The Influence of Organizational Culture and Teacher Competence on Teacher Performance through Teacher Job Satisfaction

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Abstract: This study aims to examine the direct impact of organizational culture and teacher competence on job satisfaction, the direct effect of organizational culture on performance, and the influence of teacher competence and job satisfaction on performance. Additionally, the study examines the indirect effect of organizational culture and teacher competence on teacher performance, as mediated by job satisfaction, among elementary school teachers in Carenang Subdistrict, Serang Regency, Banten Province. This research employs a quantitative method with a correlational approach. The population consists of all elementary school teachers in Carenang Subdistrict, totaling 182 individuals. A proportional random sampling technique was applied to select the sample, which consisted of 165 respondents. The research instrument was developed based on a grid derived from relevant theoretical frameworks. Data collection was conducted using a structured questionnaire, and the study took place between June and July 2024. The findings indicate that both organizational culture and teacher competence have a positive and significant effect on job satisfaction. Furthermore, organizational culture, teacher competence, and job satisfaction all have a positive and significant influence on teacher performance. Job satisfaction was also found to mediate the relationships between organizational culture and teacher competence, as well as the performance of elementary school teachers in Carenang Subdistrict, Serang Regency, Banten Province.

Keywords: organizational; culture, competence; satisfaction; performance

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Introduction

Globalization continues to reshape social and educational dynamics, requiring Indonesia to strengthen its national education strategy to remain competitive in a global society (Rahmawati et al., 2023). One critical factor in achieving quality education is teacher performance, which determines the success of learning outcomes in schools. Strong teacher performance reflects effective planning, implementation, and evaluation of learning processes. However, achieving optimal performance remains a challenge in several regions, including Carenang District.

However, various studies indicate that in many rural and remote areas of Indonesia, regions with characteristics similar to Carenang District, teacher performance remains a significant challenge due to uneven distribution of teachers, limited pedagogical competence, and inadequate school facilities (World Bank, 2017; Rahmawati et al., 2023). Such conditions hinder the effective planning, implementation, and evaluation of learning processes, ultimately affecting the quality of education in these areas.

Preliminary data indicate that elementary school teachers in Carenang District continue to demonstrate less-than-optimal performance, with an average evaluation score of only 72.49% in 2021. Preliminary observations and reports from local education stakeholders suggest that elementary school teachers in Carenang District continue to face challenges in achieving optimal performance. Factors such as limited pedagogical training, uneven distribution of teaching staff, and inadequate school resources appear to contribute to this situation. These conditions may impede the effective planning, implementation, and evaluation of learning processes, ultimately affecting the quality of education in the district (Rahmawati et al., 2023; World Bank, 2017).

Some teachers struggle with designing effective lesson plans and have not met competency standards in national assessments. Moreover, low job satisfaction—evidenced by lack of punctuality, limited creativity, and weak initiative—suggests a need to strengthen organizational support and professional motivation (Munawir et al., 2023).

Previous studies have emphasized that teacher performance is strongly influenced by leadership style, organizational culture, and job satisfaction (Hikmah, 2023; Yenti & Darmiyanti, 2023). Previous studies have emphasized that teacher performance is strongly influenced by leadership style, organizational culture, and job satisfaction (Hikmah, 2023; Yenti & Darmiyanti, 2023). Teacher performance encompasses their ability to facilitate learning, motivate students, and assess educational outcomes effectively, which is critical in developing students' character in the era of Society 5.0 (Sapdi, 2023). Enhancing teacher competence is therefore an important means of improving overall performance, as well-trained and skilled teachers are better equipped to implement instructional strategies and respond to diverse student needs. Similarly, fostering a supportive work culture strengthens professional commitment and provides an environment that enables teachers to perform at their best, ultimately enhancing the quality of education.

This study investigates the impact of organizational culture and teacher competence on teacher performance, with job satisfaction serving as a mediating variable. Teacher performance is a critical determinant of educational quality, influenced by multiple factors including organizational culture, teacher competence, and job satisfaction. Organizational culture shapes the values, norms, and expectations within schools, affecting how teachers plan, implement, and evaluate learning processes. Teacher competence, encompassing pedagogical knowledge, subject mastery, and professional skills, enables educators to respond effectively to the diverse needs of students. Meanwhile, job satisfaction plays a mediating role by motivating teachers to apply their skills and engage fully in their professional duties. Despite the recognized importance of these factors, limited empirical research has examined their interrelationships specifically in public elementary schools in Carenang District. Addressing this gap, the present study aims to investigate the influence of organizational culture and teacher competence on teacher performance, with job satisfaction as a mediating variable, to provide insights that may enhance teacher productivity and improve educational outcomes in the region.

Organizational culture serves as the foundation and identity of any institution, shaping how its members think, behave, and approach problem-solving. According to Al Hairi (2021), it acts as both the external and internal solution framework that guides organizational behavior and cohesion. In the context of education, organizational culture supports the development of institutions by fostering collaboration, discipline, and innovation among educators and students. Organizational culture constitutes the foundation and identity of any institution, shaping how its members think, behave, and solve problems. It provides both an internal and

external framework that guides organizational behavior and promotes cohesion (Al Hairi, 2021). In the educational context, a strong organizational culture fosters collaboration, discipline, and innovation among educators and students, thereby supporting the development of effective learning environments. Such a culture fosters the development of students who are not only academically competent but also possess strong character and leadership qualities, enabling them to respond effectively to societal challenges (Al Hairi, 2021). Conversely, a weak organizational culture, coupled with inadequate administrative management, can impede educational progress and hinder the development of learners' skills (Al Hairi, 2021). Thus, organizational culture acts as a social glue, uniting members through shared norms, values, and goals, and guiding the institution toward achieving its objectives.

Teacher competence is a key determinant of professional performance and productivity. According to Law No. 14 of 2005 of the Republic of Indonesia, competence encompasses the knowledge, skills, and behaviors that teachers must possess to perform effectively. Teacher competence is a key determinant of professional performance and productivity. According to Law No. 14 of 2005 of the Republic of Indonesia, competence encompasses the knowledge, skills, and behaviors that teachers must possess to perform effectively. Rohman (2020) describes competence as the integration of knowledge, skills, values, and attitudes that manifest in consistent patterns of thinking and behavior, making it fundamental to achieving educational objectives. When teachers possess strong competence, they are more capable of delivering effective instruction, managing classrooms, and engaging students, all of which directly enhance their performance.

Building on this, job satisfaction functions as an important psychological factor that can either strengthen or undermine the influence of competence on performance. Dziuba et al. (2020) explain that job satisfaction emerges from various aspects of the work environment, including leadership, management practices, and compensation, that shape teachers' emotional responses to their professional roles. Omar et al. (2020) further note that teachers who feel valued and entrusted with additional responsibilities often exhibit higher satisfaction. In this sense, competence not only improves performance directly but also increases teachers' sense of efficacy and fulfillment, which reinforces their motivation.

Organizational culture provides the broader institutional context that shapes both job satisfaction and the effectiveness with which teacher competence translates into performance. A strong school culture establishes shared values, norms, and expectations that guide

professional behavior (Habudin, 2020). Such a culture promotes collaboration and alignment with institutional goals, thereby enhancing teachers' satisfaction and enabling them to utilize their competencies more effectively. Empirical studies support this integrated relationship. Haryadi and Wahyudi (2020) demonstrate that organizational culture significantly influences satisfaction and performance, while Putri et al. (2023) show that competence and culture jointly shape job satisfaction, which subsequently affects performance outcomes.

Taken together, the synergy between teacher competence, job satisfaction, and organizational culture forms a comprehensive framework that determines teacher performance. Competent teachers are better positioned to succeed when they work in supportive organizational environments and experience high levels of job satisfaction (Susanto, 2023; Aditiya & Fatonah, 2023). In turn, satisfied teachers tend to display stronger commitment, creativity, and accountability, directly contributing to improved educational quality (Gentari et al., 2023; Moron, 2023). This interconnected perspective underscores the importance of examining these three variables collectively when evaluating teacher performance.

The theoretical framework for this study is grounded in the assumption that both individual and organizational factors shape teacher performance. Organizational culture establishes shared norms and values that influence teachers' attitudes and behaviors, thereby affecting their job satisfaction and capacity to perform effectively. Teacher competence contributes directly to performance through pedagogical skills and professional knowledge, while also enhancing job satisfaction by increasing teachers' confidence and sense of efficacy. Job satisfaction, in turn, serves as a mediating psychological mechanism that moderates or amplifies the impact of organizational culture and competence on performance. Together, these relationships form an integrated framework linking organizational culture (X1) and teacher competence (X2) to teacher performance (Z), with job satisfaction (Y) serving as a mediating variable

Methods

This study was conducted at several public elementary schools in Carenang District, Banten Province. The research process spanned from January to August 2024, encompassing stages such as observation, interviews, and the distribution of questionnaires to teachers and staff within the area. Data collection was systematically conducted throughout this period to ensure comprehensive coverage of the targeted respondents.

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This research employed a quantitative correlational approach, aiming to test hypotheses derived from theoretical foundations empirically. Quantitative research emphasizes objectivity through structured data collection and statistical analysis (Creswell, 2014). A correlational design was employed to investigate the relationship among variables, specifically the influence of organizational culture, teacher competence, and job satisfaction on teacher performance. All observed relationships in this study were hypothesized to be positive and unidirectional.

The population of this study comprised all elementary school teachers in Carenang District, totaling 182 individuals. Based on the Structural Equation Modeling (SEM) framework, the appropriate sample size ranges from five to ten times the number of observed indicators (Ferdinand, 2014). With 33 indicators used in this study, the minimum required sample was 165 respondents (33×5). Thus, a total of 165 teachers were selected as research participants to adequately represent the population.

Table 1

Population and Sample Data

No	Scholl	adress	population	(%)	Sample
1	Carenang 1	Kp. Bojonglo Ds. Mekarsari	10	5.49	9
2	Carenang 2	Kp. Carenang Ds. Mekarsari	11	6.04	10
3	Carenang 3	Kp. Ciguha Ds. Carenang	11	6.04	10
4	Pamanuk 1	Kp. Pamanuk Ds. Pamanuk	12	6.59	11
5	Pamanuk 2	Kp. Kedeper Ds. Pamanuk	11	6.04	10
6	Mandaya 1	Kp. Mandaya Ds. Mandaya	12	6.59	11
7	Mandaya 2	Kp. Kedung Sentul Ds. Walikukun	11	6.04	10
8	Mandaya 3	Kp. Mandaya kiyai Ds. Mandaya	11	6.04	10
9	Ragas 1	Kp. Toyek Ds. Ragas Masigit	12	6.59	11
10	Ragas 2	Kp. Bojong GdngDs. Ragas Masigit	12	6.59	11
11	Ragas 3	Kp. Bojong Ds. Ragas Masigit	11	6.04	10
12	Teras 1	Kp. Kompa Ds. Teras	12	6.59	11
13	Teras 2	Kp. Teras Ds. Teras	11	6.04	10
14	Teras 3	Kp. Sambilawang Ds. Teras	14	7.69	13
15	Panenjoan	Kp.Panenjoan Ds. Panenjoan	11	6.04	10
16	Walikukun	Kp. Pengasinan Ds.Walikukun	10	5.49	9

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No	Scholl	adress	population	(%)	Sample
	TOTAL		182	100.00	165

Source: Data List 1 UPT Carenang District (2024)

This study employed a quantitative cross-sectional design, collecting data at a single point in time using a Likert scale to assess respondents' perceptions. Both primary and secondary sources were utilized to enhance the robustness of the analysis.

Primary Data

Primary data were collected through an online questionnaire administered via Google Forms. A total of XX questionnaires were distributed, and all items were closed-ended, designed to measure the four variables in this study. The instrument consisted of XX statements for organizational culture, XX statements for teacher competence, XX statements for job satisfaction, and XX statements for teacher performance. All items were adapted from previously validated instruments to ensure reliability and conceptual alignment with existing literature. Respondents rated each statement using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Data Analysis Method

The collected data were analyzed using a Structural Equation Modeling (SEM) approach, specifically the Partial Least Squares (PLS) technique, processed with SmartPLS version 3.3. SEM-PLS is a variance-based analytical method that allows for the simultaneous examination of both the measurement model (assessing construct validity and reliability) and the structural model (testing hypothesized relationships between variables).

Results

This section presents the research findings and discusses their implications in relation to the proposed hypotheses and existing theoretical perspectives.

Validity Test

The validity of the research instruments was assessed using the correlation coefficient (r) obtained from SmartPLS v.3.2.9 (2024). Each item was examined to determine whether it met the required threshold for validity. For Organizational Culture, all ten items (BO1 to BO10) showed strong correlations ranging from 0.608 to 0.869, with significance levels of 0.000, indicating that each item is valid for inclusion in further analysis.

Regarding Teacher Performance, the eight items (KG1 to KG8) displayed r-values between 0.692 and 0.868, all of which were statistically significant (p < 0.001), confirming their validity. For Job Satisfaction, all seven items (KK1 to KK7) yielded correlations from 0.709 to 0.777, with significance at 0.000, demonstrating that they are valid measures. Finally, for Teacher Competence, all eight items (KMG1 to KMG8) yielded r-values ranging from 0.695 to 0.934, all of which were significant at p < 0.000, validating their suitability for the study.

The validity and reliability tests were conducted using SmartPLS v.3.2.9 (2024). All instrument items for organizational culture, teacher competence, job satisfaction, and teacher performance met the required validity threshold (r > 0.325) and demonstrated satisfactory reliability, with each construct showing Cronbach's Alpha and Composite Reliability values above the recommended minimum of 0.70. These results confirm that all items are appropriate for further hypothesis testing.

According to the validity criteria, any item with a correlation coefficient higher than 0.325 is considered valid. Based on this rule, all 33 items across the four variables satisfied the condition, confirming that the instruments are reliable and appropriate for subsequent analysis.

Findings from observations indicated that several schools in Carenang District still exhibited inconsistent implementation of organizational routines, particularly in collaborative planning and instructional supervision. Interview data supported these observations, revealing that teachers perceive variations in administrative support and access to professional development, which influence their job satisfaction and performance. These qualitative insights complement the quantitative results and help explain differences in teacher responses across the four constructs.

Reliability Test

Table 3

Reliability Test Results

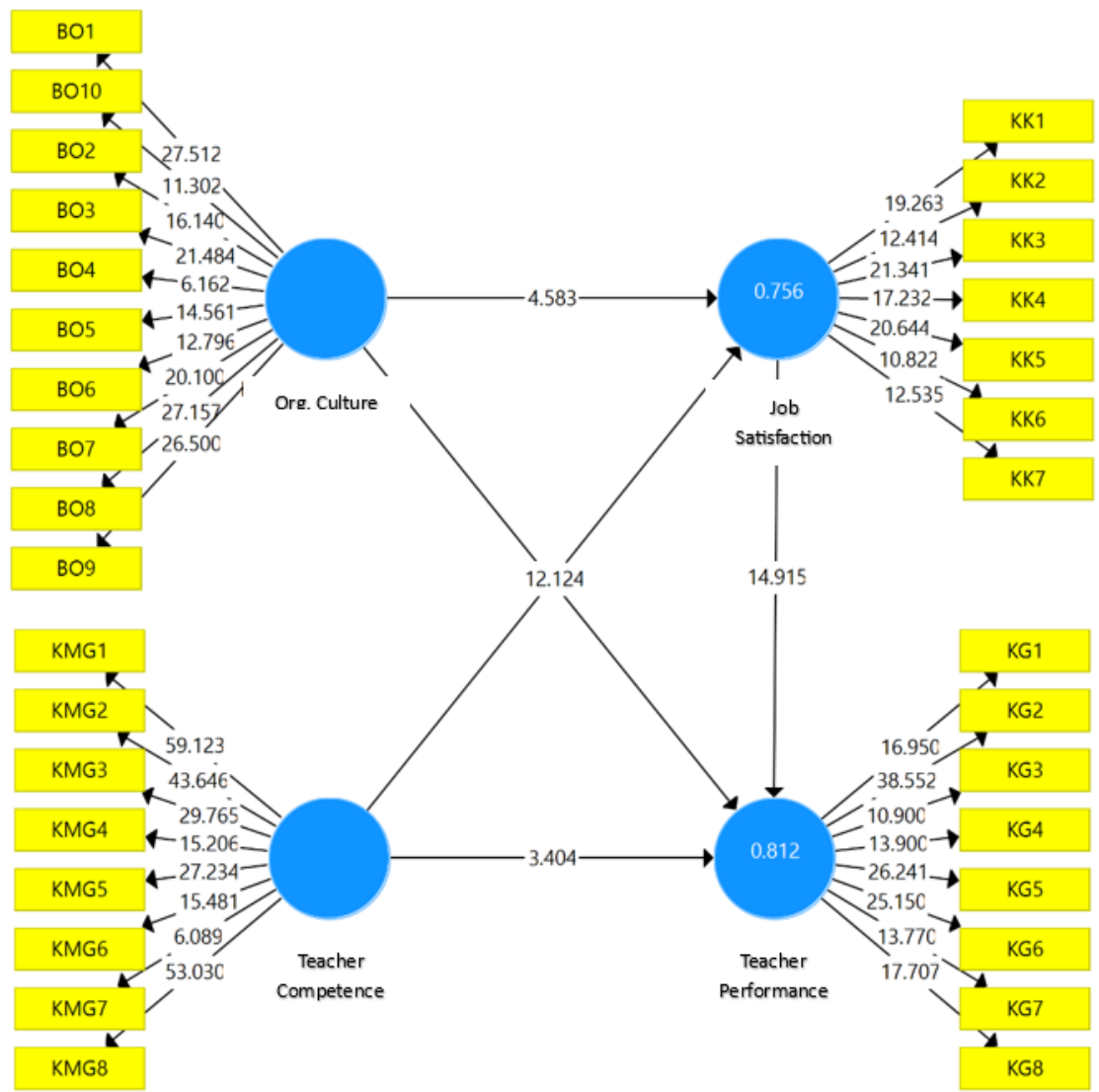| Variable	Croanbach's Alpha	Conclution
Organizational culture	0,925	Reliabel
Job Satisfaction	0,866	Reliabel
Teacher Performance	0,916	Reliabel
Teacher Competence	0,941	Reliabel

Source: Data processed by SmartPLS v.3.2.9 (2024)

Bootstraping test

Figure 1

Bootstrapping Model Significance Test

Source: Data processed by SmartPLS v.3.2.9 (2024)

According to the analysis conducted using SmartPLS version 3.2.9, the T-statistics calculated in this study indicate that all examined relationships among the latent variables exhibit positive and statistically significant effects. This conclusion is based on the fact that each T-statistic exceeds the critical threshold of 1.654.

Hypothesis Testing

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Table 4

Direct Hypothesis Testing Results

Predictor	Outcome	Path Coefficient	t-Value	Significance
Org. Culture	Job Satisfaction	0.454	4.58	0.000
Org. Culture	Teacher Performance	0.411	3.22	0.008
Job Satisfaction	Teacher Performance	0.936	14.92	0.000
Teacher Competence	Job Satisfaction	0.670	12.12	0.000
Teacher Competence	Teacher Performance	0.432	3.40	0.007

Source: Data processed by SmartPLS v.3.2.9 (2024)

The bootstrapping analysis using SmartPLS 3.3 revealed the following findings:

H1: Organizational culture has a significant positive effect on job satisfaction. The path coefficient is 0.454 (T = 4.583, p < 0.05), indicating that a stronger organizational culture is associated with enhanced teachers' job satisfaction.

H2: Teacher competence positively and significantly affects job satisfaction, with a path coefficient of 0.670 (T = 12.124, p < 0.05). This suggests that higher competence improves teachers' satisfaction.

H3: Organizational culture significantly contributes to teacher performance (coefficient = 0.411, T = 3.218, p < 0.05), meaning a better organizational culture is linked to higher performance.

H4: Teacher competence has a significant positive impact on teacher performance (coefficient = 0.432, T = 3.404, p < 0.05), indicating that more competent teachers perform better.

H5: Job satisfaction strongly influences teacher performance (coefficient = 0.936, T = 14.915, p < 0.05), demonstrating that higher satisfaction is associated with superior performance.

Table 5

Results of Indirect Hypothesis Testing

	(O)	(M)	(STDEV)	(|O/STDEV|)	P Values
Organizational Culture -> Job Satisfaction -> Teacher Performance	0,238	0,241	0,057	4,209	0,000
Teacher Competence -> Job Satisfaction -> Teacher Performance	0,627	0,634	0,062	10,170	0,000

Source: Data processed by SmartPLS v.3.2.9 (2024)

H6: The Mediating Role of Job Satisfaction in the Relationship Between Organizational Culture and Performance

The results of the analysis indicate that Job Satisfaction acts as a mediator between Organizational Culture and Performance. The path coefficient was found to be 0.238, with a T-value of 4.209 (exceeding the threshold of 1.654) and a P-value of 0.000 (below 0.05). These statistics confirm that Job Satisfaction significantly transmits the effect of Organizational Culture on Performance. Therefore, the hypothesis H6 is supported.

H7: Job Satisfaction as a Mediator Between Teacher Competence and Performance

The findings further reveal that Job Satisfaction mediates the relationship between Teacher Competence and Performance. Specifically, the path coefficient is 0.627, the T-value is 10.170 (greater than 1.654), and the P-value is 0.000 (less than 0.05). This demonstrates that Job Satisfaction serves as a meaningful mediator, enhancing the impact of Teacher Competence on Performance. Consequently, H7 is accepted.

Discussion

To strengthen the discussion section, it is necessary to provide a more coherent interpretation of the research findings by explicitly linking the results to the theoretical perspectives and empirical studies reviewed in the literature. This section should elaborate on how each finding aligns with, differs from, or extends previous research, while also clarifying the study's contribution to existing knowledge in the areas of organizational culture, teacher competence, job satisfaction, and teacher performance. Direct Influence of Organizational Culture on Job Satisfaction

This finding aligns with prior research suggesting that a supportive organizational culture—characterized by shared values, norms, and mutual trust—enhances teacher satisfaction by fostering collaboration, recognition, and a sense of belonging (Schein, 2017; Robbins & Judge, 2019). When teachers feel appreciated and supported through inclusive practices and clear organizational policies, they are more motivated and confident in performing their duties effectively. Consequently, a positive and inclusive organizational culture plays a crucial role in enhancing teachers' job satisfaction and overall performance.

Direct Influence of Teacher Competence on Job Satisfaction

This finding supports previous studies (Gafur et al., 2023; Hardianto et al., 2023; Z. F. A. Yusuf et al., 2023), which emphasize that teachers' mastery of pedagogical, professional, and interpersonal skills enhances their confidence and job satisfaction. Competent teachers are

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better equipped to manage classrooms, deliver engaging instruction, and assess learning outcomes effectively, leading to a greater sense of accomplishment and professional fulfillment. Moreover, high competence fosters self-efficacy and motivation, which have a positive impact on both teaching quality and job satisfaction (Elia et al., 2016; Juanto & Basrowi, 2023; Rustandi et al., 2023).

Direct Influence of Organizational Culture on Performance

This finding aligns with previous studies (Munawir & Basrowi, 2023; Suwarno et al., 2020; Utami & Basrowi, 2021), which emphasize that a strong and well-defined organizational culture provides a shared vision and clear direction, motivating teachers to work toward institutional goals. A collaborative culture also fosters teamwork, knowledge sharing, and collective problem-solving, which enhance overall teacher performance. Moreover, organizational cultures that value participation and appreciation promote higher motivation, engagement, and professional commitment among teachers. Supportive environments that offer professional growth opportunities and recognize achievements further strengthen teachers' dedication and effectiveness (Nur Pratama et al., 2022; Suwarsono & Basrowi, 2021; Utami et al., 2020)

Direct Influence of Teacher Competence on Performance

This finding aligns with prior research (Soenyono & Basrowi, 2020; Suseno & Basrowi, 2023; Utami et al., 2021), emphasizing that teacher competence—encompassing pedagogical, professional, and interpersonal skills—plays a crucial role in enhancing instructional quality and learning outcomes. Competent teachers are able to deliver material effectively, manage classrooms efficiently, and adapt to diverse student needs, thereby fostering an engaging and productive learning environment. Moreover, teachers with strong subject mastery and interpersonal abilities can communicate concepts clearly, motivate students, and build positive relationships, which in turn enhance student engagement and teacher performance (Fahsya & Basrowi, 2016; Munir et al., 2022; Purwaningsih, Rachmawati, et al., 2023; Utami et al., 2019).

Direct Effect of Job Satisfaction on Performance

This finding supports previous research (Maliki et al., 2022; Mustofa et al., 2023; F. A. Yusuf & Basrowi, 2023) showing that satisfied teachers demonstrate higher motivation, dedication, and productivity in their work. Teachers who experience satisfaction with their duties, environment, and recognition are more likely to engage actively in improving instructional quality, collaborating with colleagues, and achieving school goals. Furthermore,

job satisfaction enhances teachers' psychological well-being, reduces stress, and promotes work–life balance, which collectively strengthens focus and resilience—factors that directly contribute to better professional performance (Dermawan et al., 2021; Nibel & Basrowi, 2022; Purwaningsih, Anisariza, et al., 2023).

Indirect Effect of Organizational Culture on Performance through Job Satisfaction

The specific indirect effect coefficient (0.166; t = 2.096; p = 0.037) indicates that a strong and supportive organizational culture has a significant and positive impact on teacher satisfaction, which in turn enhances performance. Clear role expectations and alignment between teachers' responsibilities and school goals further strengthen their sense of purpose and appreciation, leading to higher satisfaction and commitment that translate into improved professional performance (Hidayat & Basrowi, 2022; Nurjanah et al., 2023; Suwarno et al., 2020).

Indirect Effect of Teacher Competence on Performance through Job Satisfaction

The indirect effect coefficient (0.111; t = 2.148; p = 0.033) indicates that higher competence enhances teacher satisfaction, which in turn improves performance. Competent teachers possess a strong mastery of subject matter, effective teaching strategies, and sound classroom management skills, which enable them to achieve learning objectives and foster meaningful student engagement. The ability to deliver successful learning experiences increases teachers' confidence, fulfillment, and motivation, leading to higher job satisfaction and, consequently, better overall performance (Aditiya & Fatonah, 2023; Munawir et al., 2023; Utami et al., 2021).

Conclusion

The findings of this study demonstrate that organizational culture and teacher competence have a significant and positive effect on job satisfaction, indicating that a supportive school culture and strong professional capabilities contribute meaningfully to teachers' sense of fulfillment. The results further confirm that organizational culture, teacher competence, and job satisfaction each have a direct and positive impact on teacher performance. These findings collectively show that teachers who experience supportive organizational conditions, possess higher competence, and feel satisfied with their work are more likely to perform effectively in carrying out their professional duties. Moreover, the mediation analysis reveals that job satisfaction serves as a crucial pathway linking both organizational culture and teacher competence to enhanced teacher performance. This means that fostering positive cultural

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values and enhancing teacher competence indirectly strengthen performance by elevating teachers' overall job satisfaction.

These conclusions directly answer the seven research questions by demonstrating: (1) the direct effect of organizational culture on job satisfaction, (2) the direct effect of teacher competence on job satisfaction, (3) the direct effect of organizational culture on teacher performance, (4) the direct effect of teacher competence on performance, (5) the direct effect of job satisfaction on performance, (6) the indirect effect of organizational culture on performance through job satisfaction, and (7) the indirect effect of teacher competence on performance mediated by job satisfaction. All pathways tested in the model are supported, reinforcing the theoretical assumption that organizational and individual determinants interact to shape teacher performance.

Theoretically, this study contributes to strengthening the understanding of how organizational culture and competence function as antecedents of satisfaction and performance within the educational context, particularly in elementary schools in developing regions. Methodologically, this study extends previous work by integrating structural equation modeling (SEM) with field observations and interviews, offering a more comprehensive perspective on teacher behavior and organizational dynamics. Practically, the findings underscore the importance for school leaders and policymakers to cultivate a positive organizational culture, provide sustained professional development, and establish mechanisms that support teachers' well-being, as these factors collectively enhance performance outcomes.

Despite its contributions, the study has several limitations. First, it relies primarily on self-reported questionnaire data, which may introduce response bias. Second, the research is limited to one subdistrict, restricting generalizability to broader educational settings. Third, although interviews and observations were conducted, the qualitative data were not explored as extensively as the quantitative results, leaving room for deeper analysis in future research.

Based on these limitations, several recommendations are proposed. Future studies should expand the sample to include more districts or provinces to enhance generalizability. Researchers are also encouraged to adopt mixed-methods designs with more in-depth qualitative exploration to capture the nuances of teacher experiences. For school administrators, it is recommended that they strengthen organizational culture through collaborative practices, improve teacher competence through targeted professional

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development, and implement programs that enhance teacher satisfaction to sustainably improve performance.

Author Contribution Statement

Syihabudin: Developed the research concept and design; managed data collection and investigation; oversaw methodological approaches; coordinated project administration; prepared the initial manuscript draft; contributed to manuscript review and editing.
Uli Wildan Nuryanto: Contributed to methodology development; assisted in manuscript review and editing; performed validation of findings.
Yolla Sukma Handayani: Conducted formal data analysis and created visual representations; contributed to manuscript review and editing; carried out validation processes; developed visualizations to support the study results.

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