ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan dan motivasi kerja terhadap kompetensi profesional guru dengan budaya organisasi sebagai variabel moderasi pada guru Sekolah Dasar di Kecamatan Ngasem. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner yang disebarkan kepada guru SD dan dianalisis menggunakan metode Structural Equation Modeling–Partial Least Square (SEM-PLS). Hasil penelitian menunjukkan bahwa gaya kepemimpinan berpengaruh positif dan signifikan terhadap kompetensi profesional guru dengan nilai koefisien sebesar 0,386 dan nilai P-value 0,002. Motivasi kerja juga berpengaruh positif dan signifikan terhadap kompetensi profesional guru dengan nilai koefisien sebesar 0,323 dan P-value 0,013. Selain itu, budaya organisasi berpengaruh positif dan signifikan secara langsung terhadap kompetensi profesional guru dengan nilai koefisien sebesar 0,525 dan P-value 0,000. Namun, hasil pengujian moderasi menunjukkan bahwa budaya organisasi tidak mampu memoderasi pengaruh gaya kepemimpinan maupun motivasi kerja terhadap kompetensi profesional guru, dengan nilai P-value > 0,05. Temuan ini menunjukkan bahwa peningkatan kompetensi profesional guru lebih dipengaruhi oleh pengaruh langsung gaya kepemimpinan, motivasi kerja, dan budaya organisasi, tanpa adanya peran moderasi.

Kata kunci: kepemimpinan, motivasi kerja, budaya organisasi, kompetensi profesional guru.

ABSTRACT

This study aims to analyze the effect of leadership style and work motivation on teachers' professional competence, with organizational culture as a moderating variable, among elementary school teachers in Ngasem District. This research employed a quantitative approach using a survey method. Data were collected through questionnaires distributed to elementary school teachers and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results indicate that leadership style has a positive and significant effect on teachers' professional competence, with a regression coefficient of 0.386 and a p-value of 0.002. Work motivation also has a positive and significant effect on teachers' professional competence, as indicated by a regression coefficient of 0.323 and a p-value of 0.013. Furthermore, organizational culture shows a positive and significant direct effect on teachers' professional competence, with a regression coefficient of 0.525 and a p-value of 0.000. However, the moderating effect test reveals that organizational culture does not moderate the relationship between leadership style and professional competence, nor between work motivation and professional competence, as indicated by p-values greater than 0.05. These findings suggest that teachers' professional competence is primarily influenced by the direct effects of leadership style, work motivation, and organizational culture, rather than by their interaction effects.

***Keywords**: leadership, work motivation, organizational culture, teachers' professional competence.*