

## The Influence of Organizational Culture on Teachers' Work Ethic in Senior High School

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### Keywords

organizational culture;  
Work ethic of teachers;  
Teacher Professionalism;  
Education Management.

### Article History

Submission : 20-05-2026  
Revised : 02-06-2026  
Publish : 11-06-2026

### Abstract

Organizational culture is one of the important factors in shaping the professionalism, discipline, responsibility, and commitment of teachers in the educational environment. A positive organizational culture is able to create a work environment that supports cooperation, effective communication, and increases teachers' work motivation. This study aims to analyze the influence of organizational culture on the work ethic of teachers at SMA Negeri 9 Bandar Lampung. This study uses a quantitative approach with a type of correlational research involving 70 teachers as a research sample through a total sampling technique. Data collection was carried out through questionnaires, observations, and documentation, while data analysis used Pearson Product Moment correlation test and simple linear regression with the help of IBM SPSS Statistics 25. Research shows that organizational culture has a positive and significant influence on teachers' work ethic. A conducive organizational culture is able to increase discipline, cooperation, professionalism, and commitment of teachers in carrying out educational tasks. In addition, positive organizational values also help create a more harmonious and productive school environment. Strengthening organizational culture is very important in improving teachers' work ethic and the quality of education. The school is expected to be able to develop positive organizational values through effective communication, cooperation, leadership support, and professional development on an ongoing basis. The next study is suggested to examine other variables such as leadership style, job satisfaction, motivation, and work environment in order to gain a more comprehensive understanding of the factors that affect teachers' work ethic.

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### INTRODUCTION

Education is one of the strategic sectors that has a very important role in determining the progress of a nation. Good quality education will produce human resources that are superior, competitive, and able to face the development of science and technology in the era of globalization. In the process of implementing education, teachers have a central position as the main implementer of learning activities in schools. Teachers not only play the role of delivering material, but also as educators, guides, motivators, and role models for students. Therefore, the success of education is greatly influenced by the quality and work ethic of teachers in carrying out their professional duties. Teachers who have a high work ethic tend to show a strong attitude of discipline, responsibility, commitment, and dedication to their work so that they are able to

create an effective and quality learning process (Aisyah et al., 2021). Teachers who have a high work ethic will carry out their duties with full trust, provide maximum educational services, and become an example for students in terms of discipline and responsibility (Government of the Republic of Indonesia, 2005). This is in line with the view of Jansen H. Sinamo who explains that work ethic is a set of positive behaviors rooted in fundamental beliefs and total commitment to work (Sinamo, 2011). However, the reality in the field shows that teachers' work ethic is still one of the problems that needs serious attention. Based on the results of initial observations at SMA Negeri 9 Bandar Lampung, it was found that there was a difference in the level of discipline and work commitment of teachers. Some teachers show high morale and responsibility for learning tasks, while others are still less than optimal in

completing learning administration and have low participation in school activities. In addition, the results of interviews with the Public Relations and Curriculum Supervisor show that teachers' perceptions of the school organizational culture are still diverse. Some teachers feel that the school has supported the implementation of their duties to the maximum through the policies and facilities available, while others feel that they do not get an appreciation for the hard work done. This condition raises allegations that the weak implementation of organizational culture can affect the work ethic of teachers in schools.

In Indonesia, the problem of teachers' work ethic is still a fairly complex issue in the world of education. There are still teachers who lack discipline in carrying out their duties, are late in preparing learning tools, and are less active in professional development activities (BPS, 2024). This condition shows that improving the quality of education not only requires the academic competence of teachers, but also requires a strong and professional work culture. The Central Statistics Agency shows that the quality of human resources in the education sector still needs serious improvement (BPS, 2024). Therefore, schools need to build an organizational culture that is able to encourage teachers to work optimally and responsibly. An organizational culture that instills the values of discipline, integrity, cooperation, and professionalism is believed to improve teachers' work ethic so that educational goals can be achieved effectively and efficiently. Teachers' work ethic is not only influenced by individual factors, but also influenced by the environmental conditions of the organization in which teachers work. An organizational environment that is not conducive can affect motivation, work spirit, loyalty, and commitment of teachers in carrying out their professional duties. Therefore, organizational culture is one of the important factors that is suspected to have an influence on teachers' work ethic. Organizational culture is a set of values, norms, beliefs, traditions, and behavior patterns that develop in an organization and are used as a common guideline in acting (Sutarmi, 2024). According to Edgar H. Schein, organizational culture is a pattern of basic assumptions developed by a group in dealing with external adaptation and internal integration problems that are then taught to new members as the correct way of thinking and acting (Edgar, 2010).

In the context of education, the culture of the school organization is reflected through

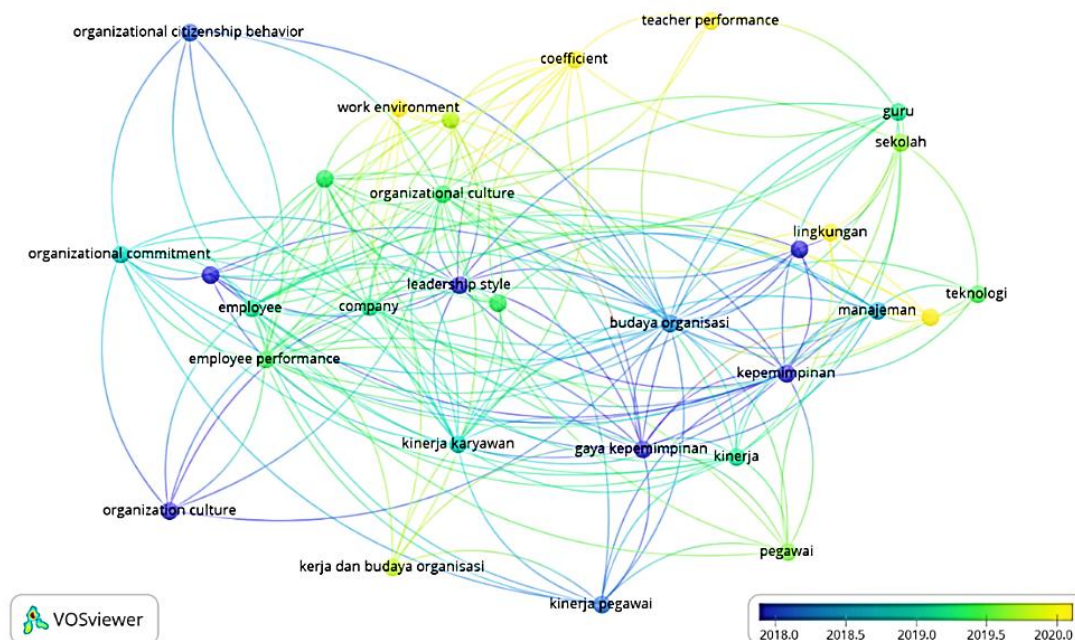
discipline, cooperation, communication, responsibility, and commitment of all school residents in achieving educational goals. A positive organizational culture can create a harmonious work atmosphere, increase the sense of belonging to the organization, and encourage teachers to work professionally and responsibly. On the other hand, a weak organizational culture can lead to low loyalty, weak coordination, decreased work motivation, and low teacher enthusiasm in carrying out educational tasks (Gusnita, 2024). Owen explained that organizational culture is a norm that provides guidelines regarding acceptable and unacceptable behavior in the organization. Meanwhile, Bader emphasized that organizational culture is related to interpersonal communication skills, cooperation, and coordination between organizational members (Rahma et al., 2013). The importance of organizational culture in improving the quality of teachers' work is also strengthened by several previous studies. Research (Sukardewi et al., 2013) shows that organizational culture has a significant contribution to the performance of State High School teachers in Amlapura City along with adversity quotient and work ethic of teachers. The study confirms that positive organizational values are able to shape teachers' professional work behavior (Sukardewi et al., 2013). Rahmawati and Sobri's research also found that the school organizational culture and teachers' self-efficacy had a significant effect on the work ethic of public high school and vocational schools in Pasuruan City with a significance value of 0.000 ( $<0.05$ ) (Rahmawati & Sobri, 2021). In addition, research by Oktavia et al., shows that school organizational culture contributes to improving teacher performance along with the variables of work ethic, job satisfaction, and transformational leadership style (Oktavia et al., 2019).

Prasetyanto's research also proves that organizational culture and job satisfaction have a significant influence on the work ethic of civil servant teachers in the Special Region of Yogyakarta. The results of the study show that a good work environment and a positive organizational culture play a greater role in shaping work ethic than leadership factors alone (Prasetyanto, 2014). Furthermore, Fahrudin's research shows that organizational behavior and organizational culture have a positive and significant influence on the work ethic of State Junior High School teachers. The research emphasizes the importance of social interaction and work culture in shaping teachers' work morale

(Fahrudin, 2020). Based on these previous studies, it can be concluded that organizational culture has an important role in shaping teachers' work ethic, although research that specifically examines the influence of organizational culture on the work ethic of high school teachers in Lampung Province is still relatively limited. In addition to theoretical and empirical approaches, research developments on organizational culture and work ethic have also begun to be analyzed using a bibliometric approach with the help of the VOSviewer application. This application is used to visualize

the relationship between research, keyword networks, and trends in research developments in a field of study. The use of VOSviewer helps researchers understand the relationship between organizational culture concepts and work ethic, work motivation, teacher professionalism, and educational leadership. Thus, bibliometric analysis provides an idea that the study of organizational culture and teacher work ethic is a topic that continues to develop and has high relevance in education management research.

Figure 1 Visualization of Co-occurrence Keywords Research The Influence of Organizational Culture on Teachers' Work Ethic.



Based on this description, this study aims to analyze the influence of organizational culture on the work ethic of teachers at SMA Negeri 9 Bandar Lampung by using a correlational quantitative approach. This research is expected to make a theoretical contribution to the development of education management studies, especially related to organizational culture and teacher work ethic, as well as provide practical benefits for schools in strengthening organizational values to improve teachers' professionalism and work ethic. This research is also expected to be able to contribute novelty through the assessment of the local context of the school as part of an effort to enrich research on organizational culture and work ethic of teachers.

## METHODS

This study uses a quantitative approach with a type of correlational research that aims to determine the influence of organizational culture on the work ethic of teachers at SMA Negeri 9 Bandar Lampung. The quantitative approach was chosen because this study focuses on measuring the relationship between variables using statistically analyzed numerical data. The research was carried out in the even semester of the 2025/2026 academic year by involving all teachers at SMA Negeri 9 Bandar Lampung as a research population. The sampling technique used was total sampling, so that all members of the population totaling 70 teachers were used as research respondents. The use of total sampling

was carried out because the population was relatively small and allowed all respondents to be directly involved in the study (Wahjusaputri & Purwanto, 2022).

Table 1 Data on the Total Number of Educators at SMA Negeri 9 Bandar Lampung

Yes	Departments	Quantity
1	Head and Deputy	5
2	Educators	65
	Quantity	70

Data collection was carried out through the distribution of questionnaires or questionnaires prepared based on organizational culture indicators and teachers' work ethic (Soesana et al., 2023). Organizational culture variables are measured through several indicators, namely school values and norms, school vision and mission, cooperation between teachers, organizational communication, principal's leadership, work discipline, and innovation and adaptation (Yalianto et al., 2014). Meanwhile, the variables of teachers' work ethic are measured through indicators of work discipline, responsibility, hard work, honesty, creativity, professionalism, adaptability to technology, and concern for students (Damayanti et al., 2026). The research instrument used a Likert scale with a score range of 1 to 4, ranging from strongly disagree to strongly agree. Before use, the research instrument is first tested for validity and reliability to ensure that all statement items are suitable for use in the data collection process.

In addition to using questionnaires, this research is also supported by observation techniques. Observations were carried out directly on teachers' activities in the school environment, while documentation was used to obtain data on the number of teachers and other information relevant to the research (Fadilla & Wulandari, 2023). All data obtained were then analyzed using the help of the IBM SPSS Statistics version 25 application. Data analysis was carried out through Pearson's Product Moment correlation test to determine the relationship between organizational culture and teachers' work ethic, as well as simple linear regression analysis to determine the magnitude of the influence of organizational

culture on teachers' work ethic (Abdullah et al., 2021). Bibliometric analysis was carried out by tracing relevant keywords from previous scientific publications to see the relationship between concepts, research trends, and relationships between variables that are widely studied in the field of education management. The use of VOSviewer helps strengthen the theoretical foundation of research through the visualization of a network of keywords related to organizational culture, teacher professionalism, work motivation, and teacher work ethic. The research data was analyzed in stages, starting from the analysis prerequisite test, correlation test, to regression test to determine the level of relationship and influence between variables. The results of the analysis were then interpreted to answer the purpose of the research on the influence of organizational culture on the work ethic of teachers at SMA Negeri 9 Bandar Lampung. This research method is expected to be able to provide objective, systematic, and scientifically accountable results.

## DISCUSSION

The correlation analysis of Product Moment was carried out in this study with the aim of determining the level of closeness of the relationship and the direction of the relationship between organizational culture variables and teachers' work ethic. This test was used because the study wanted to see if there was a relationship between the two variables without first looking at the magnitude of the causal influence. In addition, the Pearson Product Moment correlation was chosen because the research data is interval and has met parametric statistical assumptions.

Table 2 Product Moment Correlation Analysis Results

		Correlations	
		Organizational Culture	Teacher Work Ethic
Organizational Culture	Pearson Correlation	1	0.319**

	Sig. (2-tailed)		0.007
	N	70	70
Teacher Work Ethic	Pearson Correlation	0.319**	1
	Sig. (2-tailed)	0.007	
	N	70	70
	**. Correlation is significant at the 0.01 level (2-tailed).		

Based on the results of the Pearson Product Moment correlation analysis, a correlation coefficient value of 0.319 with a significance value of 0.007 ( $p < 0.01$ ) was obtained in 70 respondents. Significance values smaller than 0.01 indicate that the relationship between organizational culture and teachers' work ethic is statistically significant. Thus, the hypothesis that states the relationship between organizational culture and the work ethic of teachers is acceptable. The value of the correlation coefficient of 0.319 indicates a positive relationship with the low to medium category. This positive relationship means that the better the organizational culture that is applied in schools, the higher the work ethic of teachers. On the other hand, if the organizational culture is not good, then the work ethic of teachers also has the potential to decrease. Although the relationship obtained was not very strong, these results still showed an empirical relationship between the two variables.

The implementation of correlation tests in this study also aims to provide an initial overview of the interconnectedness between variables

before testing the influence through regression analysis. With a significant relationship, the analysis can be continued at the influence testing stage to find out how much the organizational culture contributes to the teacher's work ethic. The results of this study show that organizational culture has a role in shaping teachers' work behavior. A good organizational culture can be reflected through the values of discipline, cooperation, responsibility, good communication, and commitment to school goals. These values are able to encourage teachers to work more optimally and have a higher work ethic in carrying out their professional duties.

Simple linear regression analysis was carried out in this study with the aim of finding out the magnitude of the influence of organizational culture on teachers' work ethic. In addition, regression tests were used to see if organizational culture could be a predictor variable that could explain changes in teachers' work ethic. Through this analysis, the contribution of independent variables to dependent variables can be found in more depth.

Table 3 Model Summary Regression

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.319a	0.102	0.088	5.56731
a. Predictors: (Constant), Organizational Culture				

Based on the results of regression analysis, an R value of 0.319 and an R Square value of 0.102 were obtained. The R value indicates the level of relationship between the organizational culture and the teacher's work ethic, while the R Square value indicates the large contribution of the influence of organizational culture to the teacher's work ethic. An R Square value of 0.102 means that organizational culture contributes 10.2% to the teacher's work ethic, while the remaining 89.8% is influenced by other factors outside the study. These factors can be in the form

of work motivation, the principal's leadership style, work environment, reward system, job satisfaction, and teachers' personal factors. The use of regression tests in this study is important to find out how much organizational culture variables are able to explain the variation in teachers' work ethic. Thus, the results of the study not only show the existence of a relationship, but can also explain the degree of influence that organizational culture exerts on improving teachers' work ethic.

Table 4 ANOVA Test

ANOVA						
Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238.188	1	238.188	7.685	0.007b
	Residual	2107.655	68	30.995		
	Total	2345.843	69			
a. Dependent Variable: Teacher Work Ethic						
b. Predictors: (Constant), Organizational Culture						

The ANOVA test or F test was carried out in this study with the aim of finding out whether the regression model used is feasible and significant in explaining the influence of organizational culture on teachers' work ethic. This test is used to ensure that independent variables together are able to predict dependent variables statistically.

Based on the results of the ANOVA test, an F value of 7.685 was obtained with a significance level of 0.007 ( $p < 0.01$ ). A significance value of less than 0.01 indicates that the regression model used in this study is significant and feasible to explain the influence of organizational culture on teachers' work ethic. The implementation of the F

test in this study aims to test the feasibility of the regression model as a whole. If the significance value is smaller than the set error level, then the regression model is declared to be able to explain the relationship between the research variables well. Thus, organizational culture has been proven to have a real influence on the work ethic of teachers at SMA Negeri 9 Bandar Lampung. These results show that organizational culture not only has a theoretical relationship, but also has a statistically demonstrable influence on improving teachers' work ethic. Therefore, organizational culture can be used as one of the important factors in efforts to improve the quality of teachers' work in the school environment.

Table 5 Regression Coefficients

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.128	5.309		3.415	0.001
	Organizational Culture	0.431	0.155	0.319	2.772	0.007
a. Dependent Variable: Teacher Work Ethic						

The t-test was carried out in this study with the aim of finding out whether organizational culture variables partially or individually have a significant effect on the teacher's work ethic. This test is used to see how strongly each independent variable influences the dependent variables. Based on the results of the regression coefficient analysis, the regression equation was obtained as follows:  $Y = 18.128 + 0.431X$

The equation shows that the constant value of 18.128 means that if the organizational culture is considered constant or does not change, then the teacher's work ethic value is 18.128. Meanwhile, the regression coefficient value of 0.431 shows that every increase in one unit of organizational culture will increase the teacher's work ethic by 0.431 units. The positive regression coefficient shows a direct influence between organizational culture and teachers' work ethic. This means that the better the organizational culture that is applied in schools, the higher the work ethic of teachers.

The results of the t-test showed a calculated t-value of 2.772 with a significance value of 0.007 ( $p < 0.01$ ). This value shows that organizational culture has a positive and significant effect on teachers' work ethic. Thus, the research hypothesis that states the influence of organizational culture on teachers' work ethic is acceptable. The use of the t-test in this study aims to ensure that organizational culture variables really have an individual influence on teachers' work ethic and not purely statistical coincidence. The results of this test reinforce that organizational culture is one of the important factors in improving teachers' work ethic in schools.

The results showed that organizational culture had a relationship as well as a positive and significant influence on the work ethic of teachers at SMA Negeri 9 Bandar Lampung, which was shown by the correlation coefficient value of 0.319 with a significance of 0.007 ( $p < 0.01$ ). This indicates that the better the organizational culture

that is applied, the higher the work ethic of teachers. Although the level of association is in the low to medium category, these findings still show a real connection and have a strong empirical basis, so the research hypothesis is acceptable. These findings also indicate that strengthening a conducive organizational culture, such as discipline, commitment (Mahastuti & Andarusito, 2026), and cooperation, can be a strategy in improving teachers' work ethic, although there are still other factors that contribute (Witaningrum et al., 2026).

Theoretically, organizational culture is a system of values, norms, and beliefs shared by members of the organization that influence the way of thinking and acting (Marliani & Merisa, 2024). In the context of education, a strong school organizational culture will shape teachers' professional behavior, such as discipline, responsibility, and commitment to tasks (Andriyati et al., 2025; Anggriani et al., 2025). In line with that, Robbins and Judge (2017) stated that organizational culture functions as a behavioral guideline that is able to improve individual performance in the organization (Adnany, 2025). The results of the regression analysis showed that organizational culture had a positive and significant effect on teachers' work ethic with a contribution of 10.2%. Although such contributions are relatively small, this is natural in social research because work ethic is a complex variable that is influenced by various factors. The significance value of 0.007 in the F test and the t-test shows that organizational culture has a real influence on the teacher's work ethic. The regression coefficient of 0.431 reinforces that the improvement of organizational culture will be followed by an increase in the work ethic of teachers.

The findings of this study are in line with several previous research results that show that organizational culture affects performance and work ethic (Asyitah et al., 2022). For example, research by Sutrisno states that a strong organizational culture can increase individual morale and productivity. In addition, research by Wibowo also found that positive organizational values contribute to improving employee performance and work attitude (Sutrisno, 2016). Thus, the results of this study reinforce previous findings that organizational culture is an important factor in improving work ethic. However, the relatively low value of the determination coefficient indicates that there are other factors that also affect teachers' work ethic, such as

intrinsic motivation, principal's leadership, work environment, and reward system (Supriadi et al., 2025). Therefore, improving teachers' work ethic can not only be done through strengthening organizational culture, but also needs to be supported by other relevant factors (Dedik et al., 2025).

The implications of the results of this study show that organizational culture has an important role in improving the work ethic of teachers at SMA Negeri 9 Bandar Lampung. Although the contribution of organizational culture to teachers' work ethic is only 10.2%, these results still mean that organizational culture is one of the factors that need to be considered by schools in an effort to improve the quality of teachers' work. A good organizational culture can create a more comfortable, harmonious, and conducive work environment so that it can encourage teachers to work more disciplined, responsible, and professional. Organizational values such as cooperation, commitment, discipline, good communication, and mutual respect between school residents can form positive work behavior in teachers. Therefore, schools need to strengthen organizational culture in a sustainable manner so that teachers' work ethic can improve optimally. Strengthening organizational culture can also help schools create a more productive work atmosphere so that educational goals can be achieved more effectively. With a strong organizational culture, teachers not only carry out duties as a formal obligation, but also have a high sense of responsibility and loyalty to the school's progress.

The results of this study reinforce previous theories that state that organizational culture serves as a guideline for the behavior of organizational members at work. In the context of education, a strong school organizational culture is able to shape a more professional, disciplined, and oriented teacher work attitude towards achieving educational goals. However, the low value of the determination coefficient shows that teachers' work ethic is not only influenced by organizational culture, but also influenced by other factors that have not been studied in this study. These factors can be in the form of intrinsic motivation, the principal's leadership style, work environment, job satisfaction, teacher welfare, and the reward system implemented by the school. Therefore, further research is expected to develop broader research variables in order to obtain a more comprehensive picture of the factors that affect teachers' work ethic. With the development of this research, it is hoped that the results of the

research can make a greater contribution to the development of education management science and improve the quality of human resources in the field of education.

This study shows that organizational culture has a positive and significant effect on the work ethic of teachers at SMA Negeri 9 Bandar Lampung. The results of the correlation analysis showed a positive relationship between organizational culture and teachers' work ethic ( $r = 0.319$ ;  $p = 0.007$ ), while simple linear regression analysis showed that organizational culture contributed 10.2% to teachers' work ethic. These findings indicate that the better the organizational culture applied in schools, the higher the work ethic of teachers in carrying out their professional duties. Organizational culture reflected through the values of discipline, cooperation, effective communication, commitment, and responsibility is able to encourage teachers to work more professionally, improve the quality of task implementation, and strengthen teachers' involvement in achieving educational goals in schools.

The implications of this study show that strengthening organizational culture needs to be one of the main strategies in improving teachers' work ethic. Schools are expected to build and maintain a positive organizational culture through strengthening the values of professionalism, increasing collaboration between teachers, open communication, giving appreciation for performance, and the example of the principal as an organizational leader. These efforts are expected to be able to create a conducive, harmonious, and productive work environment so that it can encourage continuous improvement of the quality of education. However, since organizational culture only contributes 10.2% to teachers' work ethic, further research is recommended to examine other factors that have the potential to influence teachers' work ethic, such as work motivation, principals' leadership style, job satisfaction, work environment, teacher well-being, and reward systems. In addition, research at different levels of education, regions, and school characteristics also needs to be conducted to obtain a more comprehensive picture of the factors that affect teachers' work ethic and strengthen the generalization of research results.

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