

THE MEDIATING ROLE OF KNOWLEDGE SHARING IN THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND TEACHER PERFORMANCE AT STATE ISLAMIC ELEMENTARY SCHOOLS IN BUOL REGENCY

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Abstract

This study aims to analyze the effect of organizational culture on teacher performance by examining the mediating role of knowledge sharing. The research was conducted using a quantitative approach with a correlational design. Data were collected from 31 teachers at Madrasah Ibtidaiyah Negeri in Buol Regency using a structured questionnaire developed based on established theories. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 4. The results showed that organizational culture has a significant direct effect on teacher performance and on knowledge sharing. However, knowledge sharing was found to have no significant direct effect on teacher performance and did not mediate the relationship between organizational culture and teacher performance. These findings suggest that while organizational culture plays a crucial role in shaping teacher performance, knowledge sharing alone is insufficient as a mediating factor. The study contributes to the literature on educational management, particularly within the context of Islamic educational institutions, and highlights the need for further exploration of other potential mediators.

Keywords: Knowledge Sharing, Organizational Culture, Teacher Performance, PLS-SEM, Islamic Schools

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INTRODUCTION | مقدمة

In the world of education, teachers play a vital role in ensuring the achievement of learning objectives. Teacher performance is a primary indicator of the success of the education process in schools. The performance referred to is not limited to the ability to deliver material, but also includes discipline, classroom management, learning evaluation, and contributions to the development of the school. However, teacher performance is not formed instantly; it is influenced by various internal and external factors.

One of the external factors that can influence teachers' performance is organizational culture. Organizational culture is a system of values, beliefs, and norms that prevail in the school environment, serving as a guideline for actions and behaviors of all its members. A positive culture will create a conducive working atmosphere, encourage teachers to work more productively, and foster a sense of responsibility towards their duties. Conversely, a weak culture can lead to low work enthusiasm, minimal collaboration, and suboptimal performance.

In addition to organizational culture, knowledge sharing is an important factor in the professional development of teachers. In the context of schools, knowledge sharing includes activities of sharing teaching experiences, learning methods, the use of teaching media, and

solutions to classroom problems. This activity can enrich insights and enhance teachers' skills. However, not all teachers actively engage in knowledge sharing. A supportive and open organizational culture is believed to encourage this knowledge sharing practice to become part of the work routine. According to Nonaka and Takeuchi, "Knowledge sharing is the process of social interaction between individuals, a process that cannot be carried out by just one individual" (Khoe, 2018).

Knowledge sharing is an important factor that schools need to pay attention to because it is related to teacher performance. Knowledge sharing can influence individuals to achieve ideal work outcomes. By sharing information, it is believed that people can complete work in accordance with the principles set by the school. Knowledge sharing opens wide doors for learning for all educators with the aim of allowing them to further develop their individual skills freely. Knowledge sharing plays a crucial role in developing individual skills within an association. Knowledge sharing is the process of transmitting, retrieving, and disseminating information and the deliberate multidimensional arrangement of an educator to others or meetings that are deprived through strategies and transformed media. (Najma et al., 2022).

Organizational culture, as explained by Stephen P. Robbins, refers to a shared perception deeply embedded among members of an organization, forming a system of collective understanding. Meanwhile, Schein characterizes it as a set of fundamental assumptions developed by a particular group through experiences in addressing challenges, ranging from external adaptation to internal cohesion. These assumptions, having proven effective, are transmitted to new members as the accepted framework for interpreting, thinking, and feeling in relation to organizational problems. In essence, organizational culture encompasses internalized values that influence and guide members' behavior. Though intangible, this culture manifests through members' attitudes, thought patterns, emotional responses, and expectations, especially in decision-making and organizational practices. (Sucipto et al., 2008)

In general, culture is built and created by the founders or the top leadership who establish or pioneer the organization. The philosophy or strategy set by them then becomes a guide for their subordinates in carrying out their duties. If the implementation of this strategy proves successful and can last for years, then the philosophy or vision that is believed will develop into organizational culture. However, the essence of the emergence of an organizational culture concept is as an instrument or a set of basic assumptions and beliefs held by the members of the organization, which are then developed and passed down to address external adaptation issues and internal integration problems (Tika & Pabundu, 2016).

Organizational culture serves multiple roles within an institution. First, it acts as a distinguishing feature that differentiates one organization from another. Second, it offers members a strong sense of identity. Third, organizational culture nurtures commitment toward goals that go beyond individual self-interest. Fourth, it contributes to the overall stability of the organization's social framework. From a social perspective, culture functions as a unifying force, or "social glue," by establishing shared norms and expectations that guide how employees communicate and behave within the organization. (Robbins & Judge, 2008).

The performance of teachers is the ability and success of teachers in carrying out learning tasks as indicated by the following indicators: (a) the ability to develop lesson plans (b) the ability to implement learning (c) the ability to establish interpersonal relationships (d) the ability to conduct assessment of learning outcomes (e) the ability to carry out procurement (f) the ability

to implement remedial actions. The performance of teachers in their daily tasks is reflected in their roles and functions in the classroom learning process, thus the performance of teachers can be seen in their activities of planning, implementing, and evaluating the teaching and learning process, the intensity of which is based on the moral and professional attitudes of a teacher (Husein, 2017).

Several previous studies have investigated the influence of organizational culture on teacher performance. Herayanti et al. used a path analysis model and found that organizational culture has a direct effect on performance, with a value of $\beta = 0.226$ for inclusive early childhood education teachers. Samudi also reported similar findings in the high school context, where organizational culture has a significant influence along with job satisfaction and self-efficacy. Meanwhile, Priliantari & Raharja added the variable of innovative work behavior as an intervening factor in the SEM-PLS model, showing that the indirect path through innovation also plays an important role in strengthening the relationship between organizational culture and teacher performance. (Herayanti et al., 2024; Priliantari & Raharja, 2022; Samudi, 2022)

Although various studies have discussed the relationship between organizational culture and teacher performance, most of these studies still focus on the direct relationship without considering mediating variables that could strengthen or bridge that influence. On the other hand, knowledge sharing practices in school environments often have not received serious attention in empirical studies, even though sharing knowledge is believed to enhance professionalism and teacher performance. Moreover, there is still limited research that specifically examines the role of knowledge sharing as a mediator in the context of Islamic educational institutions. This situation indicates a research gap that needs to be studied further to understand how organizational culture can indirectly affect teacher performance through the mechanism of knowledge sharing.

This research aims to examine the relationship between organizational culture and teacher performance, as well as to explore the role of knowledge sharing as a mediating variable in that relationship. This study is among the first to test knowledge sharing as a mediator in Islamic elementary schools in Eastern Indonesia, where communal and religious values may shape knowledge exchange differently than in secular contexts. Using a quantitative approach and data analysis with SmartPLS, this study is expected to provide empirical understanding of how organizational culture can influence teacher performance through an indirect path, namely knowledge sharing. The findings of this research are anticipated to contribute both theoretically and practically to the development of school management and policies for improving teacher quality.

METHOD | منهج

This research uses a quantitative approach with a correlational type. This study is used to test the relationship between the Organizational Culture variable and Teacher Performance, mediated by Knowledge Sharing based on existing theories.

The population in this study consists of teachers who teach at the State Madrasah Ibtidaiyah in Buol. The sampling technique used is purposive sampling, where samples are taken based on certain criteria. The criteria for sampling include: (1) active teachers for at least 1 year, (2) willing to be respondents, and (3) part of a school environment that has a formal organizational structure.

There are three research variables to be measured in this study, namely Organizational Culture, Knowledge Sharing, and Teacher Performance. To calculate these three variables, the researcher has formulated several statement items based on theories relevant to the study. To measure the Organizational Culture variable, the researcher uses the Primary Characteristics of Organizational Culture theory approach (Wibowo, 2016), which consists of seven characteristic indicators including: 1) innovation and risk taking, 2) attention to detail, 3) outcome orientation, 4) people orientation, 5) team orientation, 6) aggressiveness, and 7) stability. This is then developed into 7 questionnaire items. Meanwhile, to measure the Knowledge Sharing variable, the researcher uses the theory of the Five Types of Knowledge in Organizations (Bilal et al., 2022) which includes: Embrained Knowledge, Embodied Knowledge, Encultured Knowledge, Embedded Knowledge, and Encoded Knowledge. The five indicators were developed by the researcher into 7 statement items. To test the Teacher Performance variable, the researcher utilizes the theory of Teacher Performance Assessment Indicators (Firdaus et al., 2023) which include: a) Learning Planning; b) Implementation; c) Evaluation of learning outcomes; d) Continuous professional development. This was then developed into 6 statement items.

Data was collected using a 1-5 Likert scale questionnaire and distributed directly to respondents. The data processing and analysis were conducted using a Partial Least Squares (PLS) based Structural Equation Modeling (SEM) approach, with the assistance of the SmartPLS 4 application. This research utilizes the SmartPLS software for data analysis, as it is well-suited for examining research models that include mediating variables and for thoroughly assessing the latent relationships among variables. The measurement model was tested through validity and reliability tests, while the structural model was examined through the analysis of relationships between latent variables using bootstrapping.

RESULT | نتائج

Based on the theoretical explanation about the relationship between the variables described above, a research model can be developed as follows: Figure 1 illustrates how the relationships among the variables in this research are modeled. From this, the model indicates that there are four hypotheses formulated as follows:

- H1: Organizational culture has a positive effect on teacher performance.
- H2: Organizational culture has a positive effect on knowledge sharing.
- H3: Knowledge sharing has a positive effect on teacher performance.
- H4: Knowledge sharing mediates the effect of organizational culture on performance.

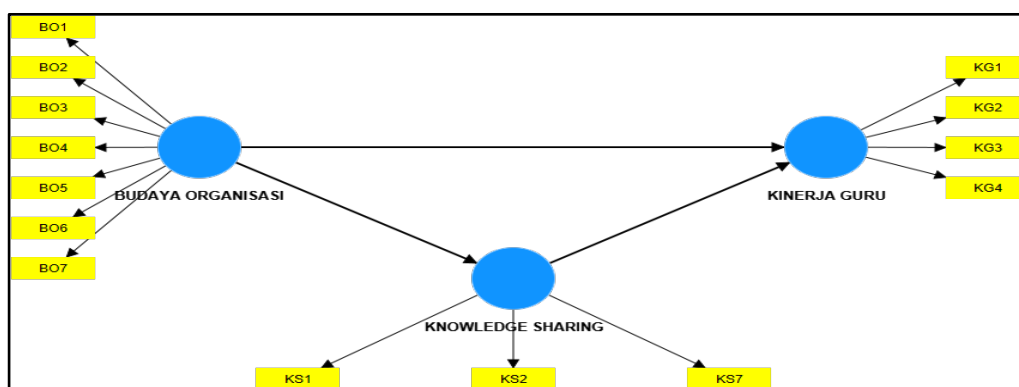


Figure 1. Research Design Model and Hypothesis

Test of Validity and Reliability (outer Loading)

The validity and reliability of the constructs in this study were tested through the PLS-SEM measurement model approach using indicators of outer loading values, Composite Reliability (CR), Average Variance Extracted (AVE), and Cronbach's Alpha. In general, an indicator is considered valid if it has an outer loading value ≥ 0.70 . However, in research based on an explanatory or exploratory approach, indicators with outer loading values between 0.40 and 0.70 can still be retained if the AVE and CR of the construct still meet the minimum threshold, namely $AVE \geq 0.50$ and $CR \geq 0.70$ (Hair et al., 2017). Based on the analysis, several indicators in this study showed loading values below 0.70, but were still retained because their statistical contribution is still valid and theoretically relevant. Conversely, indicators with loading below 0.40 were eliminated from the model, such as indicators KS 3, KS 4, KS 5, KS 6, KG 5, and KG 6.

In the Knowledge Sharing (KS) construct, the KS7 indicator shows a loading value of 0.448. Although this value is below the ideal threshold, this indicator is still retained because the AVE value of the KS construct is 0.568 and the CR value is 0.786, both of which exceed the minimum criteria. The retention of the KS7 indicator also considers that the item reflects an important aspect of digital technology adoption in the context of knowledge sharing among teachers. Hair et al. emphasize that in PLS-SEM, the removal of indicators must consider not only statistical considerations but also the conceptual basis of the measured construct (Hair et al., 2017). Therefore, the measurement model in this study is declared valid and reliable, with the decision to retain the indicators based on a balance between empirical results and theoretical integrity.

Table 1. Factor Loading, Cronbach's Alpha, rho A, Composite reliability, Average Variance Extracted (AVE)

Dimension	Factor Loading	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted
BO1	0,706	0,853	0,863	0,889	0,537
BO2	0,592				
BO3	0,799				
BO4	0,790				
BO5	0,817				
BO6	0,628				
BO7	0,765				
KS1	0,851	0,597	0,711	0,786	0,568
KS2	0,882				
KS7	0,448				
KG1	0,581	0,754	0,814	0,847	0,587
KG2	0,790				
KG3	0,922				
KG4	0,732				

Table 1 shows that all constructs in this study have met the criteria for validity and reliability. The Composite Reliability (CR) values range from 0.786 to 0.889, while the Average Variance Extracted (AVE) values range from 0.537 to 0.587. Both of these measures have exceeded the minimum thresholds established, which are 0.70 for CR and 0.50 for AVE. Some indicators have outer loading values below 0.70, such as in the Knowledge Sharing (KS) construct, but they are still retained as the CR and AVE values of that construct are satisfactory. Therefore, this measurement model is stated to be statistically valid and reliable.

Inner Model

The assessment of the inner model aims to estimate the ability of exogenous latent variables to explain the variance of endogenous variables. The main measure used is the coefficient of determination (R-Squared, R^2). In PLS-SEM, an R^2 of 0.67 is categorized as strong, 0.33 as moderate, and 0.19 as weak (Hair et al., 2017). The adjusted R^2 value is reported to correct

potential bias due to the number of predictors and to provide a more conservative estimate of the model's explanatory power (Sarstedt et al., 2022) An R^2 that exceeds the threshold of 0.10 is still considered to have practical relevance in social sciences (Hair et al., 2017). These values are presented in Table 2.

Tabel 2. R-Squared Value

Dimension	R-square	R-square adjusted
Teacher Performance	0,470	0,429

The analysis results show that the construct of Teacher Performance obtained $R^2 = 0.470$ and Adjusted $R^2 = 0.429$. This means that the combination of organizational culture and knowledge sharing explains about 47% (or 42.9% after correction) of the variance in teacher performance; this magnitude is at a moderate level of explanation and is still adequate in the field of educational management. According to Ozili, R-Squared values between 0.10 and 0.50 (or 10% to 50%) are still acceptable in social science research, as long as some or most of the independent variables in the model have a statistically significant effect. This indicates that although the R^2 value is not high, the model remains feasible to use as long as the relationships between the variables in the model are proven significant (Ozili, 2023).

Hypothesis Testing

Hypothesis testing is conducted to determine the significance of the relationships between constructs in the structural model. The testing is performed using the bootstrapping method with 5,000 subsamples using SmartPLS. In the PLS-SEM approach, a relationship is considered significant if it has a t-statistic value > 1.96 and a p-value < 0.05 at a 5% significance level (Hair et al., 2017; Sarstedt et al., 2022). The results of the hypothesis test are displayed in Table 3 below.

Table 3. Results of Path Coefficient Analysis with SmartPLS

Dimension	Original sample	Sample mean	Standard deviation	T statistics	P values
BO -> KG	0,676	0,699	0,094	7,177	0,000
BO -> KS	0,714	0,745	0,077	9,307	0,000
KS -> KG	-0,162	-0,166	0,295	0,550	0,582

Based on the path coefficient analysis results in Table 3, it is known that there are two significant relationships and one that is not significant. First, the relationship between organizational culture and teacher performance shows a positive and significant influence, with a path coefficient of 0.676, $t = 7.177$, and $p = 0.000$. This means that the better the organizational culture established, the higher the teacher's performance will be. Second, the relationship between organizational culture and knowledge sharing is also significant, with a coefficient of 0.714, $t = 9.307$, and $p = 0.000$, which means that organizational culture plays a significant role in promoting knowledge sharing practices. However, the relationship between knowledge sharing and teacher performance is statistically not significant, with a coefficient of -0.162, $t = 0.550$, and $p = 0.582$ ($p > 0.05$). This indicates that knowledge sharing does not directly affect teacher performance in the context of this model. Thus, from the three hypotheses tested, two of them showed a significant relationship, while one relationship was not statistically significant.

The testing of indirect effects was conducted to determine whether the variable Knowledge Sharing could act as a mediator between Organizational Culture and Teacher Performance. This test was performed using bootstrapping techniques in SmartPLS with 5,000 subsamples. The results of the indirect effect test can be seen in the following Table 4.

Table 4. Testing Hypothesis of Indirect Effect

Dimension	Original sample	Sample mean	Standard deviation	T statistics	P values
BO -> KS -> KG	-0,116	-0,125	0,228	0,509	0,611

Based on Table 4, the indirect influence value between Organizational Culture and Teacher Performance through Knowledge Sharing shows a coefficient value of -0.116, with a t-statistic of 0.532 and a p-value of 0.595. This value is below the significance threshold ($p > 0.05$), indicating that there is no significant indirect influence on that path. Thus, the Knowledge Sharing variable is not statistically proven to be a mediator in the relationship between Organizational Culture and Teacher Performance.

DISCUSSION

مناقشة

The Influence of Organizational Culture on Teacher Performance

The results show that organizational culture has a positive and significant influence on teacher performance ($\beta = 0.676$; $p < 0.001$). This finding is in line with the study by Santosa in the Al-Tanzim journal which concluded that 'organizational culture is a major source of improving teacher performance in madrasahs.' Additionally, Ulfa, Rony, & Suroso in their article convey that although teaching experience and motivation are also significant, school culture still plays a primary role in predicting teacher performance. This finding is also consistent with the research by Wardhana and Chamariyah which proves that organizational culture significantly affects teacher performance through the mediation of loyalty. Although this study does not include a loyalty variable, the results reinforce that organizational culture remains a key determinant of teacher performance, both directly and indirectly (Santosa, 2022; Ulfa et al., 2022; Wardhana & Chamariyah, 2023). Thus, an organizationally conducive school environment, including clarity of vision, collaborative support, and professional values, consistently enhances teaching performance, in line with hypothesis H1.

The Influence of Organizational Culture on Knowledge Sharing

The analysis shows that organizational culture significantly enhances knowledge sharing practices ($\beta = 0.714$; $p < 0.001$). This aligns with Upadhyay's study on sharing experiences in higher education institutions in Nepal, which found that institutional culture (trust and support among teachers) greatly influences knowledge sharing activities. Similarly, the research on the Mediating Effect of Knowledge Management by Çevik & Doğan highlights how technology leadership and school climate support knowledge sharing among teachers for data-driven decision-making purposes. Furthermore, these findings are consistent with the research by Nugraha Setiady, which states that organizational culture, organizational trust, and leadership support positively encourage knowledge sharing behavior among teachers using PLS-SEM (Çevik & Doğan, 2023; Nugraha Setiady et al., 2021; Upadhyay, 2024). Thus, these findings reinforce the evidence of the relevance of organizational culture in enhancing professional collaboration and knowledge sharing among teachers (H2).

The Influence of Knowledge Sharing on Teacher Performance

The relationship between knowledge sharing and teacher performance was not proven to be significant ($\beta = -0.162$; $p = 0.582$). Although some (Abha et al., 2021) show that sharing boosts teacher satisfaction and performance, this result is in line with (Ulfa et al., 2022), who found that school culture and teaching experience have a direct impact on performance, while knowledge sharing practices are not significant. This suggests that in the context of Islamic education, the

impact of knowledge sharing on performance may be indirect, or dependent on systemic support and school conditions. This result rejects hypothesis H3 and emphasizes the importance of further investigation into the mechanisms by which knowledge sharing can affect teacher performance. Several previous studies have also examined similar indirect mechanisms using different mediating variables. Similar findings were also reported by Widiyaningrum, Kholiq, and Pratiwi (2024) who found that job satisfaction significantly mediates the relationship between organizational factors such as competence, workload, and work commitment and teacher performance. This suggests that organizational variables may influence performance both directly and indirectly through teachers' internal conditions, reinforcing the importance of examining mediating variables such as knowledge sharing in this study.

The influence of Knowledge Sharing in mediating organizational culture on performance

The mediation analysis (H4) indicates that there is no significant indirect effect (coefficient = -0.116; $p = 0.595$). Although culture shapes knowledge sharing and has a direct impact on performance, the mediation path through sharing has not been proven; previous studies suggest that a mediation mechanism may still occur through other variables. One such study is by Trihasto, which demonstrates that organizational culture can influence teacher performance through work motivation, when combined with the principal's leadership style. This indicates that the indirect effect of organizational culture on teacher performance does exist, but the path may differ depending on the context and characteristics of the organization (Trihasto, 2024). This finding differs from studies such as Çevik & Doğa, which found that knowledge management mediates the relationship between technological leadership and school decisions (Çevik & Doğan, 2023). The difference is likely due to the research context where teachers in Islamic schools tend to internalize culture directly without the need for a sharing intermediary. This result rejects hypothesis H4 and shows that in this research context, organizational culture directly supports teacher performance, not through knowledge sharing as a mediator.

This study recognizes several limitations that open opportunities for future research. The findings indicate that organizational culture exerts a direct influence on teacher performance without mediation through knowledge sharing. This suggests that, in Islamic educational environments, shared values, norms, and collective goals may already operate as an intrinsic system that guides behavior and performance, minimizing the need for intermediary mechanisms such as knowledge sharing. Future studies should examine this cultural directness more deeply by incorporating other potential mediating variables such as work motivation, organizational commitment, or leadership style that may better capture the dynamics of teacher performance formation. Additionally, future research could expand the sample to include different levels of Islamic education or compare public and private institutions to test whether the same direct influence pattern persists across contexts.

CONCLUSSION | خاتمة

Based on the results of data analysis conducted using the PLS-SEM approach, this study concludes that organizational culture has a positive and significant impact on teacher performance, as well as on knowledge sharing practices within the school environment. This indicates that a strong, adaptive, and collaborative organizational culture can directly enhance teacher performance and support the creation of a healthy knowledge-sharing environment among educators. Conversely, the variable of knowledge sharing was not found to have a direct influence on teacher performance and did not act as a mediator in the relationship between

organizational culture and teacher performance. Thus, of the four hypotheses proposed, two hypotheses (H1 and H2) were accepted due to their significant relationships, while the other two hypotheses (H3 and H4) were rejected as they did not meet the criteria for statistical significance.

This finding provides room for practical recommendations in educational management development. Although knowledge sharing does not demonstrate a direct influence or significant mediation on teacher performance, it is important for schools to continue fostering a more structured and strategic knowledge sharing culture. It is recommended that educational institutions enhance digital technology support, collaborative training, and create incentive systems that can encourage teachers to be more active in knowledge sharing practices. Additionally, further research is needed to explore other factors that may mediate the relationship between organizational culture and teacher performance, such as work motivation, transformational leadership, or work engagement. This is important to comprehensively understand the influence of organizational culture on teacher performance in the context of modern Islamic education.

Future research is recommended to extend this study by testing other possible mediating variables that may better explain the relationship between organizational culture and teacher performance. Variables such as work motivation or transformational leadership could provide deeper insights into how organizational culture operates within Islamic educational institutions. Examining these mediators across different educational levels and regions would help strengthen the theoretical model and enhance the practical implications for school management and teacher development.

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