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The Influence of Big Five Personality on Teacher Competence through Organizational Culture at Madrasah Aliyah Islamic Boarding School Rasyidiyah Khalidiyah

Original Article

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Abstract

This study aims to analyze the influence of Big Five Personality on teacher competence with organizational culture as a mediating variable at Madrasah Aliyah Pondok Pesantren Rasyidiyah Khalidiyah, Hulu Sungai Utara, South Kalimantan. This study uses a quantitative approach with a survey method. Data were collected from 71 active teachers using a five-point Likert questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. The results showed that Big Five Personality had a positive and significant influence on teacher competence ($\beta = 0.536$; $t = 6.523$; $p < 0.001$) and organizational culture ($\beta = 0.538$; $t = 5.773$; $p < 0.001$). Organizational culture also had a positive and significant influence on teacher competence ($\beta = 0.321$; $t = 3.235$; $p = 0.001$). The indirect effect of Big Five Personality on teacher competence through organizational culture was positive and significant ($\beta = 0.172$; $t = 2.539$; $p = 0.011$), which indicated partial mediation. The findings suggest that teacher competence is shaped by individual characteristics and organizational environments that reinforce them through shared values and work practices.

Keywords: Big Five Personality, Organizational Culture, Teacher Competence, Mediation, Islamic Boarding School

1. Introduction

Teacher competence is a strategic resource for educational organizations because the quality of teaching and the attainment of institutional goals depend not only on formal qualifications but also on how teachers translate professional knowledge, skills, and attitudes into their daily work. In Islamic educational settings, this challenge is closely tied to organizational values: teachers are expected to perform professionally while also embodying norms of interpersonal conduct, discipline, and collective responsibility. This study focuses on teachers at Madrasah Aliyah Pondok Pesantren Rasyidiyah Khalidiyah in Hulu Sungai Utara, South Kalimantan, where the organizational environment is shaped by the values of *ukhuwah* (brotherhood and mutual care), *ta'dib* (the formation of ethical and disciplined character), and *jama'ah* (collective participation and shared responsibility).

One important individual-level antecedent is personality. The Big Five model organizes individual differences into extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. In organizational contexts, these traits are relevant to how individuals communicate, cooperate, regulate themselves, approach responsibilities, and

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respond to new situations (Robbins & Judge, 2023). Recent research indicates that personality characteristics are associated with teachers' affective-motivational resources, instructional quality, subjective career success, and instructional competence, with agreeableness, conscientiousness, and emotional stability showing particular relevance (Ingarianti et al., 2023; Kirschning et al., 2025; Mammadov & Avci, 2025; Suwardi et al., 2025; Arif & Windarsari, 2026; Windarsari & Arif, 2026).

However, personality does not operate in isolation. Organizational culture provides the shared meanings, norms, and expectations that can shape how individual dispositions are expressed in the workplace. In this study, culture encompasses innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability, adapted to the characteristics of the madrasah and pesantren environment. Previous research in pesantren and Islamic boarding school contexts has linked organizational culture to teachers' work behavior, discipline, motivation, and performance (Mubarok & Machali, 2023; Hanina et al., 2024; Rachmawati et al., 2025; Astutik et al., 2024; Dipoatmodjo et al., 2026; Riu et al., 2026).

The research gap is not only the limited evidence that integrates Big Five Personality, organizational culture, and teacher competence in a single mediation model, but also the uncertainty over whether personality should be expected to operate through organizational mechanisms. Previous evidence has not been uniformly direct; for example, Desaili et al. (2023) found a non-significant direct effect of Big Five personality traits on employee performance but a significant indirect path through organizational commitment. This suggests that interacting organizational mechanisms deserve explicit testing, particularly in Islamic boarding school settings where culture is embedded in religious and communal norms.

This article contributes by centering the mediation mechanism rather than presenting the thesis as a set of separate direct-effect questions. Organizational culture is treated as the mechanism through which individual characteristics can be translated into professional competence, while the institutional setting provides the context for interpreting that mechanism. This framing follows the logic of mediation analysis, which distinguishes antecedents, mediators, outcomes, direct effects, and indirect effects within a complete PLS-SEM path model (Hair et al., 2022).

1.1. Research Question

Based on the background outlined above, the research question of this study is as follows: How does organizational culture mediate the relationship between Big Five Personality and teacher competence among teachers at Madrasah Aliyah Pondok Pesantren Rasyidiyah Khalidiyah?

2. Methods

This study employed a quantitative explanatory design to examine the relationships among Big Five Personality, organizational culture, and teacher competence through a conceptual framework and hypotheses (Creswell & Creswell, 2023). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) implemented in SmartPLS, because the model contains latent variables and mediating relationships (Hair et al., 2022).

Big Five Personality was operationalized with 25 items covering extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience, adapted from the IPIP-BFM-25 approach used with Indonesian teachers by Ingarianti et al. (2023). Organizational culture was measured with 21 items representing innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness,

and stability. Teacher competence was measured with 20 items covering pedagogical, personality, social, and professional competence, in line with the Indonesian teacher competence framework (Republic of Indonesia, 2005; Ministry of Religious Affairs of the Republic of Indonesia, 2021). The measures were adapted to the madrasah and pesantren context and scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The population consisted of 91 teachers working in the two units of Madrasah Aliyah Pondok Pesantren Rasyidiyah Khalidiyah: 41 teachers in the male unit and 50 teachers in the female unit. Purposive sampling was used because respondents were required to be active teachers in the Madrasah Aliyah unit with at least one year of teaching experience at Pondok Pesantren Rasyidiyah Khalidiyah. Based on these criteria, 71 teachers were eligible and were included in the analysis. Primary data were obtained directly from respondents through an online Google Forms questionnaire. The data were analyzed using PLS-SEM by evaluating the outer model, the inner model, the coefficients of determination, and hypothesis testing through bootstrapping with 5,000 subsamples.

3. Results and Discussion

3.1. Description of Research Results

This study analyzed 71 valid teacher responses. The sample was dominated by male teachers (47; 66.20%), while female teachers accounted for 24 respondents (33.80%). In terms of tenure, 39 respondents (54.93%) had worked for more than 10 years. The grand mean was 4.11 for Big Five Personality, 3.98 for organizational culture, and 4.12 for teacher competence. The sample characteristics are presented in Table 1.

Table 1. Sample Characteristics (N = 71)

Characteristic	*n*	%
Male	47	66.20
Female	24	33.80
Age 31–40	21	29.58
Age 41–50	20	28.17
Age 25–30	18	25.35
Age > 50	10	14.08
Age < 25	2	2.82
Tenure > 10 years	39	54.93
Tenure 2–5 years	16	22.54
Tenure 6–10 years	11	15.49
Tenure < 2 years	5	7.04

3.2. Measurement Model Assessment

The empirical results show Composite Reliability values of 0.882 for Big Five Personality, 0.949 for teacher competence, and 0.915 for organizational culture. All values exceed the required threshold of 0.70. The AVE values were 0.601 for Big Five Personality, 0.511 for teacher competence, and 0.573 for organizational culture, meeting the minimum convergent validity criterion of 0.50 (Table 2).

Table 2. Reliability and Convergent Validity of the Measurement Model

Variable	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Big Five Personality	0.833	0.837	0.882	0.601
Teacher Competence	0.943	0.946	0.949	0.511
Organizational Culture	0.894	0.903	0.915	0.573

Discriminant validity, evaluated using the Fornell–Larcker criterion, confirmed that the diagonal values (the square roots of the AVE) were greater than the inter-construct correlations (Table 3).

Table 3. Fornell–Larcker Criterion

Variable	Big Five Personality	Teacher Competence	Organizational Culture
Big Five Personality	**0.775**		
Teacher Competence	0.709	**0.715**	
Organizational Culture	0.538	0.609	**0.757**

3.3. Structural Model and Hypothesis Testing

The structural model explained 57.5% of the variance in teacher competence (R^2 = 0.575) and 28.9% of the variance in organizational culture (R^2 = 0.289). The path coefficients and hypothesis tests are summarized in Table 4.

Table 4. Structural Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	β	*t*	*p* / Decision
H1	Big Five Personality → Teacher Competence	0.536	6.523	<0.001 / Confirmed
H2	Big Five Personality → Organizational Culture	0.538	5.773	<0.001 / Confirmed
H3	Organizational Culture → Teacher Competence	0.321	3.235	0.001 / Confirmed
H4	Big Five Personality → Organizational Culture → Teacher Competence	0.172	2.539	0.011 / Partial mediation

3.4. Discussion

Personality plays an important role in shaping teacher competence because professional effectiveness depends on individual characteristics as well as acquired knowledge and practical skills. The Big Five personality model explains how personal tendencies shape professional conduct and influence teachers' ability to interact with others and adapt to different educational situations. Conscientiousness encourages teachers to maintain discipline and fulfill their responsibilities, while openness stimulates creativity and the development of innovative teaching methods. Extraversion strengthens classroom communication while agreeableness supports harmonious relationships with students and colleagues. Emotional stability also helps teachers control their reactions and respond effectively to professional challenges. These characteristics align with Kim et al. (2019), who identified meaningful associations between personality dimensions and teacher effectiveness through their meta-analysis. Ingarianti et al. (2023) also established the relevance of personality characteristics to Indonesian teachers' subjective career success. However, personality alone cannot guarantee professional competence because teachers still need appropriate qualifications and continuous opportunities to improve their pedagogical knowledge and practical abilities.

Individual personality also shapes how teachers understand and implement organizational values through their daily professional interactions. Teachers demonstrate their contribution to organizational culture through cooperation and discipline as well as their willingness to follow institutional expectations and participate in collective activities. Mubarok and Machali (2023) examined the relationship between personality dimensions and organizational culture within an Islamic boarding school environment which illustrates the relevance of these factors in pesantren-based institutions. This relationship becomes particularly important because Islamic educational organizations develop their institutional identity through religious principles and collective responsibilities. At Rasyidiyah Khalidiyah

the values of ukhuwah encourage mutual respect and solidarity while ta'dib promotes ethical behavior and professional discipline. The principle of jama'ah also encourages teachers to participate in shared activities and maintain collective responsibility. These values provide a common foundation for teachers to express their individual characteristics through everyday organizational practices and contribute to a culture that supports institutional objectives.

Organizational culture creates conditions that support teacher competence through professional collaboration and knowledge exchange as well as institutional guidance and shared expectations regarding educational standards. Teachers develop their professional capabilities not only through individual experience but also through interactions with colleagues and opportunities to receive constructive feedback. Hanina et al. (2024) examined the importance of organizational culture and leadership in strengthening teacher discipline and performance within pesantren institutions. Kim et al. (2019) also demonstrated the relevance of teacher characteristics to instructional effectiveness which highlights the importance of considering individual capabilities within their professional environment. At Rasyidiyah Khalidiyah teachers can strengthen their professional abilities by applying ukhuwah through peer assistance and collaborative learning. The implementation of ta'dib can reinforce ethical conduct and professional accountability while jama'ah encourages collective planning and shared responsibility for educational activities. These institutional practices help teachers improve their pedagogical knowledge and interpersonal abilities while maintaining professional standards in their daily responsibilities.

Organizational culture provides an important mechanism for understanding how individual personality characteristics contribute to teacher competence through shared institutional values and professional practices. Personality influences professional behavior through individual responsibility and emotional regulation while organizational culture creates an environment that encourages teachers to apply these characteristics consistently. Robbins and Judge (2023) explain that organizational behavior develops through interactions between individual characteristics and workplace conditions which provides a theoretical foundation for understanding this relationship. Desaili et al. (2023) also identified organizational commitment as an intervening mechanism between Big Five personality traits and employee performance. Although their research examined organizational commitment rather than organizational culture their findings support the importance of organizational factors in explaining how personality influences work-related outcomes. The present research extends this perspective by examining organizational culture as a mechanism that connects individual characteristics with teacher competence in an Islamic educational institution. The findings also indicate that organizational culture strengthens the contribution of personality without eliminating its direct role in professional development. This relationship emphasizes the importance of developing individual capabilities alongside institutional values to support sustainable improvements in teacher competence.

Improving teacher competence requires madrasah management to integrate individual development with efforts to strengthen organizational culture. Management can support this process by developing professional training programs that accommodate teachers' individual strengths while improving pedagogical knowledge and communication abilities as well as emotional regulation and collaborative skills. Institutional values should also become part of everyday professional activities through peer mentoring and collaborative lesson planning as well as professional discussions and constructive performance evaluations. The implementation of ukhuwah, ta'dib, and jama'ah should guide teachers' professional conduct rather than remain limited to institutional principles and formal statements. However, the interpretation of these findings requires consideration of the research limitations because the

cross-sectional design and self-reported measurements restrict the ability to establish causal relationships. The involvement of teachers from a single institution also limits the generalization of the findings to other educational settings. Future research should examine the individual dimensions of the Big Five personality model and consider additional mechanisms such as professional development and self-efficacy while involving a broader range of Islamic educational institutions. This research contributes to educational management by explaining how individual personality characteristics and organizational culture work together to support the development of teacher competence within pesantren-based madrasahs.

4. Conclusion and

Big Five Personality is positively related to teacher competence and to perceived organizational culture, while organizational culture is positively associated with teacher competence. Most importantly, organizational culture significantly mediates the relationship between Big Five Personality and teacher competence ($\beta = 0.172$, $p = 0.011$) as a partial mediator. Teacher competence reflects both individual traits and a supportive organizational environment.

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