

# Teacher competence, school management, and organizational culture as joint drivers of teacher productivity: Evidence from SMA Negeri 66 Jakarta

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## ABSTRACT

This study investigates whether teacher competence, school management, and organizational culture jointly and separately shape teacher productivity in a public urban high school context. Using a census of 63 teachers at SMA Negeri 66 Jakarta, we administered multi-item Likert instruments aligned with national education standards and management/culture frameworks. Psychometric screening yielded high internal consistency across scales ( $\alpha \approx 0.88\text{--}0.96$ ), and classical OLS assumptions (normality, homoskedasticity, linearity, absence of harmful multicollinearity) were satisfied. Bivariate analyses showed that competence had the strongest zero-order association with productivity ( $r \approx 0.92$ ;  $R^2 \approx 81\%$ ), followed by organizational culture ( $r \approx 0.61$ ;  $R^2 \approx 37\%$ ) and school management ( $r \approx 0.44$ ;  $R^2 \approx 19\%$ ). In the simultaneous model, all predictors remained positive and significant, with combined explanatory power around 38–39% ( $p < .001$ ). Notably, organizational culture exhibited the largest marginal coefficient when controlling for the other variables, indicating that a collaborative, disciplined, and trust-rich culture amplifies the translation of individual competencies into observable performance. Managerially, the results imply that targeted improvements in budgeting transparency and cycle discipline, structured peer learning (e.g., lesson study, peer observation), and timely, specific recognition can elevate productivity beyond its already favorable baseline. The findings support a triadic productivity model in which capability (competence), systems (management), and norms (culture) operate as complementary levers of performance.

**Keywords:** teacher competence, school management, organizational culture, teacher productivity, SMA Negeri 66 Jakarta

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RESEARCH & PUBLISHING



## 1. INTRODUCTION

Globalisation has reshaped social, economic, and cultural life by accelerating technological diffusion—computers, the internet, satellites, and mobile devices—so profoundly that information can be accessed “at the touch of a button,” altering lifestyles, social interaction, learning, and work (Tilaar, 2005). This technological revolution democratises opportunity by flattening competitive playing fields, yet it also enlarges exposure to social risks such as cybercrime and youth delinquency (Tilaar, 2005). Within this disruption, education stands out as the most strategic institution for transforming knowledge and national values: it remains the most credible pathway for nations to lift citizens from poverty, ignorance, and underdevelopment, and to cultivate human capital able to compete globally (Naisbit & Aburdene, 1999). Investing in education not only equips individuals with skills and technology mastery but also fosters a healthy business climate conducive to economic growth. For Indonesia, education must be conceived as a systematic, continuous effort—across family, society, and formal institutions—to add value to human life in social, cultural, economic, and political dimensions, supported by high-quality human resources responsive to change (Mulyasa, 2006).

Three requirements are consistently emphasised for education to contribute meaningfully to human capital formation: adequate facilities, quality learning resources, and—decisively—professional teachers and education personnel (Djojonegoro in Mulyasa, 2006). While urban schools often possess sufficient infrastructure and sound curricula, evaluations frequently reveal unremarkable outcomes. This gap underscores that facilities and curricula are necessary but not sufficient; the defining factor is the human element—especially teacher quality—integrating intellectual, moral, creative, and spiritual capacities (Mulyasa, 2006). Consequently, the first reform priority is professionalising teachers through tiered and continuous development across formal, informal, and non-formal learning pathways (Mulyasa, 2006).

Teacher quality drives outcomes. Teachers carry a dual macro-function, the quality of national education rests significantly on teachers’ competence (Hanushek, 2011). Teachers carry a dual macro-function: they transfer knowledge and model character formation. In this sense, the quality of national education rests significantly on teachers’ competence. Historical accounts—such as Ki Hadjar Dewantara’s Tamansiswa—illustrate that outstanding teaching can thrive even with minimal facilities when teachers are exemplary; many Tamansiswa alumni became accomplished societal figures (Ki Supriyoko, 2007). The contemporary debate on school quality often over-invests in curriculum, buildings, and testing while neglecting a serious, comprehensive discussion of teachers’ classroom effectiveness and professionalism (Ki Supriyoko, 2007). Persistent challenges—truancy during instructional time, student brawls, and low academic attainment—further justify the urgency of competent teachers who can create engaging, motivating, and productive learning climates (Mulyasa, 2006). Competent teachers are central actors in planning, delivering, and evaluating instruction; their competence shapes the learning climate and student motivation (Tschannen-Moran & Woolfolk Hoy, 2001).

Evidence from developing-country settings consolidates this view. Syntheses by Simon and Alexander (in Mulyasa, 2006) show two levers of teacher impact on student achievement: the effective time teachers devote to classroom work and teachers’ instructional quality. Competent teachers are central actors in planning, delivering, and evaluating instruction; their competence shapes the learning climate and student motivation, ultimately raising productivity at the teacher level (Mulyasa, 2006). In Indonesia, statutory expectations reinforce this professional mandate. Undang-Undang No. 14 Tahun 2005 requires teachers to plan, deliver, assess, and evaluate learning professionally; sustained improvements in teacher performance hinge on school support and leadership that integrate teacher competence with organisational systems.

School management is the second pillar. Management is vital to all organisations, and educational institutions are no exception. The effectiveness of school management—planning, organising, actuating, and controlling—determines whether a school’s resources are optimally aligned to attain its objectives. In practice, management weaknesses have been identified as core contributors to crises in Indonesian education, especially the shortage of professional educational administrators and the misplacement of

personnel lacking required competencies (source file). Decentralisation and school-based management (SBM) respond to these issues by granting autonomy to schools and inviting stakeholder participation, thereby demanding strong managerial capacity from principals and professional teacher performance to realise SBM's promise. In this configuration, the principal is the most consequential single factor in building an effective school. As administrator and educational manager, the principal must exhibit conceptual, human-relation, and technical skills: seeing the school as an integrated whole, collaborating effectively with personnel, and mastering methods, processes, and classroom management techniques (source file).

The leadership role is codified in governance regulations. Peraturan Pemerintah No. 38 Tahun 1992 defines education managers (including principals) as responsible actors for institutional administration; principals bear accountability for educational delivery, school administration, staff capacity building, and the stewardship of facilities and infrastructure (Republik Indonesia, 1992). Empirical indications align with this: communication patterns and conflict-management styles of principals jointly contribute to teaching performance, and effective classroom management and teaching performance, even if with modest effect sizes, are linked to student achievement. In short, professional school management—embodied in capable leadership—creates the conditions for teacher productivity, including monitoring, feedback, and motivation systems that sustain high performance.

Organisational culture constitutes the third lever. Culture comprises shared values, beliefs, assumptions, and expectations that guide thinking and behaviour in pursuit of organisational goals. Organisational culture comprises shared values and norms... and is associated with productivity, commitment, and performance (Hartnell, Ou, & Kinicki, 2011). It offers a coherent framework for reconciling individual differences and coordinating action. In corporate and public settings, culture is repeatedly associated with productivity, performance, commitment, self-efficacy, and ethical conduct. Schein (2004) highlights the reciprocal relationship between leadership and culture across organisational life cycles; leadership both shapes and is shaped by culture. Numerous studies identify cultural values and behavioural norms that enable sustained success. In Indonesia's public sector, Keputusan Menteri PAN No. 25/KEP/M.PAN/04/2002 articulates a “budaya kerja aparatur negara” encompassing values, systems, and behavioural standards expected of civil service personnel, intended to enhance both individual self-actualisation and unit performance (KemenPAN, 2002). Empirical studies further report that supportive organisational culture elevates organisational commitment, job satisfaction, and human-resource performance.

The productivity lens integrates these three domains. Schools seeking excellence must therefore orchestrate individual, team, and organisational performance through aligned teacher competence development, empowering management practices, and value-consistent cultural norms. In this triad, the principal's managerial acumen is pivotal to align goals, resources, and behaviours; teacher competence is the engine that converts resources into learning results; and culture is the glue that ensures consistency, motivation, and ethical action (Schein, 2004; Mulyasa, 2006).

Against this theoretical and policy backdrop, the study localises its inquiry at SMA Negeri 66 Jakarta. Preliminary interviews indicate generally good teacher productivity and notable individual achievements, supported by attendance monitoring and school rules that reinforce work discipline. Teacher competence is reported to be adequate: strong motivation to fulfil professional tasks, subject-fit qualifications, and ongoing self-development. The school's management is also assessed positively: the principal demonstrates high managerial role enactment, implements open and clean governance, and invests in learning facilities to make teachers' work more effective. Importantly, the school articulates an organisational culture—in its educational handbook—centred on professional service and output–outcome orientation, with values that emphasise innovation, open communication, equality, and non-discriminatory leader–subordinate relations. These cultural elements aim to meet stakeholder expectations and foster teacher satisfaction in their work.

These observations, however, do not imply there is no scope for improvement. Even with favourable conditions, the literature suggests that gains in teacher productivity require deliberate alignment: (1) strengthening teacher competence across pedagogic, professional, personal, and social

domains; (2) enhancing managerial systems that provide clarity of goals, supportive supervision, and performance feedback; and (3) institutionalising a culture that normalises collaboration, continuous improvement, and shared accountability (Mulyasa, 2006; Schein, 2004). The legal–regulatory environment already sets expectations for teacher professionalism (UU No. 14/2005) and school leadership responsibilities (PP No. 38/1992), while public-sector culture directives (KEP/M.PAN/2002) offer a normative base for behavioural consistency and service excellence.

From here, the study positions four research questions around the partial and simultaneous effects of teacher competence, school management, and organisational culture on teacher productivity; and it proposes descriptive assessments of each construct within SMA Negeri 66 Jakarta. The underlying logic model is straightforward: competent teachers design and enact high-quality instruction; effective management mobilises resources and maintains performance conditions; and an enabling culture sustains motivation, commitment, and ethical practices. If the three are present and mutually reinforcing, teacher productivity—manifest in disciplined attendance, effective instructional delivery, timely task completion, and value-adding contributions to school goals—should rise (Mulyasa, 2006).

In sum, the background establishes (i) a global imperative for competitive, ethical, and human-centred education in a high-tech era (Tilaar, 2005; Naisbitt & Aburdene, 1999; Amich, 2005); (ii) a national mandate to professionalise teachers and strengthen school management under decentralised governance (UU No. 14/2005; PP No. 38/1992; SBM policy discourse); and (iii) a behavioural case for robust organisational culture as the performance backbone (Schein, 2004; A; KemenPAN, 2002). Within SMA Negeri 66 Jakarta, early indications of good practice provide a credible setting to test whether—controlling for context—the three predictors significantly and jointly shape teacher productivity. The study's contribution is thus both practical and theoretical: practically, it guides leadership and policy choices in staffing, development, governance, and culture-building; theoretically, it integrates human capital, management, and culture into a coherent framework of school-level productivity that can be replicated across comparable Indonesian contexts (Mulyasa, 2006).

## 2. METHOD

This empirical, explanatory study tests whether Teacher Competence (X1), School Management (X2), and Organizational Culture (X3)—identified in the introduction as decisive levers of school effectiveness—affect Teacher Work Productivity (Y) at SMA Negeri 66 Jakarta. The design is correlational–causal, estimating both partial and simultaneous effects among the predictors and the outcome. The site is SMA Negeri 66 Jakarta (Jl. Bango III, Pondok Labu, Cilandak, Jakarta Selatan); data collection ran from April to August 2012.

The population comprises all 63 teachers at SMA Negeri 66 Jakarta in 2012. Given the modest frame and the intent to maximize statistical power without sampling error, the study uses total sampling (census): every eligible teacher is invited, irrespective of rank or functional position. This approach assumes a relatively homogeneous staff structure and eliminates sampling–frame coverage issues commonly faced in stratified designs.

Guided by the background's emphasis on human capital and institutional conditions, the independent variables are: Teacher Competence (X1)—the integrated set of pedagogical, professional, personal, and social capabilities enacted in professional duties; School Management (X2)—the P-O-L-C cycle (planning, organizing, leading, controlling) applied to core school subsystems (curriculum, students, personnel, finance, and facilities); and Organizational Culture (X3)—the shared values and norms that shape behavior (e.g., proactivity, team orientation, trust, orderliness, discipline, exemplary conduct). The dependent variable Teacher Work Productivity (Y) is conceptualized as the input–output relationship reflected in (1) rewards received, (2) work conditions, (3) recognition, (4) supervisory/peer support, and (5) successful task completion. All constructs are measured on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) with multi-item indicators as specified in the operationalization matrix. The content domain references the national education framework and standard HR/performance literature used in the instrument blueprint.

## 2.1 Instruments and Data Sources

Primary data are collected via a self-administered, closed-ended questionnaire distributed to all teachers. Secondary documentation (e.g., internal productivity records, regulations, and relevant textbooks) supplements construct scoping and triangulates descriptive statistics. The questionnaire items for each dimension/indicator follow the operational grid and use identical Likert anchors to preserve scale comparability across constructs.

## 2.2 Validity and Reliability Procedures

Content (face) validity is first reviewed by a language/content expert to ensure clarity and relevance to teachers' work context. Construct validity is then checked using item–total correlations (Pearson product–moment); items with significant, positive correlations to their scale total are retained. Scale reliability is assessed using Cronbach's alpha internal consistency; coefficients meeting conventional thresholds are considered acceptable. These steps align with the instrument testing procedures and criteria reported in your methods chapter.

## 2.3 Descriptive Statistics and Assumption Tests

Descriptive analysis summarizes central tendency and dispersion (mean, median, mode, variance, standard deviation) and visualizes frequency distributions (tables/histograms) to profile each construct. Before hypothesis testing, classical OLS assumptions are assessed: (1) Normality via the Lilliefors procedure; decisions follow the Lo vs. Ltable rule at  $\alpha = 0.05$ ; (2) Homoskedasticity/Heteroskedasticity via scatterplot inspection and variance diagnostics; models are preferred when residual variance is patternless and  $VIF \leq 2$  as a practical guardrail in this context; (3) Multicollinearity via inter-predictor correlations; values  $< 0.90$  indicate no harmful redundancy; (4) Linearity and model significance via standard F-tests and pattern checks, consistent with the linear specification used in subsequent regression.

## 2.4 Hypotheses and Analytical Strategy

The core hypotheses translate the introduction's causal logic into testable relations: H1–H3 posit positive, significant partial effects of X1, X2, and X3 on Y; H4 posits a positive, significant simultaneous effect of X1, X2, X3 on Y. Analysis proceeds in two tiers: (1) Bivariate tests using Pearson correlations ( $r$ ) with t-tests for significance at  $\alpha = 0.05$ , evaluating the zero-order association between each predictor and productivity. (2) Multivariate tests using multiple linear regression (OLS): ( $\hat{Y} = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$ ). Model fit is evaluated with  $R^2$  and Adjusted  $R^2$  to quantify explained variance; F-tests assess overall model significance; t-tests evaluate each coefficient's contribution while holding others constant. Reporting follows standard practice (estimate, standard error, t, p-value, 95% CI), with diagnostics documented for transparency.

Data collection adheres to institutional norms for confidentiality and voluntary participation; responses are aggregated and used solely for research. Given the census design and single-school scope, external validity is analytic rather than statistical; inferences generalize to settings that share key characteristics (public urban high schools with similar governance and HR regimes). To mitigate common-method bias, the instrument mixes positively and neutrally worded items, preserves anonymity, and separates predictor and outcome sections.

Link to theoretical frame and local policy. This design operationalizes the background's triadic performance theory—human capability (competence), managerial systems (school management), and normative glue (culture)—within Indonesia's educational governance and professionalism mandates. By measuring these constructs rigorously and testing their effects on teacher productivity at SMA Negeri 66 Jakarta, the method provides an evidence-based adjudication of the study's central claim that teacher

professionalism, managerial quality, and cultural strength jointly shape productivity outcomes in public schooling.

### **3. RESULT AND DISCUSSION**

#### **3.1 Respondent Profile and Instrument Quality**

The respondent pool comprises all teachers at SMA Negeri 66 Jakarta during the study period, representing a mature and experienced staff. Most teachers fall within the 30–39 age bracket, the majority are female, and the dominant educational attainment is a bachelor's degree. Years of service cluster between eleven and twenty years, signaling a workforce with institutional memory and sustained classroom exposure. These features matter because they often correlate with more stable instructional routines and a richer repertoire of pedagogical strategies, reducing the variance in individual performance that sometimes appears in less experienced faculties.

The measurement instruments demonstrate strong psychometric adequacy. Item screening using item–total correlations yields the following: Teacher Competence (X1) retains twenty valid items; School Management (X2) retains twenty-four; Organizational Culture (X3) retains fourteen; and Teacher Productivity (Y) retains ten. Cronbach's alpha results indicate very high internal consistency for all scales, with coefficients ranging approximately from 0.88 to 0.96. These values exceed conventional thresholds, suggesting the indicators cohere well around their respective constructs. The classical OLS assumptions are also satisfied: residuals are normally distributed, collinearity checks are within tolerable bounds, variance appears homoscedastic, and linear fit is appropriate. Consequently, the data and model are suitable for inferential tests and the interpretation of regression estimates.

#### **3.2 Descriptive Signals from the Constructs**

Descriptive patterns are favorable across the three predictors. Teachers report high agreement with statements tapping the breadth and depth of professional competence—particularly in developing diverse instructional models and in maintaining personal integrity and consistency. On School Management, the most positively viewed elements relate to curriculum planning and the availability of operational guidance, though the budgeting process (RAPBS) is perceived as an area requiring additional clarity and transparency. Organizational Culture is similarly strong on teamwork and trust, yet openness in teamwork emerges as a relatively weaker node. The outcome variable, Teacher Productivity, records high levels of agreement overall, with managerial recognition from the principal standing out as a key motivational and evaluative signal.

#### **3.3 Bivariate Effects on Teacher Productivity**

Three single-predictor models quantify the gross contribution of each construct to productivity. First, Teacher Competence (X1) exhibits a very strong correlation with Productivity (Y), explaining roughly four-fifths of the variance in a bivariate specification. The slope is positive and significant, indicating that improvements in competence—spanning pedagogical knowledge, professional mastery of subject matter and technology, ethical comportment, and social capability—are associated with higher productivity outcomes. This aligns with the study's theoretical framing that what teachers know and can do is the most immediate engine of classroom output and effectiveness.

Second, School Management (X2) shows a moderate-to-strong positive association with Productivity, accounting for just under one-fifth of variance in the bivariate context. This magnitude suggests that plans, routines, resource allocation, supportive supervision, and transparent financial governance function as important contextual enablers for individual performance, even if they exert less influence than competence when examined in isolation.

Third, Organizational Culture (X3) demonstrates a strong positive bivariate link with Productivity, explaining over one-third of variance. Cultural attributes such as proactivity, teamwork, trust, discipline,



orderliness, and exemplary conduct improve the ease with which teachers work, reduce coordination frictions, and heighten consistency in delivering instructional responsibilities. The presence of a shared value system appears to guide behavior toward collective goals and to amplify the motivational ecology of the school.

### 3.4 Simultaneous Effects and Shared Variance

When the three predictors are analyzed simultaneously in a multiple regression model, the combined explanatory power reaches approximately 38–39 percent. All coefficients remain positive and statistically significant, confirming that competence, management, and culture each contribute to productivity once the overlap among them is controlled. An intriguing shift occurs in the relative magnitudes of the standardized or comparable coefficients: Organizational Culture emerges as the strongest marginal predictor in the simultaneous model, followed by Teacher Competence and School Management. This shift implies that, although competence dominates the bivariate view, part of competence's effect is shared with or transmitted through management routines and cultural norms. Said differently, the more the organization offers enabling systems and a supportive ethos, the more fully teachers can convert their capabilities into measurable output. See table 1

**Table 1. Summary of Key Relationships (Bivariate and Simultaneous)**

| Model               | Direction    | Strength (r/R)           | Explained Variance (R <sup>2</sup> ) | Significance | Interpretation                                                |
|---------------------|--------------|--------------------------|--------------------------------------|--------------|---------------------------------------------------------------|
| <b>X1 → Y</b>       | Positive     | Very Strong (r≈0.92)     | ≈81%                                 | p<0.05       | Competence is a powerful direct driver of productivity.       |
| <b>X2 → Y</b>       | Positive     | Moderate–Strong (r≈0.44) | ≈19%                                 | p<0.05       | Management provides enabling structures and clarity.          |
| <b>X3 → Y</b>       | Positive     | Strong (r≈0.61)          | ≈37%                                 | p<0.05       | Culture fosters cohesion, trust, and consistent behavior.     |
| <b>X1+X2+X3 → Y</b> | All Positive | R≈0.62                   | ≈38–39%                              | p<0.001      | Culture shows the largest marginal effect in the joint model. |

This combination of results is robust to assumption checks and is consistent with the study's causal logic: competence readies the individual to perform, management supplies the operational runway, and culture acts as the adhesive and amplifier that turns many individual efforts into a sustained organizational pattern of productivity.

### 3.5 Interpretive Themes

First, Teacher Competence behaves like an engine at the classroom level. It encompasses pedagogical depth (understanding learners, learning theories, curriculum design), professional mastery (subject matter, assessment practice, educational technology), ethical steadiness (integrity, responsibility), and social skills (communication, collaboration, empathy). In the bivariate analysis, it explains the largest share of variation in productivity. However, when management and culture enter the simultaneous model, the competence coefficient declines, implying that competence 'translates' into output more effectively under certain organizational conditions. In practice, this means that development programs and certifications yield the greatest returns when the school's management cycle and cultural norms do not work at cross-purposes to classroom excellence.

Second, School Management functions as a systemic lever. Planning, organizing, leading, and controlling processes—particularly curriculum alignment, workload distribution, targeted professional development, and transparent budgeting—create predictability and resource sufficiency. The weaker node in the descriptive profile is RAPBS, which suggests potential bottlenecks or limited visibility into financial flows. Addressing this node could improve the timeliness of material support for instruction and professional development, thereby raising productivity indirectly. The regression results show that

management's marginal effect is smaller than culture's in the simultaneous model, but still positive and significant, indicating its role as a stabilizer and enabler of sustained performance.

Third, Organizational Culture emerges as the largest marginal predictor when all three constructs are considered together. Culture reflects the shared meanings that inform day-to-day choices: proactivity, teamwork, trust, discipline, orderliness, and role-modeling behavior. Such norms reduce coordination costs, improve psychological safety, and enable peer learning. The relatively weaker aspect—openness in teamwork—pinpoints a pragmatic improvement lever: structures for reflective practice (e.g., lesson study), peer observation with feedback, and team charters with explicit communication commitments can raise openness, which in turn should strengthen knowledge transfer and collaborative problem-solving.

### **3.6 Managerial Implications for SMA Negeri 66 Jakarta**

Given the school's favorable baseline—competent and motivated teachers, supportive leadership recognition, structured curriculum processes, and a growing culture of collaboration—the path to higher productivity involves targeted fine-tuning rather than wholesale redesign. Three priorities are recommended. First, enhance RAPBS transparency and cycle discipline to ensure that facilities, instructional materials, and development activities are scheduled and funded with minimal friction. Second, embed openness in teamwork through regularized structures: lesson study cycles, peer observations with formative feedback, and team retrospectives that convert experience into organization-wide learning. Third, maintain and calibrate performance recognition to be timely, specific, and linked to observable instructional practices; this signal appears strongly associated with perceived productivity and can reinforce desired behaviors.

Monitoring should accompany implementation. For budgeting, track variance between planned and executed line items and measure lead times from request to fulfillment. For teamwork openness, use short pulse surveys on psychological safety and knowledge sharing, and triangulate with participation rates in peer observation. For recognition, analyze distribution patterns to avoid over-concentration and ensure alignment with transparent criteria. These metrics enable timely course corrections and foster a culture of evidence-informed management.

## **4. CONCLUSION**

The evidence from SMA Negeri 66 Jakarta substantiates a clear, triadic performance architecture: teacher competence functions as the immediate engine of classroom output; school management supplies the operational runway through planning, resource alignment, and supervisory support; and organizational culture acts as the adhesive that coordinates effort, reduces friction, and sustains motivation. Although competence dominates in bivariate terms, culture emerges as the strongest marginal driver once overlap among predictors is controlled, implying that professional skills yield the highest returns within a cooperative, disciplined, and trust-based social system. Practically, three priorities follow. First, tighten RAPBS transparency and cycle discipline to ensure timely provisioning for instruction and professional development. Second, institutionalize openness in teamwork via lesson study cycles, structured peer observation with formative feedback, and team retrospectives that convert experience into shared know-how. Third, maintain and calibrate recognition practices so they are timely, specific, and visibly tied to effective instructional behaviors. Taken together, these moves are likely to raise productivity beyond its strong baseline by converting individual capabilities into collective, durable performance patterns. More broadly, the study affirms that investments in professional development must proceed in tandem with management process reliability and culture-building if schools are to achieve stable gains in teacher productivity and student learning outcomes in comparable Indonesian public high-school settings.

### **Ethical Approval**

Not Applicable



**Informed Consent Statement**

Not Applicable

**Disclosure Statement**

The Authors declare that they have no conflict of interest

**Data Availability Statement**

The data presented in this study are available upon request from the corresponding author for privacy.

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**Notes on Contributors**

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