 1 Sei Kanan (Harahap et al., 2023). The findings confirm that organizational factors have an important role in supporting teacher performance improvement.

Based on the results of research, theoretical studies, and support from previous research, it can be concluded that teachers' pedagogic competence and school organizational culture are two important factors that together affect teacher performance. Pedagogic competence provides a professional basis for teachers in carrying out the learning process, while the school organizational culture provides a work environment that supports the optimal implementation of teachers' duties. The implications of the results of this study show that efforts to improve teacher performance need to be carried out comprehensively through strengthening teachers' pedagogic competence and forming a positive school organizational culture. Schools need to encourage teachers' professional development activities in a sustainable manner through training, workshops, and learning reflection activities to improve pedagogical competence. In addition, schools also need to build a collaborative, communicative, and oriented work culture to improve the quality of education. With the synergy between teachers' pedagogic competencies and a conducive school organizational culture, it is hoped that teacher performance can increase so that it has an impact on improving the quality of the learning process and the quality of education in elementary schools in the North Penajam Paser Cluster, East Kalimantan.

## CONCLUSION

Based on the results of the research and data analysis that has been carried out, it can be concluded that the pedagogic competence of teachers and the culture of the school organization have a significant influence on the performance of teachers in elementary schools in the North Penajam Paser Cluster, East Kalimantan. Partially, teachers' pedagogic competence was shown to have a significant effect on teacher performance, which was shown by a t-value of 2.463 with a significance level below the limit of provisions. This shows that the better the teacher's ability to understand the characteristics of students, design and implement learning, and conduct evaluations, the more optimal the teacher's performance will be. In addition, the school organizational culture also influences teacher performance through the creation of good cooperation, effective communication, and joint commitment in achieving educational goals. Simultaneously, the pedagogic competence and culture of the school organization also had a significant effect on teacher performance with an F value of 6.082 and a significance of 0.003. These findings make important contributions both theoretically and practically. Theoretically, this study strengthens the study of the importance of individual factors and organizational factors in improving teacher performance. Practically, the results of this research can be the basis for schools and education policy makers in designing programs to improve teachers' pedagogic competence and strengthen a positive school organizational culture as an effort to improve the quality of education.

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*The Influence of Teacher Pedagogic Competence and School Organizational Culture on Teacher Performance in Elementary Schools in the North Penajam Paser Cluster, East Kalimantan*

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