

The Contribution of Organizational Culture to Improving the Professional Competence of Teachers at SMP Muhammadiyah Medan

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Abstract

This study aims to analyze the synergistic relationship between school culture and the formation of teacher professionalism at Muhammadiyah Junior High School in Medan. This study is based on the assumption that the success of teacher competency development is not only determined by individual factors, but also by a positive work environment and visionary leadership. The research method used a quantitative approach with a correlational survey design. The research population included all 355 teachers at Muhammadiyah Junior High School in Medan City, with a sample of 217 respondents selected through simple random sampling. Data collection was conducted using a Likert scale questionnaire that had been tested for validity and reliability. Data analysis used path analysis to examine the direct and indirect contributions between variables. The results showed that school culture had a significant effect on teacher professionalism, while principal leadership reinforced this effect by creating a participatory and collaborative work climate. The combination of the two resulted in a higher increase in teacher professionalism compared to the effect of each variable separately. These findings emphasize the importance of building an adaptive school culture and transformative leadership as a strategy for improving the quality of education in private schools based on values.

Keywords

Organizational culture; professional competence; SMP Muhammadiyah teachers; school environment; improving education quality.

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Introduction

The essence of education is one alternative to overcoming the various crises that individuals face in their lives. The limitations of individuals' competencies as human resources in overcoming these crises can have a negative impact on the development of society. The competence of each individual in facing the problems they encounter is closely related to the success of education in creating quality human resources. The issue that has become a topic of public discussion and has yet to be resolved or answered is "how to create quality human resources through education." All kinds of efforts to improve the quality of education have been made, including improvements in facilities and infrastructure, curriculum, and the quality of teaching staff.

To improve the quality of education, one of the most important determining factors is the teaching staff, who must have a high level of professional competence. [Dewey \(1916:33-45\)](#) emphasizes that professional teachers must understand the philosophy of education in order to design relevant learning. Piaget's constructivist theory ([Piaget, 1973:52-68](#)) argues that teachers play an important role in helping students build their own understanding based on experience. In addition, improving professional competence includes the ability to design activity-based learning.

Meanwhile, ([Shulman, 1987:1-22](#)) model of teacher competence through the concept of "Pedagogical Content Knowledge" (PCK) forms the basis of professional teacher competence, whereby teachers must have in-depth knowledge of teaching materials and pedagogical skills. The above grand theories provide a broad conceptual foundation for understanding teacher professional competence. These theories help explain why professional competence is important in education, with a focus on philosophical values and broader educational goals in addition to practical implementation in efforts to improve teacher professionalism.

[Mulyasa \(2013:45\)](#) explains that professional competence is the key to success in learning because it affects the quality of teacher-student interactions. Teacher professional competence is one indicator of increased student motivation to learn. Teachers with good competencies are able to create a conducive learning environment and stimulate student engagement in the teaching and learning process ([Uno, 2016:102](#)). The above expert opinion is also in line with the results of ([Indriani, 2018: 123-137](#)) research, which concluded that teachers' professional competencies contribute significantly to student learning achievement.

Teachers who have a deep understanding of the material and are able to apply relevant methods increase student average scores by 25% compared to teachers with low competence. ([Rahman & Lestari, 2020:45-59](#)) conclude that 78% of students feel satisfied with learning if teachers have high professional competence. This competence is evident in the teacher's ability to explain difficult concepts in simple terms and use educational technology in learning. Similarly, ([Suparlan, 2015:150-165](#)) research concludes that teachers' professional competence is positively correlated with the successful implementation of the curriculum. Teachers who are skilled at designing lesson plans, evaluating learning, and updating their competence through training show better student learning outcomes.

Teachers' professional competence plays an important role in the success of the educational process. Teachers with good professional competence are able to create an effective learning environment, build student quality, and support the achievement of national educational goals.

However, empirical evidence related to this, such as the results of the 2015 Teacher Competency Test conducted by the Ministry of Education and Culture (Kemendikbud), shows that the national average score is below the minimum standard, with a national average score of 53.02 (out of a maximum score of 100) and a minimum standard of 55.00. These results indicate that many teachers have not met professional competency standards, especially in terms of mastery of learning materials.

[Schein \(2010\)](#) defines organizational culture as a pattern of basic assumptions shared by members of an organization. This culture shapes the way members of the organization think, feel, and act, which ultimately influences their motivation and professional competence. A strong organizational culture, such as teamwork and innovation, significantly increases teachers' work motivation ([Susanti & Kartini, 2019:45–67](#)). Teachers who work in organizations with innovative and collaborative cultures show a significant increase in pedagogical and professional competence ([Setiawan, & Pratama, 2020:67–89](#)). [Hasanah & Firdaus \(2021:30-45\)](#) in their research also concluded that a combination of a supportive organizational culture and high work motivation creates a significant positive influence on teachers' professional competence.

The 2020 Indonesia Public Expenditure Review Report: Spending for Better Outcomes in Education concludes that many teachers lack adequate pedagogical skills to teach effectively, especially in disadvantaged areas. Teachers tend to use conventional teaching methods without innovation and lack continuous professional training and development. The 2018 Teaching and Learning International Survey (TALIS) report by the OECD also released findings that most teachers in Indonesia reported feeling unconfident in teaching technology-based material and only 14% of teachers felt sufficiently supported in their professional development. Based on observations conducted in the field on September 5, 2024, it was found that there are still teachers who only act as instructors, lecturers who have not yet taken on the role of classroom managers. The teaching and learning activities observed by researchers varied, with some being effective, some less effective, and some not effective at all. There were also teachers who had never been involved in education and training, which resulted in them feeling dissatisfied in carrying out their duties and responsibilities. The above situation indicates weak management, low human resources, an organizational culture that is not yet quality-oriented, low performance, and weak organizational commitment.

To improve the professional competence of teachers at Muhammadiyah Junior High School (SMP Muhammadiyah) in Medan, it is necessary to consider the factors that influence it. [Danim \(2010:46\)](#) explains that teacher professionalism is influenced by a combination of internal factors such as work motivation and external factors such as organizational culture and leadership style. The factors that influence teachers' professional competence are multidimensional, involving individual aspects (education, experience, motivation) and environmental aspects (institutional support, organizational culture). Proper management of these factors will encourage an increase in teacher professionalism.

SMP Muhammadiyah Medan faces many challenges, one of which is how to foster an environment that encourages teachers to become more competent professionals. Consequently, this research is essential for understanding the elements that influence teacher competency and for offering useful advice to principals and other education managers to improve teaching standards in the classroom. Specifically, in private school environments such as SMP

Muhammadiyah Kota Medan, this research is expected to increase knowledge about principal leadership, organizational culture, work motivation, and teacher professional competency.

The novelty of this research stems from the fact that studies on teacher professional competence have tended to be conducted in a fragmented manner, either by emphasizing principal leadership or organizational culture separately. Although these variables have been extensively researched, most studies have not examined the interrelationships and interactions between these factors within a unified conceptual framework. Consequently, understanding how teacher professional competence is formed comprehensively remains fragmented and does not provide an in-depth causal picture.

This research offers theoretical innovation by integrating principal leadership and organizational culture into a single conceptual model that explains teacher professional competence. This integration is based on a synthesis of transformational leadership theory, organizational culture theory, and theories that position teachers as active subjects in professional development. Thus, this research not only explains the importance of each variable but also confirms that teacher professional competence is the result of a dynamic interaction between structural, cultural, and psychological factors.

Method

Research Method and Design

This study is a causal survey research using Path Analysis techniques to examine the direct and indirect effects on each research variable. This type of research is correlational (quantitative) research using a Structural Equation Modeling statistical approach. This research consists of exogenous and endogenous variables. Exogenous variables are variables that are not influenced by other variables in a relationship model in the research, while endogenous variables are variables that are influenced by other variables. This research is a causal relationship survey research with Path Analysis techniques that will test the direct and indirect influence on each research variable. This type of research is correlational research (quantitative) using the statistical approach of the Relationship Equation Model (Structural Equation Modeling). In this study consists of exogenous and endogenous variables, exogenous variables are variables that are not influenced by other variables in a relationship model in the study, while endogenous variables are variables that are influenced by other variables. In relation to the above, there is a model developed, namely structure 1 where the variables, organizational culture variables (X1) and as exogenous, and professional competence variables (X2) as endogenous variables.

Population and Sample

Population

Sudjana (1992:6) states that population is the totality of all possible values, calculation or measurement results, quantitative or qualitative, regarding certain characteristics of all members of a complete and clear group whose properties will be studied. The population of this study is all teachers at SMP Muhammadiyah Kota Medan, with a total of 355 teachers, as shown in Table 1. below:

Table 1. Research Population and Sample

No	School	Number of Teachers
1.	SMP Muhammadiyah 1 Medan	58
2.	SMP Swasta Muhammadiyah 02 Medan	20
3.	SMP Muhammadiyah 03 Medan	46
4.	SMP Muhammadiyah 4 Medan	16
5.	SMP Muhammadiyah 05 Medan	16
6.	SMP Muhammadiyah 06 Medan	38
7.	SMP Swasta Muhammadiyah 7 Medan	36
8.	SMP Swasta Muhammadiyah 8 Medan	21
9.	SMP Swasta Muhammadiyah 48 Medan	16
10.	SMP Muhammadiyah 49 Medan	5
11.	SMP Swasta Muhammadiyah 50 Medan	18
12.	SMP Swasta Muhammadiyah 57 Medan	22
13.	SMP Swasta Muhammadiyah 58 Medan	19
14.	SMP Swasta Muhammadiyah 60	24
Total		355

Sample

Sudjana (1998:84) states that a research sample is a part of a population that has the same properties and characteristics so that it truly represents the population. Furthermore, Sugiyono (2012:118) states that a sample is a part of the number and characteristics possessed by a population. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limitations in funds, manpower, and time, then researchers can use samples taken from the population.

The sample size is determined using Harry King's Nomogram Table as shown in Figure 1. below:

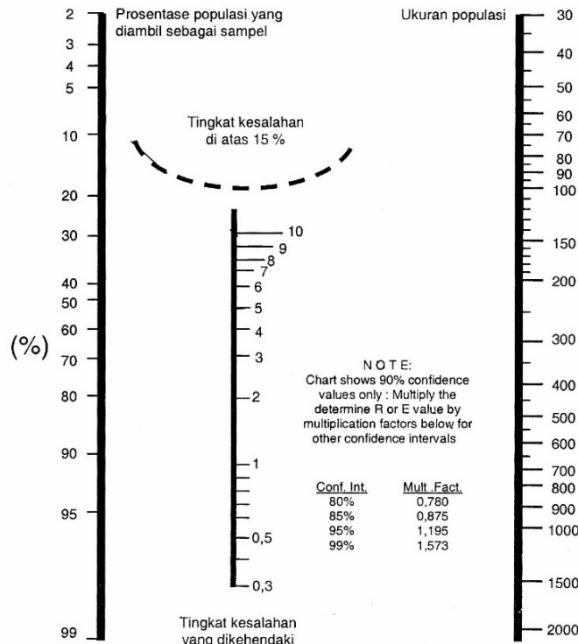


Figure 1. Harry King's Nomogram for Determining Sample Size

From Figure 3.1 above, it can be seen that the sample size is 61% of the population with a margin of error of 5%. Thus, the sample size is: $0.61 \times 355 = 216.55$, rounded to 217 people. Therefore, in this study, the sample size is 217 people, taken by simple random sampling.

Results

Using research instruments, data was obtained on the variables of Organizational Culture (X_1) and Teacher Professional Competence (X_2), as shown in Appendix 6. To determine the characteristics of the data for each variable, Table 2. below presents the highest score, lowest score, mean, and standard deviation.

Table 2. Summary of Data Characteristics for Each Research Variable

Statistical Values	X_1	X_2
Highest score	147	147
Lowest score	112	115
Range	35	32
Average	130,46	132,36
Standar deviation (Sd)	7,91	7,06
Number of samples (n)	217	217

Organizational Culture (X_1)

Based on the data obtained and the results of the study of 217 respondents, the highest score was 147 and the lowest score was 112, with a mean (M) = 130.46 and standard deviation (SD) = 7.91. The frequency distribution of the organizational culture variable (X_1) data can be seen in Table 3.

Table 3. Frequency Distribution of Principal Leadership Variable (X_1)

Score	F Absolute	F Relative
112-115	8	4%
116-119	13	6%
120-123	19	9%
124-127	33	15%
128-131	50	23%
132-135	44	20%
136-139	22	10%
140-143	17	8%
144-147	11	5%
All	217	100%

Based on the data in Table 3., it can be explained that with a mean of 130.46 in the 128-131 interval class, this means that there are 50 people or 23% of respondents in the class average score, 63 people or 34% of respondents below the class average score, and 94 people or 43% of respondents above the class average score. From this situation, it can be categorized that in general the questions in the questionnaire are effective for collecting data on the Organizational Culture variable.

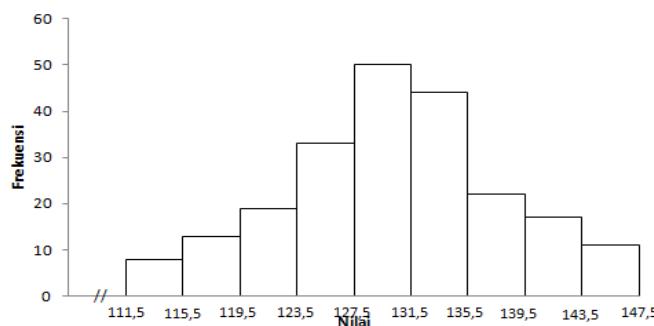


Figure 2. Histogram of Organizational Culture Score Distribution (X1)

The results of the frequency distribution of the organizational culture variable (X1) are illustrated in the histogram of score distribution in Figure 2. To identify the level of teacher attitude tendency (X1), the ideal average score (Mi) and ideal standard deviation (SDi) are used. To determine the level of tendency of Organizational Culture (X1), criteria such as those in Table 4. were used. From the calculation results, Mi was 90 and SDi was 20, so the level of teachers' attitude tendency is shown in Table 4..

Table 4. Level of Tendency Organizational Culture Variable (X1)

No	Group	F Absolute	f Relative	Category
1	121 – ke atas	187	86%	Tinggi
2	90 – 120	30	14%	Cukup
3	60 – 89	0	0%	Kurang
4	59 – Di bawah	0	0%	Rendah
All		217	100%	

From the table above, it can be seen that the number of respondents included in the high category is 201 people (93%), the normal category is 16 people (7%), and there are no respondents in the low category. Therefore, it can be concluded that the Main Leader variable tends to be high.

Teacher Professional Competence (X2)

Based on data obtained from the results of research on 217 respondents, the highest score was 147 and the lowest score was 115, with an average (M) = 132.36 and standard deviation (SD) = 7.06. The frequency distribution of data from the teacher professional competence variable (X2) can be seen in Table 5.

Table 5. Frequency Distribution of Teacher Professional Competency Variables (X2)

Score	F Absolute	F Relative
115-118	5	2%
119-122	14	6%
123-126	27	12%
127-130	43	20%
131-134	52	24%
135-138	34	16%

139-142	19	9%
143-146	16	7%
147-150	7	3%
All	217	100%

Based on the data in Table 5., it can be explained that with an average of 132.36 in the 131-134 class interval, it means that there are 52 people or 24% of respondents at the class average score, 89 people or 41% of respondents below the class average score, and 76 people or 35% of respondents above the class average score. From this situation, it can be categorized that, in general, the questions on the questionnaire are effective in capturing data. From the results of the frequency distribution of the teacher professional competence variable (X2), the histogram of the score distribution based on absolute frequency can be explained in Figure 3.

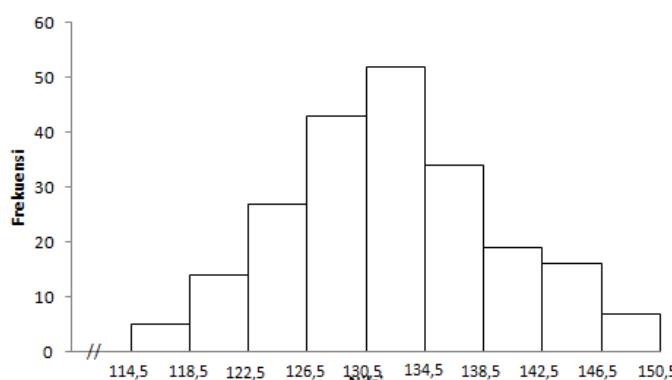


Figure 3. Distribution of Teacher Professional Competence Variable Scores (X2)

To identify the level of teacher professional competence (X2), the ideal average score (Mi) and ideal standard deviation (SDi) were used, as shown in Table 4.2. From the calculation results, $Mi = 90$ and $SDi = 20$ were obtained, and the results are presented in Table 6.

Table 6. Level of Teacher Professional Competency Variable Tendency (X2)

No	Group	F Absolute	f Relative	Category
1	121 – upwards	207	95%	Tinggi
2	90 – 120	10	5%	Cukup
3	60 – 89	0	0%	Kurang
4	59 – Under	0	0%	Rendah
	All	217	100%	

From the table above, it can be seen that the number of respondents in the high category is 207 people (95%), the normal category is 10 people (5%), there are no respondents in the low category, and there are also no respondents in the very low category. Therefore, it can be concluded that the variable of teacher professional competence (X2) tends to be high.

Test Analysis Requirements

Data Normality Test

The data normality test was conducted using the Liliefors test. The data normality test for the Organizational Culture questionnaire scores obtained by Liliefors was calculated at 0.0481, while the Liliefors table value was 0.0601 at $\alpha = 0.05$. Thus, it is known that the Liliefors score is smaller than the Liliefors value from the table, namely $0.0539 < 0.0601$, so it can be concluded that the score data from the Organizational Culture questionnaire is normally distributed.

The normality test for the teacher professional competency questionnaire score data obtained by Liliefors was calculated at 0.0509, while the Liliefors table value was 0.0601 at $\alpha = 0.05$. Thus, it is known that the calculated Liliefors value is smaller than the Liliefors table value, namely $0.0509 < 0.0601$, so it can be concluded that the teacher professional competency questionnaire score data is normally distributed. A summary of the results of the data normality test analysis is presented in Table 7.

Table 7. Summary of Data Normality Test Analysis Results

No	Data	Si	Lt	Note
1.	Organizational Culture Variable Questionnaire Score Data	0.0539	0.0601	Normal
2.	Professional Competency Variable Questionnaire Score Data	0.0509	0.0601	Normal

Based on the above tests, it can be concluded that the four research variables are normally distributed, so that each of the above research variables can be used as further requirements in regression analysis.

Linearity and Significance Test

The linearity test was conducted to determine whether the relationship between the exogenous and endogenous variables is a requirement for using statistical techniques and regression analysis. The following is a summary of the analysis of variance (ANOVA) that tests the linearity and significance of:

The equation of the Teacher Professional Competence variable (X_2) on Organizational Culture (X_1)

From the calculations in Table 4.14, the regression equation of variable X_2 on X_1 is obtained, namely: $X_2 = 74.68 + 0.443 X_1$

Table 8. Summary of Anova for Regression Equation X_2 over X_1

Sumber Varians	Dk	JK	RJK	Fh	Ft ($\alpha = 0,05$)
All	217				
Regression (a)	1	3801893,00	3801893,00		
Regression (b/a)	1	2413,66	3199,90	81,79	3,89
Residual (s)	214	6315,58	29,51		

Lack of fit (TC)	28	121,79	4,19		
Error (G)	189	6437,37	34,06	0,13	1,52

From Table 8. above, it can be seen that F_t ($dk = 1:214$) at a significance level of 0.05 is 3.89, while $F_h = 81.79$. It turns out that $F_h > F_t$, so the regression equation is valid. From the table above, it can also be seen that F_t ($df = 28:189$) at a significance level of 0.05 is 1.52, while F_h obtained is 0.13, so that $F_h < F_t$, meaning that the regression equation is linear. Thus, it can be concluded that Teacher Professional Competence and Principal Leadership have a linear and meaningful relationship at a significance level of 0.05 with a regression equation of $X_2 = 79.95 + 0.402 X_1$.

Testing the Hypothesis

The first hypothesis states that “there is a direct influence of Organizational Culture on the professional competence of Muhammadiyah junior high school teachers in the city of Medan.” The t -value obtained is 2.17, while the t -table for $N = 217$ at a significance level of 5% is 1.960. Thus, the t -value is $> t$ -table, so H_0 is rejected and H_a is accepted, meaning that the path analysis coefficient is significant. Therefore, organizational culture can contribute directly to the professional competence of teachers.

Based on the overall calculation results, the following objective information can be interpreted and discussed. The leadership of the principal has a direct influence on teachers' professional competence of $(p42)^2 = (0.20)^2 \times 100\% = 4\%$, and the remaining $(e24)^2 = (0.98)^2 \times 100\% = 96\%$ is the influence outside of organizational culture.

Discussion

The results of this study indicate that organizational culture only has a direct influence of 4% on teachers' professional competence, while the remaining 96% is influenced by factors other than organizational culture. This figure is relatively small, indicating that although organizational culture in schools contributes to building teacher professionalism, its role is more supportive and not a major factor in determining their professional competence.

This finding is important to understand because in educational management literature, organizational culture is often described as the “spirit” of school life. [Robbins & Judge \(2019\)](#) refer to organizational culture as a system of values, norms, and beliefs shared by members of the organization. In the context of schools, this culture can take the form of collegiality, discipline, openness, or commitment to learning quality. However, research data shows that the direct contribution of organizational culture to teacher competence is still limited.

[Hoy & Miskel \(2013\)](#) explain that organizational culture works more indirectly through teacher motivation, job satisfaction, or commitment. School culture creates a supportive work climate, but improvements in teacher professionalism are more determined by technical factors such as teaching experience, formal education, and continuing education. This explains why the percentage of organizational culture's influence on professional competence in this study is so small.

[Schein \(2010\)](#) adds that organizational culture is a mechanism that shapes meaning and identity within an organization. In schools, cultural values may influence teachers' attitudes

toward their duties, but to build professional competence that encompasses pedagogical, professional, social, and personal aspects, teachers need more concrete development strategies. Without a continuous professional development program, organizational culture is limited to a positive atmosphere without significant leverage on competence.

Research by [Setiawan & Fitriani \(2019\)](#) supports this finding by showing that school organizational culture has a greater influence on increasing teacher loyalty and work ethic than on directly improving professional skills. Meanwhile, research by [Murtiningsih \(2019\)](#) confirms that religious culture in schools can foster discipline and responsibility, but increased professionalism is more closely related to training and academic supervision.

Furthermore, research by [Nugraha & Sari \(2021\)](#) shows that an organizational culture that supports collaboration among teachers can indeed foster motivation to improve the quality of learning. However, teachers acquire mastery of learning methodologies, digital skills, and curriculum development more through workshops, intensive training, and practical experience. This reinforces the evidence that organizational culture does not work as a direct determinant of professional competence.

Within the framework of Herzberg's motivation theory (1966), organizational culture can be viewed as a motivating factor that provides psychological satisfaction and shapes work commitment. However, factors that improve teachers' professional competence, such as training, career development policies, and the provision of learning resources, fall more into the category of hygiene factors. Therefore, although organizational culture remains important, it is not strong enough to significantly improve teachers' professional competence.

Research by [Louis, Dretzke, & Wahlstrom \(2010\)](#) also confirms that school culture does contribute to student achievement and teacher performance, but teacher professionalism is more influenced by education policy and the form of teacher training. This means that although school organizational culture has a motivational function, the results of this study show its limitations as a factor in leveraging teacher competence.

[Maslowski \(2001\)](#) in his study also shows that school culture affects the work climate and interpersonal relationships, but improving teacher professionalism requires intervention through training, certification, or planned self-development programs. These findings are in line with research results showing the low percentage of direct influence of organizational culture on teacher competence.

The results of this study indicate that teachers acquire more professional competence through external factors such as formal education, continuing development programs, and government policies. Organizational culture is only a background factor that helps create a conducive atmosphere for professional learning, but does not directly improve the technical skills required by teachers.

Research by [Tairas & Hidayat \(2021\)](#) adds that organizational culture functions more through mediating variables such as work motivation, satisfaction, or commitment. This clarifies that organizational culture does not directly build competence but rather influences psychological conditions that can then have an impact on improving abilities when supported by other external factors.

In the context of schools, this means that even though a positive organizational culture can make teachers more disciplined, enthusiastic, and motivated, professional competence must still

be supported by formal mechanisms. Training programs, curriculum development, integration of educational technology, and academic supervision are key to building teacher competence.

In addition, the low influence of organizational culture on professional competence can also be explained by human resource theory. According to [Wirawan \(2012\)](#), teacher competency development is more effective through training systems, mentoring, and performance-based evaluations. Organizational culture acts as a motivator, but it does not have the technical instruments to directly hone teachers' skills.

International research by [Day & Sachs \(2004\)](#) confirms that teacher professionalism is the result of systematic continuous professional development programs. Organizational culture does provide enthusiasm, but professional skills only develop through reflective practice, academic collaboration, and continuing education.

The results of this study are also relevant to the study by [Bush & Middlewood \(2013\)](#), which states that educational leadership and school policy play a greater role in determining the direction of teacher professional development, while organizational culture only serves as a supporting foundation. In other words, organizational culture is not a major factor in improving professional competence.

These findings have important implications for educational practices at SMP Muhammadiyah Kota Medan. School principals and education administrators need to understand that building a positive organizational culture is indeed important for creating a healthy work environment, but it must be integrated with concrete policies for developing teacher professionalism. Without systematic capacity building programs, organizational culture will only result in loyalty without competency improvement.

Organizational culture functions as an environment that encourages or hinders this change process, but it is not the primary determinant. Therefore, even a strong organizational culture will not have a significant impact without the commitment of individual teachers. Differences in professional competence levels among teachers within the same organizational culture indicate that individual factors play a greater role. This reinforces the finding that organizational culture makes only a small direct contribution. In practice, organizational culture is often more effective in fostering compliance with school rules and regulations than in encouraging in-depth scientific development. Developing professional competence requires a reflective process, independent learning, and active involvement in scientific activities. This process largely occurs outside the mechanisms of formal organizational culture.

In Islamic education, lifelong learning is a fundamental principle. Teachers are required to continuously expand their knowledge as a form of scientific responsibility and devotion to Allah Swt. An organizational culture that supports the value of learning can accelerate this process, but cannot replace it. Professional competence is still built through individual commitment to learning. These findings indicate that improving school organizational culture alone is not sufficient to significantly improve teacher professional competence. A more comprehensive and sustainable approach is needed. This approach includes strengthening the teacher professional development system, improving the quality of training, and creating an academic climate that encourages reflection and innovation in learning. Organizational culture should be positioned as a supporter of the competency development process, not as the primary instrument for improving teacher professionalism. From an Islamic perspective, teacher professionalism is part of worship and a scholarly mandate. Teachers are required to carry out their profession with *itqan*, meaning

working diligently and with quality. An organizational culture based on Islamic values can strengthen this awareness, although its influence remains indirect.

Therefore, the finding that organizational culture has only a 4% direct influence places organizational culture in a significant role within the framework of developing teacher professional competency. This study confirms that teacher professionalism is the result of a complex interaction between individual factors, the education system, and the work environment. Overall, organizational culture remains important in reinforcing values and work ethic, but improving teacher professional competency requires a conscious effort to learn, a commitment to knowledge, and ongoing systemic support from an Islamic educational perspective. Thus, although organizational culture has a contribution, its small percentage indicates the need for greater focus on other aspects, such as training policies, continuous coaching, the use of educational technology, and government support for improving teacher quality. This also explains why teachers' professional competence cannot depend solely on organizational culture.

In conclusion, organizational culture remains important in the context of school management because it creates a conducive working atmosphere. However, improving teachers' professional competence requires a comprehensive approach that combines organizational culture with professional development systems, education policies, and infrastructure support. Without this, the contribution of organizational culture will only be a supporting factor with relatively little influence, as evidenced in this study.

Conclusion

The results of this study indicate that organizational culture has a direct influence on the professional competence of teachers at Muhammadiyah junior high schools in Medan City of 4%, while the remaining 96% is influenced by factors other than organizational culture. In general, both organizational culture and teacher professional competence are in the high category, although a small number of teachers are still in the adequate category. These findings confirm that improving teachers' professional competence is not the result of a single factor, but rather a multidimensional process involving organizational culture, work motivation, educational policy support, and the availability of continuing training. Therefore, efforts to strengthen the professional competence of teachers at Muhammadiyah Junior High Schools in Medan require a holistic approach, in which school principals play a role as facilitators capable of creating a conducive work climate, while structural support and the personal commitment of teachers remain key to improving the quality of learning.

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