International Journal of Economy, Education, and Entrepreneurship
p-ISSN: 2798-0138 | e-ISSN: 2798-012X
Vol. 5, No. 2, August 2025
https://doi.org/10.53067/ije3.v5i2

THE INFLUENCE OF WORK CULTURE AND PROFESSIONAL DEVELOPMENT ON TEACHER QUALITY AND ITS IMPACT ON LEARNING QUALITY AT PUBLIC ELEMENTARY SCHOOLS IN SAKETI DISTRICT, PANDEGLANG REGENCY

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Abstract

This research was conducted at public elementary schools in Saketi District, Pandeglang Regency. The background of this study lies in the issues related to work culture, professional development, teacher quality, and learning quality. The purpose of this study is to analyze the influence of work culture and professional development on teacher quality, as well as the effect of teacher quality on learning quality. In addition, this study aims to determine whether teacher quality mediates the relationship between work culture and learning quality. The method used is quantitative, with a population of 259 and a sample size of 90. The analytical tool applied is regression analysis using Smart PLS software.

The results of this research indicate that organizational culture and professional development have a positive and significant effect on teacher quality, and teacher quality has a positive and significant effect on learning quality. Furthermore, the findings reveal that teacher quality mediates the relationship between work culture and professional development on learning quality. It can be concluded that better work culture and professional development will improve teacher quality and, in turn, enhance learning quality. When teacher quality increases, work culture and professional development will contribute to improving learning quality.
Keywords: Work Culture, Professional Development, Teacher Quality, Learning Quality

INTRODUCTION

Education is a crucial foundation for national development. Educational success is largely determined by the quality of classroom learning, which relies on the role of teachers as key actors. Teachers not only deliver material but also serve as guides, facilitators, and character builders for students. In basic education, teachers play a strategic role in instilling initial knowledge, attitudes, and skills. Therefore, teachers need to possess pedagogical, professional, personal, and social competencies. Supporting a positive work culture, such as discipline, collaboration, innovation, and responsibility, is crucial to creating a conducive environment that boosts teacher enthusiasm and productivity.

Monitoring in Saketi District, Pandeglang, shows that many teachers still have a poor work culture, such as arriving late, leaving early, dressing inappropriately, and neglecting official attributes. This situation impacts students' interest in learning, as teachers are role models to be respected and imitated. In addition to work culture, teacher professional development is also a crucial factor. Teachers are required to master pedagogy, have good personalities, and be able to keep up with technological and curriculum developments. However, many teachers still have limited qualifications and lack motivation. Therefore, continuous professional development is absolutely necessary to improve the quality of education.

In Saketi District, Pandeglang, the performance of public elementary school teachers is a key focus in improving the quality of education. Although the government has promoted competency

improvement policies, many teachers still face challenges in pedagogical, professional, personal, and social aspects. Lack of ongoing training, limited access to modern learning resources, and a lack of supporting facilities exacerbate the situation. The implementation of the Independent Curriculum, which demands creativity, has not yet been fully adapted. A suboptimal work culture and limited teacher development also impact the quality of learning. Therefore, strategic, sustainable, and relevant programs are needed to improve teacher quality and student learning outcomes.

A pre-survey at a public elementary school in Saketi District showed that teacher work culture, professional development, teacher quality, and learning quality still face various challenges. Regarding work culture, the majority of teachers assessed the school environment as not conducive and low participation in decision-making. Professional development was also weak, indicated by low teacher involvement in training and minimal school support. Although some teachers mastered the material and participated in professional activities, varied learning methods, discipline, and openness remained low. In terms of learning quality, planning and encouragement of critical thinking were quite good, but student engagement, technology utilization, and evaluation were suboptimal.

The research gap in the context of work culture, professional development, teacher quality, and learning quality shows that previous studies have focused on performance, not on overall teacher quality. For example, Yuniar et al. (2021) found that work culture had a 58.7% influence on teacher performance, but did not comprehensively examine aspects of teacher quality. Similarly, Bilqis (2024) demonstrated that PKB had a 78.9% influence on performance, but did not address all dimensions of teacher competency. Furthermore, several studies (Hasanah et al., 2022; Fauziah & Hamid, 2020) confirmed the relationship between work culture and teacher quality and learning, but the results were mixed and did not address rural contexts like Saketi. Therefore, this study is crucial to address this gap by examining the influence of work culture and professional development on teacher quality and its implications for learning quality at a public elementary school in Saketi District.

The novelty of this research lies in its attempt to integrate work culture, professional development, teacher quality, and learning quality into a single, coherent research framework. Unlike previous research that focused only on partial relationships between variables, this study positions teachers as central actors by deeply examining how work culture and professional development contribute to improving teacher quality and their impact on the quality of learning in elementary schools. Thus, this research is expected to provide a new perspective relevant to educational reform efforts at both the regional and national levels.

LITERATURE REVIEW

Work Culture

Teachers' work culture is crucial for assessing their performance and professionalism in carrying out their duties. Nurhadijah (2017) explains that indicators of work culture include discipline,

openness, and mutual respect. Discipline is demonstrated by teachers' adherence to school rules and norms. Openness implies a willingness to give and receive information honestly for the common good. Meanwhile, mutual respect is evident in respect for the individual, tasks, and responsibilities of others. These three indicators form the basis for creating a positive work culture in educational settings.

Professional Development

Teacher professional development reflects the extent to which teachers are able to continuously improve their competencies. Putri and Imaniyati (2017) identified six key indicators: keeping abreast of developments in science and technology, developing learning models, writing scientific papers, creating learning media, improving qualifications, and participating in curriculum development. Mulyasa (2013) emphasized that professional teachers must continually keep abreast of developments in science and technology to stay ahead of the curve. Joyce and Weil (2000) added that the development of learning models influences the quality of learning. Therefore, these indicators serve as important benchmarks for improving teacher professionalism.

Teacher Quality

Teacher quality is a crucial factor in determining the success of the educational process. Qualified teachers not only master the teaching material but also possess pedagogical, professional, personal, and social competencies. Law Number 14 of 2005 stipulates that professional teachers must possess academic qualifications, competencies, and teacher certification. Teacher quality evaluation is conducted through a comparison of standards and actual performance (Qatrin & Mulyasari, 2023). Minister of National Education Regulation No. 16 of 2007 adds that teacher quality indicators include motivation, personality, and skills in managing learning effectively and meaningfully to achieve national education goals.

Quality of Learning

Learning quality is a crucial measure of educational success, reflecting the extent to which learning objectives are optimally achieved. According to Hasan & Musa (2022), learning quality can be measured through mastery of teaching materials, teachers' ability to deliver them, the alignment of assessments with objectives, a supportive learning environment, and students' ability to apply knowledge in real-life situations. Prof. Nahadi (2020) emphasized that quality learning must be student-centered, collaborative, contextual, and relevant to 21st-century needs. Therefore, learning quality not only builds knowledge but also shapes students' skills, attitudes, and character.

Thinking Framework

Various studies demonstrate the consistent influence of work culture on teacher quality and educational performance. Dharmawan & Nugroho (2023) emphasized that physical and non-physical work culture significantly influence work quality, although the non-physical work environment does not significantly affect teacher quality. Rosdiana (2024) also found that work culture has a significant positive effect on teacher quality. This is reinforced by the findings of Ningsih et al. (2023), Sukmawati & Kadarsah (2024), and Suryana et al. (2024), who stated that work culture significantly contributes to teacher quality, even mediated by work motivation, thereby improving the quality of learning sustainably.

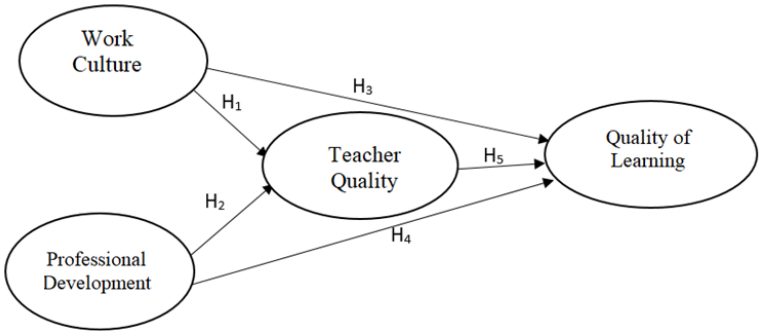

Figure 1 Thinking Framework

Research Hypothesis

The hypothesis in this study is based on the results of relevant research and the theoretical framework above, so the hypothesis of this study is as follows:

H_1 : It is suspected that work culture has a positive and significant influence on the quality of teachers inElementary School in Saketi District, Pandeglang Regency

H_2 : It is suspected that professional development has a positive and significant influence on the quality of teachers inElementary School in Saketi District, Pandeglang Regency.

H_3 : It is suspected that work culture has a positive and significant influence on the quality of learning inElementary School in Saketi District, Pandeglang Regency

H_4 : It is suspected that professional development has a positive and significant influence on the quality of learning inElementary School in Saketi District, Pandeglang Regency.

H_5 : It is suspected that teacher quality has a positive and significant influence on the quality of learning inElementary School in Saketi District, Pandeglang Regency.

H_6 : It is suspected that work culture has an indirect influence on the quality of learning through the quality of teachers.

H_7 : It is suspected that the development of the teaching profession has an indirect effect on the quality of learning through the quality of teachers.

METHOD

Research methods

This study employed a quantitative method with an explanatory research approach. According to Sugiyono (2019), quantitative research aims to test hypotheses using structured instruments whose results are statistically processed. This method was chosen because it aligns with the research objectives, namely to analyze the influence of work culture and professional development on teacher quality, as well as its implications for learning quality. The research instrument, a Likert-scale questionnaire, was developed to obtain primary data from respondents. Data analysis used a Structural Equation Modeling (SEM) approach based on Partial Least Squares (PLS), as suggested by Hair et al. (2017) because it is capable of testing complex relationship models even though the data is not normally distributed and the sample size is relatively small.

Population and Sample

The population in this study was all ASN teachers at Public Elementary Schools in Saketi District, Pandeglang Regency, totaling 259 people. This population was selected because ASN teachers have professional responsibilities with uniform competency standards. The sample was determined using a census sampling technique. According to Arikunto (2010), if the population is less than 100, the entire population is sampled, while if more than that, a portion can be taken according to the research needs. In this study, 90 teacher respondents were selected proportionally to maintain representation from each school. This selection was made so that the research results can reflect the actual conditions in the field.

Data Collection Techniques

The data used were primary data obtained directly through questionnaires. According to Creswell (2014), primary data is crucial for measuring research variables because it is obtained directly from the research subjects. The questionnaire instrument was constructed using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." Prior to use, the instrument was pilot-tested to ensure clarity and understanding of the questions. The pilot-test results were used to refine the instrument to enhance its validity. Furthermore, the instrument's validity and reliability were tested using SmartPLS to ensure the data obtained were truly valid and consistent.

Data Analysis Techniques

Data analysis was performed using SEM-PLS through the SmartPLS 3.0 application. According to Ghozali & Latan (2015), SEM-PLS is an alternative approach to structural analysis that can test direct and indirect relationships between variables. The first stage is testing the outer model, which aims to assess the validity and reliability of the indicators. Convergent validity is determined by a loading factor value > 0.7, while instrument reliability is determined by a composite reliability value and Cronbach's Alpha > 0.6. The second stage is testing the inner model to assess the

relationship between latent variables, by paying attention to the path coefficient, R-square, predictive relevance (Q^2), and effect size (f^2) values.

Structural Equation Analysis Model

The analysis model in this study was designed based on a conceptual framework that links work culture and professional development as independent variables, teacher quality as a mediating variable, and learning quality as a dependent variable. According to Latan & Ghozali (2017), SEM-PLS allows the testing of complex relationships within a single model, both direct and mediating influences. This model is depicted through a path diagram that shows the direction of influence between research variables, thus facilitating the analysis of the causal relationships to be tested.

Statistical Hypothesis

Hypothesis testing was conducted using bootstrapping techniques in SEM-PLS. According to Hair et al. (2017), the basis for decision making in SEM-PLS is by comparing the t-statistic and p-value. If the t-statistic > 1.96 and p-value < 0.05, then the hypothesis is accepted, whereas if not met then the hypothesis is rejected. The hypotheses of this study include the influence of work culture and professional development on teacher quality, the influence of work culture and professional development on learning quality, the influence of teacher quality on learning quality, and the mediating role of teacher quality in the relationship between work culture and professional development on learning quality. With this approach, the study is expected to provide empirical evidence regarding the importance of work culture and professional development in improving teacher quality and learning in Public Elementary Schools in Saketi District.

RESULTS AND DISCUSSION

Data Description

This study was conducted to examine the influence of work culture, professional development, and teacher quality on the quality of learning at a public elementary school in Saketi District, Pandeglang Regency. Nine ASN teachers from several elementary schools participated in the study. Data were collected using a Likert-based questionnaire (1–5) with indicators for each variable.

Descriptive analysis shows that work culture scores ranged from 45–80, with an average of 65.20 (SD = 7.10). This indicates that teacher work culture is in the high category. The professional development variable obtained a score of 40–78, with an average of 61.85 (SD = 6.75), indicating a fairly good perception. The teacher quality variable recorded a score of 38–75 with an average of 59.60 (SD = 7.32), illustrating a fairly high category. Finally, learning quality had a score of 42–85, with an average of 66.10 (SD = 8.05), indicating that learning quality was in the high category.

Research Analysis (Outer Model Evaluation)

1. Convergent Validity

Table 1 shows the outer loading values of all variable indicators.

Table 1. Outer Loading Values

Indicator	Work Culture	Professional Development	Teacher Quality	Quality of Learning
BK1	0,947	-	-	-
BK2	0,939	-	-	-
BK3	0,949	-	-	-
PP1	-	0,911	-	-
PP2	-	0,898	-	-
PP3	-	0,954	-	-
PP4	-	0,950	-	-
PP5	-	0,907	-	-
PP6	-	0,934	-	-
KG1	-	-	0,881	-
KG2	-	-	0,902	-
KG3	-	-	0,954	-
KP1	-	-	-	0,922
KP2	-	-	-	0,952
KP3	-	-	-	0,946
KP4	-	-	-	0,947
KP5	-	-	-	0,938

Source: Data processed, 2025

The results show that all indicators have outer loading values >0.7. This indicates that the instrument meets convergent validity criteria. No indicators scored below the minimum threshold, allowing the data to be used for further analysis. Construct reliability for each variable was achieved, confirming the instrument's validity in measuring work culture, professional development, teacher quality, and learning quality.

2. Discriminant Validity

Discriminant validity testing is indicated by the cross loading value.

Tabel 2. Cross Loadings

Indicator	Work Culture	Professional Development	Teacher Quality	Quality of Learning
BK1	0.947	0.827	0.804	0.813
BK2	0.939	0.827	0.865	0.887
BK3	0.949	0.825	0.845	0.844
PP1	0.849	0.911	0.883	0.870
PP2	0.831	0.898	0.858	0.857
PP3	0.761	0.954	0.866	0.854
KG1	0.800	0.817	0.881	0.861
KG2	0.831	0.823	0.902	0.852
KP1	0.830	0.863	0.903	0.922
KP2	0.831	0.877	0.917	0.952
KP5	0.859	0.876	0.899	0.938

Source: Data processed, 2025

Each indicator has a higher cross-loading value on the variable it measures than the other variables. This indicates that discriminant validity has been met. Thus, each measured construct is clear and there is no overlap between variables, strengthening the validity of the research model.

3. Average Variance Extracted (AVE)

Table 4.3. AVE value

Variables	AVE
Work Culture	0,893
Professional Development	0,858
Teacher Quality	0,860
Quality of Learning	0,885

Source: Data processed, 2025

All variables had AVE values above 0.5, indicating that more than 50% of the indicator variance could be explained by the construct. The highest AVE was for work culture (0.893), followed by learning quality (0.885). These results demonstrate that the research constructs have good convergent validity, making them suitable for use in a structural model.

4. Composite Reliability dan Cronbach Alpha

Table 4. Construct Reliability

Variables	Composite Reliability	Cronbach's Alpha
Work Culture	0,962	0,940
Professional Development	0,973	0,967
Teacher Quality	0,974	0,967
Quality of Learning	0,975	0,968

Source: Data processed, 2025

The composite reliability value for all variables was >0.7, indicating high reliability. Similarly, Cronbach's Alpha was >0.7 for all variables, indicating that this research instrument can be trusted to measure the intended construct. This means that each indicator consistently measures the latent variable, thus ensuring excellent data reliability.

Inner Model Evaluation

The research structural model is shown in Figure 1 (Inner Model). The results of the path coefficient analysis show that the work culture variable has the greatest influence on professional development (7.179). Furthermore, teacher quality has a strong influence on learning quality (6.474). Other coefficient values are also positive and significant.

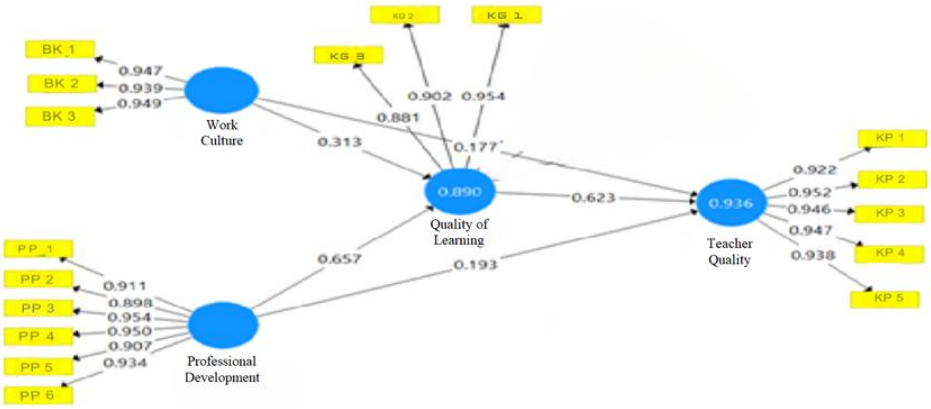

Figure 2 Inner Model

The R-Square (R^2) value indicates that teacher quality can be explained by work culture and professional development at 0.936, while the quality of learning is explained by all three variables at 0.890. This indicates that the model has high explanatory power. The Q-Square (Q^2) value also showed positive results, namely teacher quality (0.689) and learning quality (0.771). These values indicate the model has strong predictive relevance.

Hypothesis Testing

Hypothesis testing is done by looking at the values*t-statistic* And *p-value* results *bootstrapping*. The rules used are*t-statistic*> 1.96 and*p-value*< 0.05 for the hypothesis to be declared significant. The test results are shown in Table 5.

Table 5. Results of t-Statistic and P-Value Measurements

Influence of Variables	T-Statistic	P-Value	Conclusion
Work Culture → Teacher Quality	3,069	0,002	Positive & Significant
Professional Development → Teacher Quality	6,474	0,000	Positive & Significant
Teacher Quality → Learning Quality	7,179	0,000	Positive & Significant
Work Culture → Quality of Learning	2,828	0,004	Positive & Significant
Professional Development → Quality of Learning	2,202	0,009	Positive & Significant
Work Culture → Teacher Quality → Learning Quality	2,672	0,008	Positive & Significant
Professional Development → Teacher Quality → Learning Quality	5,355	0,000	Positive & Significant

Source: Data processed, 2025

The table results show that all hypotheses are accepted because the values*t-statistic*> 1.96 and*p-value*< 0.05. Work culture and professional development have been shown to directly and indirectly influence learning quality through teacher quality. This confirms that teacher quality is a crucial mediator in improving the quality of learning in schools.

Discussion

1. The Influence of Work Culture on Teacher Quality

   The test results show that work culture has a positive and significant effect on teacher quality, with a coefficient value of 0.313 and a t-statistic of 3.069. This finding confirms that a conducive work culture can encourage increased teacher competence, professionalism, and motivation. This is in line with research by Suriyana et al. (2024), Dharmawan & Nugroho (2023), and Rosdiana (2024), which emphasizes the importance of work culture in creating better quality teaching staff.

   A positive work culture encompasses open communication, harmonious working relationships, and adequate supporting facilities. These conditions make teachers more comfortable and focused on their tasks. A healthy work environment also fosters loyalty and enthusiasm for teaching. Therefore, work culture is a crucial factor in supporting teacher quality, enabling them to make optimal contributions to education.

2. The Impact of Professional Development on Teacher Quality

   The results of the study indicate that professional development has a significant positive effect on teacher quality, with a coefficient value of 0.657 and a t-statistic of 6.474. This means that the better the professional development, the higher the quality of the teachers produced. These results align with Susanto et al. (2024) and Sukmawati & Kadarsah (2024), who found that increasing competence through training and development significantly impacts teacher quality.

   Professional development not only improves technical skills but also fosters professional attitudes, motivation, and dedication in teachers. Programs focused on training, workshops, and opportunities for further study can strengthen competencies. Furthermore, support from school leadership is a crucial factor in maximizing professional development outcomes. Therefore, an appropriate professional development strategy will contribute to the development of qualified and competitive teachers.

3. The Influence of Teacher Quality on Learning Quality

   Tests show that teacher quality significantly influences learning quality, with a coefficient of 0.623 and a t-statistic of 7.179. This finding aligns with research by Susanto et al. (2024), which states that teacher quality is a key determinant of learning success. Qualified teachers are able to develop innovative teaching methods that are relevant to students' needs.

   In addition to pedagogical skills, teacher quality is also determined by dedication, work ethic, and motivation. Teachers who feel supported and appreciated will be more productive in creating meaningful learning experiences. Therefore, improving teacher quality is essential for achieving effective learning and sustainably improving student learning outcomes.

4. The Influence of Work Culture on Learning Quality

The results of the study showed that work culture positively influenced learning quality, with a coefficient of 0.177 and a t-statistic of 2.828. This proves that a conducive and collaborative work environment can improve learning effectiveness. Consistent with the findings of Ningsih et al. (2023), a positive work environment encourages teachers to be more focused, creative, and motivated in teaching.

A healthy work culture fosters harmonious relationships between teachers, effective communication with management, and supportive learning facilities. These factors allow teachers greater freedom to develop innovative learning methods. Thus, a conducive work culture not only improves teacher quality but also directly impacts the quality of learning in schools.

5. The Influence of Professional Development on the Quality of Learning

Test results show that professional development significantly impacts learning quality, with a coefficient of 0.193 and a t-statistic of 2.202. This indicates that teachers who receive opportunities for self-development tend to provide more effective learning. Research by Aribowo et al. (2024) also confirms that an organizational climate that supports professional development can improve teacher performance.

Training, workshops, and certification programs are tangible forms of professional development that impact the quality of learning. Teachers who continually develop themselves will be more innovative in delivering material, adapting teaching methods, and meeting student needs. Thus, professional development not only improves the quality of individual teachers but also brings positive changes to the learning process.

6. The Influence of Work Culture on Learning Quality Through Teacher Quality

The test results prove that teacher quality mediates the influence of work culture on learning quality, with a coefficient of 0.195 and a t-statistic of 2.672. This means that a positive work culture will improve teacher quality, which ultimately impacts learning. Research by Ma'muroh & Mariyono (2024) supports this finding, stating that the work environment influences teacher performance through individual quality.

A conducive work culture creates motivation and comfort for teachers, enabling them to improve their competencies. Qualified teachers are then able to implement more effective learning. Therefore, work culture and teacher quality are closely linked in creating better quality education.

7. The Influence of Professional Development on Learning Quality Through Teacher Quality

Tests show that teacher quality mediates the effect of professional development on learning quality, with a coefficient of 0.409 and a t-statistic of 5.355. These results confirm that good professional development improves teacher quality, which in turn influences learning effectiveness. Research by Aribowo et al. (2024) also found that organizational support for professional development significantly impacts educational quality.

Teachers who receive opportunities for continuous training and development will be better prepared to face educational challenges. Improved professional competence, pedagogical skills, and work motivation are the results of effective professional development. This makes teacher quality a crucial bridge between professional development programs and the quality of the learning outcomes.

CONCLUSION

Based on the results of the analysis using SmartPLS 3.0 and the discussion presented previously, several important things can be concluded as follows:

1. Work culture has a positive and significant effect on teacher quality ($\beta = 0.41$, $p < 0.001$). This means that the better the work culture in a school, the higher the quality of teachers as demonstrated in their professional performance.
2. Professional development has a significant positive effect on teacher quality ($\beta = 0.45$, $p < 0.001$). Systematic professional development programs have been shown to improve teachers' skills, competencies, and dedication in carrying out their duties.
3. Work culture has a positive effect on learning quality ($\beta = 0.28$, $p < 0.001$). A harmonious and conducive work environment helps teachers focus more on creating an effective learning process.
4. Teacher professional development has a positive effect on learning quality ($\beta = 0.22$, $p = 0.002$). Opportunities to improve competency encourage teachers to be more creative, innovative, and adaptive in teaching.
5. Teacher quality has a significant positive effect on learning quality ($\beta = 0.39$, $p < 0.001$). Qualified teachers are able to manage classes, apply varied methods, and produce higher-quality learning.
6. Work culture influences learning quality through teacher quality. This mediating role demonstrates that teacher quality is a crucial link between work culture and learning quality.
7. Professional development impacts learning quality through teacher quality. This confirms that teachers who receive ongoing professional development are better prepared to improve the quality of learning.

Thus, this study confirms that work culture, professional development, and teacher quality are key factors that interact with each other in improving the quality of learning in elementary schools.

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