Optimization of Strengthening Organizational Culture through the Development of Management Knowledge, Pedagogical Competence, Work Ethics, Organizational Commitment and Work Motivation

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ABSTRACT

The values and norms that are formed and implemented by an organization which must be adhered to by employees and leaders in the organization in order to shape the character of employees in their daily attitudes and behavior in carrying out their respective tasks and functions in order to achieve organizational goals are what is called Culture. Organization. Based on preliminary research, it is known that the organizational culture at PGRI Vocational Schools in Bogor Regency is relatively not optimal. Therefore, research is needed to obtain information on variables related to improving organizational culture. The aim of this research is to carry out strategies and ways to improve organizational culture by conducting research on the influence of the variables Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment and Work Motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions in efforts to improve Organizational Culture.
Keywords: Organizational Culture, Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, Work Motivation, SITOREM Analysis,

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1. INTRODUCTION

Organizational culture is a variety of values that envelop the typical patterns of thought, ideas and behavior held and carried out by human resources in an organization to achieve its goals. Organizational culture is the result of the process of merging the cultural styles and behavior of each individual that were brought before into a new norm and philosophy, which has the energy and pride of the group in facing certain things and goals.

Meanwhile, according to Torang (2014, p. 106) organizational culture can also be said to be habits that are repeated over and over again and become values and lifestyles by a group of individuals in the organization which are followed by subsequent individuals. This means that culture can be intentionally or unintentionally held and passed down from generation to generation within an organization. Darodjat (2015, p. 236) further stated that organizational culture is a system of values, beliefs, assumptions or norms that have long been in effect, agreed upon and followed by the members of an organization as guidelines for behavior and solving organizational problems.

Culture will influence the extent to which and in what way organizational members assume, behave, and interpret values in achieving organizational goals. Thus, organizational culture becomes an influential factor in shaping and giving meaning to organizational members to act and behave.

A good culture will influence the performance of organizational members in carrying out and carrying out their duties better. As concluded from previous research conducted by Susanti et al (2020) in their scientific research journal, that positive organizational culture is an important factor that can explain variations in organizational members. Shared cultural values can bind an organization to its members. Thus, these strong ties can create motivation for organizational members to improve the performance of organizational members in completing work optimally.

Based on a preliminary survey conducted on January 2-15 2024 by distributing questionnaires to 30 PGRI Vocational High School (SMK) school stakeholders in Bogor Regency, the data obtained were: 1). There were 35.5% of respondents who had not met expectations regarding innovation at work, 2). There were 42.7% of respondents who did not meet expectations in being oriented towards work results, 3) There were 37.8% of respondents who did not meet expectations in being team oriented, 4). There were 41.5% of respondents who

had not met expectations in empowering human resources in the organization, and 5). There are 45.8% of respondents who have not met expectations in being consistent with the rules that have been set, and 6). There were 40.8% of respondents who had not met expectations in adapting to changes.

The survey results above show that the organizational culture at PGRI Vocational High Schools (SMK) in Bogor Regency still needs to be improved and considering that organizational culture is an important element related to achieving educational goals, this Organizational Culture is interesting to research.

The aim of the research is to produce strategies and methods for improving organizational culture, namely by strengthening independent variables that have a positive influence on organizational culture. These variables are Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Motivation. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions and education offices.

2. LITERATURE REVIEW
2.1 Organizational Culture
Every organization has a set goal, vision and mission, achieving this through an activity or work program involving leadership, employees and the organization. This organizational culture plays a role in providing direction for members or leaders to act or behave and act at work.

Referring to various concepts, theories and research results that have been expressed by Robbins, S. P., & Judge, T. (2018), Schein, E. H. (2017), J.L. Gibson, J.M. Ivancevich, J.M. Donnelly, Jr., R. Konopaske. (2012: 31-32), Balaji, M. S., Jiang, Y., Singh, G., & Jha, S. (2020: 1-11), Joseph, O. O., & Kibera, F. (2019), Haryono, S. (2013), Buchanan, D. A., & Huczynski, A. A. (2019), can be synthesized as follows, that organizational culture is the values and norms formed and implemented by the organization which must be adhered to by employees and leaders in the organization in order to form employee character in their daily attitudes and behavior in carrying out their respective duties and functions in order to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) oriented towards work results, 3) team oriented, 4) empowerment of human resources in the organization, 5) consistent with established rules, and 6) adaptation to there is change.

2.2 Management Knowledge
Referring to various concepts, theories and research results that have been expressed by Marquardt, Michael J. (2012), Murray, E. Jennex. (2008), Hilmi Aulawi, et.all. (2009), Leung, Chan, et.all. (2013), E. Kusumadmo. (2013), it can be synthesized that Knowledge Management is an individual's activity in accessing, collecting, storing, processing, utilizing and developing personal knowledge to support the progress of himself and the organization. Indicators: 1) Acquisition of knowledge, 2) Collection of knowledge, 3) Storage of knowledge, 4) Processing of knowledge into new knowledge, 5) Utilization/application of knowledge, and 6) Sharing and distribution of knowledge

2.3 Pedagogical Competency
Referring to various concepts, theories and research results that have been expressed by Sudargini & Purwanto, 2020), Slocum et.al. (2019), Jason A. Colquit et.al. (2019), it can be synthesized that pedagogical competence is the teacher's ability to manage student learning in the teaching and learning process from planning to evaluation as fulfilling a certain role of the teaching profession. The indicators of servant leadership are as follows: 1) mastering the characteristics of students, 2) ability to manage learning, 3) use of learning technology, 4) implementation of evaluations and learning outcomes, and 5) development of students to actualize the various potentials they have.

2.4 Work Ethic
Referring to various concepts, theories and research results that have been expressed by Usman, (2009:385), Triguno, (2005:32), Gregory (2003: 59), Nitisemito, (2001:75), Hadiansyah & Yanwar (2015 : 152), Sinamo (2011: 26), it can be concluded that work ethic is an individual attitude of a person who has the characteristics and beliefs of good behavior so that they can provide more value and perform better in carrying out their work. The work ethic variable can be grouped into 5 indicators, (1) independence with sub-indicators (a) creative, (b) initiative, and (c) able to face challenges at work, (2) honesty with sub-indicators (a) admitting one's mistakes, (b) honesty in words and deeds, (3) totality with sub-indicators (a) integrity, (b) dedication and (c) loyalty, (4) quality of work with sub-indicators (a) compliance in completing tasks, (b) compliance with procedures, (c) work output, (5) career mobility with sub-indicators (a) education and training, (b) job level and (c) extrinsic rewards.

2.5 Organizational Commitment

Referring to various concepts, theories and research results that have been expressed by Djuanda, (2021), Widyastuti, (2016), Khan & Qazi, 2017), Putra & Taopik, (2016), Suparta et al., (2020), Cherkowski, (2012), Sezgin & Agar, (2012), then synthesized that Organizational Commitment is a psychological relationship between a person and his work which is proven through the level of loyalty and individual confidence to be actively involved in a job based on his professional goals and values through his will. to exert effort in the name of the profession and be willing to persist in membership of the profession. The dimensions and indicators of Organizational Commitment are as follows: a. Dimensions of affective commitment to the profession, with indicators: 1) strong affection for the profession and the organization, 2) having strong motivation to remain in the job, 3) being selfless and devoted in carrying out their duties, b. Dimensions of ongoing commitment to the profession, with indicators: 4) individual assessment of the cost of living if they leave their job, 5) lack of other professional alternatives, 6) having obligations in their work, c. Dimensions of normative commitment to the profession, with indicators: 7) maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession, and 8) the moral obligation of teachers to remain in their organization.

2.6 Work Motivation
Referring to various concepts, theories and research results that have been expressed by Jennifer M. George and R. Jones, (2012), Pinder, C. C. (2008), John R. Schermerhorn, Jr., at.al (2007), Greenberg J & Baron Robert. A, (2008), it can be synthesized that work motivation is the level of encouragement, desire and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has with the aim of maximum achievement.. Indicators of work motivation are as follows: 1) Attachment to work, 2) Desire for power, 3) Desire to gain appreciation and recognition, 4) Adequate rewards, 5) Job security, and 6) Good supervision.

2.7 SITOREM
SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Soewarto Hardhienata, 2017).

In the context of Correlational and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of research results for each indicator of the research variable, and 3) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

3. RESEARCH METHOD
As explained above, this research aims to find strategies and ways to improve Organizational Culture through research on the strength of influence between Organizational Culture as the dependent variable and Management Knowledge, Pedagogical Competency, Work Ethic, Professional Commitment and Work Motivation as the independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for improving Organizational Culture.
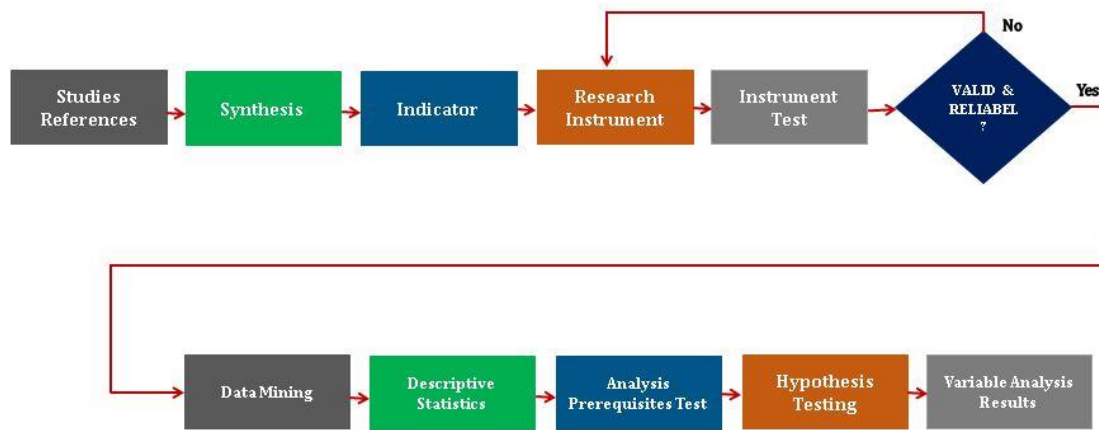
Figure 1.
Quantitative Research Step

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test a calculation was used using the Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. obtained from the answers of research respondents.
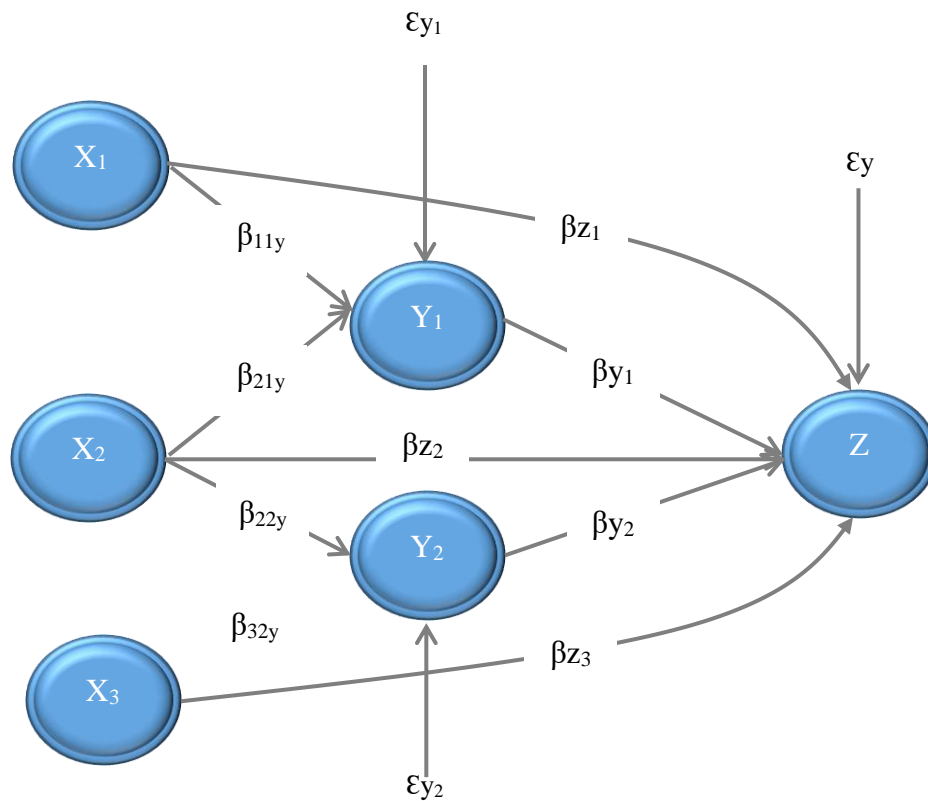
Figure 2.
Research Constellation

X1	: Management Knowledge	Y1	: Organizational Commitment
X2	: Pedagogical Competency	Y2	: Work Motivation
X3	: Work Ethic	Z	: Organizational Culture

a. βz_1 : Direct influence of Management Knowledge (X1) on Organizational Culture (Z).
b. βz_2 : Direct influence of Pedagogical Competency (X2) on Organizational Culture (Z).
c. βz_3 : Direct influence of Work Ethic (X3) on Organizational Culture (Z).
d. βy_1 : Direct influence of Organizational Commitment (Y1) on Organizational Culture (Z).
e. βy_2 : Direct influence of Work Motivation (Y2) on Organizational Culture (Z).
f. $\beta 11y$: Direct influence of Management Knowledge (X1) on Organizational Commitment (Y1)
g. $\beta 21y$: Direct influence of Pedagogical Competency (X2) on Organizational Commitment (Y1).
h. $\beta 22y$: Direct influence of Pedagogical Competency (X2) on Work Motivation (Y2)
i. $\beta 32y$: Direct influence of Work Ethic (X3) on Work Motivation (Y2)
j. $\beta z11y$: Indirect influence of Management Knowledge (X1) on Organizational Culture (Z) through Organizational Commitment (Y1)
k. $\beta z21y$: Indirect influence of Pedagogical Competency (X2) on Organizational Culture (Z) through Organizational Commitment (Y1)
l. $\beta z22y$: Indirect influence of Pedagogical Competency (X2) on Organizational Culture (Z) through Work Motivation (Y2)
m. $\beta z32y$: Indirect influence of Work Ethic (X3) on Organizational Culture (Z) through Work Motivation (Y2)

4. RESULTS AND DISCUSSION
4.1 Descriptive Statistics
Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1.
Summary of Statistical Description of Research Variables

Description	Management Knowledge (X_1)	Pedagogical Competency (X_2)	Work Ethic (X_3)	Organizational Commitmrnt (Y_2)	Work Motivation (Y_2)	Organizational Culture (Z)
Mean	126.28	124.10	122.91	122.80	121.05	126.75
Standard Error	1.25326	1.37182	1.19771	1.77186	1.21728	1.75046
Median	130	129	126.5	130	124	134
Mode	136	149	130	149	121	150
Stand Deviation	17.1838	21.2945	16.4221	24.2945	16.6906	24.001
Sample Variance	295.284	320.223	269.687	590.223	278.575	576.049
Kurtosis	0.85695	0.3495	1.64832	0.5498	0.58266	1.64903
Skewness	-1.0468	-0.6772	-1.3927	-0.7772	-0.9844	-1.4904
Range	77	90	81	101	70	101
Minimum Score	75	69	64	59	74	52
Maximum Score	152	170	145	160	144	153

4.2 Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2.
Estimated Standard Error Normality Test

Estimate Error	n	L_{count}	L_{table} $\alpha = 0{,}05$	$\alpha = 0{,}01$	Decision
$z - \hat{Y}_1$	168	0.003	0.065	0.075	Normality
$z - \hat{Y}_2$	168	0.002	0.065	0.075	Normality
$z - \hat{Y}_3$	168	0.007	0.065	0.075	Normality
$z - \hat{Y}_4$	168	0.006	0.065	0.075	Normality
$z - \hat{Y}_5$	168	0.006	0.065	0.075	Normality
$Y_1 - X_1$	168	0.001	0.065	0.075	Normality
$Y_1 - X_2$	168	0.004	0.065	0.075	Normality
$Y_2 - X_2$	168	0.002	0.065	0.075	Normality
$Y_2 - X_3$	168	0.004	0.065	0.075	Normality
Normal distribution requirements : $L_{count} < L_{table}$					

4.3 Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3.
Summary of Data Variance Homogeneity Test

Grouping	X^2_{count}	X^2_{table} $\alpha = 0{,}05$	Decision
y on the basis of X_1	3710.50	6132.59	Homogeny
y on the basis of X_2	4469.28	6890.01	Homogeny
y on the basis of X_3	4912.17	7288.01	Homogeny
y on the basis of Y_1	3714.91	6132.59	Homogeny
y on the basis of Y_2	4563.34	5768.59	Homogeny
Y_1 on the basis of X_1	3823.33	7288.01	Homogeny
Y_1 on the basis of X_2	4592.84	8451.28	Homogeny

Y_2 on the basis of X_2	4613.17	6192.48	Homogeny
Y_2 on the basis of X_3	3678.36	7678.01	Homogeny
Homogeneous population requirement $\chi^2_{count} < \chi^2_{table}$			

4.4 Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4.
Regression Model

Relationship Model Between Variables	Regression Model	Significance Test Results
y on x_1	$\hat{y} = 59,508 + 0,645X$	Significant
y on x_2	$\hat{y} = 54,744 + 0,523X$	Significant
y on x_3	$\hat{y} = 58,693 + 0,533X$	Significant
y on y_1	$\hat{y} = 69,508 + 0,645X$	Significant
y on y_2	$\hat{y} = 67,122 + 0,715X$	Significant
y_1 on x_1	$\hat{y} = 72,423 + 0,447X$	Significant
Y_1 on x_2	$\hat{y} = 72,122 + 0,382X$	Significant
y_2 on x_2	$\hat{y} = 56,152 + 0,577X$	Significant
y_2 on x_3	$\hat{y} = 54,165 + 0,623X$	Significant
y on x_1 through y_1	$\hat{y} = 56,77 + 0,40X_1 + 0,36X_2$	Significant
y on x_2 through y_1	$\hat{y} = 44,12 + 0,37X_1 + 0,43X_2$	Significant
y on x_2 throughi y_2	$\hat{y} = 51,45 + 0,44X_1 + 0,30X_2$	Significant
y on x_3 through y_2	$\hat{y} = 50,23 + 0,42X_1 + 0,54X_2$	Significant

4.5 Regression Model Significance Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 5.
Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y on x_1	$0,000^b$	0,005	Significant
y on x_2	$0,000^b$	0,005	Significant
y on x_3	$0,000^b$	0,005	Significant
y on y_1	$0,000^b$	0,005	Significant
y on y_2	$0,000^b$	0,005	Significant
y_1 on x_1	$0,000^b$	0,005	Significant
Y_1 on x_2	$0,000^b$	0,005	Significant
y_2 on x_2	$0,000^b$	0,005	Significant
y_2 on x_3	$0,000^b$	0,005	Significant
y on x_1 through y_1	$0,000^b$	0,005	Significant
y on x_2 through y_1	$0,000^b$	0,005	Significant
y on x_2 throughi y_2	$0,000^b$	0,005	Significant
y on x_3 through y_2	$0,000^b$	0,005	Significant
Significant Terms : Sig < α			

4.6 Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6.
Summary of Regression Model Linearity Test Results (t Test)

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
y on x_1	0,000	0,005	Linearity
y on x_2	0,000	0,005	Linearity
y on x_3	0,000	0,005	Linearity
y on y_1	0,000	0,005	Linearity
y on y_2	0,000	0,005	Linearity
y_1 on x_1	0,000	0,005	Linearity
Y_1 on x_2	0,000	0,005	Linearity
y_2 on x_2	0,000	0,005	Linearity
y_2 on x_3	0,000	0,005	Linearity
y on x_1 through y_1	0,000	0,005	Linearity
y on x_2 through y_1	0,000	0,005	Linearity
y on x_2 throughi y_2	0,000	0,005	Linearity
y on x_3 through y_2	0,000	0,005	Linearity

Linear Terms : Sig < α

4.7 Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, tcount will be a smaller value than ttable. The overall calculation results of the multicollinearity test are as follows:

Table 7.
Summary of Multicollinearity Test

Independent Variable	Tolerance	VIF	Precondition		Conclusion
Management Knowledge (X1)	0.237	4.645	H_0 :	VIF < 10, there is no multicollinearity	Ho accepted There is no multicollinearity
			H_1 :	VIF > 10, there is multicollinearity	
Pedagogical Competency (X2)	0.243	4.771	H_0 :	VIF < 10, there is no multicollinearity	Ho accepted There is no multicollinearity
			H_1 :	VIF > 10, there is multicollinearity	
Work Ethic (X3)	0.211	4.408	H_0 :	VIF < 10, there is no multicollinearity	Ho accepted There is no multicollinearity
			H_1 :	VIF > 10, there is multicollinearity	
Organizational Commitment (Y1)	0.212	4.356	H_0 :	VIF < 10, there is no multicollinearity	Ho accepted There is no multicollinearity
			H_1 :	VIF > 10, there is multicollinearity	
Work Motivation (Y2)	0.212	4.122	H_0 :	VIF < 10, there is no multicollinearity	Ho accepted There is no multicollinearity
			H_1 :	VIF > 10, there is multicollinearity	

4.8 Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is < 0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8.
Summary of Heteroscedascity Test

Independent Variable	Sig.	α	Precondition	Conclusion
Management Knowledge (X1)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Pedagogical Competency (X2)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Work Ethic (X3)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Organizational Commitment (Y1)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Work Motivation (Y2)	0,000	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

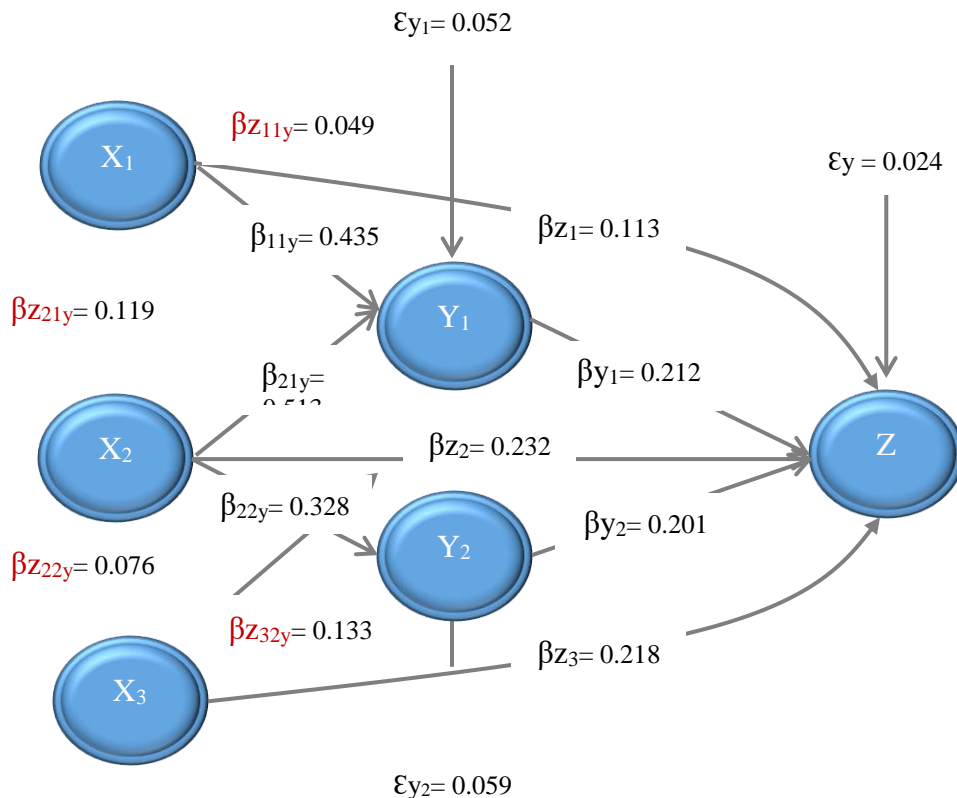*Path Analysis*

$\varepsilon y_1 = 0.052$

$\beta z_{11y} = 0.049$

X_1

$\varepsilon y = 0.024$

$\beta_{11y} = 0.435$ $\beta z_1 = 0.113$

$\beta z_{21y} = 0.119$

Y_1

$\beta_{21y} = 0.513$

$\beta z_2 = 0.232$

Z

X_2

$\beta y_1 = 0.212$

$\beta_{22y} = 0.328$

$\beta y_2 = 0.201$

$\beta z_{22y} = 0.076$

Y_2

$\beta z_{32y} = 0.133$

$\beta z_3 = 0.218$

X_3

$\varepsilon y_2 = 0.059$

Figure 2.
Path Analysis Results

X1 : Management Knowledge	Y1 : Organizational Commitment
X2 : Pedagogical Competency	Y2 : Work Motivation
X3 : Work Ethic	Z : Organizational Culture

The influence between the independent variable and the dependent variable when viewed from path analysis, the influence on the Organizational Culture variable (Z) is formed as a result of the functioning of the Management Knowledge (X1), Pedagogical Competency (X2), Work Ethic (X3) and Organizational Commitment (Y1) functions. and Work Motivation (Y2). Discussion of research results can be described as follows:

Table 9.
Research Hypothesis

Hypothesis	Path	Statistic Test	Decision	Conclusion
Management Knowledge (X1) to Organizational Culture (Z)	0.113	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Pedagogical Competency (X2) on Organizational Culture (Z)	0.232	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Work Ethic (X3) on Organizational Culture (Z)	0.218	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Commitment (Y1) to Organizational Culture (Z)	0.212	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Work Motivation (Y2) on Organizational Culture (Z)	0.201	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Management Knowledge (X1) to Organizational Commitment (Y1)	0.435	$H_0 : \beta_{11y} \leq 0$ $H_1 : \beta_{11y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Pedagogical Competency (X2) on Organizational Commitment (Y1)	0.513	$H_0 : \beta_{12y} \leq 0$ $H_1 : \beta_{12y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Pedagogical Competency (X2) on Work Motivation (Y2)	0.328	$H_0 : \beta_{22y} \leq 0$ $H_1 : \beta_{22y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Work Ethic (X3) on Work Motivation (Y2)	0.613	$H_0 : \beta_{32Y} \leq 0$ $H_1 : \beta_{32Y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Management Knowledge (X1) to Organizational Culture (Z) through Organizational Commitment (Y1)	0.049	$H_0 : \beta_{z11} \leq 0$ $H_1 : \beta_{z11} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Pedagogical Competency (X2) on Organizational Culture (Z) through Organizational Commitment (Y1)	0.119	$H_0 : \beta_{z12} \leq 0$ $H_1 : \beta_{z12} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Pedagogical Competency (X2) on Organizational Culture (Z) through Work Motivation (Y2)	0.076	$H_0 : \beta_{z22} \leq 0$ $H_1 : \beta_{z22} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence

Work Ethic (X3) on Organizational Culture (Z) through Work Motivation (Y2)	0.133	$H_0 : \beta z_{32} \leq 0$ $H_1 : \beta z_{32} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence

Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table 10.
Research Hypothesis

Indirect Influence	Z_{count}	Z_{table}	**Decision**	**Conclusion**
Management Knowledge (X1) to Organizational Culture (Z) through Organizational Commitment (Y1)	4.654	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Pedagogical Competency (X2) on Organizational Culture (Z) through Organizational Commitment (Y1)	4.478	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Pedagogical Competency (X2) on Organizational Culture (Z) through Work Motivation (Y2)	4,238	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Work Ethic (X3) to Organizational Culture (Z) through Work Motivation (Y2)	4,114	1,966	H_0 is rejected H_1 is accepted	proven to mediate

Optimal Solution for Improving Organizational Culture

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for improving Organizational Culture as follows:

Table 11.
SITOREM Analysis

Knowledge Management ($\beta z1 = 0,113$) (rangk.V)

	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Knowledge acquisition	1st	Knowledge sharing and distribution (18.17)	3.88
2	Knowledge gathering	2nd	Knowledge processing (18.13)	4.10
3	Knowledge storage	3rd	Knowledge storage (17.16)	4.00
4	Knowledge processing	4th	Utilization/application of knowledge (17.12)	3.61
5	Utilization/application of knowledge	5th	Knowledge acquisition (15.21)	3.60
6	Sharing and distribution of knowledge	6th	Knowledge gathering (14.21)	4.03

Pedagogy Competence ($\beta z2 = 0,232$) (rangk.I)

	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Mastering the characteristics of students	1st	Utilization of learning technology (21.38)	3.57

2	Ability to manage learning	2nd	Implementation of evaluation & learning outcomes (21.13)	4.02
3	Utilization of learning technology	3rd	Learner development (20.16)	3.68
4	Implementation of evaluation & learning outcomes	4th	Ability to manage learning (19.12)	4.04
5	Student development	5th	Mastering student characteristics (18.21)	3.74

Work Ethic (βz3 = 0,218) (rangk.II)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Independence	1st	Career mobility (20.38)	3.82
2	Honesty	2nd	Quality of work (20.16)	3.84
3	Totality	3rd	Honesty (20.13)	4.12
4	Quality of work	4th	Independence (20.12)	4.14
5	Career mobility	5th	Totality (19.21)	4.02

Organizational Commitmen (βy1 = 0,212) (rank.III)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Strong affection for the profession and the organization	1st	Having obligations in his work (14.07)	3.85
2	Has a strong motivation to stay in his job	2nd	Teachers' moral obligation to remain in their organization (14.03)	4.11
3	Selfless and devoted in carrying out his duties	3rd	Have a strong motivation to stay in the job (13.06)	3.65
4	An individual's assessment of the cost of living if he leaves his job	4th	Strong affection for profession and organization (13.02)	4.03
5	Lack of alternative professions	5th	Selfless and devoted in carrying out his duties (12.21)	3.78
6	Has obligations in his work	6th	Lack of other professional alternatives (12.19)	3.76
7	Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession	7th	Maintain stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession (11.03)	4.10
8	Teachers' moral obligation to remain in their organization	8th	Individual assessment of cost of living if leaving job (10.39)	4.12

Work Motivation (βy2 = 0,201) (rank.IV)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Attachment to work	1st	Adequate rewards (18.12)	3.89
2	Desire for power	2nd	Job Guarantee (18.08)	3.90
3	The desire to gain appreciation and recognition	3rd	Desire for appreciation and recognition (17.06)	3.98
4	Adequate rewards	4th	Good supervision (17.02)	4.12
5	Job Guarantee	5th	Will to power (15.22)	4.12

| 6 | Good supervision | 6th | Attachment to work (14.50) | 4.14 |

Organizational Culture

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Innovation at work	1st	Oriented to work results (18.17)	4.12
2	Oriented to work results	2nd	Team oriented (18.13)	4.14
3	Team oriented	3rd	Innovation in work (17.16)	4.10
4	Empowerment of human resources in organizations	4th	Empowerment of human resources in organizations (17.12)	3.86
5	Consistent with the rules that have been set	5th	Adaptation to change (15.21)	3.76
6	Adaptation to changes	6th	Consistent with established rules (14.21)	3.98

SITOREM ANALYSIS RESULT

Priority order of indicator to be Strengthened	Indicator remain to be maintained
1st Utilization of learning technology	1. Implementation of evaluation & learning outcomes
2nd Student development	2. Ability to manage learning
3rd Mastering the characteristics of students	3. Honesty
4th Career mobility	4. Independence
5th Quality of work	5. Totality
6th Has obligations in his work	6. Teachers' moral obligation to remain in their organization
7th Has a strong motivation to stay in his job	7. Strong affection for the profession and organization
8th Selfless and devoted in carrying out his duties	8. Maintain stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession
9th Lack of alternative professions	9. Individual assessment of the cost of living if he leaves his job
10th Adequate rewards	10. Good supervision
11th Job Guarantee	11. The will to power
12th The desire to gain appreciation and recognition	12. Attachment to work
13th Sharing and distribution of knowledge	13. Knowledge processing
14th Utilization/application of knowledge	14. Knowledge storage
15th Knowledge acquisition	15. Knowledge gathering
16th Empowerment of human resources in organizations	16. Oriented to work results
17th Adaptation to changes	17. Team oriented
18th Consistent with the rules that have been set	18. Innovation at work

5. CONCLUSIONS

Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded as follows:

a. Strengthening Organizational Culture can be done by using a strategy to strengthen variables that have a positive influence on Organizational Culture.

b. Variables that have a positive influence on Organizational Culture are Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment and Work Motivation. This was proven from the results of variable analysis using the Path Analysis method.

c. The way to strengthen organizational culture is to improve weak indicators and maintain good indicators for each research variable.

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