

The Influence of Pedagogical and Personality Competence on the Professional Competence of Elementary School Teachers with the Moderation of Organizational Culture

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ABSTRACT

Ensuring primary school teachers possess adequate competency standards is a fundamental necessity for achieving quality educational outcomes, yet sharp gaps in professional execution persist in the field. Professional competence does not stand alone but is rather the result of the accumulation of various other dimensions of ability, including pedagogical competence and personality competence. The primary objective of this study is to empirically analyze the influence of pedagogical competence and personality competence on teacher professional competence, as well as to examine the role of organizational culture as a moderating variable in this relationship. This quantitative research with a causal associative design was conducted systematically in Serang City during the first and second weeks of May 2026. The target population comprised elementary school teachers, from which a sample of 117 respondents was selected using a combination of convenience and quota sampling techniques. Criteria for selection required a minimum Bachelor's degree (S1) and two years of institutional tenure. Data collection was carried out using anonymous, structures online questionnaires based on a five-point Likert scale, which were pre-tested and declared highly reliable (Cronbach's Alpha > 0.80). The compiled data were analyzed using descriptive statistics and inferential analysis through hierarchical Moderated Regression Analysis (MRA). The results show that pedagogical competence and personality competence are crucial determinants that exert a positive and significant direct influence on improving the professional competence of elementary school teachers. Statistical estimation demonstrates that pedagogical competence holds the most dominant direct impact ($\beta = 0.475$, $p < 0.001$), followed by personality competence ($\beta = 0.292$, $p = 0.001$), and a direct contribution from organizational culture ($\beta = 0.214$, $p = 0.004$). The overall model exhibits high predictive validity and statistical fit ($R^2 = 0.570$, F-test $p < 0.001$), explaining 57.0% of the variance in professional competence. On the other hand, organizational culture has not been proven to significantly moderate the relationship between individual competence and professional competence, indicated by non-significant interaction coefficients for both pedagogical ($\beta = 0.039$, $p = 0.592$) and personality paths ($\beta = 0.049$, $p = 0.478$). The model's explanatory change was minor ($\Delta R^2 = 0.006$), confirming that adding the interaction fields adds a negligible 0.6% to the model. This implies that teacher professionalism operates with high intrinsic autonomy and is driven more by individual capacity rather than environmental or organizational fluctuations.



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A. INTRODUCTION

Quality education is a key pillar of national development, and it relies heavily on the quality of its educators. As the frontline in the learning process, teachers bear a significant responsibility in transforming students' knowledge and character building. At the elementary school level, this role becomes even more crucial, as it serves as the foundation for children's intellectual and emotional development. Therefore, ensuring teachers possess adequate competency standards is not merely an administrative requirement, but a fundamental necessity for a brighter future in education (Utami et al., 2025).

Ideally, every teacher should master all dimensions of competency in an integrated manner. Pedagogical competency, which encompasses the ability to manage learning (Moreira et al., 2023), and personal competency, reflecting moral authority (Mukarromah et al., 2025), should be directly proportional to the improvement of professional competency (Turlybekov et al., 2024). Teachers who understand student characteristics and possess high integrity are expected to demonstrate superior professional performance (İlğan et al., 2022), continually update their knowledge (Basri & Ab Rahman, 2025), and carry out instructional tasks with maximum effectiveness in accordance with national education standards (Dumopoy, 2025).

However, the reality on the ground often reveals a significant gap. A common phenomenon, particularly in urban areas like Serang City, indicates that mastery of learning methodology and personal maturity are not fully reflected in professionalism. Complaints persist about low levels of learning innovation and a lack of dedication to continuous self-development. This situation indicates that possessing a teaching certificate or meeting academic qualifications does not guarantee consistent professional behavior in daily school life (Fauzi et al., 2025). According to the regional educational performance reports from the Education and Culture Office of Serang City (Dinas Pendidikan dan Kebudayaan Kota Serang), the collective Teacher Competency Test (Uji Kompetensi Guru / UKG) scores for primary school teachers across several sub-districts still display noticeable inconsistencies, particularly in aligning pedagogical designs with active professional execution. Furthermore, local supervisory assessments indicate that while a vast majority of teachers fulfill the standard S1 qualification, a significant portion still struggles to integrate digital methodology into classroom management, showcasing a distinct gap between technical certifications and actual daily instructional innovation (Fauzia et al., 2026).

Theoretically, professional competence does not stand alone but rather results from the accumulation of various other dimensions of ability. Pedagogical competence provides teachers with tools for interacting with students (Aulia, 2021), while personality competence serves as the internal driving force that determines how these tools are used (Saatci & Ovaci, 2020). Government policies, through the Teacher and Lecturer Law as well as Regulation of the Minister of National Education No. 16 of 2007, have also emphasized the interconnectedness of these competencies (Yunita et al., 2022). Despite these structural mandates, empirical conditions in Serang City indicate that professional burnout arising from institutional administrative overloads frequently limits teachers' capacity to translate their personal maturity into creative, sustained learning environments. Numerous facts on the ground support the fact that teachers with strong ethics and good classroom management skills tend to be more highly valued professionally.

Although the relationship between pedagogical, personality, and professional competence has been widely discussed in previous literature, existing research findings

still show inconsistencies. Some studies have found a very strong influence (Munawwir et al., 2025), but others indicate that technical competence alone is insufficient to foster professionalism without supportive environmental factors (Septiana et al., 2024). This creates a research gap regarding which factors can actually optimize or hinder the influence of individual competence on teacher professional behavior in the school environment.

This gap is likely influenced by the work environment or the institutional climate where teachers work. This is where the role of organizational culture becomes crucial. A healthy organizational culture, which upholds the values of achievement, collaboration, and transparency, is assumed to be a catalyst for teachers to actualize their competencies into professional action. Conversely, a toxic organizational culture can stifle professional motivation, even if the teacher possesses strong pedagogical skills and personality (Samosir et al., 2025).

The novelty of this study lies in the use of organizational culture as a moderating variable in the context of elementary school teachers in Serang City. Most previous studies have only positioned organizational culture as an independent variable with a direct influence. By positioning it as a moderator, this study seeks to more deeply examine whether the organizational environment in Serang City schools strengthens or weakens the relationship between teachers' basic competencies and their achievement of professional standards.

Furthermore, focusing on elementary school teachers in a rapidly developing area like Serang City provides a unique sociological context. Urban dynamics that demand rapid adaptation to technology and curriculum changes make the interaction between individual competencies and work culture highly relevant to study. This study views teachers not simply as isolated individuals, but as part of a school organizational system with specific rules and norms.

The primary objective of this study is to empirically analyze the influence of pedagogical competency and personality competency on teachers' professional competency. Furthermore, this study aims to test and prove whether organizational culture plays a significant role as a moderating variable in this relationship within the environment of elementary school teachers in Serang City. It is hoped that the improvement of teacher competency carried out through various trainings will not be in vain because it is supported by a work environment that is able to convert this potential into real professionalism.

B. METHODS

This research employed a quantitative approach with a causal associative method, aiming to explain the causal relationships and influences between variables through statistical hypothesis testing. The population in this study was all elementary school teachers in Serang City. According to official data from the local education registry, the total target population encompasses approximately 2,400 active elementary school teachers across Serang City. To ensure logistical feasibility while maintaining adequate statistical power for complex interaction modeling, a sample size of 117 respondents was determined based on the minimum sample thresholds recommended for Moderated Regression Analysis (MRA) and G*Power recommendations for medium effect sizes ($f^2=0.15$).

The data collection was executed through a combination of convenience and quota sampling techniques. The quota distribution was divided proportionally across the sub-districts in Serang City to prevent geographical bias. The selection process utilized

localized teacher working groups (Kelompok Kerja Guru / KKG) as distribution hubs, ensuring that every represented sub-district reached its designated quota of respondents.

Based on established criteria, the study respondents numbered 117 teachers with a minimum educational background of a Bachelor's degree (S1) and at least two years of service. The methodological and theoretical rationale for selecting the minimum two-year tenure criterion is grounded in organizational socialization theory. This theory posits that employees require 12 to 24 months of structural exposure within an institution to fully internalize the underlying values, unwritten norms, and behavioral expectations of its school climate. Teachers with less than two years of service may still operate under temporary adaptive perceptions, potentially skewing measurements of organizational culture. This operational threshold guarantees that the respondents provide high-quality, deeply validated, and highly objective information regarding the long-term interaction between individual competencies and organizational dynamics.

To ensure strict adherence to research ethics transparency, all data collection procedures integrated explicit protection protocols. Prior to accessing the survey items, participants were presented with an electronic Informed Consent form clarifying the research objectives and academic scope. Participation was entirely voluntary, with respondents retaining full autonomy to exit the survey at any point without penalty. To safeguard data confidentiality, all digital forms were distributed anonymously, responses were securely encrypted, and the dataset was restricted exclusively to aggregative academic analysis, ensuring no personal identifiers or specific school identities would be compromised.

Data were collected through a survey using a structured questionnaire using a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." The data collection period was carried out systematically during the first and second weeks of May 2026 to establish an accurate temporal context for this cross-sectional study. Prior to field data collection, the instrument was validated by expert judgment and piloted on 30 teachers to ensure its reliability. The reliability test results showed that all variables had Cronbach's Alpha values above 0.60, thus declaring the instrument suitable for use, as detailed in Table 1. To ensure interpretive consistency across the paper, reliability classification follows the standardized internal consistency thresholds established (Hair et al., 2024), where Cronbach's Alpha values between 0.60 and 0.80 are classified as "Reliable," and values exceeding 0.80 are explicitly defined as "Highly Reliable."

Table 1. Results of the reliability test of research instruments

Variable	Number of Items	Cronbach's Alpha	Status
Pedagogical Competence (X_1)	4	0.847	Highly Reliable
Personality Competence (X_2)	5	0.871	Highly Reliable
Professional Competence (Y)	4	0.835	Highly Reliable
Organizational Culture (Z)	4	0.828	Highly Reliable

Based on the conceptual framework developed for this research model, the structural hypotheses are explicitly formulated as follows:

H₁: Pedagogical competence (X_1) exerts a positive and significant direct influence on teachers' professional competence (Y).

H₂: Personality competence (X_2) exerts a positive and significant direct influence on teachers' professional competence (Y).

H₃: Organizational culture (Z) significantly moderates the relationship between pedagogical competence (X₁) and professional competence (Y), acting as an amplifying mechanism.

H₄: Organizational culture (Z) significantly moderates the relationship between personality competence (X₂) and professional competence (Y), acting as an amplifying mechanism.

The data analysis techniques in this study used descriptive statistical analysis and inferential analysis. To examine the relationships between variables and the moderating role of organizational culture, this study employed Moderated Regression Analysis (MRA), or interaction testing. To clearly clarify the tested direct and interaction structures, the statistical estimations are operationalized through the following hierarchical moderated regression equations (Hasanudin et al., 2022):

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e$$

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + \beta_4 (X_1 \cdot Z) + \beta_5 (X_2 \cdot Z) + e$$

Where:

Y = Professional Competence

α = Constant intercept

$\beta_1, \beta_2, \beta_3$ = Regression coefficients for direct effects

β_4, β_5 = Regression coefficients for the interaction (moderation) effects

X_1 = Pedagogical Competence

X_2 = Personality Competence

Z = Organizational Culture

$X_1 \cdot Z$ = Interaction term between Pedagogical Competence and Organizational Culture

$X_2 \cdot Z$ = Interaction term between Personality Competence and Organizational Culture

e = Error term / residual variance

All data processing was performed computerized to ensure the accuracy of the results in examining whether organizational culture significantly strengthens or weakens the influence of pedagogical and personality competencies on teacher professional competence.

C. RESULT AND DISCUSSION

1. Result

Descriptive statistical analysis was used to provide an overview of the characteristics of respondents' answers to the variables of Pedagogical Competence (X₁), Personality Competence (X₂), Professional Competence (Y), and Organizational Culture (Z). A summary of the results of the descriptive analysis is presented in Table 2.

Table 2. Summary of Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	TCR	Category
Pedagogical Competence (X ₁)	4,51	0,64	90,2%	Very High
Personality Competence (X ₂)	4,69	0,50	93,9%	Very High
Professional Competence (Y)	4,41	0,62	88,3%	Very High
Organizational Culture (Z)	4,49	0,67	89,9%	Very High

Based on Table 2, all variables are in the "Very High" category. Personality Competence (X2) obtained the highest score (TCR 93.9%), indicating that respondents have a very positive perception of integrity and emotional stability as teachers. Meanwhile, Professional Competence (Y) had the relatively lowest score (88.3%), although it is still in the very high category.

To guarantee the validity and statistical reliability of the Moderated Regression Analysis (MRA), a comprehensive suite of classical assumption tests was executed prior to model estimation (Lenz et al., 2026). Residual Normality: The Shapiro-Wilk normality test on the computed error terms yielded a statistic of 0.951 ($p < 0.05$). While showing a minimal statistical deviation, the parametric framework remains highly robust against non-normality constraints due to the Central Limit Theorem, since the sample size ($n=117$) securely exceeds the baseline threshold of 100. Multicollinearity: The Variance Inflation Factor (VIF) values for the independent predictors and interaction terms were tightly clustered between 1.28 and 2.15, resting significantly below the standard critical threshold of 5.0. This confirms that the data are structurally free from multicollinearity. Heteroscedasticity: The Breusch-Pagan test indicated a p-value of 0.412 ($p > 0.05$). This successfully confirms the presence of homoscedasticity, meaning the error terms possess a uniform variance across all predicted levels. Linearity: Curve estimation assessments verified that all direct paths between the exogenous components and professional competence exhibit stable linear relationships, satisfying the requirements for ordinary least squares (OLS) modeling.

To establish a rigorous evaluation of the moderation mechanism, the regression was mapped across two sequential phases: Model 1 (Direct Structural Paths Only) and Model 2 (Full Interaction Framework). The complete regression parameters are organized in Table 3.

Table 3. Regression Test Results and Moderation Effects

Relationship between Variables	Coefficient	t-Statistic	P-Value	Conclusion
Constant Intercept	0,475	6,633	0,000	Significant
Pedagogical ($X_1 \rightarrow Y$)	0,292	3,475	0,001	Significant
Personality ($X_2 \rightarrow Y$)	0,214	2,964	0,004	Significant
Org. Culture ($Z \rightarrow Y$)	0,039	0,537	0,592	Not Significant
Interaction 1 ($X_1 \cdot Z \rightarrow Y$)	0,049	0,712	0,478	Not Significant
Model Evaluation Metrics:				
Model 1 R^2 (Direct Only)	0.564			
Model 2 R^2 (Full MRA Framework)	0.570			
R^2 Change (ΔR^2)	0.006			
Overall F-Statistic Significance	< 0.001			Model Fit Certified

Table 3 shows that Pedagogical Competence (X1) and Personality Competence (X2) have a positive and significant influence on Professional Competence (Y) with a p value < 0.05. The comprehensive structural validation indicates a highly fit model (F"-test " $p < 0.001$). Model 1 accounted for 56.4% of the target variance, while the integration of interaction factors in Model 2 adjusted the overall explanatory power

to 57.0% ($R^2=0.570$). This yields a minor R^2 change (ΔR^2) of 0.006, confirming that adding organizational culture as an interacting multiplier adds a negligible 0.6% to the system's variance explanation. Consequently, the interactive terms confirm that organizational culture does not function as a statistical moderator in these relationships.

2. The Influence of Pedagogical Competence on Teachers' Professional Competence

Based on the analysis, it was found that pedagogical competence has a significant positive influence on the professional competence of elementary school teachers. This finding confirms that teachers' ability to manage learning—from understanding students, designing and implementing learning, to evaluating learning outcomes—is a key determinant of professionalism (Anantyo et al., 2025). In the context of elementary education, where student characteristics are highly diverse, pedagogical mastery is a vital instrument that enables teachers to transform teaching materials into meaningful learning experiences (Maharyati & Ningsih, 2025).

Regulatory-wise, this reinforces the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 74 of 2008. Teacher professionalism is measured not only by the breadth of material mastery, but also by how effectively that material is delivered through appropriate pedagogical approaches. Evidence from the field indicates that teachers with high pedagogical values tend to be more adaptable in using digital learning media and interactive methods, ultimately increasing recognition of their professional competence among peers and parents (Khoriiidah et al., 2025).

3. The Influence of Personality Competence on Teachers' Professional Competence

The results of this study demonstrate that personality competencies significantly contribute to shaping a teacher's professional profile. A strong, stable, mature, honest, and authoritative personality is an absolute prerequisite for an educator who serves as a role model for students (Rohimat, Fauziah, et al., 2025). The high score on this variable (TCR 93.9%) indicates that the teachers in the study sample possess strong personal integrity. This positive personal character serves as a driving force for teachers to carry out their professional duties with full responsibility and dedication.

Theoretically, teacher personality is the foundation of all other competencies. Teachers with emotional maturity will be more resilient in facing classroom dynamics and more disciplined in self-development. These results align with the view that the teaching profession is not merely a technical job, but rather a vocation (Kreisman & Stange, 2020). Therefore, teacher professional development should not only focus on cognitive training but also on character and mental development to ensure the sustainability of educational quality (García-Álvarez et al., 2023).

4. Analysis of the Role of Organizational Culture as a Moderating Variable

An interesting finding in this study is that organizational culture was not proven to moderate (strengthen or weaken) the influence of pedagogical and personality competencies on teacher professionalism. The relationship between individual competence and the level of professionalism is independent and does not depend on the environmental conditions of the school organization, which is contrary to the results of other studies (Nurlathifah & Hidayat, 2025). In this study, organizational

culture is positioned as an additional independent variable that directly influences professionalism, but does not function as a "bridge" or reinforcer for other variables.

This phenomenon indicates the existence of professional autonomy among elementary school teachers. Teacher professionalism appears to be driven more by intrinsic motivation and personal competency standards than by pressure or support from the work environment alone. Even if a school has an excellent organizational culture (such as team collaboration and supportive leadership), this does not automatically multiply the impact of teachers' pedagogical skills on their professionalism. This finding provides a new perspective for school management, stating that investment in improving individual capacity (pedagogical and character) remains a top priority and cannot be replaced by simply improving the work climate.

5. Implications for Teacher Professional Development

The implications of this research emphasize the importance of a teacher development model that integrates technical teaching aspects with personality development. Given the stable influence of personality variables, the teacher recruitment and development process must be able to identify individuals who are not only academically intelligent but also possess strong emotional stability. Furthermore, continuous improvement of pedagogical competence must be carried out through learning communities such as the Teacher Working Group (KKG) to maintain the relevance of teaching skills to current developments (Sunarti et al., 2026).

Furthermore, education management at the regional level needs to consider that while organizational culture is important for workplace comfort, the key to professionalism remains the personal qualities of teachers. Therefore, policies such as the Seven Habits of Great Indonesian Children Movement or similar programs must begin with strengthening the role of teachers as primary role models (Rohimat, Mu'izzuddin, et al., 2025). Solid primary school teacher professionalism will lay the foundation for achieving higher national education standards in the future.

6. Research Limitations and Future Recommendations

Finally, this study outlines specific methodological limitations to ensure balanced contextualization and guide subsequent exploration. First, the application of a non-parametric sampling approach combining convenience and quota allocation limits the complete probabilistic generalization of the data to larger national settings. Second, because data acquisition relied exclusively on self-reported questionnaires, the parameters remain vulnerable to subjective overestimation and response biases, though structural control mechanisms were fully enforced. Third, the strict cross-sectional research design limits the observation of professional competence to a specific time constraint, obscuring the evolutionary progress of teacher behaviors. Geographically, the scope remains bounded entirely within elementary schools in Serang City. Future studies are strongly recommended to adopt multi-source evaluation tracks (integrating independent inputs from principals, colleagues, and parents) and deploy longitudinal configurations spanning broader geographical cross-sections to fully enhance model universality.

D. CONCLUSION AND SUGGESTIONS

This study concludes that Pedagogical Competence and Personality Competence are determinants with a positive and significant influence on improving the Professional Competence of Elementary School Teachers. Mastery of learning techniques and maturity of personal character have proven to be the main pillars that shape teacher professionalism in practice. Of the two, personality competence plays a crucial role as it serves as the ethical and moral foundation for carrying out all educational duties, while pedagogical competence provides the technical tools to effectively transform knowledge to students.

Regarding the role of moderating variables, the analysis shows that Organizational Culture did not moderate the relationship between individual competence and professional competence. This indicates that teacher professionalism is driven more by intrinsic motivation and personal capacity than by the influence of the work environment or organizational climate. Although organizational culture continues to play a supporting role in workplace comfort, teacher integrity and teaching ability remain key to independent professionalism. Therefore, strengthening individual capacity through training and character development must remain a top priority in teacher professional development policies.

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