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Enhancing Teachers' Adaptive Performance: The Role of Organizational Culture, Personality, and Job Satisfaction

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Abstract:

The transformation of global education demands the adaptability of teachers, but their adaptive readiness gap affects the quality of learning. The urgency of understanding the quantitative factors driving the adaptive performance of teachers is crucial in the midst of curriculum changes and the integration of digital technology, especially in Indonesia. This quantitative research uses a survey design with path analysis. Data from 122 A-accredited high school civil servant teachers in Bogor were collected via a valid and reliable questionnaire. Data analysis was conducted using IBM SPSS Statistics 21, which included tests for normality, homogeneity, and direct and mediated hypothesis testing (Sobel test). It was found that personality and job satisfaction have a direct impact on teachers' adaptive performance. Organizational culture does not have a direct effect, but it does significantly affect job satisfaction, which in turn mediates its influence on adaptive performance. Job satisfaction also mediates the relationship between personality and adaptive performance. Theoretically, this study enriches the adaptive work behavior model by confirming the mediating role of job satisfaction, addressing the inconsistencies of the literature. The strategic implication is the need for policies to strengthen a work culture that supports satisfaction as a path to adaptive performance.

Keywords: *Adaptive Performance, Organizational Culture, Personality, Job Satisfaction*

Abstrak:

Transformasi pendidikan global menuntut adaptabilitas guru, namun kesenjangan kesiapan adaptif mereka memengaruhi kualitas pembelajaran. Urgensi memahami faktor kuantitatif pendorong kinerja adaptif guru krusial di tengah perubahan kurikulum dan integrasi teknologi digital, khususnya di Indonesia. Penelitian kuantitatif ini menggunakan desain survei dengan analisis jalur. Data dari 122 guru PNS SMAN terakreditasi A di Bogor dikumpulkan via kuesioner valid dan reliabel. Analisis data dilakukan menggunakan IBM SPSS Statistics 21, meliputi uji normalitas, homogenitas, serta pengujian hipotesis langsung dan mediasi (uji Sobel). Ditemukan bahwa kepribadian dan kepuasan kerja secara signifikan memengaruhi kinerja adaptif guru secara langsung. Budaya organisasi tidak berpengaruh langsung, namun secara signifikan memengaruhi kepuasan kerja, yang kemudian memediasi pengaruhnya terhadap kinerja adaptif. Kepuasan kerja juga memediasi hubungan antara kepribadian dan kinerja adaptif. Secara teoretis, studi ini memperkaya model perilaku kerja adaptif dengan mengonfirmasi peran mediasi kepuasan kerja, mengatasi inkonsistensi literatur. Implikasi strategisnya adalah perlunya kebijakan untuk memperkuat budaya kerja yang mendukung kepuasan sebagai jalan menuju kinerja adaptif.

Kata Kunci: *Kinerja Adaptif, Budaya Organisasi, Kepribadian, Kepuasan Kerja*

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INTRODUCTION

Teachers' adaptive performance, defined as the ability to adapt teaching behavior in the face of change, has become a crucial competency (Carstensen & Klusmann, 2021; Kärner et al., 2021; Pelgrim et al., 2022). With Indonesia's cultural background, especially in State High Schools, it faces complex adaptation challenges, such as the implementation of a new curriculum and the integration of digital technology (Asmayawati et al., 2024; Mustapa et al., 2023; Ratih et al., 2021). This departs from the researchers' findings, which show that many civil servant teachers still struggle to integrate innovative teaching methods, while most also report increased stress levels due to the demands of continuous adaptation (Klusmann et al., 2022; Manca & Delfino, 2021; Sato et al., 2023). This data highlights that adaptation is not merely a preference, but an urgent need that impacts the quality of teaching and, indirectly, student learning outcomes (Abdul Latip et al., 2025; Kong & Wang, 2024; Zhang & Huang, 2024). Therefore, this research is rooted in the empirical need to identify quantitative variables that can explain variations in teachers' adaptive performance, providing a solid basis for targeted and data-driven interventions.

Previous research has examined various determinants of adaptive performance with varying results. Several related studies have found that organizational culture does not directly impact employee performance, but rather is significantly mediated by job satisfaction ($p < 0.001$), highlighting the complexity of this relationship (Saleh & Atan, 2021; Shahriari et al., 2023; Virgiawan et al., 2021). In another study, as explained by Zhou (2021), it is demonstrated that the employee's personality level has a significant impact on performance, with a strong positive regression coefficient. The study also explains that job satisfaction has a statistically significant positive impact on adaptive performance ($p < 0.05$) (Abdul Hamid, 2022; Curado & Santos, 2022; Kaltiainen & Hakanen, 2022). Meanwhile, Saleh and Atan (2021) highlight in a literature review that most adaptive performance research tends to focus on individual characteristics, such as personality, knowledge, and motivation. These studies, while providing valuable insights, often show inconsistencies in direct and indirect findings, especially regarding the role of mediation.

Despite previous research efforts, significant gaps remain in the quantitative understanding of the specific mechanisms by which organizational culture and personality collectively influence teachers' adaptive performance, particularly in considering the mediating role of job satisfaction. Inconsistencies in the literature, as evident in the differences in the results regarding the direct influence of organizational culture, necessitate further exploration. In particular, the lack of a comprehensive pathway analysis study in the context of civil servant teachers in Indonesia, which simultaneously examines these direct and indirect relationships, leaves a crucial data gap. This gap is exacerbated by the fact that the proportion of adaptive performance studies focusing on the education sector in Southeast Asia is still limited, according to the Scopus database. Therefore, this

study aims to fill this methodological and contextual gap, providing stronger quantitative and nuanced evidence of how these variables interact.

This study offers significant new quantitative insights through a comprehensive pathway analysis approach, enabling the simultaneous identification and confirmation of job satisfaction as a mediator between organizational culture, personality, and teachers' adaptive performance. While previous studies may have tested bivariate relationships or simpler models, this study presents a more holistic model, uncovering more complex causal mechanisms. The focus on civil servant teachers at A-accredited high schools in the Western Region of Bogor Regency also provides contextually relevant empirical data, filling a geographical gap in the global literature. This contribution of novelty is strengthened by the use of rigorously collected primary data, ensuring the internal validity of statistical findings. Thus, the study not only replicates but substantially expands the quantitative understanding of adaptive performance dynamics, offering a more precise framework for future research and practical interventions.

This study aims to examine the direct and indirect influence of organizational culture and personality on teachers' adaptive performance, with job satisfaction as a mediating variable. Through path analysis, this study will collect and analyze numerical data from 122 civil servant teachers at A-accredited State High Schools in the Western Region of Bogor Regency. The research hypothesis will be statistically tested to determine the path coefficient, the significance of direct and indirect relationships, and the strength of the mediating effect. The primary objective is to provide robust empirical evidence on the mechanisms of interaction between variables, thereby identifying the most effective quantitative predictors to enhance teachers' adaptive performance, as well as to present measurable implications for the development of human resource policies in the education sector.

RESEARCH METHOD

This study employs a quantitative approach with a survey design, aiming to test the hypothesis regarding the direct and indirect causality relationships between variables (Bauer et al., 2021; Ghanad, 2023; Zielińska-Tomczak et al., 2021). The population of this study consists of Civil Servant (PNS) teachers who serve at State High Schools (SMAN) accredited as A in the Western Region of Bogor Regency, with a total population of 176 teachers. To determine the representative sample size, the Slovin formula with an error rate of 5% was used, resulting in a sample size of 122 teachers (Abidin, 2023; Ahmadi et al., 2022; Junaedi et al., 2023). The sampling techniques applied are Proportional random sampling, ensuring that each school stratum is proportionally represented according to the number of civil servant teachers it contains, thereby increasing the external validity of the research findings.

Data collection was conducted using a non-test instrument in the form of a questionnaire developed based on indicators determined in a theoretical study of research variables: organizational culture, personality, job satisfaction, and adaptive performance. The instrument is designed using behavioral and attitude

scales, allowing for quantitative measurement of respondent responses. Before the primary data were collected, the research instrument underwent a validity and reliability test stage with 30 respondents who were outside the research sample. This process is crucial to ensure that the instrument accurately measures the construct in question (validity) and provides consistent results (reliability), by rigor standards in quantitative research (Lim, 2024; Mohajan, 2020; Scharrer & Ramasubramanian, 2021).

The collected data was then analyzed using a path analysis approach (Path Analysis) with the help of the IBM SPSS Statistics 21 Program. Pathway analysis was chosen for its ability to test complex relationship models, including direct and indirect influences between exogenous and endogenous variables simultaneously (Huang et al., 2020; Mohajan, 2020; Strijker et al., 2020). Before conducting the path analysis, the data were tested for normality using the Kolmogorov-Smirnov test and for homogeneity using Levene's Test to ensure that the statistical assumptions underlying the path analysis were met. Hypothesis testing was performed by evaluating the path coefficient value and significance level (p-value) of each hypothesized relationship, as well as using the Sobel test to confirm the significance of the mediating effect. This approach enables researchers not only to identify the presence or absence of influences but also to understand the mechanisms by which these variables interact to shape teachers' adaptive performance.

RESULT AND DISCUSSION

Result

Descriptive Statistics

In the study, each data processing collected was carried out using the IBM SPSS Statistics 21 Program. The program is a widely used statistical software that facilitates the acquisition of descriptive statistical measurement results for key research variables: adaptive performance (Y), organizational culture (X1), personality (X2), and job satisfaction (X3). The following statistical tests provide a fundamental overview of the characteristics and distribution of the data, as presented comprehensively in Table 1.

Table 1. Descriptive Statistical Results of Variables X_1, X_2, X_3 and Y

	Adaptive performance	Organizational culture	Personality	Job satisfaction
Amount of data	122	122	122	122
Mean	121.86	173.48	164.33	142.84
Median	123.50	178.00	166.00	142.00
Modus	126	190	153	153
Std. deviation	18.142	16.442	16.975	15.195
Variance	329.129	270.334	288.140	230.876
Range	93	91	71	59
Minimum score	72	99	119	106
Maximum score	165	190	190	165
Total	**14867**	**21164**	**20048**	**17427**

Building on the information presented in Table 1, the descriptive statistics results provide a comprehensive initial picture of the data characteristics of the 122 teacher respondents. The "Organizational Culture" variable (X1) showed the highest average score (173.48), indicating a relatively strong perception of organizational culture among teachers. On the other hand, "Adaptive Performance" (Y) has an average of 121.86, while "Personality" (X2) is 164.33 and "Job Satisfaction" (X3) is 142.84. Standard deviations indicate data variability. "Adaptive Performance" (18,142) and "Personality" (16,975) had slightly higher standard deviations than "Organizational Culture" (16,442) and "Job Satisfaction" (15,195), implying a wider range of responses among teachers regarding their adaptive performance and personality. The reasonably wide range of scores on all variables also confirms the existence of significant heterogeneity in the sample.

Normality Test

In this statistical analysis, normality tests are performed using the Kolmogorov-Smirnov method to verify that the model's key assumptions are met. The criteria for meeting the normality assumption are if the probability value (Asymp. Sig.) is ≥α, with a generally defined significance level of 0.05. Ensuring the normality of residues is crucial for the validity of statistical inferences, as deviations can affect the reliability of the results. The results of the residual normality test from this study indicate that the estimated error between organizational culture (X1) and adaptive performance (Y) is usually distributed, as detailed in Table 2.

Table 2. Normality Error Estimates Between X1 and Y

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	16.00588602
Most Extreme Differences	Absolute	.057
	Positive	.050
	Negative	-.057
Kolmogorov-Smirnov Z		.635
Asymp. Sig. (2-tailed)		.815
a. Test distribution is Normal.		
b. Calculated from data.		

Table 2, which presents the estimation of normality error between the variables Organizational Culture (X1) and Adaptive Performance (Y), shows that the value of asymptotic significance (Asymp. Sig. (2-tailed)) is 0.815. With a total of 122 data points (N), this value is substantially greater than the established significance level (α = 0.05). The implication is that the Zero Hypothesis (H0), which states that the residual data is usually distributed, is accepted. Thus, the results of subsequent statistical analysis, which test the relationship between organizational culture and adaptive performance, can be trusted for accuracy. Furthermore, the estimation of normality error between personality (X2) and adaptive performance (Y) is shown in Table 3.

Table 3. Normality Error Estimates Between X2 and Y

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.21223520
Most Extreme Differences	Absolute	.051
	Positive	.034
	Negative	-.051
Kolmogorov-Smirnov Z		.558
Asymp. Sig. (2-tailed)		.915
a. Test distribution is Normal.		
b. Calculated from data.		

Table 3 presents an estimate of the normality error between the variables Personality (X2) and Adaptive Performance (Y). It was observed that the value of the asymptotic significance (Asymp. Sig. (2-tailed)) was 0.915. With a total of 122 data points (N), this value is substantially greater than the established significance level ($\alpha = 0.05$). The implication is that the Zero Hypothesis (H0), which states that residual data is usually distributed, is accepted. Thus, the results of subsequent statistical analyses that test the relationship between personality and adaptive performance can be trusted for their accuracy. The estimated normality error between job satisfaction (X3) and adaptive performance (Y) is presented in Table 4.

Table 4. Normality Error Estimates Between X3 and Y

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	15.13778025
Most Extreme Differences	Absolute	.060
	Positive	.043
	Negative	-.060
Kolmogorov-Smirnov Z		.667
Asymp. Sig. (2-tailed)		.765
a. Test distribution is Normal.		
b. Calculated from data.		

Based on Table 4, the probability value (asym. Sig) obtained is 0.765, which is greater than 0.05. Thus, the data meets the criteria. Normality error estimates between organizational culture (X1) and job satisfaction (X3) are displayed in Table 5.

Table 5. Normality Error Estimates Between X1 and X3

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.68974826
Most Extreme Differences	Absolute	.070
	Positive	.046
	Negative	-.070
Kolmogorov-Smirnov Z		.770

Asymp. Sig. (2-tailed)	.593
a. Test distribution is Normal.	
b. Calculated from data.	

Based on the analysis presented in Table 5, the obtained asymptotic significance (Asym. Sig.) value is 0.593, which exceeds the conventional significance level of 0.05. Consequently, the data fulfills the parametric assumption of normality, indicating its suitability for further statistical analysis. Moving forward, the normality of error estimates between personality (X2) and job satisfaction (X3) will be further examined and are presented in Table 6.

Table 6. Normality error estimates between X2 and X3

		Unstandardized Residual
N		122
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.91788123
Most Extreme Differences	Absolute	.051
	Positive	.050
	Negative	-.051
Kolmogorov-Smirnov Z		.559
Asymp. Sig. (2-tailed)		.913
a. Test distribution is Normal.		
b. Calculated from data.		

Homogeneity Test

The homogeneity test used Levene's Test, with a significance level of 0.05. Suppose the significance value of the homogeneity test results is greater than 0.05. In that case, the variance of the data can be considered homogeneous, meaning the data in the two groups have approximately the same variance. The results of the homogeneity test from this study are presented in Table 7.

Table 7. Homogeneity test

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.744	3	484	.526
	Based on Median	.931	3	484	.426
	Based on Median and with adjusted df	.931	3	434.299	.426
	Based on trimmed mean	.865	3	484	.459

Relation Path Models between Variables on Substructure 2

The relation path models between variables in substructure 2 consists of one endogenous variable, namely job satisfaction (X_3), two exogenous variables, namely principal organizational culture (X_1), personality (X_2) one residual variable, namely ε1. Based on the results of calculation through IBM SPSS

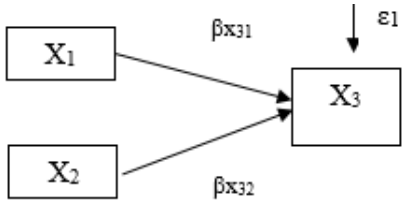

Figure 2. Substructure Model 2

Statistics 21 Program obtained the path coefficient on substructure-2 is X3 = 7,845 + 0,280X_1 + 0,613X_2 + 0,557ε1. The result of the calculation through SPSS obtained from the path coefficient or standard coefficient (beta) on substructure 2 can be presented in the following Figure 3 and Table 8.

Table 8. Relation Path Models on Substructure 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.845	8.511		.922	.358
	Organizational culture	.258	.066	.280	3.927	.000
	Personality	.549	.064	.613	8.611	.000

a. Dependent Variable: Job satisfaction

If combined between substructure model 1 and model 2, then it can be seen in the following Figure 3.

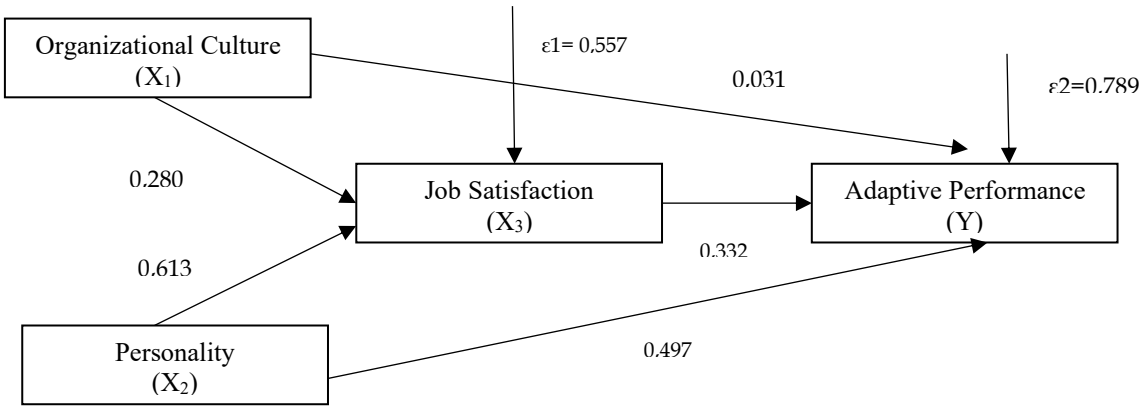

Figure 3. Combined Substructure Models

Here is a summary of direct effect the exogenous variables on endogenous variables of the study, which can be seen in the Table 9.

Table 9. Summary of Direct Effect

No	Effect	β	p-value	$t_{calculate}$	R^2	Results
1	X_1-Y	0,031	0,770	0,293	0,222	Rejected
2	X_2-Y	0,497	0,000	3,870	0,386	Accepted
3	X_3-Y	0,332	0,000	5,005	0,304	Accepted
4	X_1-X_3	0,280	0,000	3,927	0,505	Accepted
5	X_2-X_3	0,613	0,000	8,611	0,656	Accepted

This is a summary of indirect effect the exogenous variables on endogenous variables of the study, as seen in the Table 10.

Table 10. Summary of Indirect Effect

No	Indirect Effect	Sobel test	p-value	Results
1	X_1-Y-X_3	3,084	0,000	Accepted
2	X_2-Y-X_3	4,3323	0,000	Accepted

After structural model analysis, calculations are used to evaluate the theory and determine the direct and indirect influences between variables. The proposed hypothesis was tested by assessing the coefficient and significance values for each evaluated pathway. The results for all the proposed theories can be summarized as follows.

(1) Direct effect of organizational culture (X1) on adaptive performance (Y). Based on the calculation results, the value of β=0.031 with t-calculation (0.293) < t-table (1.98) and significance 0.770 > α (0.05). As per the t-test criteria, the Alternative Hypothesis (H1) was rejected, and the Null Hypothesis (H0) was accepted. Therefore, there is no direct positive influence of organizational culture on adaptive performance. This suggests that while organizational culture may exist, its impact on teachers' ability to adapt is not immediate and likely requires intermediate variables; (2) Direct effect of personality (X2) on adaptive performance (Y) Based on the calculation results, the value of β=0.497 with t-calculation (3.870) > t-table (1.98) and significance 0.000 < α (0.05). As per the t-test criteria, Hypothesis Zero (H0) was rejected and Alternative Hypothesis (H1) was accepted. Therefore, there is a direct positive influence of personality on adaptive performance. This underscores the importance of individual characteristics in determining how well a teacher can adapt to change; (3) Direct effect of job satisfaction (X3) on adaptive performance (Y) Based on the calculation results, the value of β=0.332 with t-calculation (5.005) > t-table (1.98) and significance 0.000 < α (0.05). As per the t-test criteria, Hypothesis Zero (H0) was rejected and Alternative Hypothesis (H1) was accepted. Therefore, there is a direct positive effect of job satisfaction on adaptive performance. This suggests that teachers who are more satisfied with their work tend to be more able to demonstrate adaptive performance.

(4) Direct effect of organizational culture (X1) on job satisfaction (X3). Based on the calculation results, the value of β=0.613 with t-calculation (3.927) > t-table (1.98) and significance 0.000 < α (0.05). As per the t-test criteria, Hypothesis Zero (H0) was rejected and Alternative Hypothesis (H1) was accepted. Therefore, there is a direct positive influence of organizational culture on job satisfaction. This indicates that a positive cultural environment in schools contributes to increased teacher satisfaction; (5) Direct effect of personality (X2) on job satisfaction (X3) Based on the calculation results, the value of β=0.332 with t-calculation (8.611) >t-table (1.98) and significance 0.000 < α (0.05). As per the t-test criteria, Hypothesis Zero (H0) was rejected and Alternative Hypothesis (H1) was accepted. Therefore, there is a direct positive influence of personality on job satisfaction. This suggests that individual personality characteristics have a significant role in shaping their level of job satisfaction.

Indirect effect of organizational culture (X1) on adaptive performance (Y) through job satisfaction (X3). Based on the calculation results, the direct influence of organizational culture (X1) on adaptive performance (Y) is 0.031. Meanwhile, the indirect influence of organizational culture (X1) on adaptive performance (Y) through job satisfaction (X3) was 0.093. Thus, the total impact of organizational culture (X1) on adaptive performance (Y) is 0.214. This means that the value of

direct influence is lower than the value of indirect influence. These results indicate that organizational culture (X1) has an indirect influence on adaptive performance (Y). Based on the results of the Sobel test calculations, t-count (3.08) > t-table (1.65). Thus, job satisfaction can mediate the influence of organizational culture on adaptive performance. It confirms that a positive organizational culture can improve teachers' adaptive performance, but its path of influence is primarily through increased job satisfaction.

Indirect effect of personality (X2) on adaptive performance (Y) through job satisfaction (X3). Based on the calculation results, the direct influence of personality (X2) on adaptive performance (Y) is 0.497. Meanwhile, the indirect influence of personality (X2) on adaptive performance (Y) through job satisfaction (X3) was 0.203. Thus, the total impact of personality (X2) on adaptive performance (Y) is 0.700. This means that the value of direct influence is higher than the value of indirect influence. These results indicate that indirect personality (X1) does not affect adaptive performance (Y). Based on the results of the Sobel test calculation, t-count (4.33) > t-table (1.65). Thus, job satisfaction can mediate the influence of personality on adaptive performance. Although personality has a substantial direct influence, job satisfaction also plays an important role as a mediator, reinforcing the positive impact of personality on teachers' adaptability.

Discussion

This research was conducted with the in-depth aim of examining and explaining the direct and indirect influences of organizational culture and personality on teachers' adaptive performance, with job satisfaction serving as a mediating variable. The background of this research stems from the observation of inconsistencies in the previous literature on the role of organizational culture and personality determinants in shaping teachers' adaptive performance, particularly in the context of 21st-century educational changes that demand continuous adaptation. The significance of this study lies in its effort to expand the adaptive work behavior model in the context of education, which is still relatively underexplored compared to other sectors. By employing a pathway analysis approach with civil servant teachers at A-accredited State High Schools in the Western Region of Bogor Regency, this study aims to provide a more nuanced understanding of the mechanisms underlying teachers' adaptive performance, as well as to present practical implications for teacher human resource development.

This study found that personality had a significant, positive direct influence on teachers' adaptive performance ($\beta = 0.497$, $p < 0.001$), suggesting that individual personality characteristics are strong predictors of teachers' adaptability. In addition, job satisfaction also showed a significant positive direct influence on teachers' adaptive performance ($\beta = 0.332$, $p < 0.001$), confirming that more satisfied teachers tend to be more adaptive. Interestingly, organizational culture did not have a significant direct influence on teachers' adaptive performance ($\beta = 0.031$, $p = 0.770$). However, organizational culture had a positive and significant influence on job satisfaction ($\beta = 0.280$, $p < 0.001$), and job satisfaction significantly mediated the relationship between organizational culture and adaptive performance (Sobel test t-count = 3.084, $p < 0.001$). These are key findings that explain the mechanism by which organizational culture is influenced.

Furthermore, personality had a strong direct influence on job satisfaction (β = 0.613, $p < 0.001$), and job satisfaction also significantly mediated the relationship between personality and adaptive performance (Sobel test t-count = 4.3323, $p < 0.001$). Although there is a direct influence of personality, this mediation shows that job satisfaction amplifies the positive impact of personality.

The finding that organizational culture does not have a significant direct influence on adaptive performance, but does have an indirect influence through job satisfaction, is in line with research Kong & Wang (2024) in the banking sector. Their study also found that organizational culture does not directly affect employee performance, but the effect is mediated by job satisfaction. This reinforces the argument that in some contexts, including education, organizational culture may serve as an antecedent for job satisfaction, which then becomes a driver of desirable work behaviors, including adaptive performance. The explanation for this phenomenon can be rooted in how individuals internalize and adopt the organizational culture. If the culture does not explicitly encourage adaptive behavior or does not provide a clear channel for adaptive development, the impact may be immediate. The interviews in this study also support the view that teachers' adaptive performance is more influenced by intrinsic variables, such as problem-solving skills, innovation, flexibility, personal drive, and work experience, which the organization's culture, in general, may not directly shape.

Positive influence of personality on adaptive performance is consistent with research by Manca & Delfino (2021) and the broader literature on Big Five personality traits (Hamid, 2022; Curado & Santos, 2022; Kaltiainen & Hakanen, 2022). Personalities such as openness to new experiences (which include curiosity and creativity), conscientiousness (which encourages effective problem-solving), and extraversion (which facilitates proactivity) inherently make individuals more responsive to change and challenge, according to the definition of adaptive performance by Mustapa et al. (2023). Furthermore, the finding that job satisfaction positively affects adaptive performance is supported by previous studies (Klusmann et al., 2022; Sato et al., 2023; Zhang & Huang, 2024). Job satisfaction, defined as a positive feeling towards work (Latip et al., 2025; Saleh & Atan, 2021; Virgiawan et al., 2021), fosters intrinsic motivation. Satisfied teachers tend to be more committed, responsible, and proactive in seeking innovative solutions and managing stress, all of which are key components of adaptive performance (Kaltiainen & Hakanen, 2022; Shahriari et al., 2023; Zhou, 2021).

The positive influence of organizational culture on job satisfaction is also in line with research by Pelgrim et al. (2022). A supportive culture, characterized by open communication, recognition of contributions, and development opportunities, fosters a harmonious work environment and enhances a sense of appreciation, which directly contributes to teacher job satisfaction. Similarly, the positive influence of personality on job satisfaction is supported by Stuart (2024). Personality traits such as friendliness and conscientiousness can facilitate positive interpersonal relationships and a sense of accomplishment, which are strong predictors of job satisfaction.

This research makes a unique and significant contribution by addressing the inconsistencies of the previous literature on adaptive performance

determinants, particularly in the context of education in Indonesia. Theoretically, this study enriches adaptive work behavior models by identifying and confirming the role of job satisfaction as a key mediating variable. The findings that organizational culture and personality influence adaptive performance substantially through job satisfaction offer a more complex understanding of these dynamics. Especially in the realm of Islamic education management, its theoretical contribution lies in enriching the understanding of the interaction of psychological and organizational factors in shaping the adaptability of teachers in an environment based on religious values, where teachers' spiritual and professional satisfaction may be interrelated. Practically, these results provide concrete guidance for leaders of Islamic educational institutions to focus on establishing a positive organizational culture and developing supportive teacher personalities, which will ultimately improve their job satisfaction. This increase in job satisfaction is expected to significantly enhance the adaptive performance of teachers in responding to the dynamics of Islamic education, including teaching methodologies, technological integration, and adapting to social and religious changes.

CONCLUSION

Responding to the challenges of teacher adaptation in the midst of changing educational landscapes and inconsistencies in previous findings, this study provides an in-depth examination of the role of organizational culture and personality on teachers' adaptive performance. The results consistently show that personality and job satisfaction have a significant direct influence on teachers' adaptability. More crucially, this study reveals that organizational culture and personality also indirectly affect adaptive performance through the mediation of job satisfaction. The implications of these findings are substantial: theoretically, adaptive work behavior models are enriched by an understanding of the complexity of mediation, while practically, it confirms the need for educational management, including in Islamic institutions, to prioritize strategies that increase teacher job satisfaction. Thus, strengthening a positive organizational culture and developing supportive teacher personalities will be crucial in fostering sustainable adaptability to enhance the quality of education.

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