

Work Competency and Professionalism in Creating Organizational Culture

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ABSTRACT

This study aims to examine the role of work competency in mediating the relationship between work professionalism and organizational culture. A quantitative cross-sectional explanatory design was employed to test the proposed relationships. The study was conducted at the Secretariat General of the House of Representatives of the Republic of Indonesia, involving 120 employees selected using a census sampling technique. Data were collected through structured questionnaires and analyzed using path analysis, supported by validity, reliability, and normality testing. The results indicate that work professionalism has a significant positive effect on work competency and organizational culture, while work competency also significantly influences organizational culture. Furthermore, work competency partially mediates the relationship between work professionalism and organizational culture, indicating that professionalism affects organizational culture both directly and indirectly through competency development. These findings contribute to the theoretical understanding of human resource management by confirming the role of competency as a key mechanism linking professionalism to organizational outcomes. Practically, the study suggests that organizations should not only promote professional behavior but also strengthen employee competencies through continuous development programs to foster a more effective and sustainable organizational culture

INTRODUCTION

The effectiveness of public sector institutions is largely determined by the quality of their human resources. In government organizations, human resources not only function as administrative actors but also as strategic drivers that ensure the implementation of institutional duties and responsibilities. The Secretariat General of the House of

Representatives of the Republic of Indonesia, as an institution responsible for supporting legislative functions, requires professional and competent employees in order to perform its role effectively. The presence of high-quality human resources is therefore essential for improving organizational effectiveness and ensuring the sustainability of institutional performance. The development of superior human resources is influenced by several factors, including individual characteristics, group dynamics, and organizational system factors. Among the individual aspects that play a critical role in improving employee performance are work professionalism, work competence, and organizational culture (Robbins, 2008). These elements are interconnected and collectively influence how employees perform their roles and responsibilities within the organization (Bolung et al., 2018).

Professionalism has long been considered a fundamental element in shaping employee behavior and improving organizational performance. Employees who demonstrate professionalism are generally characterized by responsibility, discipline, commitment, and adherence to professional standards. Such attributes enable employees to perform their tasks effectively and maintain consistency in achieving organizational objectives. Professionalism refers to an individual's capacity to perform various tasks within a job in accordance with established standards, which ultimately contributes to improved work performance (Sedarmayanti, 2009). From an organizational perspective, professionalism also contributes to the development of a conducive work environment that supports collaboration and productivity. Organizations that are supported by professional employees tend to demonstrate greater adaptability and resilience in facing environmental challenges (Asgaruddin et al., 2025).

Despite its importance, many public institutions still face challenges related to employee professionalism. One of the common problems observed in organizations is the mismatch between employees' educational backgrounds and their assigned job descriptions. In addition, some employees have limited understanding of their main duties and functions, which may result in ineffective job performance and low work motivation. These conditions often create dissatisfaction among employees and lead to communication problems within work units. As a consequence, employees may experience discomfort in performing their tasks and may rely on informal communication to express their concerns. Such situations indicate that the organizational culture within the institution has not been fully internalized by employees. When professionalism is weak, employees may find it difficult to align their behavior with organizational values and norms (Michael, 2009).

The role of professionalism becomes even more important when viewed from the perspective of employee competence. Professional employees generally demonstrate strong commitment to improving their knowledge and skills, which contributes to competence development. Knowledge and skills possessed by employees guide their behavior, and such behavior ultimately determines their performance outcomes. Individuals who have the ability to perform their work effectively are more likely to achieve superior performance. However, employee performance cannot be explained solely by individual capability. Organizational conditions, including work environment and institutional culture, also influence how employees carry out their responsibilities. According to Robbins, (2008), many organizational problems arise due to unfavorable work environments, which may hinder the formation of a strong organizational culture (Katoda et al., 2024).

Previous studies highlight the importance of professionalism in improving work

competence. Employees who possess extensive knowledge, relevant work experience, strong work ethics, and internalized professional norms tend to demonstrate higher levels of competence (Putra & Anggraini, 2024). Such competence enables employees to complete their tasks effectively and produce high-quality work results. Professional employees also demonstrate reliability and expertise in performing their duties, resulting in work outcomes that are accurate, timely, and easy to understand (Wahjoedi, 2025). Furthermore, employees with professional attitudes tend to show perseverance, integrity, and consistency in performing their work responsibilities. These characteristics enable them to maintain high performance standards and contribute positively to organizational development (Schein & Schein, 1985).

However, empirical evidence also indicates that professionalism alone may not automatically lead to improved competence. Some scholars emphasize that competence development depends not only on professional attitudes but also on organizational support mechanisms such as training opportunities, work experience, and career development programs. Employees with low levels of professionalism may encounter difficulties in improving their competence because they lack motivation and commitment to continuous learning (Dasmadi & Handayan, 2023). Therefore, professionalism should be supported by organizational systems that encourage competence development, including training programs, performance evaluation systems, and professional development initiatives (Martinez et al., 2015).

Competence itself represents an important factor that influences employees' ability to perform their duties effectively. Competence can only be achieved when employees possess adequate education, training, and experience that enable them to carry out their responsibilities properly. Professional employees generally apply the principles of effectiveness, efficiency, integrity, and consistency in performing their tasks, which ultimately contributes to competence development (Kharis, 2015). Competence development within organizations should focus on improving employees' knowledge, skills, and attitudes in accordance with organizational policies and norms.

Alie et al., (2022) emphasize that competencies developed through knowledge significantly influence employees' ability to perform their duties and responsibilities. Similarly, competencies developed through skills enable employees to master the tasks assigned to them by the organization. In addition, competencies developed through attitudes enable employees to align their behavior with organizational regulations and policies. Employees who possess strong competencies are generally able to anticipate potential problems, respond appropriately to different work situations, and adapt effectively to changes in their organizational environment (Alie et al., 2022). Such adaptability is essential for maintaining organizational effectiveness, particularly in public sector institutions that operate in complex bureaucratic environments (Utama et al., 2025).

In addition to influencing employee performance, competence also contributes to the formation of organizational culture. Organizational culture represents a system of shared values, beliefs, and behavioral patterns that guide employee actions within an organization. A strong organizational culture is often associated with improved organizational performance. Stone et al., (2020) found that organizations with strong cultures tend to demonstrate better performance outcomes. When organizational values are clearly communicated and widely accepted by employees, individuals are more capable of responding quickly and professionally

to various organizational challenges.

Organizational culture also plays an important role in determining the long-term sustainability of organizations. Cultural values shape relationships among work units and influence how employees collaborate to achieve organizational goals (Nugroho et al., 2024). A strong organizational culture strengthens employee commitment and loyalty while encouraging employees to behave in accordance with organizational norms. Previous studies also indicate that organizational culture is closely related to employee professionalism. Fikriah et al., (2025) found that organizations with strong cultural values tend to encourage employees to behave more professionally in performing their duties.

Furthermore, Fitriana et al., (2021) explain that organizational culture can be viewed as a system consisting of inputs, processes, and outputs. From the input perspective, organizational culture includes influences from society, professional standards, legal frameworks, and competition. From the process perspective, organizational culture reflects shared assumptions, values, and norms that shape employee behavior. Meanwhile, from the output perspective, organizational culture influences organizational behavior and organizational performance.

Although previous studies have explored the relationships between professionalism, competence, and organizational culture, the findings remain fragmented. Some studies emphasize professionalism as a determinant of competence (Putra & Anggraini, 2024), while others highlight competence as a factor that influences employee performance and adaptability (Alie et al., 2022). Meanwhile, other studies focus on the influence of organizational culture on employee behavior and organizational effectiveness (Fikriah et al., 2025; Stone et al., 2020). However, limited research has examined the simultaneous interaction between work professionalism and work competence in shaping organizational culture, particularly within public sector institutions (Zahran et al., 2023).

Therefore, this study seeks to address this research gap by examining the influence of work professionalism and work competence on organizational culture within the Secretariat General of the House of Representatives of the Republic of Indonesia. The novelty of this study lies in integrating professionalism and competence as key determinants in the formation of organizational culture within a public sector institutional context. By analyzing these relationships simultaneously, this research is expected to provide a more comprehensive understanding of how professional attitudes and employee competencies contribute to the development of a strong organizational culture and improve the effectiveness of public institutions.

THEORETICAL BASIS

Work Professionalism

According to Ariska et al., (2020) Work professionalism is a professional work attitude which is none other than employee behavior that refers to skills, expertise, and discipline in the form of commitment from members of a profession that underlies a person's actions or activities which are attitudes in pursuing work in accordance with their mastered field of expertise by implementing the rules of the applicable professional code of ethics in relation to society to produce the best work. An understanding that tells of carrying out certain work activities in society, equipped with high expertise and based on a sense of calling and a pledge to accept the calling to always be ready to provide assistance to others who are experiencing

difficulties in the midst of the darkness of life with a spirit of devotion (Dessler, 2020). However, professionalism requires a work commitment to strengthen the organizational culture. The work commitment of employees in a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work in accordance with their profession (Mangkunegara, 2013). The assumption or view that work is a devotion through certain expertise and considers this expertise as something that must be continuously updated by utilizing advances in science.

As a professional, one must also have an advanced work ethic, including being able to work with superior quality results, on time, disciplined, earnest, careful, meticulous, systematic, and guided by a certain scientific basis. A professional carries out his work according to the demands of the profession or in other words has the ability and attitude according to the demands of his profession. A professional will continuously improve the quality of his work consciously, through education and training (Sedarmayanti, 2009). Professionalism is usually associated with a person's ability to do something that is their profession, namely as a person's ability and skill in doing work according to their respective fields and levels. Because an employee has a level of skill, the performance measure can be used as the level of achievement of work results for the implementation of certain tasks, in this case including individual employee performance, group performance, organizational performance influenced by internal and external factors. The results of the study showed that there was a significant influence between professionalism and performance (Akbar et al., 2025). If work professionalism is linked to performance achievement, then professionalism is a reflection of ability (competence), namely having knowledge (knowledge), skills (skills), being able to do (ability) supported by experience (experience) that cannot appear suddenly without going through time (Bila & Lanin, 2020). So a professional is someone who does a job because they are experts in that field and devote all their time, energy, and attention to that job. A professional person is someone who has a deep personal commitment to the job, involving their whole self actively, diligently and seriously in carrying out their work. Discipline and seriousness are the manifestation of commitment to their work. Professional people are relied upon and trusted by the community because they have a moral/personal commitment and deep responsibility for their work.

This is in line with Tulasi & Theresia, (2021) that there are several indicators of work competency which include: 1) Knowledge is information related to understanding and potential embedded in the brain; 2) Understanding is mastering something by using the mind; 3) Skills are abilities that must be possessed by every employee to be able to optimally carry out the tasks and responsibilities given by the company; 4) Attitude is a person's mental readiness to respond to objects or situations that influence and determine their actions; 5) Interest is a person's feeling of attraction to something or an activity.

Work Competence

According to Arief & Nisak, (2022), work competencies are guidelines that institutions or organizations can use to show their employees the right job. These capabilities are intended for employees to carry out work guidelines in accordance with their main duties, functions, and positions in certain fields (Rahmah et al., 2024). Where work competencies refer to the mastery of knowledge, skills, abilities, or personality characteristics of a person

that directly affect the results of their work. Because the success of an institution or organization is greatly influenced by the quality of its employees. To achieve success, a strong foundation is needed in the form of work competencies possessed by employees (Bukhari & Pasaribu, 2019). This foundation is a map of an employee's skills according to the characteristics of the work they do and is a collection of skills, abilities, experience, efficiency, effectiveness, and success in carrying out their responsibilities (Azuwan et al., 2023). Furthermore, work competency is defined as work ability, encompassing knowledge, skills, and work attitudes that meet established standards for each individual. Competence is a core component or primary priority of a job. This is because competence is the primary reason for performing a job well, achieving goals, meeting expectations, and so on (Rahmah et al., 2024). Furthermore, competence also refers to behavioral characteristics that reflect the richness of a personality, reflecting an employee's nature, strengths, intelligence, expertise, experience, and all of their personal assets. The importance of these characteristics is an abstract value reflected in a work method that is sound, systematic, measurable, and contains integrity (Sari & Tasik, 2025).

Based on the various definitions of competence above, work competence is an employee's mastery of fundamental qualities in the form of knowledge, skills, abilities, or personality characteristics that can influence employee performance. These personality characteristics are based on the individual's work efficiency, which is related to cause and effect with reference criteria. Work competence is viewed as the level of employee competence and its influence on work productivity, which has practical implications for human resource planning. This is evident from the illustration that knowledge and skills competencies are largely more tangible and relatively inherent in employee characteristics (Arief & Nisak, 2022). Therefore, employee work competency is in line with Tulasi & Theresia, (2021) which has several indicators which include: 1) Knowledge is information related to understanding and potential embedded in the brain; 2) Understanding is mastering something by using the mind; 3) Skills are abilities that must be possessed by every employee to be able to optimally carry out the tasks and responsibilities given by the company; 4) Attitude is a person's mental readiness to respond to objects or situations that influence and determine their actions; 5) Interest is a person's feeling of attraction to something or an activity.

Organization Culture

According to Kotter & Heskett, (1992) organizational culture is a system adopted by all members of an organization that distinguishes one organization from another. Organizational culture is the basis of orientation for employees to pay attention to the interests of all employees. Organizational culture is a set of assumptions, norms, and values as a belief system that grows and develops within an organization as a guideline for organizational members, so that the organization is able to carry out external adaptation and internal integration to maintain its existence (Jehalut et al., 2026). Thus, organizational culture is a system of various meanings carried out by all members that distinguishes one organization from another. In line with Chaerudin., A (2019:193) that organizational culture is defined as values or norms of behavior that are understood and accepted together by members of the organization as rules of behavior contained in the organization. Based on the several definitions above, it can be concluded that organizational culture is a norm and

value as a system used by all members of the organization that can distinguish one organization from another. Organizational culture is divided into several parts Kotter & Heskett, (1992), namely: 1) Organizational culture can create a clear distinction between one organization and another; 2) Organizational culture brings a sense of identity to the members of the organization; 3) Organizational culture facilitates the emergence of a commitment that is broader than one's individual self-interest; 4) Organizational culture helps unite the organization by providing appropriate standards for employees to act; 5) Organizational culture acts as a control that guides and shapes employee attitudes and behavior. Thus, the functions of organizational culture in an organization are: 1) Culture has a role in defining boundaries, this creates a difference between one organization and another; 2) Conveys a sense of identity to the members of the organization; 3) Culture will facilitate commitment to something greater than individual self-interest; 4) Culture encourages the stability of the social system, which is culture is a social bond that helps bind the organization together by providing standards for what employees should say and do; 5) The taking of feelings and control mechanisms that guide and shape the behavior of men and women workers (Ariani et al., 2022). With many understandings of the factors and objectives of organizational culture, this study defines organizational culture as a system adopted by all groups that differentiates one organization from another. Organizational culture is a set of assumptions, norms, and values as a belief system that grows and develops within the organization as a guideline for organizational members, so that the organization is able to adapt and integrate both externally and internally to always exist. Thus, organizational culture has the following dimensions and indicators: 1) Innovative; where innovation is accompanied by taking risks into account, such as: (a) Creating new ideas for the success of the company; (b) Dare to take risks in developing new ideas; 2) Results-oriented; this orientation emphasizes efforts such as: (a) Setting targets to be achieved by the company; (b) Evaluating the results of work that has been carried out; 3) Oriented to all employee interests, such as: (a) Fulfilling the needs to carry out and do work; (b) Supporting employee achievements; 4) Task detail-oriented; namely, this orientation emphasizes efforts such as: (a) Careful in carrying out tasks; (b) Accuracy of work results. This is in line with Kotter & Heskett, (1992) that organizational culture is a system adopted by all members of the organization that differentiates one organization from another. Organizational culture becomes the basis for orientation for employees to pay attention to the interests of all employees which are linked to the assumption of norms and values as a belief system that grows and develops within the organization.

METHOD

This study employed a quantitative explanatory research design to examine the causal relationships among work professionalism, work competency, and organizational culture. The explanatory approach was chosen because it enables hypothesis testing and the analysis of both direct and indirect relationships among variables within a structural model. The conceptual framework of this study was developed based on theories in organizational behavior and human resource management, which posit that employee professionalism and competency influence organizational outcomes both directly and indirectly (Sugiyono, 2016).

The population of this study consisted of all employees working under the Deputy for Administration at the Secretariat General of the House of Representatives of the Republic of

Indonesia, totaling 120 employees. Given the relatively small and accessible population size, this study applied a census sampling technique, in which all members of the population were included as respondents. This approach was selected to ensure full representation and to minimize sampling bias. The participants were distributed across four directorates: the Directorate of Personnel, the Directorate of Finance, the Directorate of General Affairs, and the Directorate of Information Systems and Technology. In terms of general characteristics, respondents represented a diverse range of administrative roles, work experience, and professional backgrounds within the organization, which supports the robustness of the data.

Data were collected using a structured questionnaire designed based on established theoretical constructs and prior empirical studies. The instrument development followed measurement principles to ensure content validity. Each variable—work professionalism, work competency, and organizational culture—was operationalized into several indicators. Respondents were asked to rate their agreement with each statement using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

The data collection process was conducted in several stages. First, the questionnaire was developed and reviewed to ensure clarity and relevance of the items. Second, a preliminary test (pilot testing) was conducted on a small group of respondents to identify potential ambiguities and improve the quality of the instrument. Third, the finalized questionnaire was distributed to all employees either directly or through an internal communication system. Respondents were given sufficient time to complete the questionnaire, and all responses were collected and verified for completeness before analysis.

To ensure the quality of the data, instrument testing was conducted through validity and reliability analysis. Construct validity was assessed using the product–moment correlation method, where each item was considered valid if the correlation coefficient exceeded the critical value. Reliability was evaluated using Cronbach’s Alpha, with a threshold of 0.70 indicating acceptable internal consistency. These procedures ensured that the measurement instrument was both valid and reliable.

Before conducting hypothesis testing, classical assumption tests were performed to meet the requirements of parametric analysis. The normality of the data was tested using the Kolmogorov–Smirnov method, where a significance value greater than 0.05 indicates a normal distribution.

The data analysis technique used in this study was path analysis, which allows for the examination of both direct and indirect relationships among variables within the proposed model. This method was selected because it is appropriate for testing mediation effects in a causal framework. To further examine the mediating role, the Sobel test was employed to determine the statistical significance of indirect effects. Hypothesis testing was conducted using a significance level of 5 percent ($\alpha = 0.05$), where a hypothesis was accepted if the p-value was less than 0.05. (Ghozali, 2016)

Through these analytical procedures, this study provides a comprehensive empirical examination of how work professionalism and work competency influence organizational culture, both directly and indirectly. The methodological rigor applied in sampling, data collection, and analysis ensures the validity and reliability of the findings.

RESULT AND DISCUSSION

Result

To facilitate understanding of path analysis, the researcher created a path analysis diagram in the following model equation: a) the influence of work professionalism on work competency; b) the influence of work professionalism on organizational culture; c) the influence of work competency on organizational culture; and d) the influence of work professionalism on organizational culture through work competency in the following model equation:

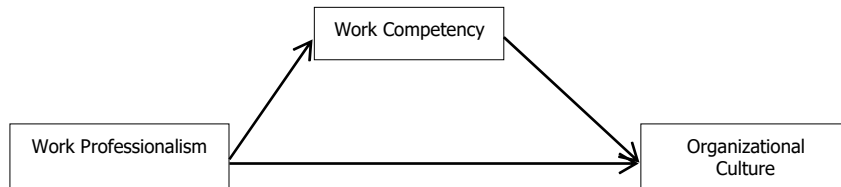


Figure 1. Path Analysis in the Model Equation

The path analysis test for the model equation for the influence of work professionalism on organizational culture through work competence is as follows: What are the unstandardized coefficients (B) for the path between work professionalism and work competence and their unstandardized coefficients (standard error). Next, we can determine the unstandardized coefficients (B) for the path between work competence and organizational culture and their unstandardized coefficients (standard error). Next, we can calculate the total value of the first path equation (e1) and the total value of the second path equation (e2). The following presents the results of the validity and reliability tests for each research variable, as shown in Table:

Table 1. Results of the Validity and Reliability Test of the Instruments for Each Variable

Variable	Validity	Reliability		Desicion	
	R Statistic is	Cronbac h Alpha	N of Item	Valid	Reliable
	Greather Than				
	R Product Moment Table				
Work Proffesionalism	Medium	0.965	8	Valid	Reliable
Work Competence	Medium	0.951	6	Valid	Reliable
Organization Culture	Medium	0.989	8	Valid	Reliable

Source: Processed primary data, 2025.

From table 1, it can be explained that: all instruments or items of each indicator in the research model equation show a fairly high level of validity and all questions are considered reliable because all variables have a Cronbach alpha value of more than 0.7, thus all variables have met the validity and reliability test of the data. Furthermore, to find out the test results whether the data in this study has been normally distributed or not, it can be seen from the results of the Kolmogorov-Smirnov Test in table as follows:

Table 2. Results of the One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		120
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	4.35062022
Most Extreme Differences	Absolute	.051
	Positive	.051
	Negative	-.050
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

Source: Processed primary data, 2025.

The Kolmogorov-Smirnov test results in the table indicate that the unstandardized residual values for all data variables are normally distributed. This is because all variables in the Kolmogorov-Smirnov test have an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05. Therefore, all variables demonstrate a normal distribution. Furthermore, the results of the direct effect analysis can be seen in Table 3 as follows:

Table 3. Results of the Direct Effect Model Equation Analysis

Direct Influence		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Sdt	Beta		
Model		Error				
1	Work Proffesionalism→ Work Competence	17.409	2.516	0.245	2.748	0.000
2	Work Proffesionalism→ Organization Culture	0.359	0.108	0.297	3.336	0.001
3	Work Competence→ Organization Culture	0.307	0.127	0.217	2.410	0.018

Source: Processed primary data, 2025.

The results of the direct influence test, as shown in Table 3, can be interpreted by comparing the calculated t-value with the t-table at a significance level of 0.05 or 5%. The t-table can be obtained from a t-distribution table with $df = n-2$. In this study, the t-table obtained from the table $df = n-2$ ($120 - 2 = 118$) has a value of 1.658, with a significance level below 0.05. These results indicate that: a) work professionalism influences work competence; b) work professionalism influences organizational culture; and c) work competence influences organizational culture. Furthermore, to see the results of the indirect influence analysis (path analysis) in the model equation, see the figure below:

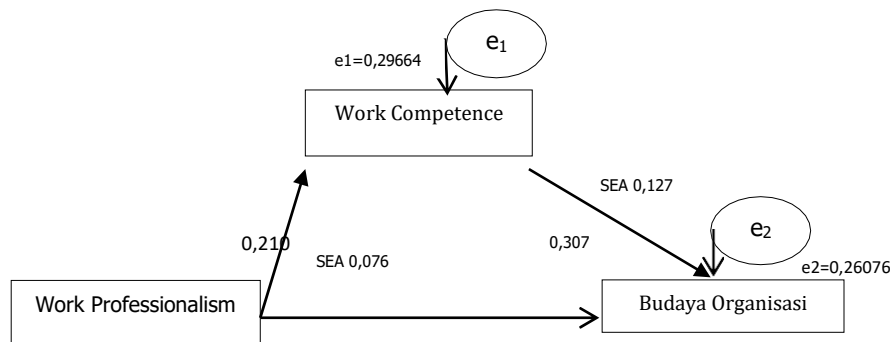


Figure 2. Results of the Indirect Effect Analysis (Path Analysis) in the Model Equation

The path coefficients of the indirect influence model equation have an unstandardized path value (B) from work professionalism to work competence of 0.210 and an unstandardized coefficient (standard error) of 0.076. Furthermore, the unstandardized path value (B) from work competence to organizational culture is 0.307 and an unstandardized coefficient (standard error) of 0.127. Using the Sobel-Test software, the path analysis results can be concluded as follows: The Sobel-Test data shows that the model equation has a Sobel-test statistic value of 1.8193 with a two-tailed significance of 0.068. When compared with the t table value of 1.658, ($1.8193 > 1.648$), this result indicates that work professionalism has a significant effect on organizational culture through work competence.

Discussion

This study aims to address the research problem concerning how work professionalism and work competency contribute to shaping organizational culture, as well as to examine the mediating role of work competency in this relationship. These objectives are consistent with the research questions and the theoretical framework presented in the introduction, which emphasize the importance of human resource quality in strengthening organizational outcomes. The empirical findings provide clear answers to these research questions. The results show that work professionalism has a significant positive effect on work competency ($t = 2.748$; $p < 0.05$), indicating that higher levels of professionalism are associated with improved employee capabilities. Furthermore, work professionalism also has a significant influence on organizational culture ($t = 3.336$; $p < 0.05$), while work competency significantly affects organizational culture ($p < 0.05$). These findings confirm that all hypothesized relationships in the conceptual model are supported and directly address the research questions formulated at the outset of the study.

In relation to the problem statement, which highlights the need to improve

organizational culture through strengthening employee professionalism and competency, the results of this study provide strong empirical support. Work professionalism emerges as a key factor that not only directly influences organizational culture but also indirectly affects it through the enhancement of work competency. This implies that improving organizational culture cannot rely solely on formal policies or structural changes; rather, it requires a focus on developing professional attitudes and competencies among employees. The significant effect of work competency further suggests that organizations must invest in continuous learning, training, and skill development programs to ensure that employees are capable of contributing effectively to organizational goals. Without adequate competency, professionalism alone may not be sufficient to produce a strong and sustainable organizational culture.

From a theoretical perspective, the findings of this study are consistent with the framework proposed in the introduction, which posits that professionalism and competency are key determinants of organizational culture. The significant relationship between work professionalism and work competency supports the argument that professional attitudes encourage continuous learning, innovation, and skill development. Similarly, the direct influence of work professionalism on organizational culture reinforces organizational behavior theories that emphasize the role of individual values—such as discipline, responsibility, and commitment—in shaping shared organizational norms. In addition, the significant effect of work competency on organizational culture confirms that organizational culture is not only built on shared values but also on the actual capabilities of employees in carrying out their roles effectively.

Moreover, the mediation analysis reveals that work competency partially mediates the relationship between work professionalism and organizational culture. The Sobel test result ($1.8193 > 1.658$) indicates that the indirect effect is statistically meaningful, although the significance level suggests that the mediation is relatively weak. This finding implies that work professionalism influences organizational culture both directly and indirectly through work competency, but the indirect pathway is not dominant. Therefore, while competency plays an important role as a mediating mechanism, there may be other factors that also contribute to strengthening organizational culture. This result provides a deeper understanding of the complexity of the relationship among variables and suggests that future research could explore additional mediating or moderating variables, such as leadership style, organizational support, or work environment.

Overall, by explicitly linking the findings to the research questions, problem statement, and theoretical framework, this study not only confirms the proposed conceptual model but also provides important practical and theoretical insights. The results highlight that the development of organizational culture requires a balanced approach that integrates professionalism and competency. Employees who demonstrate high professionalism supported by strong competencies are more capable of fostering a positive organizational culture, improving performance, and achieving organizational goals effectively.

CONCLUSION

This study concludes that work professionalism plays a significant role in enhancing work competency and organizational culture. The findings demonstrate that higher levels of

professionalism among employees contribute directly to improved work competence and positively shape organizational culture. In addition, work competency was found to have a significant influence on organizational culture, indicating that employees' knowledge, skills, integrity, and commitment are essential elements in fostering a positive and sustainable organizational environment. Furthermore, the mediation analysis confirms that work competency partially mediates the relationship between work professionalism and organizational culture, suggesting that professionalism supported by strong competencies is a key mechanism in building an ideal organizational culture among employees of the Deputy for Administration at the Secretariat General of the House of Representatives of the Republic of Indonesia.

Based on these findings, several recommendations can be proposed. Practically, organizational leaders are encouraged to strengthen professionalism through continuous training, competency-based development programs, and clear performance standards to ensure alignment between individual capabilities and organizational values. Efforts to improve employee competency should be systematically integrated into human resource management policies, as competency has proven to be a crucial factor in reinforcing a positive organizational culture. For future research, it is recommended to expand the scope of the study by including additional variables such as leadership style, job satisfaction, or organizational commitment, as well as employing longitudinal or mixed-method approaches to obtain a deeper understanding of the dynamic relationships among professionalism, competency, and organizational culture..

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