



THE INFLUENCE OF PEDAGOGICAL COMPETENCE AND ORGANIZATIONAL CULTURE ON CREATIVITY AND ITS IMPLICATIONS FOR THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN LABUAN SUBDISTRICT, PANDEGLANG REGENCY

Siti Asiah^{1*}, Tata Rustandi², Angrian Permana³

^{1,2,3}Universitas Bina Bangsa, Indonesia

Corresponden Email: sitiaisah00@guru.sd.belajar.id¹

Abstract

This research is motivated by findings regarding the still low pedagogical competence, organizational culture, creativity, and performance of teachers in Public Elementary Schools in Labuan District, Pandeglang Regency. This study aims to analyze the influence of pedagogical competence, organizational culture, and creativity on teacher performance. The research method used is quantitative with a population of 91 civil servant teachers who also served as samples. The research instrument was a questionnaire using a Likert scale, while the data analysis technique used regression with the help of Smart PLS.

The results of the study indicate that pedagogical competence has a positive and significant effect on teaching creativity and teacher performance. Organizational culture was also shown to have a positive and significant effect on teaching creativity and teacher performance. Furthermore, teaching creativity acts as a mediating variable, strengthening the influence of pedagogical competence and organizational culture on teacher performance. In conclusion, the better pedagogical competence, teaching creativity, and organizational culture, the more teacher performance will improve.

Keywords: Organizational culture, Pedagogical competence, Creativity, Teacher performance

INTRODUCTION

Basic education is a crucial foundation for developing students' character and skills, thus ensuring the quality of teachers plays a strategic role. Professional teachers not only master the subject matter but also possess pedagogical competence, adapt learning to the school culture, and demonstrate creativity in teaching. Pedagogical competence encompasses the skills to design, implement, and evaluate effective learning. Furthermore, the organizational culture within a school contributes to shaping teacher behavior and performance through values, norms, and a supportive work environment. Teacher creativity is also key to creating innovative, enjoyable, and student-centered learning.

In Labuan District, Pandeglang Regency, public elementary school (SDN) teachers play a crucial role in shaping students' basic knowledge and character. However, preliminary observations indicate variations in teacher creativity and performance across SDNs. This raises the suspicion that pedagogical competence and organizational culture influence teaching creativity, which ultimately impacts teacher performance. Therefore, this study was conducted to analyze the influence of pedagogical competence and organizational culture on creativity and to assess their implications for SDN teacher performance in Labuan District.

Teachers are the spearhead of providing quality education. Their role extends beyond delivering material to facilitators, motivators, and inspiration for students. To fulfill this role, teachers must possess pedagogical competencies that encompass understanding student character, designing

learning, assessing, and developing comprehensive potential. These competencies significantly determine the effectiveness of learning and teacher performance. At the elementary school level, pedagogical competency is even more vital because teachers guide students in their early developmental stages. However, limited training and resources often present obstacles. Therefore, teaching creativity is needed as a bridge to improving the quality of learning.

The pre-survey results indicate that the pedagogical competence of elementary school teachers in Labuan District still requires improvement. While 60% of teachers understand student characteristics, only 50% are able to design effective learning, and 60% have not optimally utilized technology. Furthermore, only 55% conduct continuous learning evaluations. In terms of organizational culture, most teachers do not yet experience a strong culture. Only 40% understand the school's vision and mission, 35% engage in collaboration, 30% feel there is support among teachers, 40% believe the principal sets a good example, and 35% participate in organizational culture strengthening activities.

These findings indicate that organizational culture in schools still needs to be strengthened, particularly in terms of collaboration, support between teachers, and consistency of organizational values. A strong organizational culture can create a work climate conducive to improving the quality of learning. This aligns with the notion that organizational culture is a collection of values, beliefs, and assumptions that develop within an organization, shaping individual and group behavior and influencing overall organizational effectiveness. In the context of this research, organizational culture and pedagogical competence have been shown to play a role in enhancing teaching creativity, which ultimately has a positive impact on teacher performance.

Several studies confirm that the influence of organizational culture on teacher performance is not always direct, but rather through mediating factors such as teaching creativity (Londongallo & Tung, 2025). Creative teachers are able to bridge organizational values with learning practices, so a strong organizational culture can trigger creativity that has a positive impact on teacher performance. However, there are also studies that only highlight the influence of pedagogical competence on teacher performance without including organizational culture or creativity (Maryoto, 2025). This condition indicates a research gap that needs to be addressed through research that comprehensively integrates pedagogical competence, organizational culture, creativity, and teacher performance.

Thus, the novelty of this study lies in the integration of pedagogical competence, organizational culture, teaching creativity, and teacher performance within a comprehensive analytical framework. Unlike previous studies that tended to focus solely on the direct influence of pedagogical competence or organizational culture on performance, this study positions teaching creativity as a mediating variable that plays a crucial role in strengthening the relationship between these variables. This approach not only enriches theoretical studies on the factors influencing teacher performance but also provides a new perspective for efforts to improve the quality of basic education in a more targeted and

sustainable manner.

LITERATURE REVIEW

Teacher Performance

Teacher performance is the tangible result of task implementation, including planning, implementation, evaluation, and student development. Rahayu et al. (2022) emphasize that performance indicates the extent to which programs and activities achieve organizational goals. According to Satria (2021), teacher performance is influenced by ability, experience, and responsibility in teaching. Similarly, Rasna (2023) emphasizes that teacher performance is measured by the quality and quantity of tasks performed, including educating and guiding student character. Therefore, teacher performance is an important indicator of educational quality, as teachers play a direct role in achieving learning objectives.

Pedagogical Competence

Pedagogical competence is a fundamental skill that teachers must possess to manage the learning process effectively, educationally, and meaningfully. According to Law Number 14 of 2005, this competence encompasses the skills to design, implement, evaluate, and develop learning according to student needs. Teachers with good pedagogical competence are able to understand student characteristics, apply learning theories, and adapt learning strategies to current developments (Fitriyani & Kurniawan, 2021; Handayani, 2023). Therefore, pedagogical competence is not only technical but also humanistic, as it requires sensitivity to student conditions and creates meaningful learning experiences.

Organizational culture

Organizational culture is a crucial foundation in educational institutions because it determines the direction, mindset, and behavior of its members. According to Sukamto (2020), culture comes from the Sanskrit word *buddayah* meaning reason or intelligence, thus relating to human value systems, ideas, and actions. Schein (2017) emphasized that organizational culture is formed from inherited assumptions to address internal and external challenges. Robbins & Judge (2019) also define organizational culture as a system of shared meaning that differentiates between organizations. In the school context, a positive organizational culture encourages teacher creativity, increases work enthusiasm, and supports the quality of learning.

Teaching Creativity

Teaching creativity is a teacher's ability to present new, unique, and useful ideas to improve the quality of learning. According to Sudrajat and Setiyaningsih (2020), creativity is the process of

generating original ideas to overcome obstacles and create superior products. In the educational context, teacher creativity is evident in the use of innovative strategies, engaging learning media, and interactive approaches that encourage students to think critically. Torrance (in Munandar, 2019) emphasizes creativity as the ability to identify problems, generate ideas, and develop solutions. Thus, teacher creativity is a key factor in building meaningful learning.

Thinking Framework

Improving the quality of learning is a major challenge in the world of education, including in Labuan District, Pandeglang Regency. Factors influencing learning quality include teacher involvement in continuing education, school organizational culture, and teacher creativity in teaching. Continuing education helps teachers broaden their horizons, apply varied methods, and adapt pedagogical approaches to student needs. Meanwhile, a conducive organizational culture encourages teacher collaboration, innovation, and motivation. Teaching creativity plays a crucial role as a mediating variable, as creative teachers are able to design innovative learning strategies that increase participation and the quality of learning outcomes.

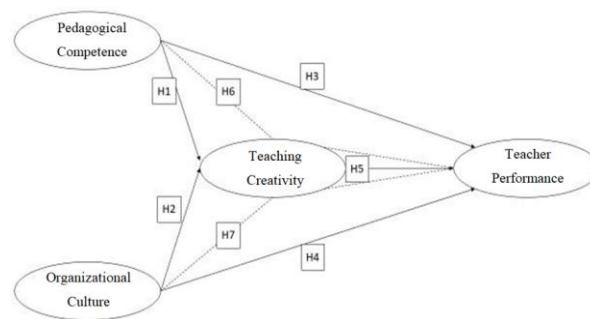


Figure 1 Thinking Framework

Research Hypothesis

Based on the background, problem identification, and the framework of thought that has been prepared, the research hypothesis is formulated as follows:

- H₁ : It is suspected that pedagogical competence has a positive influence on teaching creativity at SDN in Labuan District, Pandeglang Regency.
- H₂ : It is suspected that organizational culture has a positive influence on teaching creativity at elementary schools in Labuan District, Pandeglang Regency.
- H₃ : It is suspected that pedagogical competence can influence teacher performance at SDN in Labuan District, Pandeglang Regency.
- H₄ : It is suspected that organizational culture has a positive influence on teaching creativity at elementary schools in Labuan District, Pandeglang Regency.
- H₅ : It is suspected that teaching creativity has a positive influence on teacher performance at SDN in Labuan District, Pandeglang Regency.

H₆ : It is suspected that there is an indirect influence of pedagogical competence on teacher performance through creativity.

H₇ : It is suspected that there is an indirect influence of organizational culture on teacher performance through creativity.

METHOD

Research methods

This research uses a quantitative approach focused on testing hypotheses and measuring the relationships between formulated variables. This quantitative approach was chosen because it aligns with the research objective, which is to assess the influence of pedagogical competence and organizational culture on teaching creativity and its implications for teacher performance. According to Sugiyono (2022), quantitative research is based on the philosophy of positivism, where research data is in the form of numbers analyzed using statistical methods to produce objective and generalizable findings.

In this context, quantitative research allows for systematic data collection through questionnaires, which are then processed using statistical techniques. Data analysis was performed using Structural Equation Modeling-Partial Least Squares (SEM-PLS), as this method is capable of testing both direct and indirect relationships between complex latent variables. Furthermore, PLS can be used with relatively limited sample sizes and non-normally distributed data (Abdillah & Hartono, 2015).

Population and Sample

The population in this study included all teachers at public elementary schools (SDN) in Labuan District, Pandeglang Regency, Banten Province. Arikunto (2019) stated that a population is all individuals who share certain characteristics and are the target of the study. Based on the recapitulation data, the number of teachers recorded reached 276 people spread across 30 schools. This population is considered relevant because teachers are the main actors in the learning process, so their performance is closely related to pedagogical competence, organizational culture, and teaching creativity.

The sample in this study was drawn using a non-probability sampling technique using the total sampling method, where the entire population was sampled. However, due to technical limitations, only 91 teachers successfully completed the questionnaire. This number remains representative, considering that according to Gay, Mills, and Airasian (2012), quantitative research can use a sample of at least 30 respondents. Therefore, 91 elementary school teachers are considered an adequate sample to address the objectives of this study.

Data Collection Techniques

Data collection was conducted using field research methods, which involved direct visits to the research locations to obtain primary data. This primary data was obtained by distributing questionnaires to elementary school teachers in Labuan District. The questionnaires were compiled based on indicators for each research variable, including pedagogical competence, organizational culture, teaching creativity, and teacher performance.

Each statement in the questionnaire uses a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The Likert scale was chosen because it can measure respondents' attitudes, perceptions, and opinions more easily interpreted in numerical form (Sugiyono, 2022). To strengthen the interpretation of the questionnaire results, this study also used the Respondent Achievement Level (TCR) calculation. Riduwan (2013) explains that TCR is used to group respondents' answers into specific categories, making it easier for researchers to assess data trends. Thus, data analysis from the questionnaire can be more systematic and measurable.

Data Analysis Techniques

Data obtained from the field were then analyzed using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach. This method was chosen because it can simultaneously analyze the relationships between latent variables, both direct and indirect (mediation) influences. PLS is also flexible for use with relatively small sample sizes and does not require normal data distribution (Hair et al., 2019).

Analysis in PLS-SEM is divided into two main stages, namely the outer model and the inner model. *First* The outer model is used to evaluate the validity and reliability of the indicators. Validity is tested through convergent validity, which measures whether the indicators are highly correlated with their constructs, provided the factor loading is >0.70 , although values of $0.50-0.60$ are still acceptable for exploratory research. Furthermore, discriminant validity is tested by examining the cross-loadings between indicators. Meanwhile, reliability is measured through Composite Reliability (CR). and Cronbach's Alpha, with a cut-off value >0.70 . Construct validity was also strengthened by calculating the Average Variance Extracted (AVE), where a value >0.50 indicates the construct's good ability to explain its indicators.

Second The inner model functions to test the relationship between latent variables based on the formulated hypotheses. The analysis is conducted by assessing the path coefficient, R-Square (R^2) value, and statistical significance tested using the bootstrapping method. The inner model also allows for testing the mediating effect, namely the role of teaching creativity as an intermediary variable between pedagogical competence and organizational culture on teacher performance.

Statistical Hypothesis

This study tests hypotheses regarding the relationship between variables, both direct and indirect influences. The first to fifth hypotheses relate to direct influences, namely the influence of pedagogical competence on teacher creativity, the influence of organizational culture on teacher creativity, the influence of pedagogical competence on teacher performance, the influence of organizational culture on teacher performance, and the influence of teacher creativity on teacher performance. Meanwhile, the sixth and seventh hypotheses relate to indirect influences, namely the influence of pedagogical competence on teacher performance through teaching creativity, and the influence of organizational culture on teacher performance through teaching creativity.

Hypothesis testing is performed by examining the t-statistic and probability (p-value) values. According to Abdillah and Hartono (2015), if the t-statistic is greater than 1.96 and the p-value is less than 0.05, the hypothesis is considered significant. Therefore, the proposed hypothesis is acceptable if it meets both criteria.

RESULTS AND DISCUSSION

Research result

This study was conducted to evaluate the influence of Pedagogical Competence and Organizational Culture on Teaching Creativity, as well as its implications for the Performance of Elementary School Teachers in Labuan District, Pandeglang Regency. The study respondents were 91 teachers from 30 elementary schools. Data were collected using a closed-ended questionnaire based on a Likert scale of 1–5 and analyzed using a descriptive approach and structural equation modeling using SmartPLS 3.0.

Table 1 Descriptive Statistics of Research Variables

Variables	N	Min	Max	Mean	SD	Category
Pedagogical Competence	91	45	80	65,20	7,10	High
Organizational culture	91	40	78	61,85	6,75	Pretty good
Teaching Creativity	91	38	75	59,60	7,32	High enough
Teacher Performance	91	42	85	66,10	8,05	High

Source: Processed data, 2025

In general, elementary school teachers in Labuan District have high pedagogical competence, a good school organizational culture, a high level of teaching creativity, and high teacher performance. These data demonstrate consistency in teacher abilities, although individual variation is still evident.

Research Model Analysis

1. Outer Model

Outer model testing was conducted to assess the validity and reliability of the indicators. All indicators met the convergent validity requirement with an outer loading of ≥ 0.70 . An AVE value above 0.50 indicates that more than 50% of the indicator's variance can be explained by the construct. Discriminant validity testing through cross-loading was also met, as the loading value for the original construct was higher than for the other constructs.

Table 2 Results of Validity and Reliability Tests

Variables	AVE	Composite Reliability	Cronbach Alpha	Information
Pedagogical Competence	0,759	0,956	0,886	Valid & Reliable
Organizational culture	0,800	0,952	0,999	Valid & Reliable
Teaching Creativity	0,852	0,972	1,000*	Valid & Reliable
Teacher Performance	0,853	0,967	1,000*	Valid & Reliable

Source: Processed data, 2025

(*Cronbach Alpha value of 1.000 is the result of system rounding, but is still stated as reliable).

These results confirm that all constructs meet the validity and reliability requirements, so it is appropriate to proceed to inner model analysis.

2. Inner Model

Inner model evaluation was used to test the strength of the relationship between latent variables. The R^2 value of Teaching Creativity was 0.725, meaning that 72.5% of the variance was explained by Pedagogical Competence and Organizational Culture. The R^2 value of Teacher Performance was 0.801, meaning that 80.1% of the variance was explained by Pedagogical Competence, Organizational Culture, and Teaching Creativity.

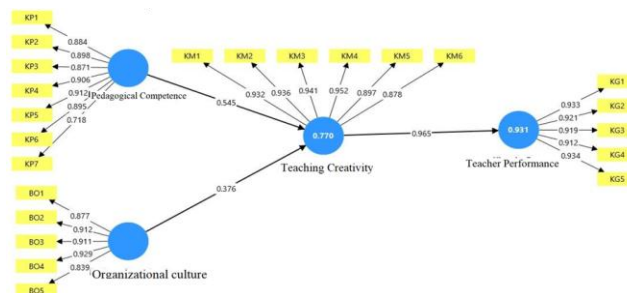


Figure 1 Inner Research Model

Table 3 Results of Structural Model Analysis

Relationship between variables	Path Coefficient	t-statistic	p-value	Information
Pedagogical Competence → Teaching Creativity	0,412	6,215	0,000	Significant
Organizational Culture → Teaching Creativity	0,518	8,032	0,000	Significant
Pedagogical Competence → Teacher Performance	0,286	3,982	0,000	Significant
Organizational Culture → Teacher Performance	0,295	4,158	0,000	Significant
Teaching Creativity → Teacher	0,412	7,254	0,000	Significant

Performance				
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Source: Processed data, 2025

The results of the hypothesis test show that all paths have a positive and significant influence, with a t-statistic value > 1.96 and a p-value < 0.05 . This confirms that increasing Pedagogical Competence and Organizational Culture will increase Teaching Creativity, and ultimately impact Teacher Performance.

Discussion

Research using SmartPLS 3.0 shows that pedagogical competence, organizational culture, and teaching creativity are significantly related to improving teacher performance. Teaching creativity plays a crucial role as a mediator, bridging the influence of internal and external factors on performance. These findings confirm that the combination of teacher competence and a conducive school culture is the primary foundation for creating innovative and effective learning and promoting optimal educational quality.

1. Pedagogical Competence Has a Positive Influence on Teaching Creativity

The results of this study confirm that pedagogical competence positively influences teachers' teaching creativity. Teachers who possess a deep understanding of learning principles and the ability to design strategies tailored to students' needs are better able to create varied learning experiences. They not only master the material but also present innovative approaches that encourage students to be more active and engaged. Therefore, pedagogical competence has been proven to be a key factor in fostering teaching creativity.

These findings align with the view that pedagogical mastery is the primary foundation of teacher creativity. In-depth knowledge of students and learning methods allows teachers to experiment in their teaching. These findings also support previous studies that suggest teachers with high pedagogical competence are more creative in developing lesson plans, solving classroom problems, and adapting teaching strategies to student characteristics.

2. Organizational Culture Has a Positive Influence on Teaching Creativity

This study also found that a conducive organizational culture plays a significant role in enhancing teaching creativity. A school environment that upholds openness, collaboration, and appreciation for new ideas provides psychological support for teachers. In such an environment, teachers feel safe to experiment with new methods without fear of rejection. This makes teachers more motivated to create creative, innovative, and enjoyable learning for students.

These results reinforce the theory that external factors such as organizational culture can influence teacher behavior and creativity. Schools that implement a positive culture can be a fertile ground for the emergence of innovative learning ideas. Consistent with Robbins & Judge (2017), a

healthy organizational culture creates a conducive work climate, thus encouraging increased creativity. Therefore, organizational culture is a crucial element in supporting teachers' creativity.

3. Pedagogical Competence Has a Positive Influence on Teacher Performance

Research shows that pedagogical competence not only influences creativity but also directly improves teacher performance. Teachers who understand student characteristics, master the curriculum, and manage learning effectively are more likely to achieve learning targets. This competence enables teachers to be more systematic in their teaching, thereby improving student learning outcomes. In other words, pedagogical competence is the primary foundation for achieving optimal teacher performance.

These results align with education regulations, such as Minister of National Education Regulation No. 16 of 2007, which emphasizes the importance of pedagogical competence for improving educational quality. Furthermore, previous research has shown a positive correlation between pedagogical mastery and teacher performance. This indicates that competent teachers are not only more productive but also more professional in carrying out their educational role.

4. Organizational Culture Has a Positive Influence on Teacher Performance

Research findings show that school organizational culture plays a crucial role in driving improved teacher performance. A work environment that emphasizes discipline, cooperation, and recognition of achievement creates higher work motivation. Teachers who feel valued and supported by their school tend to demonstrate greater commitment to their duties. This ultimately contributes to improved overall teacher performance.

A strong organizational culture also serves as a value system that guides teachers' work behavior. When schools create a positive climate, teachers feel more comfortable and motivated to perform optimally. This reinforces the notion that a healthy organization is a vital asset in improving the quality of education. Thus, organizational culture plays a significant role in creating productive and highly committed teachers.

5. Teaching Creativity Has a Positive Influence on Teacher Performance

Research shows that teaching creativity plays a crucial role in improving teacher performance. Teachers who can present learning in an engaging, varied, and student-centered manner are more effective in achieving learning objectives. Creativity enables teachers to transform the classroom atmosphere into a more lively and interactive environment, thereby increasing student engagement in the learning process. This positively impacts student learning outcomes.

These findings support Amabile's (1996) theory, which emphasizes that creativity is a key factor in improving performance. Creative teachers not only create enjoyable learning but also increase their own work effectiveness. Therefore, teaching creativity can be seen as a crucial

competency that needs to be continuously developed to support improved teacher performance in elementary schools.

6. Teaching Creativity Mediates the Effect of Pedagogical Competence on Teacher Performance

This study reveals that teaching creativity acts as a mediator between pedagogical competence and teacher performance. Teachers with strong pedagogical mastery are more likely to develop their creativity in teaching, and this creativity ultimately improves teacher performance. This means that pedagogical competence not only directly impacts performance but also works indirectly through teaching creativity.

These findings reinforce the view that creativity is a crucial bridge between teacher competence and performance. Creative teachers are able to utilize their pedagogical skills to design more innovative learning. Thus, teaching creativity not only strengthens the role of pedagogical competence but also becomes a determining factor in achieving more effective and professional teacher performance.

7. Teaching Creativity Mediates the Influence of Organizational Culture on Teacher Performance

The research also shows that teaching creativity serves as a mediator between organizational culture and teacher performance. A positive organizational culture encourages teachers to be more creative in their teaching, and this creativity then strengthens teacher performance. In other words, the influence of organizational culture on performance is not only direct but also indirect through teaching creativity.

These findings demonstrate that a supportive organizational culture not only creates motivation but also fosters creativity in teaching. This creativity, in turn, makes teachers more productive, innovative, and professional. This underscores the importance of schools building a healthy organizational culture to improve teacher performance through the development of creativity.

CONCLUSION

Based on the results of data analysis and research discussion regarding the influence of pedagogical competence, organizational culture, teaching creativity, and teacher performance at SDN Labuan District, Pandeglang Regency, several important conclusions can be drawn which are formulated into the following seven points:

1. Pedagogical competence has been shown to positively influence teaching creativity. Teachers who understand learning principles, master the material, and manage their classrooms effectively are better able to create varied and innovative learning strategies.
2. Organizational culture has a positive influence on teaching creativity. A school environment that supports collaboration, openness, and appreciation for innovation encourages teachers to experiment with creative and relevant teaching methods.

3. Pedagogical competence positively influences teacher performance. Understanding student characteristics, mastery of material, and effective learning management enable teachers to significantly improve their work outcomes.
4. Organizational culture positively influences teacher performance. Schools with a conducive work culture increase teacher motivation, responsibility, and commitment to optimally achieving educational goals.
5. Teaching creativity positively impacts teacher performance. Creative teachers are able to design enjoyable and meaningful learning, thereby increasing student active participation and the quality of learning outcomes.
6. Teaching creativity mediates the influence of pedagogical competence on teacher performance. Teachers with high competence can develop creativity, which ultimately increases the effectiveness of their performance.
7. Teaching creativity also mediates the influence of organizational culture on teacher performance. A supportive school culture encourages teachers to innovate, resulting in more optimal performance.

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