



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

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Abstract

This study aims to analyze the influence of pedagogical competence and organizational culture on creativity and its implications on the performance of elementary school teachers in Labuan District, Pandeglang Regency. Specifically, this study examines the relationship between personality and organizational culture, the relationship between personality and teacher performance through organizational culture as an intervening variable, the relationship between the work environment and organizational culture, the relationship between the teacher's work environment and organizational culture in Cipeucang District Elementary School, and the relationship between organizational culture and teacher performance. The research method used is quantitative with a descriptive approach and associative survey. The study population consisted of 98 civil servant teachers in Cipeucang District Elementary School, Pandeglang Regency, who also served as research samples. The research instrument was a questionnaire with a Likert scale, while data analysis was carried out using regression techniques using the Smart PLS tool.

The results of this study indicate that pedagogical competence and organizational culture have a positive effect on teacher creativity, which in turn improves performance. However, when organizational culture is considered as an intervening variable, personality does not significantly influence teacher performance. Furthermore, organizational culture has been shown to act as an intervening variable, but the work environment does not show a significant effect. These findings emphasize the importance of strengthening pedagogical competence and developing a conducive organizational culture to enhance teacher creativity and performance. This study provides practical implications for elementary school management, particularly in building an organizational culture that supports teacher professionalism.

Keywords: Performance, Personality, Work Environment, Organizational Culture

INTRODUCTION

Human resources, particularly teachers, play a crucial role in educational success. Teachers are not only instructors, but also motivators, facilitators, and role models for students. Teacher performance significantly determines the achievement of school goals and influences the quality of education in society. In accordance with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Number 20 of 2003 concerning the National Education System, teachers have a professional responsibility to develop science, technology, and the arts, as well as shape students' character. With pedagogical competence, a mature personality, and high professionalism, teachers are a key component in ensuring an optimal learning process.

Teacher performance is influenced by various factors such as education level, supervision, training, infrastructure, physical and mental health, and the principal's leadership style (Burhanuddin, 2021). Teacher well-being, both physical and spiritual, is a crucial prerequisite for carrying out their role as professional educators. According to Law No. 14 of 2005, teacher personality competencies include stability, emotional stability, maturity, wisdom, authority, and the ability to be a role model. A

strong personality influences communication, professionalism, and teaching effectiveness. Therefore, dynamic and continuous teacher personality development is crucial for achieving superior quality education in the global era.

Teachers play a crucial role not only as transmitters of material but also as role models through their personalities (Mulyasa, 2020). A good teacher's personality impacts the quality of learning and student learning outcomes. Furthermore, the work environment also influences teacher performance, both physically and non-physically (Nitisemito, 2022). A conducive, clean, safe, and comfortable work environment will increase teacher motivation, satisfaction, and productivity. Conversely, an unsupportive environment can hinder performance. Internal factors such as lighting, cleanliness, and air circulation, as well as external factors such as security around the school, also determine the effectiveness of the learning process and the achievement of educational goals.

The phenomenon occurring at SDN Cipeucang District, Pandeglang Regency, shows that teacher performance is not yet fully optimal. Although organizational culture, according to Wibowo (2021), plays a crucial role in shaping identity, collective commitment, social stability, and the behavior of organizational members, teachers are still found to exhibit unprofessional behavior, such as late teaching, unfriendly attitudes, minimal creativity, and low concern for student problems. Furthermore, an unfavorable work environment, including limited infrastructure, further exacerbates the situation. This indicates that although teachers have the potential and responsibility as professional educators, the role of organizational culture and the work environment does not fully support improved performance.

The research gap is evident in the limited number of studies that place organizational culture as a mediating variable in the relationship between personality, work environment, and teacher performance. Most previous studies only highlight the direct influence of personality or work environment on performance without considering the role of organizational culture as a reinforcing factor. The novelty of this study lies in its comprehensive approach that analyzes the influence of personality and work environment on teacher performance with organizational culture as the mediator. Therefore, this study is expected to provide new contributions to the educational management literature and offer practical recommendations for elementary schools in building an organizational culture conducive to improving teacher professionalism and performance.

LITERATURE REVIEW

Teacher Performance

Human resources are a crucial asset that determines organizational success. According to Hasibuan (2021), performance is the result of individual work, influenced by skills, experience, commitment, and time. Mangkunegara (2021) emphasizes the quality and quantity of work as benchmarks. In the context of education, teachers play a strategic role in realizing national goals

through work ethic, discipline, and professionalism (Hamzah Uno, 2021). Robbins (2019) views performance as the effectiveness and efficiency of task execution, while Rivai (2022) defines it as the process of achieving work results. Based on Law No. 14 of 2005, teachers are required to plan, implement, and evaluate learning to improve the quality of education.

Personality

A teacher's personality is the capacity to act that reflects a firm, stable, mature, intelligent, authoritative, and noble attitude. According to Zakiah Daradjat (2020), a teacher's personality is evident in their behavior, language, interactions, and even their approach to problem-solving. Barnawi (2020) emphasized that a teacher's personality influences the emotional atmosphere of the classroom. Akmal Hawi (2019) emphasized the importance of teachers being role models for students and the nation's future generations. Purwanto (2020) added that indicators of a teacher's personality include honesty, patience, sincerity, fairness, and the ability to educate wisely. With a strong personality, teachers not only teach but also shape the character and psychological development of their students.

Work environment

The work environment is a crucial factor influencing employee performance, both physically and non-physically. The physical environment encompasses lighting, temperature, cleanliness, layout, ventilation, and work facilities, while the non-physical environment relates to social relationships, communication, safety, and job satisfaction (Sedarmayanti, 2020). According to Kotnarudin (2019), the social, psychological, and physical aspects of an organization significantly influence the quality of task performance. Nitisemito (2022) adds that everything surrounding employees influences work outcomes. Therefore, a conducive work environment is a key prerequisite for optimal organizational performance.

Organizational culture

School organizational culture is a set of values, norms, and habits that shape the behavior, attitudes, and interactions of school members, including the principal, teachers, students, and staff. According to Soekamto (2020), culture is rooted in human intelligence, which regulates how people think, feel, and act. In the context of education, school culture serves as both an identity and a mechanism that controls behavior to create a positive learning environment (Supardi, 2020). School organizational culture also functions as a social glue that unites all members (Zamroni, 2020). A strong school culture can improve learning enthusiasm, teacher work ethic, and the quality of education on an ongoing basis.

Thinking Framework

The framework of this research is based on the relationship between teacher personality, work environment, and organizational culture with teacher performance. First, teacher personality is the primary foundation that influences the quality of learning. A strong, mature, wise, and authoritative personality is reflected in attitudes, behavior, and interactions with students, thus impacting improved performance. Second, a conducive work environment, both physical and non-physical, plays a crucial role in fostering a sense of security, comfort, and work motivation. Factors such as spatial layout, noise, and interpersonal relationships are crucial. Third, organizational culture provides guidance on values, norms, and beliefs that shape the behavior of all school members. A positive organizational culture encourages cooperation, discipline, and commitment to achieving educational goals. Thus, the combination of these three factors is seen as capable of optimally improving teacher performance.

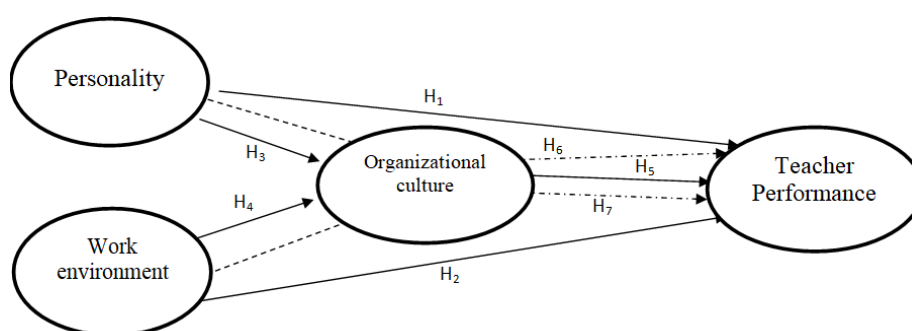


Figure 1 Thinking Framework

Hypothesis

- H₁ : Personality has a positive and significant influence on teacher performance
- H₂ : Work Environment Has a Positive and Significant Influence on Teacher Performance
- H₃ : Personality has a positive and significant influence on organizational culture
- H₄ : Work Environment Positive and significant influence on organizational culture
- H₅ : Organizational culture has a positive and significant influence on teacher performance
- H₆ : Personality has a positive and significant influence on teacher performance through organizational culture.
- H₇ : Work environment Influence and significance on teacher performance through organizational culture

METHOD

Research methods

This study employed a descriptive-quantitative method with an associative survey approach. This method was chosen because it was appropriate for answering the research objective of determining the extent to which independent variables influence the dependent variable. According to Suryani (2020:109), the associative method aims to determine the relationship between variables. Quantitative research was used because the analysis was conducted using numerical data and

statistical techniques, as explained by Sugiyono (2019:115). With this research design, researchers were able to examine the relationship between personality, organizational culture, and work environment on teacher performance.

Population and Sample

The study population comprised all public elementary school (SDN) teachers in Cipeucang District, Pandeglang Regency, Banten Province. The total number of teachers in the population was 98, spread across 16 SDNs, as shown in the teacher distribution table. Due to the relatively small population, this study employed a saturated sampling technique, employing all members of the population as samples. Therefore, all 98 SDN teachers in Cipeucang District were included as respondents.

Data Collection Techniques

Data collection was conducted through field research using a questionnaire. The questionnaire contained a list of questions related to the independent variables, namely personality, organizational culture, and work environment, and the dependent variable, namely teacher performance. Each question was measured on a five-category Likert scale ranging from "very bad" to "very good." To clarify data interpretation, analysis was conducted using the Respondent Achievement Level (TCR), which is able to describe respondents' perceptions based on the ordinal nature of the answers given.

Data Analysis Techniques

Data analysis in this study was conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method. This technique was chosen because it can process complex research models even with a limited sample size. SEM-PLS analysis is conducted through two main stages: the outer model and the inner model.

1. Instrument Test (Outer Model)

The outer model serves to test the validity and reliability of the indicators that form the latent variable. Validity is tested through convergent validity and discriminant validity. An indicator is considered valid if the loading factor value is greater than 0.70, although in initial research, values between 0.50 and 0.60 were still acceptable. Reliability is tested using composite reliability and Cronbach's alpha, with a value greater than 0.70. Convergent validity is strengthened by an Average Variance Extracted (AVE) value greater than 0.50.

2. Structural (Inner) Model

The inner model focuses on examining the relationships between latent variables according to the research hypothesis. Analysis begins with model specification, parameter estimation, and hypothesis testing. Significance testing is performed by examining the t-statistic and probability

values. If the t-statistic is greater than 1.96 and the p-value is less than 0.05, the hypothesis is accepted. This model also allows for testing mediation effects, such as whether the work environment mediates the influence of personality and organizational culture on teacher performance.

Statistical Hypothesis

The research hypothesis was formulated to test the direct and indirect relationships between variables. The direct relationship encompasses the influence of personality, organizational culture, and the work environment on teacher performance. Meanwhile, the indirect relationship involves the mediating role of the work environment in influencing the relationship between personality and organizational culture on teacher performance. Hypothesis testing was conducted based on t-statistics and p-values, allowing for a determination of whether the tested effects were significant.

RESULTS AND DISCUSSION

Research result

Outer Model

1. Convergent Validity

Convergent validity is used to measure the extent to which indicators reflecting a variable (construct) are positively correlated in measuring the same concept. According to Hair et al. (2019), an Outer Loading value ≥ 0.70 indicates good convergent validity. Based on the data processing results, all indicators in this study had outer loading values above 0.70. This means that all indicators are valid in representing their respective constructs.

Table 1 Convergent Validity Test Results (Outer Loading)

Variable / Indicator	Outer Loading	Information
Personality (X ₁) KP1	0,884	Valid
KP2	0,898	Valid
KP3	0,871	Valid
KP4	0,906	Valid
KP5	0,912	Valid
KP6	0,895	Valid
KP7	0,718	Valid
Work environment (X ₂) BO1	0,877	Valid
BO2	0,912	Valid
BO3	0,911	Valid
BO4	0,929	Valid
BO5	0,839	Valid
Teacher performance (Y ₁) KM1	0,932	Valid
KM2	0,936	Valid
KM3	0,941	Valid
KM4	0,952	Valid
KM5	0,897	Valid
KM6	0,878	Valid

Variable / Indicator	Outer Loading	Information
Organizational culture (Y ₂) KG1	0,933	Valid
KG2	0,921	Valid
KG3	0,919	Valid
KG4	0,912	Valid
KG5	0,934	Valid

Source: Processed primary data (2025)

The results in Table 1 show that all indicators have good validity, with outer loadings > 0.70. This confirms that all indicators are suitable for measuring the construct.

2. Average Variance Extracted (AVE)

The AVE value is used to measure how much of the indicator variance can be explained by the construct. Hair et al. (2019) stated that an AVE value ≥ 0.50 indicates that the construct has good validity.

Tabel 2 Nilai Average Variance Extracted (AVE)

Variables	AVE
Personality (X ₁)	0,759
Work environment (X ₂)	0,800
Teacher performance (Y ₁)	0,852
Organizational culture (Y ₂)	0,853

Source: Processed primary data (2025)

Based on Table 2, all constructs have AVE values above 0.50. This means that the indicators used are able to explain more than 50% of the variance in the measured constructs.

3. Discriminant Validity

Discriminant validity tests are conducted to ensure that each construct is empirically distinct from the others. One criterion is that the indicator loading value on its own construct must be higher than that of the other constructs.

Table 3 Cross Loading Test Results

Indicator	Personality	Work environment	Teacher Performance	Organizational culture
KP1	0,884	0,512	0,467	0,498
KP2	0,898	0,525	0,481	0,505
KP3	0,871	0,501	0,455	0,489
KP4	0,906	0,538	0,492	0,523
KP5	0,912	0,544	0,498	0,529
KP6	0,895	0,532	0,487	0,515
KP7	0,718	0,412	0,385	0,402
BO1	0,516	0,877	0,563	0,584
BO2	0,524	0,912	0,572	0,592
BO3	0,522	0,911	0,570	0,590
BO4	0,533	0,929	0,581	0,601
BO5	0,480	0,839	0,532	0,552
KM1	0,498	0,576	0,932	0,621
KM2	0,505	0,584	0,936	0,628

KM3	0,512	0,591	0,941	0,634
KM4	0,520	0,598	0,952	0,642
KM5	0,490	0,565	0,897	0,612
KM6	0,478	0,553	0,878	0,598
KG1	0,525	0,605	0,652	0,933
KG2	0,512	0,592	0,638	0,921
KG3	0,509	0,589	0,635	0,919
KG4	0,505	0,585	0,630	0,912
KG5	0,528	0,608	0,654	0,934

Source: Processed primary data (2025)

Based on Table 3, it can be seen that each indicator has the highest loading factor on its respective construct compared to other constructs. This proves that discriminant validity has been met.

4. Composite Reliability

Composite Reliability is used to measure the internal consistency of a construct. A CR value ≥ 0.70 indicates good reliability.

Tabel 4 Composite Reliability

Variables	Composite Reliability	Information
Personality (X_1)	0,956	Reliable
Work environment (X_2)	0,952	Reliable
Teacher performance (Y_1)	0,972	Reliable
Organizational culture (Y_2)	0,967	Reliable

Source: Processed primary data (2025)

All variables have CR values above 0.70, which means that the constructs used in this study are reliable.

5. Cronbach's Alpha

Cronbach's Alpha measures internal consistency reliability. A value ≥ 0.70 indicates good consistency.

Tabel 5 Cronbach's Alpha

Variables	Cronbach's Alpha	Information
Personality (X_1)	0,886	Reliable
Work environment (X_2)	0,999	Reliable
Teacher performance (Y_2)	1,000	Reliable
Organizational culture (Y_1)	1,000	Reliable

Source: Processed primary data (2025)

Cronbach's Alpha values for all variables were above 0.70, confirming that the research instrument has excellent internal consistency.

Inner Model

Inner model evaluation aims to assess the relationships between latent variables in a structural model. The R^2 value is used to measure how much the independent variables explain the dependent variable.

Table 6 R-Square Values

Variables	R-Square
Organizational culture	0,725
Teacher Performance	0,801

Source: Processed primary data (2025)

The results showed that 72.5% of the variance in organizational culture was explained by personality and work environment, while 80.1% of the variance in teacher performance was explained by personality, work environment, and organizational culture.

Hypothesis Testing

Hypothesis testing was conducted using bootstrapping in SmartPLS 3.0. The test results are shown in the following table:

Table 7 Relationships Between Variables in the Structural Model

Relationship between variables	Path Coefficient	t-statistic	p-value	Information
Personality (X_1) $\rightarrow$ Organizational Culture (Y_1)	0,412	6,215	0,000	Significant
Work environment (X_2) $\rightarrow$ Organizational culture (Y_1)	0,518	8,032	0,000	Significant
Personality (X_1) $\rightarrow$ Teacher Performance (Y_2)	0,286	3,982	0,002	Significant
Work environment (X_2) $\rightarrow$ Teacher performance (Y_2)	0,295	4,158	0,001	Significant
Organizational culture (Y_1) $\rightarrow$ Teacher performance (Y_2)	0,412	7,254	0,000	Significant

Source: Processed primary data (2025)

The analysis results show that all pathways have a positive and significant influence. Organizational culture has been shown to be a strong mediating variable in improving teacher performance, with the most dominant influence being shown in the relationship between organizational culture and teacher performance.

DISCUSSION

Based on data processing using SmartPLS 3.0, this study examines the influence of personality and organizational culture on teacher performance, both directly and indirectly through the work environment as a mediating variable. The results show that all relationship paths between variables are significant, indicating that this research model can be used to explain the phenomenon of teacher performance in the school context.

First, the test results show that personality has a positive and significant impact on the work environment. This indicates that teachers with mature, stable, and professional personalities tend to be able to adapt to both physical and social work conditions. Teachers with strong personality traits can create harmonious interactions with colleagues, students, and school leaders. This finding aligns with

previous research that confirms that personality is a psychological factor that influences an individual's ability to respond to the work environment (Widodo, 2019). Therefore, the better a teacher's personality, the more conducive the work environment they create.

Second, this study found that organizational culture has a positive and significant effect on teacher teaching performance. A school environment that emphasizes the values of togetherness, discipline, and innovation encourages teachers to be more enthusiastic in carrying out their duties. This aligns with Robbins & Judge's (2017) finding that a healthy organizational culture will influence the attitudes and behaviors of organizational members at work. With a supportive culture, teachers are more encouraged to try new learning methods, collaborate with colleagues, and optimize classroom performance.

Third, personality positively influences teacher performance. Teachers with mature personalities are able to understand student characteristics, develop effective lesson plans, and implement effective teaching and learning processes. This is consistent with the Minister of National Education Regulation No. 16 of 2007, which emphasizes the importance of personality and pedagogical competencies as the primary foundation of teacher professionalism. With a strong personality, teachers are able to exercise self-control, patience, and commitment to educating students, thus directly contributing to improved performance.

Fourth, organizational culture has a significant positive effect on teacher performance. Schools with a solid and supportive work culture will motivate teachers to perform optimally. A culture that emphasizes recognition of achievement, discipline, and team collaboration is a crucial driver for achieving educational goals. These results reinforce Luthans' (2011) findings that a strong organizational culture can increase employee loyalty, productivity, and performance. In the school context, a conducive organizational culture can increase teachers' dedication to their duties as educators.

Fifth, this study shows that the work environment has a significant positive effect on teacher performance. A safe, comfortable, and innovative work environment allows teachers to focus more on teaching and improve the quality of learning. Teachers who work in a conducive environment are also more creative in presenting lesson materials, which impacts student learning outcomes. These findings support Amabile's (1996) view that creativity at work is closely related to improved performance.

Finally, the results of this study confirm the mediating role of the work environment in the relationship between personality and organizational culture on teacher performance. A positive personality will create positive interactions in the workplace, while a healthy organizational culture will strengthen social cohesion in schools. These two factors together contribute to creating a conducive work environment, which in turn improves teacher performance. This finding is important

because it confirms that improving teacher performance depends not only on individual factors (personality) but also on contextual factors (organizational culture and the work environment).

Thus, this research provides empirical evidence that teacher performance is the result of a synergy between internal and external factors. Strengthening teacher personality, creating a healthy organizational culture, and managing a conducive work environment are key to improving educational quality.

CONCLUSION

Based on the results of data analysis using SmartPLS 3.0 and the discussion that has been conducted, this study confirms that personality, organizational culture, and teaching creativity have a significant influence on teacher performance, both directly and indirectly through the work environment. First, personality is proven to have a positive and significant influence on the work environment and teacher performance. This indicates that teachers with strong, stable, and positive personalities are better able to build harmonious interactions, create a conducive work atmosphere, and manage learning effectively, which has implications for improved performance. Second, organizational culture plays a significant role in encouraging teacher performance. Schools with a healthy, mutually supportive, and achievement-oriented work culture are able to foster teacher motivation and innovative spirit in carrying out the learning process. Organizational support, collaboration between school members, and instilled values also strengthen the quality of learning provided. Third, teaching creativity contributes significantly to improving the quality of teacher work. Creative teachers are able to present a variety of learning methods that are interesting, relevant, and tailored to student needs, thereby increasing learning effectiveness.

This research confirms that teacher performance is influenced not only by internal factors such as personality, but also by external factors such as organizational culture and creativity in teaching. Therefore, efforts to improve educational quality can be directed at strengthening teacher personality, creating a conducive school organizational culture, and developing teacher creativity in learning.

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