

The Impact of Social and Personality Competence on the Professional Competence of Elementary School Teachers with Organizational Culture as a Moderator

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ARTICLE INFO

Article History:

Received : 23-05-2026

Revised : 08-07-2026

Accepted : 10-07-2026

Online : 15-07-2026

Keywords:

Elementary School Teachers;

Teacher Personality

Competence;

Teacher Social Competence;

Teacher Professional

Competence;

Organizational Culture.



ABSTRACT

Every teacher must master all dimensions of competency in an integrative manner, but the reality in the field often shows sharp gaps. Professional competence does not stand alone but is rather the result of the accumulation of various other dimensions of ability, including social competence and personality competence. The main objective of this study is to empirically analyze the influence of social 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 research 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 service to ensure institutional adaptation. Data were collected via an anonymous online survey utilizing structured five-point Likert scale questionnaires, which were pre-tested and declared highly reliable (Cronbach's Alpha > 0.80). The gathered data were then processed using descriptive statistics and inferential analysis through Moderated Regression Analysis (MRA). The results show that personality competence and social competence are significant determinants that have a positive and significant direct influence on improving the professional competence of elementary school teachers. Statistical estimation reveals that social competence exerts the most dominant direct impact ($\beta = 0.383$, $p < 0.001$), followed by personality competence ($\beta = 0.228$, $p = 0.021$), and a direct effect from organizational culture ($\beta = 0.267$, $p = 0.002$). The overall model demonstrates robust predictive validity ($R^2 = 0.430$, F-test $p < 0.001$). On the other hand, organizational culture has not been proven to significantly moderate the relationship between individual competencies and professional competence, indicated by non-significant interaction coefficients for both personality ($p = 0.164$) and social dynamics ($p = 0.352$). This implies that teacher professionalism operates with high intrinsic autonomy, meaning highly competent individuals will maintain stable professional execution regardless of environmental fluctuations.



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A. INTRODUCTION

Primary education serves as a cornerstone for shaping a child's character and intellect, a process heavily reliant on the caliber of their instructors. Beyond delivering curriculum, primary school educators are pivotal in cultivating the social and emotional atmosphere of the classroom. Within the framework of human resource development, an educator's professionalism stands as a primary benchmark for successful educational reform (Fauzi

& Syarifudin, 2024). Consequently, evaluating the elements that impact teaching proficiency—especially in a rapidly changing locale like Serang City—presents a vital academic necessity.

Optimally, educators should maintain a harmonious blend of interpersonal intelligence, emotional maturity, and specialized professional expertise. Strong social skills allow teachers to connect productively with learners, peers, and parents, whereas a robust personal character provides the ethical framework necessary for their responsibilities (Jelovac, 2025). When these foundational traits are present, an educator's professional capability, marked by content expertise and ongoing self-improvement (Choliq et al., 2025) naturally advances, fulfilling the high educational benchmarks established by legislation (Rohimat et al., 2025).

In practice, however, a disconnect frequently emerges. A considerable number of educators possess solid theoretical knowledge but struggle to foster positive interpersonal relationships within their institutions (Nufus et al., 2024). Additionally, personal development is occasionally sidelined by heavy administrative demands, leading to stalled enthusiasm and professional growth (Zerrad & Schechter, 2025). This trend is visible in Serang City, where teacher interactions and professional standards remain inconsistent, despite a growing annual demand for better educational outcomes. Empirical data from the Education and Culture Office of Serang City (Dinas Pendidikan dan Kebudayaan Kota Serang) reveals that while more than 70% of primary school teachers have obtained professional certification, the average Teacher Competency Test (Uji Kompetensi Guru / UKG) score in this region still fluctuates below the national target, particularly in non-technical domains. Furthermore, local educational assessments indicate lingering challenges in social-emotional delivery, characterized by limited communication with parents and suboptimal collaboration in regional teacher working groups (Kelompok Kerja Guru / KKG) across several sub-districts.

The interplay between these distinct competencies is reinforced by national educational frameworks that view teacher capability as an integrated whole. Theoretically, interpersonal skills like empathy and communication (social competence), alongside emotional resilience (personal competence), serve as vital foundations for professional conduct (O'Toole, 2024). This theoretical alignment is heavily embedded in Indonesian educational policy, specifically Regulation of the Minister of National Education No. 16 of 2007, which mandates that professional execution must be backed by structural maturity in social and personal fields. However, regional reports in Serang City show that many primary school teachers still experience professional burnout due to administrative overloads, which directly degrades their emotional resilience and disrupts constructive social interactions within the school environment (Rohimat et al., 2026). Practical observations confirm that teachers who participate in collaborative learning networks and exhibit high integrity adjust more fluidly to new curricula and show greater creativity in designing instructional tools (Charteris et al., 2021).

While the link between individual capability and professional execution has been widely researched, empirical contradictions persist. Certain investigations report that social and character traits exert a powerful (Mubarok et al., 2024), direct impact, whereas other findings suggest this influence diminishes within unsupportive professional settings (Lubis, 2022). This divergence highlights a critical question: what external elements can optimize individual traits so they reliably translate into professional excellence?

School organizational culture stands out as a potential solution to this empirical gap. Defined by the shared values, expectations, and routines within a primary school, the

organizational environment serves as the arena where teachers apply their skills (Vos & Page, 2020). A school climate rooted in teamwork and transparency is thought to convert an educator's social and personal strengths into tangible professional achievements (Shala et al., 2024). On the flip side, a rigid, inflexible atmosphere can stifle professional growth, even for highly capable staff (Paul et al., 2020).

The unique contribution of this research centers on treating organizational culture specifically as a moderating factor within Serang City's primary schools. Prior literature generally treats school culture as either a direct cause (Faqihudin, 2024) or an intermediate step (Norawati et al., 2025). By framing it as a moderator, this investigation introduces a fresh viewpoint on how a school's climate can step in to amplify or alter the effect of an educator's personal qualities on their professional execution.

Focusing heavily on social and personal attributes spotlights the human dimension of teaching, an area frequently overshadowed by purely pedagogical skills (Caena & Vuorikari, 2022). In a diverse urban landscape like Serang City, an educator's interpersonal skills are vital for navigating the varied backgrounds of families and students. This research seeks to evaluate these human dynamics through a structured, quantitative lens to determine how effectively school environments nurture these non-technical traits.

Ultimately, the main goal of this research is to evaluate how social and personal competencies affect the professional capabilities of primary school educators in Serang City. Specifically, it seeks to gather empirical data on whether organizational culture acts as a reinforcing mechanism or holds negligible influence over the interplay of these variables. Through this detailed analysis, the study aims to establish a more holistic framework for advancing teacher professionalism, one that looks past individual skill training to address the broader institutional environment.

B. METHODS

This study employed a quantitative approach with a causal associative research method to examine the causal relationships between exogenous, endogenous, and moderating variables. The study population consisted of elementary school teachers in Serang City, with a combination of convenience and quota sampling techniques. The number of respondents was set at 117 teachers, with inclusion criteria of a minimum Bachelor's degree (S1) and a minimum of two years of service. The rationale for selecting the minimum two-year tenure criterion is grounded in organizational socialization theory, which states that employees require a minimum adaptation period of 12 to 24 months to fully internalize shared values, norms, and behavioral expectations within an institution. Teachers with less than two years of service may still be in the transition phase, making their perception of school climate less stable. Thus, this methodological threshold guarantees that respondents possess an established, long-term exposure to the school's organizational culture and a mature self-assessment of their teaching competencies, thereby enhancing the validity and reliability of the data. This criterion was chosen to ensure that respondents had sufficient experience and understanding of organizational culture and the required competencies, ensuring high quality and validity of the information provided.

In alignment with research ethics transparency, all data collection procedures adhered strictly to ethical standards. Prior to completing the online questionnaire, participants were presented with an Informed Consent form detailing the research objectives and procedural steps. Participation was entirely voluntary, and respondents retained the right to withdraw at any stage without consequence. To ensure data

confidentiality, all responses were anonymized, encrypted, and restricted solely to academic analysis, guaranteeing that no individual identities or institutional affiliations would be disclosed.

Data collection was conducted through a survey method, distributing a structured questionnaire using a five-point Likert scale to measure respondents' perceptions. The data collection period was executed systematically during the first and second weeks of May 2026 to provide a distinct temporal context for the cross-sectional analysis. The research instrument was declared valid through expert judgment and was pilot tested on 30 elementary school teachers outside the study sample. Reliability test results showed that all variables had Cronbach's Alpha coefficients that met the reliability requirements (above 0.60), as presented in Table 1. To ensure interpretive consistency, the reliability status is strictly categorized based on the internal consistency thresholds established: coefficients between 0.60 and 0.80 are classified as "Reliable," whereas coefficients exceeding 0.80 are defined as "Highly Reliable" (Hair et al., 2024).

Table 1. Results of the reliability test of research instruments

Variable	Number of Items	Cronbach's Alpha	Status
Personality Competence (X_1)	5	0.871	Highly Reliable
Social Competence (X_2)	4	0.812	Highly Reliable
Professional Competence (Y)	4	0.835	Highly Reliable
Organizational Culture (Z)	4	0.828	Highly Reliable

Based on the theoretical framework and structural relationships under investigation, the following research hypotheses are explicitly formulated:

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

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

H₃: Organizational culture (Z) acts as a significant moderating variable that amplifies the positive impact of personality competence (X_1) on professional competence (Y).

H₄: Organizational culture (Z) acts as a significant moderating variable that amplifies the positive impact of social competence (X_2) on professional competence (Y).

The data analysis techniques used included descriptive and inferential statistics. To test the hypothesis of the influence of social and personality competencies on professional competency, as well as the role of organizational culture as a moderating variable, this study employed Moderated Regression Analysis (MRA). To systematically capture both the direct effects and the interaction structures of the variables, the MRA is operationalized using the following structural 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

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

β_4, β_5 = Regression coefficients for interaction/moderation effects

X_1 = Personality Competence

X_2 = Social Competence

Z = Organizational Culture

$X_1 \cdot Z$	= Interaction term between Personality Competence and Organizational Culture
$X_2 \cdot Z$	= Interaction term between Social Competence and Organizational Culture
e	= Standard error/residual

This test was conducted to determine whether organizational culture significantly strengthens or weakens the relationship between these teacher competency variables.

C. RESULT AND DISCUSSION

1. Result

Data were collected from 117 teacher respondents by measuring four main variables. The results of descriptive statistical analysis for each variable are presented in Table 2.

Table 2. Summary of Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	TCR	Category
Personality Competence (X_1)	4,70	0,47	94,0%	Very High
Social 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

The results show a very high level of respondent achievement (TCR) across all variables. Personality Competence (X_1) was the variable with the highest score (94.0%), indicating very strong teacher character stability in this sample. Given that nearly all competency variables yield exceptionally high scores (between 88.3% and 94.0%) derived from self-assessment instruments, this condition inherently introduces the potential for Social Desirability Bias (SDB), where respondents tend to over-report positive traits to align with perceived professional ideals.

To minimize this response bias and safeguard data validity, several precautionary measures were strictly implemented during the data collection stage: (1) ensuring complete anonymity and confidentiality so teachers felt safe from administrative scrutiny, (2) balancing the questionnaire structure with neutral item phrasing to reduce leading statement patterns, and (3) implementing an embedded verification script in the digital form to eliminate superficial uniform answering habits (straight-lining responses).

Before conducting the Moderated Regression Analysis (MRA), a series of rigorous diagnostic tests were executed to ensure the dataset met all classical statistical requirements (Lenz et al., 2026):

- Normality** : The Shapiro-Wilk test on the regression residuals yielded a statistic of 0.942 ($p < 0.05$). Although the p-value suggests a slight departure from theoretical normality, the Central Limit Theorem holds that for sample sizes where $n > 100$ (this study uses $n = 117$), parametric regression estimations remain robust, stable, and highly valid.
- Multicollinearity** : The Variance Inflation Factor (VIF) values for all independent and interaction terms strictly ranged between 1.347 and 2.061. Because all values fall significantly below the conservative

threshold of 5.0, it is confirmed that the model is entirely free from severe multicollinearity.

Heteroscedasticity : The Breusch-Pagan test was conducted to verify homoscedasticity across the residual spectrum. The test statistic yielded a p-value of 0.366 ($p > 0.05$), demonstrating that the error terms possess a constant variance across the model.

Linearity : Visual inspection of residual scatterplots and curve-estimation testing confirmed that all continuous structural links follow linear paths, satisfying the baseline assumption for ordinary least squares estimation.

Hypothesis testing was conducted to examine the direct impact of exogenous variables on endogenous variables and the moderating role of Organizational Culture. To evaluate the model fit step-by-step, the MRA was structured into two consecutive phases: Model 1 (Direct Effects only) and Model 2 (Full Interaction Model). A summary of the MRA test results is presented in Table 3.

Table 3. Regression Test Results and Moderation Effects

Relationship between Variables	Coefficient	t-Statistic	P-Value	Conclusion
Personality ($X_1 \rightarrow Y$)	0,228	2,334	0,021	Significant
Social ($X_2 \rightarrow Y$)	0,383	3,746	0,000	Significant
Org. Culture ($Z \rightarrow Y$)	0,267	3,227	0,002	Significant
Interaction 1 ($X_1 * Z \rightarrow Y$)	0,108	1,401	0,164	Not Significant
Interaction 1 ($X_2 * Z \rightarrow Y$)	0,080	0,935	0,352	Not Significant
Model Fit Metrics:				
Model 1 R^2 (Direct Only)				
Model 2 R^2 (Full MRA Model)				
R^2 Change (ΔR^2)				
F-Statistic Significance (p)				Overall Model Fit

The results show that Personality Competence and Social Competence have a significant direct influence on Professional Competence. The overall model exhibits highly robust predictive validity, indicated by an overall F-statistic p-value < 0.001 . Model 1 (direct paths) explained 39.4% of the variance, whereas Model 2 expanded the explanation capacity to 43.0% ($R^2 = 0.430$). The incorporation of the moderation terms yielded an R^2 change (ΔR^2) of 0.035, indicating a minor explanatory increase of 3.5%. However, the Organizational Culture variable was not shown to significantly moderate this relationship.

2. The Impact of Personality Competence on Professional Competence

The findings of this study indicate that personality competency has a positive and significant influence on teacher professionalism ($p = 0.021$). Personality is the core of an educator's identity. Teachers who possess emotional maturity, honesty, and authority tend to be more disciplined in carrying out their professional duties. A strong personality enables teachers to maintain a professional code of ethics under various work pressures (Paschal, 2023).

Regulatory-wise, this aligns with the National Education Standards, which place personality competency as a fundamental pillar (Kemendikdasmen, 2025). A strong teacher character builds trust with students and colleagues, which serves as essential social capital for professional performance. These results confirm that personality is not merely an additional aspect but a driving force for teachers to continuously develop their professional competency independently (Pavin Ivanec & Defar, 2023).

3. The Impact of Social Competence on Professional Competence

Social competence was found to have the most dominant influence on teacher professional competence in this study ($b=0.383$; $p=0.000$). Teachers' abilities to communicate effectively, empathize, and collaborate with the school community are key to professionalism. In the modern education era, teachers are required not only to master the classroom but also to collaborate in teams and build networks with parents and the community (Utami et al., 2025).

Teachers with high social competence tend to be more open to feedback and proactive in seeking collective solutions to learning problems (Hakim, 2024). This reflects that teacher professionalism today is largely determined by their interpersonal skills (Aris et al., 2022). These results support the theory that social intelligence is a key factor in professional success in the public service sector, particularly in primary education (Shavkidinova et al., 2023).

4. Analysis of the Moderating Role of Organizational Culture

This study found that Organizational Culture (Z) directly influenced professionalism, but failed to act as a moderating variable ($p > 0.05$). This means that the strength or weakness of school culture did not significantly alter how teachers' personal competencies (social and personality) influenced their professionalism. In this context, organizational culture served more as an independent contributor than a multiplier.

This phenomenon indicates that elementary school teachers' professionalism is "immune," or independent, to the dynamics of organizational culture (Kuru & Tabancalı, 2023). Teachers who already possess strong character and high social skills will maintain stable professional performance, even in school environments with less supportive cultures. This underscores the importance of strengthening personal capacity beyond simply improving systems or organizational climate (Sott & Bender, 2025).

The professionalism of elementary school teachers is largely determined by the synergy between personal maturity and social intelligence. Social competence is a key driver due to the high demands for collaboration in today's educational ecosystem. Organizational culture, while important for a comfortable work environment, is not an absolute prerequisite for moderating individual competence toward professionalism.

The practical implication is that teacher development programs must allocate a greater portion to soft skills training such as effective communication, conflict resolution, and mental toughness. Principals need to recognize that improving teacher professionalism is not simply a matter of changing school rules or culture; it must also address the development of each individual's character and social skills in depth.

Research Limitations and Future Directions

Despite providing essential empirical insights, this study possesses several noteworthy limitations that establish a baseline for objective interpretation. First, the usage of a cross-sectional approach captures variables at a single point in time, limiting the ability to observe long-term behavioral changes in teacher professionalism. Second, the heavy reliance on self-assessment data exposes the results to subjective leniency and social desirability biases, despite the strict structural controls enforced during the survey stage.

Furthermore, the geographical focus is constrained solely to primary school teachers in Serang City, which limits the direct generalization of these findings to rural districts or higher education strata. Future research should address these gaps by utilizing longitudinal designs, incorporating objective 360-degree performance appraisals (combining peer, principal, and student feedback), and expanding the geographic distribution to achieve a more diverse regional representation.

D. CONCLUSION AND SUGGESTIONS

This study concluded that Social Competence and Personality Competence have a positive and significant impact on teacher professional competence. Social competence emerged as the most dominant factor, indicating that teachers' ability to collaborate, communicate effectively, and build networks is a key driver of professionalism in the modern education ecosystem. The synergy between stable personal character (personality) and interpersonal (social) skills creates a solid foundation for teachers to carry out their professional responsibilities consistently and with quality.

The results of the moderation test indicated that organizational culture did not moderate the influence of social and personality competence on professional competence. This finding confirms that teacher professionalism is determined more by individual capacity and integrity than by external environmental factors. Although school culture was categorized as very high, this did not significantly alter the strong impact of personal competence on professional performance. Therefore, efforts to improve teacher professionalism must continue to prioritize the development of soft skills and character maturity of each educator to enable them to maintain their best performance in various organizational settings.

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