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The Implementation of Organizational Culture and Self-Efficacy in Improving the Quality of Teacher Student Learning Interactions at SMK Sasmita Jaya 2

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Abstract -*This study aims to analyze the simultaneous effect of Organizational Culture and Teacher Self-Efficacy on the Quality of Learning Interactions at SMK Sasmita Jaya 2 Pamulang. A quantitative method with a correlational design was employed, involving 38 permanent teachers as subjects. Data were collected through Likert-scale questionnaires and classroom observations, then analyzed using multiple linear regression and Pearson correlation with the assistance of SPSS. The results indicate that the regression model meets all classical assumptions (normality Sig. = 0.200, multicollinearity VIF = 2.549, autocorrelation DW = 2.071). Partially, Organizational Culture (Sig. = 0.000, B = 0.541) and Teacher Self-Efficacy (Sig. = 0.000, B = 0.536) have a positive and significant effect on the Quality of Learning Interactions. Simultaneously, both variables contribute very strongly, explaining 82.3% of the variation in the Quality of Learning Interactions (R^2 = 0.823). It is concluded that the Quality of Learning Interactions is a synergistic product of a supportive institutional context and strong teacher personal agency. The study suggests that schools need to integrate the strengthening of a humanist-religious culture with professional development programs based on mastery experiences to enhance self-efficacy. The implications of the study indicate that improving the quality of vocational graduates is not only determined by the curriculum but is crucially influenced by teacher socio-cognitive interactions supported by a strong organizational culture.*

Keywords*: Organizational Culture; Teacher Self-Efficacy; Learning Interaction*

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I. INTRODUCTION

Vocational education plays a strategic role in preparing human resources who are competent and adaptive to the increasingly dynamic demands of the business, industrial, and labor sectors. SMK Sasmita Jaya 2 Pamulang, as one of the vocational education institutions in South Tangerang, underscores its commitment through the vision of "producing graduates who are excellent and competitive at the national level, based on humanist and religious values by 2027." This vision not only reflects the expectations for graduate quality but also implies the importance of character, ethics, and human values that must be instilled throughout the learning process. To support this vision, the school has set a mission that includes fostering religious activities, strengthening nationalism, providing quality education, and delivering vocational learning aligned with workforce needs. The implementation of this vision and mission is, of course, greatly influenced by teacher performance and the quality of learning interactions, considering that teachers are the primary agents in transforming values, knowledge, and skills to students.

Among the 38 teachers at SMK Sasmita Jaya 2, diversity in character, experience, and pedagogical competence becomes a factor influencing classroom learning quality. The quality of learning interactions is not only measured by a teacher's ability to deliver material but also by how teachers build dialogical communication, activate students, and create a conducive and inspiring learning environment. According to Vygotsky (1978) quoted in the (Gehlot, 2021; Zaretsky, 2021), interactions between teachers and students are a fundamental aspect that drives cognitive development through the mechanism of the Zone of Proximal Development (ZPD). Thus, high-quality learning interactions are a crucial prerequisite for shaping graduates who are not only technically competent but also proficient in 21st-century skills (Husain & Kaharu, 2020; Puspa et al., 2023).

However, in reality, the quality of learning interactions at SMK Sasmita Jaya 2 varies across teachers. Some teachers are able to create active, creative, and industry-relevant learning, while others still face limitations in classroom management, student motivation, or integrating innovative learning strategies. This situation indicates the influence of both internal and external factors on teachers' learning practices. One significant external factor is the school's organizational culture. A strong and positive organizational culture can serve as collective energy that drives professional, collaborative, and innovative behavior among teachers (Armiyanti et al., 2023; Canavesi & Minelli, 2022; Siti & Fitri, 2022; Yunanda et al., 2025). As stated Robbins & Judge (2019) emphasize that organizational culture plays a significant role in shaping member performance and commitment (Siswadi et al., 2023; Syahid et al., 2022). Conversely, a poorly internalized organizational culture can lead to weak work commitment and low integration of school values into learning practices.

In addition to organizational culture, an internal factor such as teacher self-efficacy also plays an important role in determining the quality of learning interactions (Hanum & Hermawan, 2024; Rachmandani et al., 2021; Sofiyan et al., 2022). According to Bandura (1997), self-efficacy is an individual's belief in their ability to perform actions necessary to achieve certain outcomes (Ariyono & Wiwid, 2022; Cahyaningrum et al., 2023; Virginia Koutroubas & Michael Galanakis, 2022). Teachers with high self-efficacy tend to have strong confidence in teaching, are able to face learning challenges, and are more creative in designing pedagogical strategies suited to students' needs. Conversely, teachers with low self-efficacy often experience doubt in classroom management, are less willing to try new methods, and feel quickly burdened by teaching demands (Yuliani & Adri, 2025). Variations in self-efficacy can directly impact the quality of teacher-student interactions, especially in vocational learning contexts that require hands-on practice, collaboration, and adaptation to technological developments.

Considering this phenomenon, this study is highly urgent. With increasing government demands for vocational school revitalization, particularly in aligning curricula with industry needs (*link and match*), the quality of learning interactions becomes an aspect that cannot be ignored. Teachers are the main agents in ensuring that students receive relevant, practical, and work-oriented learning. Without a comprehensive understanding of how organizational culture and self-efficacy affect the quality of learning interactions, schools may struggle to design effective, needs-based professional development strategies for teachers.

This urgency is further reinforced by the gap between ideal and actual conditions in the school. Ideally, the organizational culture at SMK Sasmita Jaya 2 is expected to create a supportive, collaborative work environment that provides space for teachers to continuously develop. Teachers should have strong self-efficacy to respond to various learning challenges, including technological adaptation, student differentiation, and curriculum dynamics. In reality, however, discrepancies exist between these expectations and actual conditions. Some teachers have not fully internalized the school's cultural values, while others show less-than-optimal self-efficacy, resulting in suboptimal learning interactions.

Previous studies have extensively examined the relationship between organizational culture and teacher performance, or between self-efficacy and work achievement, but few studies focus on the simultaneous relationship of these two variables with the quality of learning interactions, particularly in the context of private vocational schools in Indonesia. Moreover, research on vocational education often focuses more on students' technical skill quality, while pedagogical factors such as learning interactions and teachers' psychological dynamics have not received adequate attention. Therefore, this study offers novelty by integrating organizational culture and self-efficacy in efforts to improve the quality of learning interactions in vocational schools with humanist-religious visions, such as SMK Sasmita Jaya 2.

As in previous research conducted by (Setiady et al., 2021) the results show that self-efficacy has a positive effect on learning management, knowledge sharing has a positive effect on learning management, and learning management mediates knowledge sharing and self-efficacy on performance. While research conducted

JISMA
JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT
Vol. 05 No. 5 (2026) https://jisma.org e-ISSN: 2829-6591

by (Utamirohmahsari, 2024) which shows that a strong school organizational culture can improve the quality of education, facilitate open communication, increase a sense of belonging, and promote adaptation to developments in science and technology. This confirms that organizational and individual factors play complementary roles in creating an effective learning ecosystem, where a strong school culture and teacher self-efficacy do not function independently, but interact synergistically to improve the quality of learning interactions between teachers and students.

Based on this urgency and research gap, the objectives of this study are to analyze the effect of organizational culture on the quality of teacher-student learning interactions, examine how teacher self-efficacy contributes to enhancing learning interaction quality, and assess the combined contribution of both variables in shaping high-quality learning interactions. Furthermore, this study aims to provide empirically-based recommendations to guide schools in designing more targeted professional development strategies for teachers.

Theoretically, this study is supported by several relevant frameworks. Organizational culture theory from Schein and Robbins & Judge underpins understanding of how values, norms, and behavioral patterns within an organization influence teacher behavior. Bandura's self-efficacy theory provides the foundation for explaining how an individual's belief in their ability affects motivation and actions in the learning context. Additionally, learning interaction theory from Vygotsky and recent findings from Hattie show that teacher-student relationships have a strong contribution to learning outcomes. In the context of vocational education, the perspectives of Finch & Crunkilton reinforce the argument that interactive and practical learning is key in preparing students for the workforce.

Through the integration of these theories, this study is expected to provide a comprehensive understanding of how organizational culture and teacher self-efficacy play a role in enhancing the quality of learning interactions at SMK Sasmita Jaya 2. With this understanding, the school can design more focused teacher development programs to realize its vision of producing graduates who are excellent, competitive, and characterized by humanist and religious values.

II. RESEARCH METHOD

This study used a quantitative approach with a correlational design to analyze the influence of organizational culture and teacher self-efficacy on the quality of learning interactions at SMK Sasmita Jaya 2 Pamulang. Correlation research is a study aimed at determining the relationship between two or more variables without manipulating any of them (Rifa'i, 2023; Sudaryono, 2021; Sugeng, 2022). The research subjects were 38 permanent teachers teaching at the school, while the research objects included organizational culture, self-efficacy, and the quality of learning interactions. Data collection was conducted through a 1–4 Likert-based questionnaire and classroom observation to validate teacher–student interactions. All instruments were tested for validity and reliability before use.

The research procedure began with the distribution of questionnaires to all teachers, followed by direct observation in the classroom to document learning practices. The collected data were analyzed using descriptive analysis to describe the characteristics of the data and multiple linear regression and Pearson's correlation to test the effects and relationships between variables. The results of this analysis were used to determine the extent to which organizational culture and teacher self-efficacy contributed to improving the quality of learning interactions

III. RESULTS AND DISCUSSION

Result

Results This section presents the results of research on The Implementation of Organizational Culture and Self-Efficacy in Improving the Quality of Teacher Student Learning Interactions at SMK Sasmita Jaya 2. Data analysis was conducted to examine the effect of organizational culture and self-efficacy on the quality of learning interactions between teachers and students. All data obtained through research instruments were processed using SPSS Version 22.

Before testing the main hypothesis, a series of classical assumption tests were conducted, including linearity, normality, multicollinearity, heteroscedasticity, and autocorrelation tests. These tests aimed to ensure

JISMA
JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT
Vol. 05 No. 5 (2026) https://jisma.org e-ISSN: 2829-6591

that the data met the necessary statistical requirements so that the regression model used could be interpreted correctly and accurately.

The first test, the linearity test, aims to determine whether the relationship between the independent variable and the dependent variable is linear. Linearity of the relationship is important for the regression model to provide valid estimates. This test is performed to ensure that changes in the independent variable are followed by proportional changes in the dependent variable, so that the model built does not deviate from the expected relationship pattern. The normality test is as shown in the following graph:

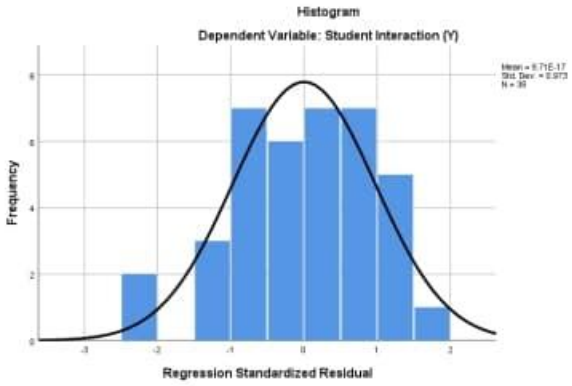

Figure 1 Histogram Linearity

The histogram graph shows a residual distribution pattern that approximates a normal curve. Most of the residuals are around the mean value (0), and their frequency decreases symmetrically to the right and left sides. This indicates that the distribution of residual data does not show any particular deviating patterns and tends to form a normal curve, thus supporting the fulfillment of the linearity assumption. Next is the P-P Plot graph as shown in the graph below:

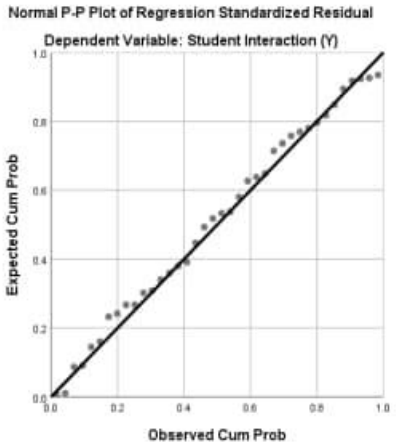

Figure 2 P-P Ploth Graph

On the Normal P–P Plot graph, the residual points are scattered along a diagonal line. Although there are slight deviations in some parts, the pattern of point distribution is generally close to a straight line. This pattern indicates that the relationship between the Student Interaction variable (Y) and the independent variable is linear. Next is the normality test using the Kolmogorov-Smirnov test, as shown in the table below:

JISMA
JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT
Vol. 05 No. 5 (2026) https://jisma.org e-ISSN: 2829-6591

Table 1 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		38
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.98551381
Most Extreme Differences	Absolute	.068
	Positive	.060
	Negative	-.068
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The results of the normality test using the One-Sample Kolmogorov–Smirnov Test show that the significance value (Asymp. Sig. 2-tailed) is 0.200, which is greater than 0.05. This indicates that the residual data in the regression model is normally distributed. The mean residual value of 0.000 and standard deviation of 4.985 also support that the residuals are distributed normally without showing extreme deviations. Thus, it can be concluded that the normality assumption is fulfilled and the regression model is feasible to proceed to the next stage of analysis. Next, a multicollinearity test is performed to ensure that there is no excessive correlation between the independent variables in the regression model. If the independent variables are strongly correlated, the model becomes unstable because each variable cannot independently explain its effect on the dependent variable. The multicollinearity test is shown in the table below:

Table 2 Multicollinearity Test

Coefficients[a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-1.380	4.923		-.280	.781		
	Cultural Organization (X1)	.541	.121	.509	4.485	.000	.392	2.549
	Self Eficacy (X2)	.536	.134	.453	3.988	.000	.392	2.549
a. Dependent Variable: Student Interaction (Y)								

The multicollinearity test aims to determine whether there is a high correlation between independent variables in the regression model. Based on the SPSS output, the Tolerance value for the Cultural Organization (X1) and Self-Efficacy (X2) variables is 0.392, while the Variance Inflation Factor (VIF) value for both variables is 2.549. The general criteria used are that multicollinearity is considered problematic if the Tolerance value is < 0.10 or the VIF value is > 10. Since the Tolerance values of both variables are still well above 0.10 and the VIF values are also well below the 10 limit, it can be concluded that there is no multicollinearity between the Cultural Organization (X1) and Self-Efficacy (X2) variables in the regression model. Thus, both independent variables are suitable for use in the model because each provides a unique contribution and does not excessively influence the other. Next, we conduct a heteroscedasticity test as shown in the following table:

JISMA
JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT
Vol. 05 No. 5 (2026) https://jisma.org e-ISSN: 2829-6591

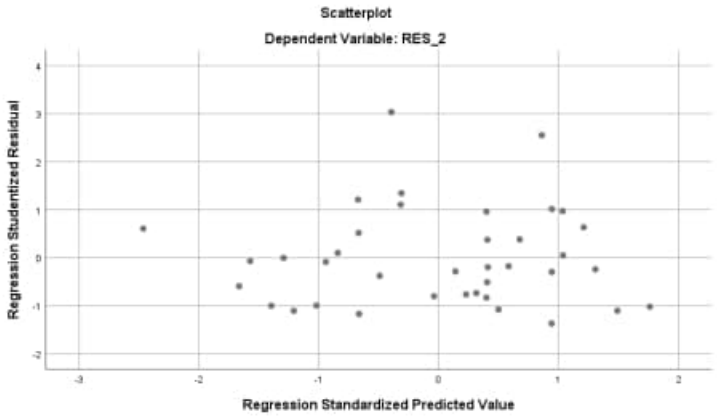

Figure 3 Figure 3 Scatterplot

Based on the scatterplot between standardized predicted values and standardized residuals, it can be seen that the residual points are scattered randomly above and below the zero line without forming any particular pattern such as a widening or narrowing funnel, waves, or other regular structures. This random distribution indicates that the residual variance tends to be constant across the entire range of predicted values, so there is no indication of heteroscedasticity. Thus, it can be concluded that the regression model satisfies the assumption of homoscedasticity. Then, the test for heteroscedasticity using the Glejser method is shown in the following table:

Table 3 Result for Heteroscedasticity test

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.256	2.874		.437	.665
Cultural Organization (X1)	.048	.070	.182	.686	.498
Self Eficacy (X2)	.000	.078	.001	.005	.996

a. Dependent Variable: RES_2

A heteroscedasticity test using the Glejser method was conducted to determine whether there was variance inequality in the regression model. Based on the SPSS output, it was found that the significance value (Sig.) for the Cultural Organization variable (X1) was 0.498, while the significance value for the Self-Efficacy variable (X2) was 0.996. Both significance values are well above the $\alpha = 0.05$ limit, which means that each independent variable does not have a significant effect on the absolute residual value (RES_2). Thus, it can be concluded that there are no signs of heteroscedasticity in the regression model. The model is declared to meet the assumption of homoscedasticity, so that the residual variance is constant and the model is suitable for further analysis. Next, an autocorrelation test is performed to ensure that the residuals between observations are independent and not correlated with each other, as shown in the following table:

JISMA
JOURNAL OF INFORMATION SYSTEMS AND MANAGEMENT
Vol. 05 No. 5 (2026) https://jisma.org e-ISSN: 2829-6591

Table 4 Result for Autocorrelation test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.907[a]	.823	.813	5.126	2.071
a. Predictors: (Constant), Self Eficacy (X2), Cultural Organization (X1)					
b. Dependent Variable: Student Interaction (Y)					

Based on the Model Summary output, the Durbin–Watson value is 2.071. In general criteria, a Durbin–Watson value in the range of 1.5 to 2.5 indicates that the model does not experience autocorrelation, either positive or negative. Since the value obtained is very close to 2, the residuals in the regression model can be considered random and do not show any particular pattern between observations. Thus, it can be concluded that there is no autocorrelation, so the regression model meets the assumption of residual independence and is suitable for further analysis.

Discussion

The discussion of this study aims to provide an in-depth interpretation of empirical findings showing a significant influence of Organizational Culture (X1) and Teacher Self-Efficacy (X2) on the Quality of Learning Interactions (Y) at SMK Sasmita Jaya 2 Pamulang. The initial step of the study confirmed the statistical integrity of the Multiple Linear Regression model used. All classical assumptions were met, ensuring that the statistical inferences drawn are valid and reliable. The Normality test using Kolmogorov–Smirnov showed a significance value of 0.200 (greater than $\alpha = 0.05$), reinforced by the Normal P–P Plot visualization, which indicated that the residuals follow a diagonal line, thereby meeting the normality assumption. Furthermore, the Multicollinearity test showed Tolerance values of 0.392 (well above 0.10) and VIF of 2.549 (well below 10) for both variables, confirming that Organizational Culture and Teacher Self-Efficacy contribute uniquely and independently within the model. In the context of Heteroscedasticity testing, the Glejser test significance values were very high (X1: 0.498; X2: 0.996), indicating no signs of unequal residual variance. Finally, the Durbin–Watson value of 2.071 in the Model Summary confirmed the absence of autocorrelation, meaning residuals between observations are independent. Successfully meeting these assumptions allows for a robust causal analysis of the research hypotheses.

The partial regression analysis, as shown in the Coefficients table, indicates that Organizational Culture (X1) has a significant effect on the Quality of Learning Interactions (Y). This is evident from the positive regression coefficient ($B = 0.541$) and significance value ($t = 4.485$, Sig. = 0.000), well below $\alpha = 0.05$. This effect confirms that Organizational Culture at SMK Sasmita Jaya 2 functions as an Institutional Zone of Proximal Development (ZPD). A culture emphasizing humanist-religious values acts as a blueprint mediating how teachers interact. Teachers who internalize this culture not only focus on delivering vocational content but also on shaping students' character through dialogical, empathetic, and supportive interactions. The relatively high Beta coefficient (0.509) indicates that Organizational Culture has a strong contribution in determining teachers' classroom behavior, aligning with (Akpa et al., 2021; Maria et al., 2021; Siswadi et al., 2023), who argues that culture is a system of fundamental values guiding the actions of organization members, particularly in transforming core school values.

The Teacher Self-Efficacy variable (X2) also shows a positive and highly significant effect on the Quality of Learning Interactions, with a positive regression coefficient ($B = 0.536$) and significance value ($t = 3.988$, Sig. = 0.000). This finding provides strong empirical validation of Bandura's Self-Efficacy Theory. Teachers with high self-efficacy tend to choose more complex learning methods, effectively manage classroom dynamics, and demonstrate resilience in addressing vocational curriculum challenges requiring rapid technological adaptation (Bandura, 2023; Rachmandani et al., 2021; Virginia Koutroubas & Michael Galanakis, 2022). Optimal self-efficacy serves as an internal agent that drives teachers to act as active facilitators and designers of innovative learning, rather than mere conveyors of information. High-quality interactions, measured by student activation and material relevance, inherently require strong teacher confidence to step out of their pedagogical comfort zone, directly influenced by their self-efficacy levels.

The core of this study lies in analyzing the simultaneous synergy of both variables as the main predictors of the Quality of Learning Interactions a research gap rarely examined in an integrated manner within the context

of private vocational schools. The Model Summary results show a Multiple Correlation Coefficient (R) of 0.907 and a Coefficient of Determination (R^2) of 0.823. This indicates that 82.3% of the variation in the Quality of Learning Interactions can be jointly explained by Organizational Culture and Teacher Self-Efficacy. This substantial contribution confirms that the Quality of Learning Interactions is a socio-cognitive product involving reciprocal interactions between external context (Organizational Culture) and personal belief (Self-Efficacy).

This finding is consistent with previous research showing the combined influence of organizational culture (or school culture) and teacher self-efficacy on various dimensions of teacher performance and work quality. For example, a study by Pengaruh Budaya Organisasi Sekolah dan Efikasi Diri Guru terhadap Etos Kerja Guru (2021) conducted in several senior high schools found that school organizational culture and self-efficacy both had significant positive effects on teacher work ethic, both partially and simultaneously ($p < 0.05$) (Rahmawati & Sobri, 2021).

Similarly, research at a vocational high school, demonstrated that organizational culture together with self-efficacy and empowerment significantly predicted teaching performance among SMK teachers (Yunus, 2022). Another recent study, The Impact of School Culture on Teacher Efficacy through Teacher Leadership as an Intervening Variable in Regents Secondary School Bali (2024), showed that a positive school culture significantly strengthens teacher efficacy suggesting that a supportive organizational climate serves as a foundation for self-efficacy, which in turn improves teacher performance (Budiarto et al., 2024). These studies provide empirical support for the proposition that external context (e.g., school or organizational culture) and internal psychological factors (self-efficacy) do not operate in isolation but interact to shape teachers' professional behavior, motivation, and overall quality of work.

The synergy between these two variables can be interpreted in depth. A supportive organizational culture (X1) creates a climate where pedagogical innovation and collaboration are expected and valued. This climate then functions as a source of vicarious experiences and verbal persuasion the two main sources of teacher self-efficacy. In other words, a positive environment (Culture) reinforces teachers' confidence (Self-Efficacy), enabling them to leverage the supportive culture to create exceptional learning interactions. If organizational culture is weak, even teachers with high self-efficacy may experience frustration and isolation. Conversely, a strong culture will not be effective if teachers lack the confidence to take initiative (low self-efficacy). Therefore, this study demonstrates that teacher professional development strategies must be holistic, focusing both on strengthening the school's value system and enhancing teachers' sense of agency as a key to realizing the school's vision of producing competent and character-driven graduates.

IV. CONCLUSION

This study reveals that Organizational Culture and Teacher Self-Efficacy have a significant influence on the Quality of Learning Interactions at SMK Sasmita Jaya 2 Pamulang. Specifically, Organizational Culture contributes positively with a regression coefficient of 0.541, while Teacher Self-Efficacy shows a coefficient of 0.536. This indicates that 82.3% of the variation in the Quality of Learning Interaction can be explained by these two variables, which illustrates the important role of organizational culture in supporting teacher performance. These findings imply that teacher professional development should not only focus on improving individual abilities but also on creating a positive and supportive Organizational Culture that can boost teachers' confidence.

As a note, this study has limitations because it was only conducted in one institution, so the results cannot be generalized to a broader context. Therefore, it is recommended that future research involve several educational institutions to gain a more comprehensive understanding, as well as conduct longitudinal studies to explore the dynamics of change in Organizational Culture and Teacher Self-Efficacy in line with developments in curriculum and educational technology. With these steps, it is hoped that higher quality learning interactions can be established in line with the vision of competent and character-based education.

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