

Strategies and Ways to Improve Organizational Culture through Strengthening Management Knowledge, Pedagogical Competence, Work Ethic, Organizational Commitment and Work Motivation



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ABSTRACT: The values and norms formed and implemented by the organization must be adhered to by employees and leaders in the organization to shape the character of employees in their daily attitudes and behavior in carrying out their respective tasks and functions to achieve organizational goals what is called Organizational Culture. Based on preliminary research, it is known that the organizational culture at PGRI Vocational Schools in Bogor Regency is relatively not optimal. Therefore, research is needed to obtain information on variables related to improving organizational culture. This research aims to carry out strategies and ways to improve organizational culture by researching the influence of the variables of Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions in efforts to improve Organizational Culture.

KEYWORDS: Organizational Culture, Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, Work Motivation, SITOREM Analysis

INTRODUCTION

Organizational culture is a variety of values that envelop the typical patterns of thought, ideas, and behavior held and carried out by human resources in an organization to achieve its goals. Organizational culture is the result of the process of merging the cultural styles and behavior of each individual that were brought before into a new norm and philosophy, which has the energy and pride of the group in facing certain things and goals.

Meanwhile, according to Torang (2014), organizational culture can also be said to be habits that are repeated over and over again and become values and lifestyles of a group of individuals in an organization which is followed by subsequent individuals. This means that culture can be intentionally or unintentionally held and passed down from generation to generation within an organization. Darodjat (2015) further stated that organizational culture is a system of values, beliefs, assumptions, or norms that have long been in effect, agreed upon, and followed by the members of an organization as a guide for behavior and solving problems. organization.

Culture will influence the extent to which and in what way organizational members assume, behave, and interpret values in achieving organizational goals. Thus, organizational culture becomes an influential factor in shaping and giving meaning to organizational members to act and behave.

A good culture will influence the performance of organizational members in carrying out and carrying out their duties better. As concluded from previous research conducted by Susanti et al (2020) in their scientific research journal, organizational culture has a positive influence and is an important factor that can explain variations in organizational members. Shared cultural values can bind an organization to its members. Thus, these strong ties can create motivation for organizational members to improve the performance of organizational members in completing work optimally.

Based on a preliminary survey conducted on January 2-15 2024 by distributing questionnaires to 30 PGRI Vocational High School (SMK) school stakeholders in Bogor Regency, the data obtained were: 1). There were 35.5% of respondents who had not met expectations regarding innovation at work, 2). There were 42.7% of respondents who did not meet expectations in being

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oriented towards work results, 3) There were 37.8% of respondents who did not meet expectations in being team-oriented, and 4). There were 41.5% of respondents who had not met expectations in empowering human resources in the organization, and 5). There are 45.8% of respondents who have not met expectations in being consistent with the rules that have been set, and 6). There were 40.8% of respondents who had not met expectations in adapting to changes.

The survey results above show that the organizational culture at PGRI Vocational High Schools (SMK) in Bogor Regency still needs to be improved and considering that organizational culture is an important element related to achieving educational goals, this Organizational Culture is interesting to research.

The research aims to produce strategies and methods for improving organizational culture, namely by strengthening independent variables that have a positive influence on organizational culture. These variables are management knowledge, pedagogical competency, work ethic, organizational commitment, and motivation. the optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

LITERATURE REVIEW

1. Organizational Culture

Every organization has a set goal, vision, and mission, achieving this through an activity or work program involving leadership, employees, and the organization. This organizational culture plays a role in providing direction for members or leaders to act or behave and act at work.

Robbins, S. P., & Judge, T. (2018), define organizational culture as referring to the system adopted by its members that differentiates it from other organizations. The indicators are: (a) Innovation and risk-taking. The degree to which workers are encouraged to be innovative and take risks; (b) Pay attention to details. Level workers are expected to demonstrate precision, analysis, and attention to detail; (c) Results orientation. The management level focuses on acquisition or results and not on the techniques and processes used to achieve them; (d) Orientation to the individual. The level of decision-making by management taking into account the effect of the results on people within the organization; (e) Team orientation. The degree to which work activities are organized in teams rather than individuals; (f) Aggressiveness. The degree to which people will become aggressive and competitive instead of relaxed; (g) Stability. The level of organizational activity emphasizes maintaining the status quo in contrast to growth.

Organizational culture according to Schein, E. H. (2017), is defined as the accumulation of shared learning from an organization in solving problems originating from external adaptation and internal integration; which has been validated and then taught to new members as the correct way to understand, think, feel and behave about the problem. The dimensions are (a) Artifacts: Visible and felt structures and processes, observed behavior, difficult to describe; (b) Adhered Beliefs and Values: Ideals, goals, values, aspirations, ideologies, rationalizations, may or may not be consistent with other behaviors and artifacts; (c) Basic Underlying Assumptions: Unconscious and taken-for-granted beliefs and values that determine behavior, perceptions, thoughts, and feelings.

Gibson, et al (2012), describes that organizational culture is what is perceived by employees and how this perception creates patterns of beliefs, values, and expectations. Organizational culture has the following dimensions: (a) Artifacts and creations: Technology, art, visible and audible patterns of behavior, (b) Values: Testable, in the physical environment and (c) Basic Assumptions: Relationship to the environment, - Nature of creativity, time and space, human nature, the nature of human activity and the nature of human relationships.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, that organizational culture is a set of values and norms that are formed and implemented by an organization that must be adhered to by employees and leaders in the organization to shape the character of employees in their behavior and behave daily in carrying out their respective tasks and functions to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) orientation towards work results, 3) team oriented, 4) empowerment of human resources in the organization, 5) consistent with established rules, and 6) adaptation to there is change.

2. Management Knowledge

Marquardt, Michael J. (2012), knowledge management is the activity of an organization (organization members) in collecting, organizing, storing, transferring, and using knowledge and experience inside and outside the organization. Dimensions include: 1) Collecting: gathering knowledge; 2) Storing: documentation and storage of knowledge; 3) Transfer among members: exchange

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and transfer of knowledge between members of the organization; 4) Application: application of knowledge in work; and 5) Distribution / Dissemination: distribution of knowledge that has been successfully applied.

Murray, E. Jennex. (2008), knowledge management is the acquisition of the right knowledge for the right people at the right time. The dimensions are as follows: 1) Knowledge acquisition: acquisition of knowledge from knowledge sources; 2) Knowledge storing: storage and documentation of knowledge files; 3) Knowledge evaluating: evaluating the usefulness and relevance of knowledge; 4) Knowledge dissemination: dissemination of information about the successful application of knowledge; and 5) Knowledge application: practical instructions on how to apply knowledge.

Aulawi, et al (2009), knowledge management is a management function that can create knowledge, manage the flow of knowledge, and ensure that knowledge is used effectively and efficiently for the long-term interests of the organization. Dimensions include: 1) Collecting and reusing structured knowledge; 2) Collect and sharing lessons learned from practices; 3) Creating and sharing lessons learned from practices; 4) Creating a structure and mapping the knowledge needed to improve performance; 5) Measuring and managing the economic value of knowledge; and 6) Compile and disseminate knowledge from external sources.

Based on the theoretical explanation from several expert opinions above, it can be synthesized that Knowledge Management is an individual's activity in accessing, collecting, storing, processing, utilizing, and developing personal knowledge to support the progress of himself and the organization. Indicators: 1) Acquisition of knowledge, 2) Collection of knowledge, 3) Storage of knowledge, 4) Processing of knowledge into new knowledge, 5) Utilization/application of knowledge, and 6) Sharing and distribution of knowledge.

3. Pedagogical Competency

Competency is a teacher's ability to carry out his teaching profession. From the description above, it appears that competence refers to the ability to do something that is obtained through education. Teacher competency refers to performance and rational actions to meet certain specifications in the implementation of educational tasks. It is said to be rational because it has direction and purpose, while performance is real behavior in the sense that it is not only observable but includes something that is not visible. One of the most important components that must continue to be considered in improving the quality of education is teachers (Sudargini & Purwanto, 2020).

Slocum et.al defines competence as a combination of knowledge, skills, behaviors, and attitudes that contribute to personal effectiveness. Competency is a combination of knowledge, skills, behavior, and attitudes that contribute to personal effectiveness. Teachers who have good competence in teaching can be seen in the form of mastery of knowledge, skills, and professional attitudes in carrying out a work profession.

Colquitt et.al. (2019) views competency as... the skills, abilities, and areas of expertise that enable an authority to be successful in some specific area. Competence is a form of confidence in skills, abilities, and areas of expertise that enable authority to be specifically successful and can be accounted for rationally in efforts to achieve goals.

From the various theories above, it can be synthesized that pedagogical competence is the teacher's ability to manage student learning in the teaching and learning process from planning to evaluation as fulfilling certain roles of the teaching profession. The indicators of servant leadership are as follows: 1) mastering the characteristics of students, 2) the ability to manage learning, 3) use of learning technology, 4) implementation of evaluations and learning outcomes, and 5) development of students to actualize the various potentials they have.

4. Work Ethic

According to Usman, (2009), work ethic is an attitude that arises from one's own will and awareness which is based on a system of cultural value orientation towards work. Work ethic can be interpreted as a concept about work or a work paradigm that is believed by a person or group of people to be good and correct, which is manifested through their typical work behavior.

Triguno, (2005) states that the creation of a high work ethic which he calls a work culture will increase job satisfaction, more intimate relationships, increase discipline, reduce functional supervision, reduce waste (efficiency), decrease absenteeism levels, want to continue learning, want to give what is best for the organization and others. According to Gregory (2003), history proves that countries that today are developed countries and continue to compete with high technology/information started with a very strong work ethic to succeed. This opinion explains that progress and success are the impact of a strong work ethic.

Work ethic is a belief in work, thereby eliminating feelings of laziness. Work ethic makes a person believe that if they work hard they will get the reward they deserve. According to Nitisebito (2001), several indicators to determine whether the work ethic in a company is high or low are as follows: 1. employee attitude, consisting of sub-indicators: flexibility at work, work

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adjustment; 2) an employee's feelings, which consist of the following sub-indicators: Job mastery; and Enjoy working; 3) employee willingness to carry out their work, which consists of the following sub-indicators: Work compliance; and willingness to complete the job; and 4) The employee's seriousness when working, which consists of sub-indicators of seriousness at work.

From several definitions of work ethic that have been put forward, it can be concluded that work ethic is the individual attitude of a person who has the characteristics and beliefs of good behavior so that they can provide more value and perform better in carrying out their work. The work ethic variable can be grouped into 5 indicators, (1) independence with sub-indicators (a) creativity, (b) initiative, (c) able to face challenges at work, (2) honesty with sub-indicators (a) admitting one's mistakes, (b) honesty in words and deeds, (3) totality with sub-indicators (a) integrity, (b) dedication and (c) loyalty, (4) quality of work with sub-indicators (a) compliance in completing tasks, (b) compliance with procedures, (c) work output, (5) career mobility with sub-indicators (a) education and training, (b) job level and (c) extrinsic rewards.

5. Organizational Commitment

Teacher commitment to the profession is the level of loyalty and individual confidence in the profession which is the individual's willingness to be actively involved in a job based on the goals and values of the profession, consisting of dimensions: 1) Affective commitment with indicators: a) having an emotional attachment to the profession, b) self-involvement in the interests of the profession; 2) continuity commitment with indicators: c) awareness of the losses if you leave the profession, d) desire to maintain the profession; 3) normative commitment with indicators: e) willingness to do something for the advancement of the profession, f) attitude of obligation towards professional duties (Djuanda, 2021).

Professional commitment is an individual's attachment to a professional organization, with indicators, namely: 1). Acceptance and similarity with the organization's values and goals (values and goals); 2). Willingness to be actively involved in organizational activities (involve); 3). The desire to try and work hard in the name of the profession by the wishes of the organization (effort); 4). Loyalty; 5). Desire to maintain membership (Widyastuti, 2016).

Professional commitment is a psychological relationship between teachers and their work which is based on affective and normative reactions to their work and ongoing professional development. With dimensions: a). The Affective Commitment dimension is the level to which an employee wants to stay in his work career because this is related to his career goals and helps him achieve his career goals; b). The Continuance Commitment dimension is the degree to which an employee feels he will remain in his current profession due to the lack of professional and rewarding alternatives; and c). The Normative Commitment dimension is the level of employees who feel they stay in the current organization because of a sense of responsibility and loyalty (Khan & Qazi, 2017).

Commitment to a profession is a person's belief in accepting the values of the profession, a willingness to exert effort on behalf of the profession, and a willingness to persist in membership in the profession. Commitment to the profession includes dimensions and indicators a). Affective Dimension Commitment to the Profession, with indicators: (1) Career drive (2) Feelings of involvement in the profession (3) Accepting organizational values b). Continuous dimension of commitment to the profession, with indicators: (1) Calculation of costs if you change jobs (change profession) (2) Calculation of the effects of the professional environment c) Normative dimension of commitment to the profession, with indicators: (1) Confidence to stay in the profession, (2) Obligations to the profession (Putra & Taopik, 2016).

Based on the theories above, it is synthesized that Professional Commitment is a psychological relationship between a person and his work which is proven through the level of loyalty and confidence of the individual to be actively involved in a job based on his professional goals and values through the willingness to exert effort in the name of the profession and being willing to persist in their professional membership. The dimensions and indicators of professional commitment are as follows: a. Dimensions of affective commitment to the profession, with indicators: 1) strong affection for the profession and the organization, 2) having strong motivation to remain in the job, 3) being selfless and devoted in carrying out their duties, b. Dimensions of ongoing commitment to the profession, with indicators: 4) individual assessment of the cost of living if they leave their job, 5) lack of other professional alternatives, 6) having obligations in their work, c. Dimensions of normative commitment to the profession, with indicators: 7) maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession, and 8) the moral obligation of teachers to remain in their organization.

6. Work Motivation

George and R. Jones, (2012), Work motivation is a psychological force that determines the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence. The elements of work motivation are: 1) Direction of Behavior, meaning what behavior a person chooses to carry out in an organization, 2) Level of Effort or level of effort, meaning

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how hard a person works to carry out the chosen behavior, and 3) Level of persistence, meaning when faced with obstacles, obstacles, how hard a person continues to try to carry out the chosen behavior successfully.

Pinder, C. C. (2008), Work motivation is a set of energetic forces originating both from within and outside the individual, to initiate work-related behavior, and to determine its direction, intensity, and duration. Motivation is generally based on three aspects, namely: Direction, namely the goal to be achieved, Intensity, namely level and strength, duration/persistence, namely the time required.

Schermerhorn, Jr., et.al (2007), Motivation refers to the strength within a person that takes into account the level, direction, and persistence of efforts made at work. Herzberg's two-factor theory identifies the work context as a source of job satisfaction and dissatisfaction: Motivator factors, as internal factors that are a source of job satisfaction and encourage motivation, Hygiene factors as external factors, in the work context are a source of job dissatisfaction,

Greenberg J & Robert. A, (2008), Motivation is a process that encourages, directs, and maintains human behavior toward achieving a goal. Motivation will give rise to stimulation, an urge within oneself to do something as optimally as possible, and be directed as it should be in achieving goals. Motivational factors are: Stimulation, which is something that can influence someone to carry out an activity; Maintenance, which is the activity of looking after and caring for something well; the element of awakening, which is reviving something within oneself in carrying out activities/work; and Directing, is providing definite direction in achieving the desired goals.

Based on various previous explanations, it can be synthesized that work motivation is the level of encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has intending to achieve maximum... Indicators of work motivation are as follows: 1) Attachment to work, 2) Desire for power, 3) Desire to gain appreciation and recognition, 4) Adequate rewards, 5) Job security, and 6) Good supervision

RESEARCH METHODS

This research aims to find strategies and ways to improve Organizational Culture through research on the strength of influence between Organizational Culture as the dependent variable and Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation as the independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for improving organizational culture. The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out. Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. obtained from the answers of research respondents.

SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017). In the context of Correlational and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of the research results for each research variable indicator, and 3) Analysis of the weight of each indicator for each research variable based on the "Cost, Benefit, Urgency and Importance" criteria.

Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is

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calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

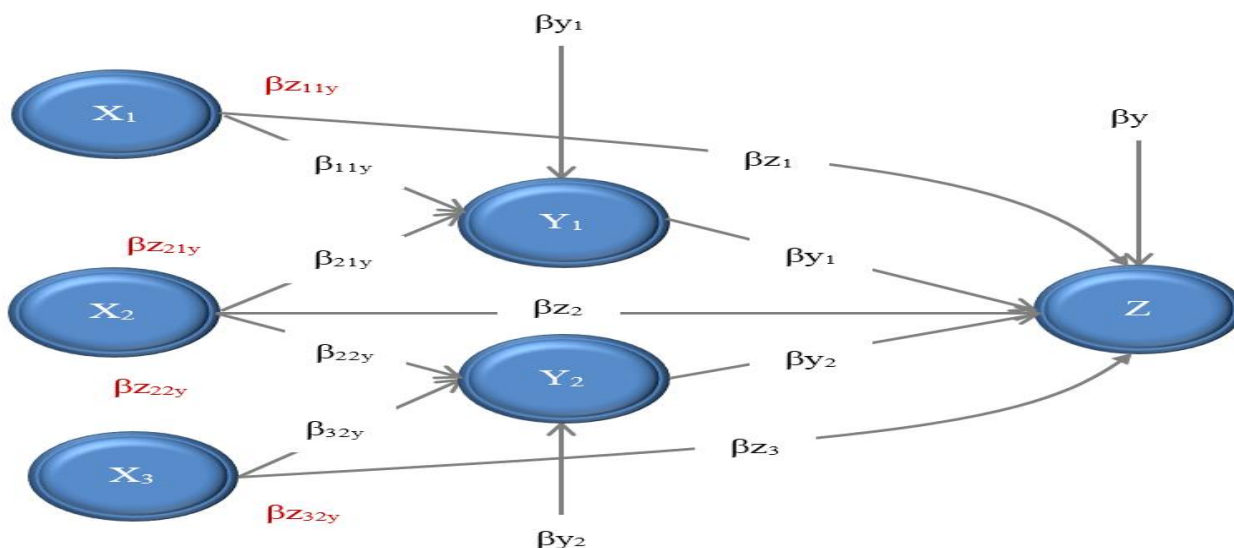


Figure 1. Research Constellation

X1: Management Knowledge Y1: Organizational Commitment

X2: Pedagogical Competency Y2: Work Motivation

X3: Work Ethic Z: Organizational Culture

1. β_{z1} : Direct influence of Management Knowledge (X1) on Organizational Culture (Z).
2. β_{z2} : Direct influence of Pedagogical Competency (X2) on Organizational Culture (Z).
3. β_{z3} : Direct influence of Work Ethic (X3) on Organizational Culture (Z).
4. β_{y1} : Direct influence of Organizational Commitment (Y1) on Organizational Culture (Z).
5. β_{y2} : Direct influence of Work Motivation (Y2) on Organizational Culture (Z).
6. β_{11y} : Direct influence of Management Knowledge (X1) on Organizational Commitment (Y1)
7. β_{21y} : Direct influence of Pedagogical Competency (X2) on Organizational Commitment (Y1).
8. β_{22y} : Direct influence of Pedagogical Competency (X2) on Work Motivation (Y2)
9. β_{32y} : Direct influence of Work Ethic (X3) on Work Motivation (Y2)
10. β_{z11y} : Indirect influence of Management Knowledge (X1) on Organizational Culture (Z) through Organizational Commitment (Y1)
11. β_{z21y} : Indirect influence of Pedagogical Competency (X2) on Organizational Culture (Z) through Organizational Commitment (Y1)
12. β_{z22y} : Direct influence of Pedagogical Competency (X2) on Organizational Culture (Z) through Work Motivation (Y2)
13. β_{z32y} : Direct influence of Work Ethic (X3) on Organizational Culture (Z) through Work Motivation (Y2)

RESULTS AND DISCUSSION

1. Descriptive statistics

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

| Description | Management Knowledge (X ₁) | Management Knowledge (X ₂) | Work Ethic (X ₃) | Organizational Commitment (Y ₁) | Work Motivation (Y ₂) | Culture Organization (Z) |
|----------------|--|--|------------------------------|---|-----------------------------------|--------------------------|
| Mean | 126.28 | 124.10 | 122.91 | 122.80 | 121.05 | 126.75 |
| Standard Error | 1.25326 | 1.37182 | 1.19771 | 1.77186 | 1.21728 | 1.75046 |

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| Description | Management Knowledge (X ₁) | Management Knowledge (X ₂) | Work Ethic (X ₃) | Organizational Commitment (Y ₂) | Work Motivation (Y ₂) | Culture Organization (Z) |
|-----------------|--|--|------------------------------|---|-----------------------------------|--------------------------|
| Median | 130 | 129 | 126.5 | 130 | 124 | 134 |
| Mode | 136 | 149 | 130 | 149 | 121 | 150 |
| Stand Deviation | 17.1838 | 21.2945 | 16.4221 | 24.2945 | 16.6906 | 24.001 |
| Sample Variance | 295.284 | 320.223 | 269.687 | 590.223 | 278.575 | 576.049 |
| Kurtosis | 0.85695 | 0.3495 | 1.64832 | 0.5498 | 0.58266 | 1.64903 |
| Skewness | -1.0468 | -0.6772 | -1.3927 | -0.7772 | -0.9844 | -1.4904 |
| Range | 77 | 90 | 81 | 101 | 70 | 101 |
| Minimum Score | 75 | 69 | 64 | 59 | 74 | 52 |
| Maximum Score | 152 | 170 | 145 | 160 | 144 | 153 |

2. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2. Estimated Standard Error Normality Test

| Estimate Error | n | L _{count} | L _{table} | | Decision |
|---|-----|--------------------|--------------------|----------|----------|
| | | | α = 0,05 | α = 0,01 | |
| $z - \hat{Y}_1$ | 168 | 0.003 | 0.065 | 0.075 | Normal |
| $z - \hat{Y}_2$ | 168 | 0.002 | 0.065 | 0.075 | Normal |
| $z - \hat{Y}_3$ | 168 | 0.007 | 0.065 | 0.075 | Normal |
| $z - \hat{Y}_4$ | 168 | 0.006 | 0.065 | 0.075 | Normal |
| $z - \hat{Y}_5$ | 168 | 0.006 | 0.065 | 0.075 | Normal |
| $Y_1 - X_1$ | 168 | 0.001 | 0.065 | 0.075 | Normal |
| $Y_1 - X_2$ | 168 | 0.004 | 0.065 | 0.075 | Normal |
| $Y_2 - X_2$ | 168 | 0.002 | 0.065 | 0.075 | Normal |
| $Y_2 - X_3$ | 168 | 0.004 | 0.065 | 0.075 | Normal |
| Normal distribution requirements: Lcount < Ltable | | | | | |

3. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

| Grouping | X ² _{count} | X ² _{table} | Conclusion |
|--|---------------------------------|---------------------------------|-------------|
| | | α = 0,05 | |
| y based on X ₁ | 3710.50 | 6132.59 | Homogeneous |
| y based on X ₂ | 4469.28 | 6890.01 | Homogeneous |
| y based on X ₃ | 4912.17 | 7288.01 | Homogeneous |
| y based on Y ₁ | 3714.91 | 6132.59 | Homogeneous |
| y based on Y ₂ | 4563.34 | 5768.59 | Homogeneous |
| Y ₁ based on X ₁ | 3823.33 | 7288.01 | Homogeneous |
| Y ₁ based on X ₂ | 4592.84 | 8451.28 | Homogeneous |
| Y ₂ based on X ₂ | 4613.17 | 6192.48 | Homogeneous |
| Y ₂ based on X ₃ | 3678.36 | 7678.01 | Homogeneous |

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| | | | |
|---|------------------|------------------|------------|
| Grouping | χ^2_{count} | χ^2_{table} | Conclusion |
| | | $\alpha = 0,05$ | |
| Requirements for a homogeneous population $\chi^2_{count} < \chi^2_{table}$ | | | |

4. Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4. Regression Model

| Relationship Model Between Variables | Regression Model | Significance Test Results |
|--------------------------------------|---------------------------------------|---------------------------|
| $y \rightarrow x_1$ | $\hat{y} = 59,508 + 0,645X$ | Significance |
| $y \rightarrow x_2$ | $\hat{y} = 54,744 + 0,523X$ | Significance |
| $y \rightarrow x_3$ | $\hat{y} = 58,693 + 0,533X$ | Significance |
| $y \rightarrow y_1$ | $\hat{y} = 69,508 + 0,645X$ | Significance |
| $y \rightarrow y_2$ | $\hat{y} = 67,122 + 0,715X$ | Significance |
| $y_1 \rightarrow x_1$ | $\hat{y} = 72,423 + 0,447X$ | Significance |
| $y_1 \rightarrow x_2$ | $\hat{y} = 72,122 + 0,382X$ | Significance |
| $y_2 \rightarrow x_2$ | $\hat{y} = 56,152 + 0,577X$ | Significance |
| $y_2 \rightarrow x_3$ | $\hat{y} = 54,165 + 0,623X$ | Significance |
| $y \rightarrow x_1 \rightarrow y_1$ | $\hat{y} = 56,77 + 0,40X_1 + 0,36X_2$ | Significance |
| $y \rightarrow x_2 \rightarrow y_1$ | $\hat{y} = 44,12 + 0,37X_1 + 0,43X_2$ | Significance |
| $y \rightarrow x_2 \rightarrow y_2$ | $\hat{y} = 51,45 + 0,44X_1 + 0,30X_2$ | Significance |
| $y \rightarrow x_3 \rightarrow y_2$ | $\hat{y} = 50,23 + 0,42X_1 + 0,54X_2$ | Significance |

5. Regression Model Significance Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 5. Summary of Regression Model Significance Test Results

| Relationship Model Between Variables | Sig | α | Significance Test Results |
|--|--------------------|----------|---------------------------|
| $y \rightarrow x_1$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_2$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_3$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow y_1$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow y_2$ | 0,000 ^b | 0,005 | Significance |
| $y_1 \rightarrow x_1$ | 0,000 ^b | 0,005 | Significance |
| $y_1 \rightarrow x_2$ | 0,000 ^b | 0,005 | Significance |
| $y_2 \rightarrow x_2$ | 0,000 ^b | 0,005 | Significance |
| $y_2 \rightarrow x_3$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_1 \rightarrow y_1$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_2 \rightarrow y_1$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_2 \rightarrow y_2$ | 0,000 ^b | 0,005 | Significance |
| $y \rightarrow x_3 \rightarrow y_2$ | 0,000 ^b | 0,005 | Significance |
| Significant Conditions: Sig < α | | | |

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6. Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6. Summary of Regression Model Linearity Test Results

| Relationship Model Between Variables | Sig | α | Linearity Test Results |
|--------------------------------------|-------|----------|------------------------|
| $y \rightarrow x_1$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_2$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_3$ | 0,000 | 0,005 | Linier |
| $y \rightarrow y_1$ | 0,000 | 0,005 | Linier |
| $y \rightarrow y_2$ | 0,000 | 0,005 | Linier |
| $y_1 \rightarrow x_1$ | 0,000 | 0,005 | Linier |
| $y_1 \rightarrow x_2$ | 0,000 | 0,005 | Linier |
| $y_2 \rightarrow x_2$ | 0,000 | 0,005 | Linier |
| $y_2 \rightarrow x_3$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_1 \rightarrow y_1$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_2 \rightarrow y_1$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_2 \rightarrow y_2$ | 0,000 | 0,005 | Linier |
| $y \rightarrow x_3 \rightarrow y_2$ | 0,000 | 0,005 | Linier |
| Linear Terms: Sig < α | | | |

7. Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be a smaller value than the t-table. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Tests

| Independent Variable | Tolerance | VIF | Precondition | Conclusion |
|-----------------------------------|-----------|-------|---|--|
| Management Knowledge (X_1) | 0.237 | 4.645 | H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity | Ho accepted There is no multicollinearity |
| Competence Pedagogy (X_2) | 0.243 | 4.771 | H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity | Ho accepted There is no multicollinearity |
| Work Ethic (X_3) | 0.211 | 4.408 | H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity | Ho accepted There is no multicollinearity |
| Commitment Organization (Y_1) | 0.212 | 4.356 | H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity | Ho accepted There is no multicollinearity |

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| Independent Variable | Tolerance | VIF | Precondition | Conclusion |
|-----------------------------------|-----------|-------|---|--|
| Motivation Work (Y ₂) | 0.212 | 4.122 | H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity | H ₀ accepted There is no multicollinearity |

8. Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is <0.05 then heteroscedasticity occurs, on the contrary, if the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedasticity Test

| Variable | Sig. | α | Precondition | Conclusion |
|---|-------|------|--|---|
| Management Knowledge (X ₁) | 0,000 | 0,05 | H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 then there is heteroscedasticity | H ₀ accepted There is no heteroscedasticity |
| Competence Pedagogy (X ₂) | 0,000 | 0,05 | H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 then there is heteroscedasticity | H ₀ accepted There is no heteroscedasticity |
| Work Ethic (X ₃) | 0,000 | 0,05 | H ₀ : significant value < 0, then there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 then there is heteroscedasticity | H ₀ accepted There is no heteroscedasticity |
| Commitment Organization (Y ₁) | 0,000 | 0,05 | H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 then there is heteroscedasticity | H ₀ accepted There is no heteroscedasticity |
| Motivation Work (Y ₂) | 0,000 | 0,05 | H ₀ : significant value < 0, then there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 then there is heteroscedasticity | H ₀ accepted There is no heteroscedasticity |

9. Path Analysis

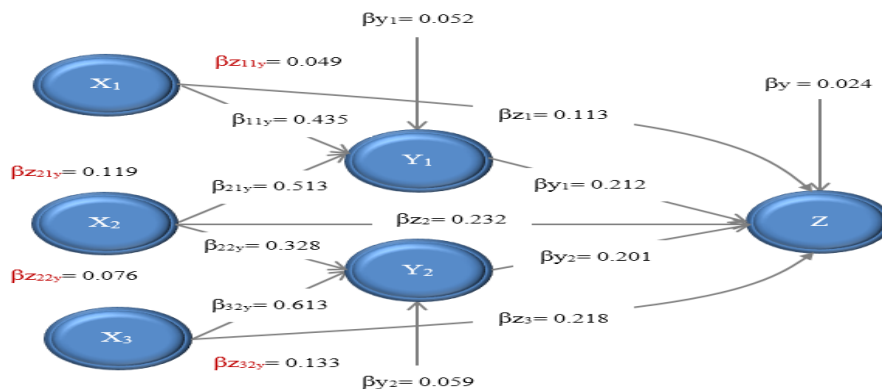


Figure 2. Path Analysis Results

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X1: Management Knowledge Y1: Organizational Commitment

X2: Pedagogical Competency Y2: Work Motivation

X3: Work Ethic Z: Organizational Culture

The influence between the independent variable and the dependent variable when viewed from path analysis, the influence on the Organizational Culture variable (Z) is formed as a result of the functioning of the Management Knowledge (X1), Pedagogical Competency (X2), Work Ethic (X3) and Organizational Commitment (Y1) and Work Motivation (Y2). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

| Hypothesis | Path Coefficient | Statistical Test | Decision | Conclusion |
|---|------------------|---|--|---------------------------|
| Management Knowledge (X ₁) on the Organizational Culture (Z) | 0.113 | H ₀ : $\beta_{z1} \leq 0$ H ₁ : $\beta_{z1} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Pedagogical Competency (X ₂) on the Organizational Culture (Z) | 0.232 | H ₀ : $\beta_{z2} \leq 0$ H ₁ : $\beta_{z2} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Work Ethic (X ₃) on the Organizational Culture (Z) | 0.218 | H ₀ : $\beta_{z3} \leq 0$ H ₁ : $\beta_{z3} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Organizational Commitment (Y ₁) on the Organizational Culture (Z) | 0.212 | H ₀ : $\beta_{y1} \leq 0$ H ₁ : $\beta_{y1} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Motivasi Kerja (Y ₂) on the Organizational Culture (Z) | 0.201 | H ₀ : $\beta_{y2} \leq 0$ H ₁ : $\beta_{y2} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Management Knowledge (X ₁) on Organizational Commitment (Y ₁) | 0.435 | H ₀ : $\beta_{11y} \leq 0$ H ₁ : $\beta_{11y} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Pedagogical Competency (X ₂) on Organizational Commitment (Y ₁) | 0.513 | H ₀ : $\beta_{12y} \leq 0$ H ₁ : $\beta_{12y} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Pedagogical Competency (X ₂) on Work Motivation (Y ₂) | 0.328 | H ₀ : $\beta_{22y} \leq 0$ H ₁ : $\beta_{22y} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |
| Work Ethic (X ₃) on Work Motivation (Y ₂) | 0.613 | H ₀ : $\beta_{32y} \leq 0$ H ₁ : $\beta_{32y} > 0$ | H ₀ is rejected H ₁ is accepted | Direct Positive Influence |

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| Hypothesis | Path Coefficient | Statistical Test | Decision | Conclusion |
|--|------------------|---|--|-------------------------------------|
| Management Knowledge (X ₁) on the Organizational Culture (Z) through Organizational Commitment (Y ₁) | 0.049 | H ₀ : $\beta_{z11} \leq 0$ H ₁ : $\beta_{z11} > 0$ | H ₀ is rejected H ₁ is accepted | Influential Indirect Positive |
| Pedagogical Competency (X ₂) on the Organizational Culture (Z) through Organizational Commitment (Y ₁) | 0.119 | H ₀ : $\beta_{z12} \leq 0$ H ₁ : $\beta_{z12} > 0$ | H ₀ is rejected H ₁ is accepted | Influential Indirect Positive |
| Pedagogical Competency (X ₂) on the Organizational Culture (Z) through Work Motivation (Y ₂) | 0.076 | H ₀ : $\beta_{z22} \leq 0$ H ₁ : $\beta_{z22} > 0$ | H ₀ is rejected H ₁ is accepted | Influential Indirect Positive |
| Work Ethic (X ₃) on the Organizational Culture (Z) through Work Motivation (Y ₂) | 0.133 | H ₀ : $\beta_{z32} \leq 0$ H ₁ : $\beta_{z32} > 0$ | H ₀ is rejected H ₁ is accepted | Influential Indirect Positive |

10. Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table. 10 Research Hypothesis

| Indirect Influence | L-count | Z-table | Decision | Conclusion |
|--|---------|---------|--|-------------------|
| Management Knowledge (X ₁) to Organizational Culture (Z) through Organizational Commitment (Y ₁) | 4.654 | 1,966 | H ₀ is rejected H ₁ is accepted | proven to mediate |
| Pedagogical Competency (X ₂) on Organizational Culture (Z) through Organizational Commitment (Y ₁) | 4.478 | 1,966 | H ₀ is rejected H ₁ is accepted | proven to mediate |
| Pedagogical Competency (X ₂) on Organizational Culture (Z) through Work Motivation (Y ₂) | 4,238 | 1,966 | H ₀ is rejected H ₁ is accepted | proven to mediate |
| Work Ethic (X ₃) to Organizational Culture (Z) through Work Motivation (Y ₂) | 4,114 | 1,966 | H ₀ is rejected H ₁ is accepted | proven to mediate |

11. Optimal Solution for Improving Organizational Culture

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for improving Organizational Culture as follows:

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Table 11. SITOREM Analysis

| Management Knowledge ($\beta z1 = 0,113$) (rank. V) | | | | |
|--|---|-------------------------------------|--|-----------------|
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Knowledge acquisition | 1 st | Knowledge sharing and distribution (18.17) | 3.88 |
| 2 | Knowledge gathering | 2 nd | Knowledge processing (18.13) | 4.10 |
| 3 | Knowledge storage | 3 rd | Knowledge storage (17.16) | 4.00 |
| 4 | Knowledge processing | 4 th | Utilization/application of knowledge (17.12) | 3.61 |
| 5 | Utilization/application of knowledge | 5 th | Knowledge acquisition (15.21) | 3.60 |
| 6 | Sharing and distribution of knowledge | 6 th | Knowledge gathering (14.21) | 4.03 |
| Pedagogical Competency ($\beta z2 = 0,232$) (rank. I) | | | | |
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Mastering the characteristics of students | 1 st | Utilization of learning technology (21.38) | 3.57 |
| 2 | Ability to manage learning | 2 nd | Implementation of evaluation & and learning outcomes (21.13) | 4.02 |
| 3 | Utilization of learning technology | 3 rd | Learner development (20.16) | 3.68 |
| 4 | Implementation of evaluation & and learning outcomes | 4 th | Ability to manage learning (19.12) | 4.04 |
| 5 | Student development | 5 th | Mastering student characteristics (18.21) | 3.74 |
| Work Ethic ($\beta z3 = 0,218$) (rank. II) | | | | |
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Independence | 1 st | Career mobility (20.38) | 3.82 |
| 2 | Honesty | 2 nd | Quality of work (20.16) | 3.84 |
| 3 | Totality | 3 rd | Honesty (20.13) | 4.12 |
| 4 | Quality of work | 4 th | Independence (20.12) | 4.14 |
| 5 | Career mobility | 5 th | Totality (19.21) | 4.02 |
| Organizational Commitment ($\beta y1 = 0,212$) (rank. III) | | | | |
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Strong affection for the profession and the organization | 1 st | Having obligations in his work (14.07) | 3.85 |
| 2 | Has a strong motivation to stay in his job | 2 nd | Teachers' moral obligation to remain in their organization (14.03) | 4.11 |
| 3 | Selfless and devoted in carrying out his duties | 3 rd | Have a strong motivation to stay on the job (13.06) | 3.65 |
| 4 | An individual's assessment of the cost of living if he leaves his job | 4 th | Strong affection for profession and organization (13.02) | 4.03 |
| 5 | Lack of alternative professions | 5 th | Selfless and devoted in carrying out his duties (12.21) | 3.78 |
| 6 | Has obligations in his work | 6 th | Lack of other professional alternatives (12.19) | 3.76 |

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| Management Knowledge ($\beta z1 = 0,113$) (rank. V) | | | | |
|---|---|-------------------------------------|---|-----------------|
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 7 | Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession | 7 th | Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession (11.03) | 4.10 |
| 8 | Teachers' moral obligation to remain in their organization | 8 th | Individual assessment of the cost of living if leaving a job (10.39) | 4.12 |
| Work Motivation ($\beta y2 = 0,201$) (rank. IV) | | | | |
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Attachment to work | 1 st | Adequate rewards (18.12) | 3.89 |
| 2 | Desire for power | 2 nd | Job Guarantee (18.08) | 3.90 |
| 3 | The desire to gain appreciation and recognition | 3 rd | Desire for appreciation and recognition (17.06) | 3.98 |
| 4 | Adequate rewards | 4 th | Good supervision (17.02) | 4.12 |
| 5 | Job Guarantee | 5 th | Will to power (15.22) | 4.12 |
| 6 | Good supervision | 6 th | Attachment to work (14.50) | 4.14 |
| Budaya Organisasi | | | | |
| Indicator in Initial State | | Indicator after Weighting by Expert | | Indicator Value |
| 1 | Innovation at work | 1 st | Oriented to work results (18.17) | 4.12 |
| 2 | Oriented to work results | 2 nd | Team oriented (18.13) | 4.14 |
| 3 | Team oriented | 3 rd | Innovation in work (17.16) | 4.10 |
| 4 | Empowerment of human resources in organizations | 4 th | Empowerment of human resources in organizations (17.12) | 3.86 |
| 5 | Consistent with the rules that have been set | 5 th | Adaptation to change (15.21) | 3.76 |
| 6 | Adaptation to changes | 6 th | Consistent with established rules (14.21) | 3.98 |
| SITOREM ANALYSIS RESULT | | | | |
| Priority order of indicator to be Strengthened | | | Indicators remain to be maintained | |
| 1 st | Utilization of learning technology | | 1. Implementation of evaluation & and learning outcomes | |
| 2 nd | Student development | | 2. Ability to manage learning | |
| 3 rd | Mastering the characteristics of students | | 3. Honesty | |
| 4 th | Career mobility | | 4. Independence | |
| 5 th | Quality of work | | 5. Totality | |
| 6 th | Has obligations in his work | | 6. Teachers' moral obligation to remain in their organization | |
| 7 th | Has a strong motivation to stay in his job | | 7. Strong affection for the profession and organization | |
| 8 th | Selfless and devoted in carrying out his duties | | 8. Maintain stability/togetherness between the morals of society and the profession as well as | |

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| Management Knowledge ($\beta_{z1} = 0,113$) (rank. V) | | |
|---|---|---|
| Indicator in Initial State | Indicator after Weighting by Expert | |
| | | Indicator Value |
| | | a sense of responsibility to uphold the values of the profession |
| 9 th | Lack of alternative professions | 9. Individual assessment of the cost of living if he leaves his job |
| 10 th | Adequate rewards | 10. Good supervision |
| 11 th | Job Guarantee | 11. The will to power |
| 12 th | The desire to gain appreciation and recognition | 12. Attachment to work |
| 13 th | Sharing and distribution of knowledge | 13. Knowledge processing |
| 14 th | Utilization/application of knowledge | 14. Knowledge storage |
| 15 th | Knowledge acquisition | 15. Knowledge gathering |
| 16 th | Empowerment of human resources in organizations | 16. Oriented to work results |
| 17 th | Adaptation to changes | 17. Team oriented |
| 18 th | Consistent with the rules that have been set | 18. Inovasi dalam bekerja |

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Strengthening Organizational Culture can be done by using a strategy to strengthen variables that have a positive effect on Organizational Culture.
2. Variables that have a positive influence on Organizational Culture are Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation. This was proven from the results of variable analysis using the Path Analysis method.
3. The way to strengthen organizational culture is to improve weak indicators and maintain good indicators for each research variable.

Based on the research conclusions above, the following implications can be drawn from this research:

1. If organizational culture is to be strengthened, it is necessary to strengthen management knowledge, pedagogical competence, and work ethic as exogenous variables with organizational commitment and work motivation as intervening variables.
2. If management knowledge is to be developed, it is necessary to improve indicators that are still weak, namely: knowledge sharing and distribution, knowledge utilization/application, and knowledge acquisition as well as maintaining or developing indicators: knowledge processing, knowledge storage, and knowledge collection.
3. If pedagogical competence is to be developed, it is necessary to improve indicators that are still weak, namely, the use of learning technology, student development, and mastering student characteristics, as well as maintaining or developing indicators: implementation of evaluation and learning outcomes, and the ability to manage learning.
4. If work ethic is to be developed, it is necessary to improve indicators that are still weak, namely: career mobility and quality of work, as well as maintaining or developing indicators: honesty, independence, and totality.
5. If organizational commitment is to be increased, it is necessary to improve indicators that are still weak, namely having obligations in their work, having a strong motivation to remain in their work, being selfless and devoted in carrying out their duties, and lack of other professional alternatives, as well as maintaining or developing indicators. : the teacher's moral obligation to remain in his organization, strong affection for his profession and organization, maintaining stability/togetherness between the morals of society and his profession as well as a sense of responsibility to uphold the values of his profession, and an individual assessment of the cost of living if he leaves his job
6. If work motivation is to be increased, it is necessary to improve indicators that are still weak, namely adequate rewards, job security, and the desire to gain appreciation and recognition, as well as maintaining or developing indicators: good supervision, desire for power, and attachment to work.

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Suggestions or recommendations that can be given to related parties are as follows:

1. School Principals need to improve Organizational Culture by strengthening Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation by improving and empowering human resources in the organization, adapting to changes, being consistent with established rules, and maintaining work result-oriented, team-oriented, and innovative in work
2. The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) and school organizing institutions need to develop teachers in improving Organizational Culture by providing appropriate direction to strengthen the strengthening of Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation through the results of this research.

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