

The Influence of Education and Training on Teacher Competency With Organizational Culture as an Intervening Variable At Sekolah Cinta Budaya

Bian¹, Yusuf Ronny Edward², Hendry³, Tuty Nainggolan⁴

¹⁻⁴Masters Study Programs – Management, Faculty of Economics, University Prima Indonesia Medan

Email : yusufronnyedward@unprimdn.ac.id

ABSTRACT

The figure of the teacher from ancient times until now has never experienced functional decline, in fact, as time has progressed, the position of the teacher has even changed to become an important center capable of bringing change to the human world towards a better future. To get there, a teacher carries very heavy duties and responsibilities and apart from that, a teacher's ability and competence are also often the basic assessment of the teacher's suitability. This research aims to find out whether education and training influence teacher competence through organizational culture as an intervening variable at the Love Culture School. The research was conducted on 171 teachers from kindergarten, elementary, middle and high school levels at the Cinta Budaya School and using purposive random sampling techniques, the results obtained were 84 respondents. Data analysis uses associative quantitative data and is processed with the SPSS version 22 program. The results obtained from this research show that the education variable has a regression coefficient value of 0.424, the training variable has a regression coefficient value of 0.412 so it is known that there is a significant influence between education and training on culture. organization. The education variable on teacher competency has a regression coefficient value of 0.385 and shows a significant influence, while the training variable has a regression coefficient value of -0.077, meaning it has an influence but not significant on teacher competency. The organizational culture variable on teacher competency has a significant influence with a regression coefficient value of 0.554. Based on the results of the path analysis, it is known that the influence of education (X1) on teacher competence (Y) is through organizational culture (Z) where the direct influence is 38.5%, the indirect influence is 23.4%. Thus, it can be concluded that the education variable (X1) is less effective in increasing teacher competence (Y) through organizational culture (Z). Meanwhile, the magnitude of the influence of the training variable (X2) on teacher competency (Y) through organizational culture (Z) consists of a direct influence of 0.077% and an indirect influence of 22.8%. Thus, it can be concluded that training through organizational culture has an influence on teacher competence at the Love Culture School.

Keyword: Education, Training, Organizational Culture, Teacher Competency

1. INTRODUCTION

School is a form of organizational institution in society that focuses on fulfilling one need, namely organizing educational activities. Currently, education is considered very important and has even become a basic/primary need for humans. As one of the primary human needs that must be met, the benefits of school have a very broad impact, especially on human life.

School is seen as a place to gain general knowledge. Humans essentially need knowledge to live their lives. Through school a person will gain a lot of knowledge and help him to adapt to the environment. School is a place to acquire basic skills such as writing, arithmetic and speaking so that they are able to interact with the surrounding community. Schools are a place to provide competent human resources so they can compete. School is also a means of cultural transportation because it will make a difference in people's lives in general. Schools as educational units that carry out educational activities have the task of being a place capable of educating the nation's children. Schools must be able to prepare the nation's generation to be strong and transformed as a place to produce superior human resources for the nation and state.

As a teacher, meeting competency standards is a necessity that has been determined and outlined in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In the regulation, it is stated that the Academic Qualification Standards for Teachers in formal education units include the academic qualifications of Early Childhood Education/Kindergarten/Raudatul Atfal (PAUD/TK/RA) teachers who must have a minimum educational qualification of diploma four (D-IV) or bachelor's degree (S1) in the field of early childhood education or psychology obtained from an accredited study program. Academic qualifications of primary school/madrasah ibtidaiyah (SD/MI) teachers must have a minimum educational qualification of a fourth diploma (D-IV) or bachelor's degree (S1) in the field of SD/MI education (D-IV/S1 PGSD/PGMI) or psychology, obtained from an accredited study program. Academic qualifications for junior high school/Tsanawiyah madrasah (SMP/MTs) teachers must have a minimum academic qualification of fourth diploma (D-IV) or undergraduate (S1) study program appropriate to the subject being taught/taught, and obtained from the study program accredited. Academic qualifications for senior high school/madrasah Aliyah (SMA/MA) teachers must have a minimum educational qualification of four diplomas (D-IV) or undergraduate (S1) study programs appropriate to the subjects being taught/taught, and obtained from the respective study program accredited.

Teachers as an important component in schools have great duties and responsibilities because the future of a nation is determined by quality teachers. These duties and responsibilities are not just about making students know and understand the teaching materials provided, but can make students become educated humans who understand their role as humans so that they are beneficial to themselves and the environment around them.

This is understandable because quality teachers are those who are able to teach students effectively according to their constraints, resources and environment. On the other hand, teacher quality is closely related to public recognition of teacher status as a professional position. Therefore, teachers are required to improve the quality of educational competence and high professional attitudes.

Teaching is a profession that requires special skills. According to Marselus R. Payong (2011), a profession is a job that is carried out with full devotion and dedication and is based on certain expertise or skills. So according to Kunandar (2007), a profession cannot be held by just anyone, but requires preparation through special education and training. Teachers' duties include educating, teaching, guiding and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. Guiding means directing and developing human morals. Meanwhile, training means developing skills in students.

The learning process and learning outcomes of students are not only determined by the school, the pattern, structure and content of the curriculum, but are largely determined by the competence of the teachers who teach and guide them. Hamalik (2008) states that: "Competent teachers will be better able to create an effective, enjoyable learning environment, and will be better able to manage the class, so that students' learning is at an optimal level." From this statement it is stated that a teacher must be able to develop creative and innovative thinking in learning. Can understand the psychological development of students, develop communication skills, have insightful knowledge, understanding and professional attitudes to solve problems and be able to develop the educational profession in accordance with developments and demands of the times. Teachers are said to be competent as proven by teacher certification. A number of studies have been conducted to assess teacher competency. There is a significant influence of each competency. In research (Gunansyah, 2021) the concepts applied in school education are still separated between environmental, social and economic aspects. From research (Rosni, 2021) there is a significant influence of teacher competence on improving the quality of learning. The dominant factor that influences teacher performance is social competence (Taniredja & Abduh, 2016).

One of the factors that influences teacher competence is the education that the teacher has achieved, which is something that must be taken into account, where as a superior school, the teacher's education level should ideally be in accordance with applicable regulations so that the vision, mission and goals and objectives of learning can be achieved optimally. Apart from affecting students, it will also affect the teacher's work as an educator. The educational level criteria for teachers at formal secondary level schools according to Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards article 20 is that they have at least completed undergraduate level studies. Training for teachers is also an important thing that schools need to pay attention to. Training is needed by teachers to increase the teacher's insight and abilities as an educator who works professionally. Training is also seen as one of the right solutions to school problems, namely that training is intended to improve teacher competence so that teacher performance can be maximized. According to (Siti Aisyah, et al, 2022) the influence of education and training is something that needs to be considered by teachers and schools to be able to advance the nation through education.

Organizational culture is an important factor in fostering organizational commitment to performance (Robbins, 2013). Organizational culture refers to the system of shared meaning held by members, and differentiates itself from other organizations. The organizational culture that exists in this school is called school organizational culture. Organizational culture is the values that develop in an organization where these values are used to direct the behavior of organizational members (Soedjono, 2005). Employee behavior is influenced by the environment in which they work which is formed through organizational culture, where the existence of culture in an organization is expected to increase employee

competence.

As a school that plays an important role in the world of education, the Love Culture School certainly has its own organizational culture which is applied to all teachers. The organizational culture adopted is a culture of ethics, morals and strong discipline which is an interaction between fellow teachers as role models passed down from generation to generation. This culture is developed and formed through social life and becomes a benefit for others. Capitalizing on a culture of ethics, morals and discipline will form a human character that is not only strong and tough but also always prioritizes virtues that are based on human principles. Thus, the culture of a school is considered to influence the level of teacher competence. In research (Susilo & Sunarto, 2022) organizational culture moderates and strengthens teacher competence on teacher performance. Being in a school environment, every school member has their own values and norms that they believe in. Organizational culture in schools is implemented for members of the organization to comply with and adapt to it. However, in organizational culture, each member of the organization has a different background, different jobs but has the same perception about the characteristics of the school.

Table 1. Teachers' Academic Qualifications

Section	Total Teachers	High school/equivalent	D3	S1	S2
1. Kindergarten Level	23	4	1	18	0
2. Elementary level	68	0	0	65	3
3. Junior high school level	42	0	0	37	5
4. High school level	38	0	0	28	10
Total	171	4	1	148	18

Source: Cinta Budaya School Teacher Data

Table 2. Teacher Certification

Section	Total (people)	Certification	Uncertified
1. Kindergarten Level	23	4	19
2. Elementary level	68	8	60
3. Junior high school level	42	14	28
4. High school level	38	11	27
Total	171	37	134

Source: Cinta Budaya School Teacher Data

Based on the data from Table 1, it can be seen that the main standard demands of teacher academic qualifications where schools in recruiting teachers emphasize the standard level of formal education that must be possessed by a teacher. From Table 2, it can be seen that the demands for teacher competence in schools as evidenced by teacher certification are still far from the expectations and standards of the national accreditation body for the competence of educators.

The need for teachers is one of the factors for the mismatch between the level of teacher education and the level taught, the mismatch between the teacher's field of expertise and the subjects taught, making teachers who have not graduated from undergraduate level lectures have to teach to cover the teacher's needs.

According to research by Isbat (2021), Dahliah and Sakka (2021), Mariana (2019) shows the results that teacher education has no influence on teacher competence. Santika (2020), Kusni (2020) and Mansyur (2020) also have the results that training has no influence on teacher competence. In the research of Siti Aisyah, Herni Widiyah (2022), education, training has a significant effect on teacher competence. Yudho Ramafrizal (2022), training and development contribute to teacher competence.

The results of the study suggest that school management should organize more forms of training, but in the field the problem of encouraging learning to meet qualification standards and the provision of training is still collided with the needs of teachers, financing and lack of understanding on the part of school management so that the training provided is still limited to cost and time efficiency.

Based on the phenomenon of the need for the importance of a teacher having qualification standards and teacher competence, and the research gap from previous research, the researcher is interested in conducting research related to this phenomenon with the title "The Effect of Education and Training on Teacher Competence with Organizational

Culture as an Intervening Variable at Cinta Budaya School”.

2. MATERIALS & METHODS:

Path Analysis Model

The benefits of path analysis according to Kuncoro (2013) are to:

- a. Explanation (explanation) of the phenomenon studied or the problem studied.
- b. Prediction of the value of the dependent variable based on the value of the independent variable and prediction with this path analysis is qualitative.
- c. Determinant factor, namely determining which independent variable has a dominant effect on the dependent variable, is also used to trace the mechanism (paths) of the influence of the independent variable on the dependent variable.
- d. Model testing using trimming theory, either to test the reliability of existing concepts or to test the development of new concepts.

Substructure model equation I, $Z = p1 X1 + p2 X2 + e2$

Substructure II model equation, $Y = p3 X1 + p4 X2 + e2$

Description:

- P = path coefficient
- Y = Competence
- Z = Organizational Culture
- X1 = Education
- X2 = Training
- E = error

Sobel Test

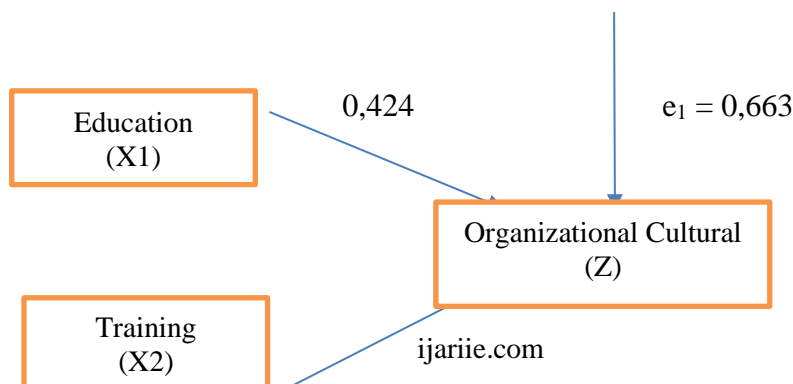
In addition to using path analysis in determining significance, the intervening variable also uses the Sobel test application, namely the Sobel Test Calculator for the Significance of Mediation. With the Sobel test we can find out whether the dependent variable (Y) or can find out the indirect effect of the independent variable (X) on the dependent variable (Y). The Sobel test was conducted by testing the strength of the indirect effect of X1 to Y. The indirect effect of X1 to Y via X2 is calculated by means of the X1 - X2 path (a) with the X2 - Y path (b) or ab. So the coefficient $ab = (c - c1)$ where c is the effect of X1 on Y without controlling X2, while c1 is the coefficient of the effect of X1 on Y after controlling X2.

3. RESULT:

Path Analysis Sub Model I

Referring to the regression output of Sub Model I, it can be seen that the significance value of the two variables, namely education (X1) = 0.000 and training (X2) = 0.000. These results provide the conclusion that the regression of Sub Model I, namely the education variable (X1) has a significant effect on organizational culture (Z), and the training variable (X2) has a significant effect on organizational culture (Z).

The value of R2 or R Square contained in the Model Summary table is 0.560. This shows that the contribution or contribution of the influence of education (X1) and training (X2) variables to the organizational culture variable (Z) is 56.0%, while the remaining 44.0% is the contribution of other variables not included in the study. Meanwhile, the value of e1 can be found by the formula $e1 = \sqrt{(1-0.560)} = \sqrt{0.44} = 0.663$. Thus, the structure model I path diagram is obtained as follows:



0,412

$$Z = 0,424 X_1 + 0,412 X_2$$

Figure 1. Path Diagram of Sub Model I

Path Analysis of Sub Model II

Referring to the Model II regression output in the table section, it can be seen that the significance value of the three variables, namely: Education (X1) = 0.000, training (X2) = 0.414, organizational culture (Z) = 0.000. These results provide the conclusion that the regression of Sub Model II, namely the variables of education (X1) and organizational culture (Z) have a significant effect on teacher competence (Y). But the training variable (X2) has no significant effect on teacher competence (Y). The magnitude of the R2 or R Square value found in the Model Summary table is 0.644. This shows that the contribution or contribution of the influence of education (X1), training (X2) and organizational culture (Z) on teacher competence (Y) is 64.4%. While the remaining 35.6% is the contribution of other variables not included in the study.

The value of e2 can be found by the formula $e2 = \sqrt{(1-0.644)} = \sqrt{0,356} = 0,596$.

Thus the structure model path II is obtained as follows:

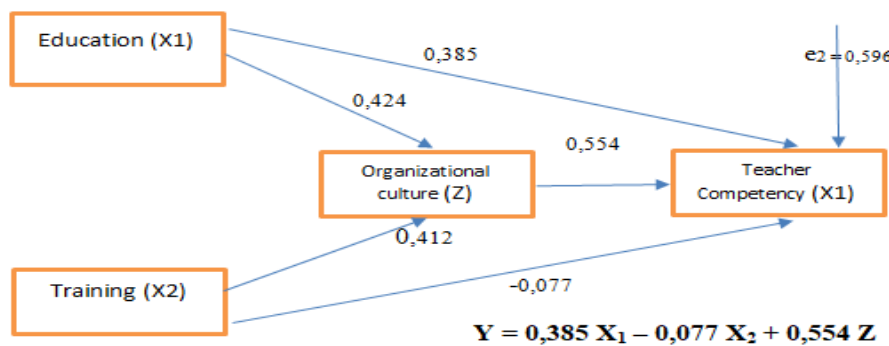


Figure 2. Path Diagram of Sub Model II

The results of the analysis show that the direct effect of education (X1) on teacher competence (Y) is 0.385. While the indirect effect of education (X1) on teacher competence (Y) through organizational culture (Z) is $0.424 \times 0.554 = 0.234$. Then the total effect given by the education variable (X1) on teacher competence is the direct effect plus the indirect effect, namely $0.385 + 0.234 = 0.619$. Based on the results of the above calculations, it can be seen that the direct effect value is 0.385 and the indirect effect is 0.234, which means that the direct effect value is greater than the indirect effect value. These results indicate that indirectly the education variable (X1) through organizational culture (Z) has no significant effect on teacher competence (Y).

The results of the analysis show that the direct effect of training (X2) on teacher competence (Y) is -0.077. While the indirect effect of training (X2) through organizational culture (Z) is $0.412 \times 0.554 = 0.228$. Then the total effect given by the training variable (X2) on teacher competence (Z) is the direct effect plus the indirect effect, namely $-0.077 + 0.228 = 0.158$. Based on the results of the above calculations, it can be seen that the direct effect value is -0.077 and the indirect effect is 0.158. This means that the indirect effect value is greater than the direct effect value. These results indicate that indirectly the training variable (X2) through organizational culture (Z) has a significant effect on teacher competence (Y).

Table 3. Total Effect Value

Number	Effect	direct effect	Indirect effect	Total Effect
1	X1 → Y	0,385	$0,424 \times 0,554 = 0,234$	0,619
2	X2 → Y	-0,077	$0,412 \times 0,554 = 0,228$	0,158

Discussion of Research Results

The Effect of Education on Organizational Culture

Education is an action taken by individuals in an effort to master certain skills, knowledge and attitudes that result in relatively permanent changes in the individual's own behavior. From the level of education possessed, a person develops abilities, attitudes and shapes his behavior. As an educator who will educate students, the level of education of each teacher is important. Education can shape a person's mindset to be better and directed, because the increase in information and knowledge possessed will affect the way of thinking, the ability to analyze, imagination so as to form a culture that is agreed upon and form an environment based on norms that are believed together. When it comes to the environment of Sekolah Cinta Budaya, the culture of discipline is upheld by all school members. This is supported by the factor of the level of education of the community members themselves, namely teachers so that awareness of discipline comes from self-example behavior and forms a culture that is agreed upon by citizens together to be obeyed.

From the research results, it is known that the education variable has a regression coefficient value of 0.424, which has a unidirectional effect. This means that each addition or increase in the value of one unit score of the education variable will increase the value of the organizational culture of the Cinta Budaya School.

Based on the results of testing the first hypothesis, it is known that education has a significant influence on organizational culture at Cinta Budaya School. This means that a higher level of teacher education is one of the factors that can influence the improvement of organizational culture at Cinta Budaya School.

This finding is also supported by research conducted by Zidni Husnurofik, et al (2024) which revealed that culture has a significant impact on the formation and implementation of discipline education in a military environment.

The Effect of Training on Organizational Culture

Training is a systematic process of changing the behavior of employees in a direction to increase efforts to achieve organizational goals. Training is applied to teach a number of skills, knowledge and attitudes needed by employees to improve their ability to carry out their work.

In the Cinta Budaya School environment, regular and gradual training continues to be provided to both senior and newcomer teachers. This is very important, because the development of science never stops and even runs very rapidly. To help educators have the ability according to the times, training is seen to be one of the important needs and is directly able to influence the development of organizational culture.

From the research results, the training variable has a significant effect on organizational culture at Cinta Budaya School. The training variable has a regression coefficient value of 0.412 has a unidirectional effect. This means that each addition or increase of one unit score of the training variable will increase the value of organizational culture at Cinta Budaya School.

Based on the results of testing the second hypothesis, it is known that training has a significant influence on organizational culture at Cinta Budaya School. This means that training with directed goals, adjusting the needs of teachers is able to create a positive organizational culture in the work environment of Cinta Budaya School.

This finding is also supported by previous research conducted by Wahibur Rokhman that training has a significant effect on organizational culture.

The Effect of Education on Teacher Competence

Teacher competence is a set of mastery of abilities that must exist in a teacher in order to carry out educational work appropriately and effectively. To master teacher competence, a teacher is of course required to have a basic education according to the provisions first and to be considered a competent teacher. The requirement to have teacher competence is that you must take part in teacher professional education and must go through a series of learning stages and exams to be considered a competent teacher and be proven to have an educator certificate.

The results showed that the education variable has a significant effect on teacher competence at Cinta Budaya School. The education variable has a regression coefficient value of 0.385 which has a unidirectional effect. This means that each addition or increase in the value of one unit score of the education variable will increase the value of teacher competence at Cinta Budaya School.

Based on the results of testing the third hypothesis, it is known that education has a significant influence on teacher competence at Cinta Budaya School. This is evidenced by the increasing number of teachers per year who have passed the teacher education program and have been well certified and do not rule out the opportunity that the queue of teachers who have met the requirements for the level of education to get a teacher certification call. Thus, teacher competence will increase supported by the level of teacher education.

The findings of this study are also supported by research conducted by Darmady, et al (2023) which states that education has a positive and significant effect on teacher competence.

The Effect of Training on Teacher Competence

Training provided or attended independently by teachers is a routine agenda for an educator, especially at Cinta Budaya schools. As time goes by, the training process has developed into 2 options, namely online and offline. Time and cost efficiency are the most dominant and obvious things about the online training offers provided.

The ease of implementing online training provides the opportunity for each individual to be able to choose the training they want according to their needs. This also has an impact on the school environment, namely whether the training teachers choose is related to professional development or related to the desire to learn new hobbies or interests that are not related to their work profession.

From the research results, it was found that the training variable had an influence but was not significant on teacher competency at the Love Culture School. The training variable has a regression coefficient value of -0.077 and has a unidirectional influence (in the opposite direction). This means that if the training variable increases by 0.077 , the teacher competency variable will decrease.

Based on the results of testing the fourth hypothesis, it is known that the training variable has a significant influence on teacher competence at the Love of Culture School but is not significant. This is because the choice of the type of training that is followed is not fully for the benefit of professional advancement.

The findings of this research are also supported by research conducted by Yudho Ramafrizal, et al (2022) where the training variable partially influences competency but is not significant.

The Influence of Organizational Culture on Teacher Competence

It is believed that shared habits that are repeated consistently will form character. In an organizational group, a group of people with the same character will form a culture called organizational culture. In the school environment, especially the Love of Culture School, it is believed that the culture inherent in the teacher community reflects the level of competence possessed by teachers in the school.

From the research results, organizational culture variables have a significant effect on teacher competence at the Love Culture School. The organizational culture variable has a regression coefficient value of 0.554 and has a unidirectional influence. This means that every addition or increase in the unit value of the organizational culture variable score will increase the teacher competency value at the Culture Love School.

Based on the results of testing the fifth hypothesis, it is known that organizational culture has a significant influence on the competence of teachers at the Love of Culture School. The higher the organizational culture that is embraced and upheld by the community in the Love of Culture School environment, the more teacher competence will increase. These findings also prove that an organizational culture that is trusted, upheld and held firmly is able to increase teacher competence and influence the quality of education at the Love Culture School. The higher the teacher's competence, the better the quality of student education output and creating public trust. The findings of this research are also supported by research conducted by Muhammad Junaidi (2015) where organizational culture has a significant and positive effect on teacher competence.

The Influence of Education on Teacher Competency through Organizational Culture

School as a place to gain knowledge makes the level of education an absolute standard of assessment. Through an organizational culture agreement that is trusted and shared together in the common goal of gaining knowledge, the Cinta Budaya school is able to achieve the teacher competency standards that are mutually desired.

From the results of the Sobel test I calculation, it is known that the Statistical Test value is 4.897 and the P-Value is 9.700 so that $4.897 < 9.700$. So it can be concluded that the organizational culture variable is not able to mediate the relationship between the influence of education on teacher competence.

Based on the results of the path analysis, it is known that the influence of education (X1) on teacher competency (Y) at Love Culture School is 61.9% , consisting of a direct influence of 38.5% and an indirect influence of education (X1) on teacher competency (Y) through organizational culture (Z) of 23.4% . The results of this calculation show that the direct effect of education (X1) on teacher competence (Y) is greater than the indirect effect.

Based on the results of testing the sixth hypothesis, it is known that education through organizational culture is unable to have an influence on teacher competence at the Love Culture School. This finding is also supported by research conducted by Siti A, et al (2022) where education and organizational culture together have no influence on teacher competence.

The Effect of Training on Teacher Competency through Organizational Culture

The desire to continue to improve oneself to be better, the desire to continue learning has become a culture shared by all teachers at the Cinta Budaya school. To fulfill this desire, the training designed and attended by teachers is seen as having a good contribution in creating better quality human resources, in this case increasing teacher competence.

From the results of the Sobel test II calculation above, it is known that the Statistical Test value is 4.617 and the

P-Value value is 0.000 so that it is $4.617 > 0.000$. So it can be concluded that organizational culture variables are able to mediate the relationship between the influence of training on teacher competence.

And based on path analysis, it is known that the magnitude of the influence of training (X2) on teacher competency (Y) at Cinta Budaya School is 15.8%, consisting of a direct influence of 0.077% and an indirect influence of training (X2) on teacher competency (Y) through organizational culture (Z) of 22.8%. The results of this calculation show that the direct effect of training (X2) on teacher competence (Y) is smaller than the indirect effect. Thus, it can be said that the influence of training (X2) will be greater in increasing teacher competence (Y) if it is carried out through organizational culture (Z).

Based on the results of testing the seventh hypothesis, it is known that training through organizational culture is able to mediate teacher competency at the Love of Culture School. The research results show that organizational culture has a role in influencing training on teacher competency. This finding is also supported by previous research conducted by Irawati, et al (2019) and Rusdin (2019), where the better the training program, the higher the quality of teacher competency improvement.

4. CONCLUSION:

- a. Education has a significant influence on the organizational culture of teachers at the Love Culture School. This means that this condition proves that a higher level of education is one of the factors that can influence the improvement of organizational culture so as to form a culture that is mutually agreed upon and form an environment based on norms that are mutually believed.
- b. Training has a significant effect on organizational culture at the Love Culture School. This means that training with targeted objectives, adapting to teacher needs is able to create a positive organizational culture in the work environment of the Cinta Budaya School.
- c. Education has a significant effect on teacher competency at the Love of Culture School. As an educator who will educate students, the education level of each teacher is important. Education can shape a person's mindset to be better and more focused, because increasing the information and knowledge they have will affect their way of thinking and analytical skills. Teachers will be able to develop themselves according to developments in knowledge and can use teaching that is appropriate to the times in the classroom.
- d. Training has an effect but is not significant on teacher competency at the Love Culture School. This means that structured and targeted training can increase teacher competence but not significantly.
- e. Organizational culture has a significant effect on teacher competence at the Love Culture School. The higher the organizational culture that is embraced and upheld by the community in the Love of Culture School environment, the more teacher competence will increase. An organizational culture that is trusted, upheld and upheld is able to increase teacher competence and influence the quality of education at the Love Culture School. The higher the teacher's competence, the better the quality of student education output and creating public trust.
- f. Organizational culture as an intervening variable is less able to mediate the influence of education on teacher competency at the Love of Culture School. This is proven by the direct influence of education on teacher competency being greater than the indirect influence of education on teacher competency.
- g. Organizational culture as an intervening variable is able to mediate the influence of training on teacher competency at the Culture Love School. This is proven by the direct effect of training on competence being smaller than the indirect effect of training on teacher competence.

5. REFERENCES:

- [1] Aku Nur Rahmadin, et al, 2022, Dampak Pelatihan dan Pendidikan terhadap Tingkat Kinerja Guru dengan Teknologi Informasi Komunikasi sebagai Variabel Mediasi di Sekolah Dasar Negeri Telaga Baru Kabupaten Sumbawa Barat. *Jurnal Ilmiah Ilmu Pendidikan*, Vol 5, Nomor 8.
- [2] Arikunto, Suharsimi, 2008. *Prosedur Penelitian Edisi V*. Jakarta : Rineka Cipta.
- [3] Chaterina Melina Taurisa, dkk, 2012, Analisis Pengaruh Budaya Organisasi dan Kepuasan Kerja Terhadap Komitmen Organisasional Dalam Meningkatkan Kinerja Karyawan. *Jurnal Bisnis dan Ekonomi*, Vol.19, No.2.
- [4] Febriana, R, 2021. *Kompetensi Guru* : Bumi Aksara.

- [5] Feralys Novauli.M, 2015, Kompetensi Guru Dalam Peningkatan Prestasi Belajar Pada SMP Negeri Dalam Kota Banda Aceh. *Jurnal Administrasi Pendidikan*, Vol.3, No.1.
- [6] Ghozali, Imam, 2016. *Aplikasi Analisis Multivariate Dengan Program IBM SPSS*. Cetakan ke VIII. Semarang: Badan Penerbit Universitas Diponegoro.
- [7] Gunansyah, G., Zuhdi, U., Suprayitno, S., & Aisy, M.R,2021. Sustainable development education practices in elementary schools. *Jurnal of Education and Learning*, Vol.12, No.2
- [8] H. Teman Koesmono, 2005. Pengaruh Budaya Organisasi Terhadap Motivasi dan Kepuasan Kerja Serta Kinerja Karyawan Pada Sub Sektor Industri Pengolahan Kayu Skala Menengah Di Jawa Timur. *Jurnal Manajemen Kewirausahaan*, Vol 7, No.2.
- [9] Hardianti, 2018. Pengaruh Pendidikan dan Pelatihan (Diklat) Terhadap Peningkatan Kompetensi Guru Di SMA Negeri 8 Pinrang.
- [10] Harris Kristanto, 2020. Pengaruh Gaya Kepemimpinan dan Komunikasi Terhadap Kinerja Karyawan dengan Kepuasan Kerja sebagai Variabel mediasi pada PT. Trans Sumatera Agung di Medan. *International Journal of Research and Review*, Vol.7.
- [11] Kunandar, 2007. *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*. Jakarta : PT. Raja Grafindo Persada, Cet. Ke-1.
- [12] Kuncoro, Mudrajad. 2013. *Metode Riset Untuk Bisnis dan Ekonomi*. Edisi 3. Jakarta: Erlangga.
- [13] Mangkunegara, A.P, 2014. *Manajemen Sumber Daya Manusia Perusahaan*, PT. Remaja Rosdakarya, Bandung.
- [14] Marsclus R. Payong, 2011. *Sertifikasi Profesi Guru, Konsep Dasar, Problematika dan Implementasinya*. Jakarta : Indeks.
- [15] Muchlis, A.N. 2020. Pengaruh Kemampuan Manajerial Kepala Madrasah dan Iklim Madrasah Terhadap Kompetensi Kepribadian Guru MAN Se-Kabupaten Tulungagung. *Jurnal Educatio*, Vol.7,No.1.
- [16] Mulyasa, E. *Standar Kompetensi dan Sertifikasi Guru*. Bandung : PT. Remaja.
- [17] Mulyasa, E, 2011. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta : Bumi Aksara.
- [18] Oemar Hamalik, 2008. *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta : Bumi Aksara.
- [19] Peraturan Pemerintah Republik Indonesia Nomor 14 Tahun 1994 tentang Pendidikan dan Pelatihan Pegawai Negeri Sipil.
- [20] Priyatno, D. 2011. *Buku Saku SPSS. Analisis Statistik dengan Microsoft Excel & SPSS*. Yogyakarta : Penerbit Andi.
- [21] Ratnasari, S.L., Sinaga E.P., Hadi, M.A, 2021, Pengaruh Pelatihan, Kompetensi, Disiplin Kerja, Komitmen Organisasional, Dan Stress Kerja Terhadap Kinerja Aparatur Sipil Negara. *Jurnal Trias Politika*. Vol.5, No. 2
- [22] Retno Prayitno. Pengaruh Tingkat Pendidikan dan Pengalaman Mengajar Terhadap Kompetensi Professional Guru Pada Mata Pelajaran IPS Di SD Sekecamatan Buntu Batu Kabupaten Enrekang.
- [23] Robbins, Stephen P & Mary Coulter. 2006. *Manajemen*, Edisi Kesepuluh, Erlangga, Jakarta.
- [24] Rosni, 2021, Kompetensi Guru Dalam Meningkatkan Mutu Pembelajaran Di Sekolah Dasar. *Jurnal Pendidikan Indonesia*, Vol.7, No.2.
- [25] Rostini,dkk, 2023, Training And Development Memprediksi Perubahan Kinerja Karyawan. *Jurnal Penelitian Pendidikan Indonesia*, Vol.9, No.1.
- [26] Sagala, S., 2009. *Kemampuan Professional Guru dan Tenaga Kependidikan*. Bandung : Alfabeta
- [27] Sedarmayanti. 2011. *Manajemen Sumber Daya Manusia*. Cetakan Kelima, PT Refika Aditama.
- [28] Siti Aisyah, dkk, 2022, Pengaruh Pendidikan, Pelatihan, Kompetensi, Dan Budaya Organisasi Terhadap Kinerja Guru SMK Pusat Keunggulan Kota Batam. *Jurnal Manajemen, Organisasi, dan Bisnis*, Vol.2, No.4.
- [29] Sopiah, & Sangadji, E.M. 2018. *Manajemen Sumber Daya Manusia Strategik*. Yogyakarta : CV Andi Offset.
- [30] Sugiyono. 2003. *Metode Penelitian Bisnis*. Cetakan Kelima: Penerbit CV. Alfabeta: Bandung.
- [31] Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- [32] Susilo, dkk, 2022, Peran Budaya Organisasi Memoderasi Pengaruh Kompetensi Profesional Dan Komitmen Organisasi Terhadap Kinerja Guru di SMK Negeri 1 Kedungwuni Kabupaten Pekalongan. *Jurnal Eduscience*, Vol.9, No.1.
- [33] Susilowati, Y., SL. Ratnasari, HW Nasrul. 2022. Pengaruh Kompetensi, Komunikasi, Budaya Organisasi, Dan Pelatihan Terhadap Kinerja Perawat. *Jurnal Dimensi*, Vol.9 No.3.
- [34] Sutrisno, Edy. 2009. *Manajemen Sumber Daya Manusia*. Cetakan I. Jakarta: PT. Kencana Media Group.
- [35] T.Hani Handoko, dkk, 2004. *Strategi Organisasi*. Amara Books, Yogyakarta.
- [36] Undang-undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
- [37] Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- [38] Yudho Ramafrizal, dkk, 2022, Pengaruh Pelatihan, Pengembangan Dan Pengalaman Kerja Terhadap

Kompetensi Guru. Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi, Vol.4, No.2.

