

THE INFLUENCE OF SCHOOL CULTURE AND TEACHERS' COMMITMENT ON THE PEDAGOGICAL COMPETENCIES OF ELEMENTARY TEACHERS

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ABSTRACT

This research aims to investigate the influence of School Culture (X1) and Teacher Commitment (X2) on the Pedagogical Competence (Y) of Elementary School Teachers in Sukmajaya District, Depok City. This research uses an associative quantitative approach and hypothesis testing using the path analysis method, while the data collection technique uses questionnaires, with a sample of 98 teachers from a population of 130 elementary school teachers in the Sukmajaya sub-district, Depok City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: a) Statistical results show that there is a partially positive and significant influence between School Culture and Pedagogical Competence ($t \text{ count} = 16.455$, $\text{sig} = 0.000 < 0.05$), b) Statistical results show that there is a partially positive and significant influence between Teacher Commitment on Pedagogical Competence ($t \text{ count} = 47.251$, $\text{sig} = 0.000 < 0.05$), c) Statistical results show that there is a partially positive and significant influence between School Culture on Teacher Commitment ($t \text{ count} = 11.324$, $\text{sig} = 0.000 < 0.05$). Thus, from the results of this research and discussion, it can be concluded that School Culture, Teacher Commitment, and Pedagogical Competence are interrelated and influence each other. Improving School Culture and Teacher Commitment can make a positive contribution in improving Pedagogical Competence in the educational environment. This research aims to investigate the influence of School Culture (X1) and Commitment.

Keywords: *School Culture, Teacher Commitment, Pedagogical Competence*

INTRODUCTION

Education has a central role in the development of individuals and society. Teachers as the spearhead in the learning process have a big responsibility in increasing the effectiveness of learning in the classroom. In carrying out his duties, a teacher must have competencies that cover several key aspects.

According to research (Suyanto, 2020; Suprihatiningrum, 2013; Rusman, 2014), a teacher's competency is divided into three main components. First, the ability to manage education, including learning planning, implementing communication in the teaching and learning process, as well as evaluating student abilities. Second, developing professional skills as the main focus for improving one's quality as a teacher. Third, mastery of the material, including educational knowledge and in-depth understanding of the academic material being taught.

The concept of competency according to the Council of Europe (Danijela, 2022) is a general ability consisting of knowledge, experience, values and dispositions necessary for each individual in self-development, social integration and work skills.

A teacher's commitment (Muadin, 2020; Dewi, 2019) is an important aspect in improving the quality of education. This commitment is reflected in acceptance, belief in the values and goals of the organization, as well as enthusiasm to achieve these goals. Although considered important, strategic steps to increase teacher commitment have not been fully realized in policy.

School culture (Niswah, 2020; Arifin, 2018; Habibi, 2016) has a big role in influencing teacher performance by emphasizing values such as honesty, justice, responsibility, brotherhood, clear rules, commitment, and cooperation. School principals (Khanal, 2019) also play an important role in hiring quality, dedicated, and professional teachers.

A teacher's commitment to school is a person's psychological and physical involvement in their work environment, with components of organizational norms, values and regulations (Wirawan, 2013). This includes loyalty, expression of concern for the success of the organization, as well as alignment of personal behavior with the goals of the school or foundation (Siti Aisyah, 2019). The hope of good teacher commitment and competence is increased teacher performance in achieving educational goals effectively and efficiently (Santana, 2021).

The teacher's role focuses on the function as a teacher and educator who is responsible for the learning process and student development (Parwatha, 2020). They are also considered as professionals who have the responsibility to educate students according to the desired educational goals (Ubabuddin, 2018).

The importance of a conducive, dynamic and democratic school environment and culture in developing quality schools is emphasized, because school culture reflects the spirit of an institution. School culture is the values, beliefs and norms that influence the way school members interact and carry out their duties (Septian Arief Budiman, 2018; Uhar Suharsaputra, 2014). This influences the behavior and work produced by all school members.

The research aims to investigate the influence of school culture, teacher commitment, and pedagogical competence in elementary schools in Sukmajaya District, Depok City. Even though elementary schools in this region have a vision of developing graduates who have faith, character, culture, competitiveness and environmental insight, there are several problems.

Several teachers at the elementary school have not demonstrated the expected level of competency. For example, some teachers have not made corrections to students' assignments or homework, are lacking in building a consistent work culture, and are unable to create interesting learning and harmonious interactions between teachers and students.

Teacher commitment to school institutions is also an important factor. This commitment refers to teachers' identification, involvement, and loyalty to the organizations where they work. Initial observations show that teachers' pedagogical competence is not optimal. Some of the indicators found were a lack of mastery of the material, a lack of creativity in developing learning media, and learning activities that were still focused on lectures.

Several previous studies have provided varying results regarding the influence of school culture, teacher commitment, and pedagogical competence. Some studies show that school culture has no effect

on teacher commitment, but there are also those who state the opposite. Likewise, with the influence of school culture on pedagogical competence, there are results that indicate the influence and vice versa (Karadag & Baloglu, 2011; Rahman, 2021; Caskova & Chudy, 2021, Amelia & Sawiji, 2022, Astutik & Roesminingsih, 2021, Anggi, 2023).

By looking at the problems in elementary schools in Sukmajaya District, Depok City and the issues that emerged from the results of previous research, this research will focus on the interaction between school culture, teacher commitment, and pedagogical competence in these elementary schools.

METHOD

This research uses a quantitative approach through field methods with survey techniques. Distribution of instruments in the form of questionnaires to collect data on the influence of school culture (X1) and teacher commitment (X2) on pedagogical competence (X3) in Sukmajaya District, Depok City. The research was carried out using the descriptive analysis method, where the research is in the form of a problem based on current population facts carried out by researchers. Quantitative methods are used in this type of descriptive research to test hypotheses or answer questions about the subject being studied currently and to determine the effects of the variables being studied. The research question model constellation shows the relationship model between the independent (exogenous) variables, namely school culture (X1), teacher commitment (X2) and the dependent (endogenous) variable, namely pedagogical competence (Y).

The population in this study were all civil servant teachers and non-permanent teachers (GTT) in public elementary schools in Sukmajaya District, Depok City, totaling 130 people. The sample for this research was taken from the population, namely from all public elementary school teachers in Sukmajaya District, Depok City, taken randomly (simple random sampling) as many as 98 people from 115 existing teachers. Sampling was carried out using a questionnaire/questionnaire. The number of research samples obtained using this formula was 89 respondents. This sample size can be said to have representativeness value. The method for determining respondents was random. The trial sample for testing the research instrument was used by 30 teachers. The data collection in this research is as follows. Questionnaire. In this research, a questionnaire in the form of a Google form is the data collection method that will be given to elementary school teachers in Sukmajaya District, Depok City. In this research, the measurement scale used is the Likert scale.

FINDINGS AND DISCUSSION

From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.758, $p\text{-value} = 0.000 < 0.005$. The determinant coefficient in this study is R^2 of 0.706 or 70%. So it can be concluded that school culture is 70% influenced by pedagogical competence and 30% is influenced by other factors not discussed in this research. From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.910, $p\text{-value} = 0.000 < 0.005$. The determinant coefficient in this study is R^2 of 0.952 or 95%. So it can be concluded that school culture is 95% influenced by pedagogical competence and 5% is influenced by other factors not discussed in this research. From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.705, $p\text{-value} = 0.000 < 0.005$. The determinant coefficient in this study is R^2 of 0.532 or 53%. So it can be concluded that school culture is 53% of pedagogical competence and 47% is influenced by other factors not discussed in this research.

Based on the research results, the t count for the School Culture variable, namely 16,455, is positive and the sig value for the School Culture variable is $0.000 < 0.05$, which is smaller than 0.05.

This means that School Culture has a partially positive and significant effect on Pedagogical Competence.

School culture is a set of values that serve as a benchmark for the behavior of school residents. This statement has been expressed by Buhler (2017) that school culture becomes a guideline for behavior because with culture, teachers can glue and maintain the organization through a system of shared beliefs and values. According to Rahman and Husain (2020) that school culture will be the identity, characteristics or characteristics inherent in a school, so that it differentiates it from other schools. Therefore, school culture is an important element in a school because it will become the picture and image of the school in society. The inherent image of school culture will become a separate value or characteristic inherent in a school, so that it is able to show its characteristics. The competencies possessed by each teacher will show the teacher's quality in teaching. These competencies can, among other things, be realized in the form of mastery of knowledge and professionalism in carrying out their functions as a teacher (Majid, 2015).

This has been proven in Ariyanti's (2015) research, that school culture has a positive effect on competence. Research by Handayani et al., (2015) shows that school culture has a positive relationship with competence. The results of this research are also supported by research conducted by Rohma et al., (2020) and Murkatik et al., (2020) stating that school culture has a positive effect on competence. Meanwhile, research by Caskova & Chudy (2021) shows that school culture influences pedagogical competence.

Based on the discussion above, the conclusion in this research is that if school culture increases then Pedagogical Competence will also increase or vice versa if School Culture decreases then Pedagogical Competency will also decrease.

Based on the research results, the t count for the Teacher Commitment variable, namely 47,251, is positive and the sig value for the Teacher Commitment variable is $0.000 < 0.05$, which is smaller than 0.05. This means that Teacher Commitment has a partially positive and significant effect on Pedagogical Competence.

A teacher who is highly committed will always be enthusiastic and active in carrying out his work. A productive educator is a teacher who carries out his duties with dedication and competence. The qualifications that a teacher must have in order to carry out his obligations as an educator include pedagogical expertise, personal maturity, self-devotion, and an attitude of responsibility. In reality, it often happens that some teachers lack a sense of commitment and responsibility for their duties, lack concern for the problems and challenges faced by students (Isfandiar, 2022). Competency is a technical ability that includes qualifications and expertise to carry out learning, which is demonstrated by the ability to plan education and learning programs, implement or direct the education and learning process, and evaluate the education and learning process.

Professional competence is one of the criteria that an educator must have in carrying out learning. With the competence possessed by a teacher, the expertise he has will be able to guide and assist students in facing and overcoming all the challenges they face. With the various problems faced by teachers in the world of education, the professional role of teachers often receives attention from various parties (Isfandiar, 2022).

The results of research conducted by Fitrianova (2020) show that teacher commitment has a significant effect on competence. Research by Sudjoko (2020) shows that teacher commitment has a significant effect on competence. Meanwhile, research conducted by Sunarto et al., (2019), and Siri et al., (2020) shows that commitment has a significant effect on competence.

Based on the discussion above, the conclusion in this research is that if Teacher Commitment increases, Pedagogical Competence will also increase or vice versa, if Teacher Commitment decreases, Pedagogical Competency will also decrease.

The calculated t result for the School Culture variable, namely 11,324, is positive and the sig value for the School Culture variable is $0.000 < 0.05$, which is smaller than 0.05. This means that School

Culture has a partially positive and significant effect on Teacher Commitment.

A school as an organization has a culture within it that greatly determines the success and glory of the school in carrying out programs and achieving national education goals. As stated by Jamal Ma'mur Asmani (2012) that if organizational culture prioritizes discipline, creativity, cooperation, equality, and the birth of fresh, innovative ideas, then within a short time the organization will experience significant improvement. So, a high school culture will make the school more advanced which then forms teachers' commitment to the school and their profession, because the environment influences them. They also voluntarily create a conducive atmosphere and try to realize the responsibility and role of the school in realizing the success of education and teaching.

Teacher commitment is a teacher's willingness to do something of quality in an effort to improve student learning processes and outcomes. Teacher commitment is always marked by loyalty or a strong desire to remain a teacher at a particular school. The teacher also always wants to be involved and is willing to put forth his efforts on behalf of the school. In fact, they have confidence and acceptance of the values and goals of their school. The value of commitment to tasks or work is work values. The current challenges in the world of education include the low quality of education. So it is not surprising that teachers with the title of professional teacher seem to work more (Indawati, 2020).

The results of this research are in line with research conducted by Amelia et al., (2022). The research results show that school culture and teacher commitment influence pedagogical competence at the same time. Research conducted by Labieq (2019) shows that school culture and teacher commitment simultaneously influence pedagogical competence.

Based on the discussion above, the conclusion in this research is that if school culture increases, teacher commitment will also increase, or vice versa, if school culture decreases, teacher commitment will also decrease.

CONCLUSION

Based on the results of research and discussions carried out regarding the influence of School Culture, Teacher Commitment and Pedagogical Competence, it can be concluded:

1. The Influence of School Culture on Pedagogical Competence:
 - Statistical results show that there is a positive and partially significant influence between School Culture and Pedagogical Competence ($t = 16.455$, $\text{sig} = 0.000 < 0.05$).
 - School culture plays an important role as a guide for behavior in the school environment, influencing the identity, characteristics and image of the school in society.
 - Previous research also supports these findings, showing that improving School Culture contributes to increasing Pedagogical Competence.
 - Conclusion: When School Culture increases, Pedagogical Competency also tends to increase, and conversely, if School Culture decreases, Pedagogical Competency also tends to decrease.
2. The Influence of Teacher Commitment on Pedagogical Competence:
 - Statistical results show that there is a positive and partially significant influence between Teacher Commitment and Pedagogical Competence ($t = 47.251$, $\text{sig} = 0.000 < 0.05$).
 - Teacher commitment, which includes enthusiasm, dedication and responsibility in carrying out educational tasks, has an important role in improving Pedagogical Competency.
 - Findings from previous research also support this relationship, confirming that increasing Teacher Commitment has an impact on increasing Pedagogical Competence.
 - Conclusion: When Teacher Commitment increases, Pedagogical Competence also tends to increase, and conversely, if Teacher Commitment decreases, Pedagogical Competency also

tends to decrease.

3. The Influence of School Culture on Teacher Commitment:

- Statistical results show that there is a positive and partially significant influence between School Culture and Teacher Commitment ($t = 11.324$, $\text{sig} = 0.000 < 0.05$).
- A strong and positive school culture can shape teachers' commitment to the school and their profession, create a conducive environment and have an impact on teachers' commitment to their duties.
- Previous research also supports these findings, confirming that improving School Culture can influence increasing Teacher Commitment.
- Conclusion: When School Culture increases, Teacher Commitment tends to increase, and conversely if School Culture decreases, Teacher Commitment tends to decrease.

Thus, from the results of this research and discussion, it can be concluded that School Culture, Teacher Commitment, and Pedagogical Competence are interrelated and influence each other. Improving School Culture and Teacher Commitment can make a positive contribution in improving Pedagogical Competence in the educational environment.

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