

## **A Quantitative Study on the Determinants of Collaborative Culture in Inclusive Primary Schools: The Role of Social Competence, Work Motivation, and Organizational Climate**

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**Abstract:** This study aims to examine the influence of teachers' social competence, work motivation, and organizational climate on collaborative culture in elementary schools within the Bawana Alit cluster, Tembalang District, Semarang City. Employing a quantitative approach with a correlational design, data were collected through questionnaires distributed to 153 teachers selected using proportional random sampling. The data were analyzed using descriptive statistics, multiple regression analysis, and hypothesis testing. The results showed that each independent variable social competence ( $r = 0.701$ ), work motivation ( $r = 0.726$ ), and organizational climate ( $r = 0.821$ ) had a positive and significant influence on collaborative culture. Simultaneously, the three variables contributed significantly to the collaborative culture, with a coefficient of determination ( $R^2$ ) of 0.790. This indicates that 79% of the variation in collaborative culture is explained by the combined influence of the three factors. These findings suggest that improving teachers' interpersonal skills, fostering intrinsic and extrinsic motivation, and cultivating a positive organizational climate are key strategies to enhance collaboration among teachers. The implications emphasize the importance of integrated efforts in school management to build a collaborative culture that supports quality education improvement in elementary schools.

**Keywords:** social competence; work motivation; organizational climate; collaborative culture; Inclusion.

### **INTRODUCTION**

Teachers play a central role in the educational process at schools and have a significant impact on the quality of learning delivered. With the appropriate competencies, teachers are not only able to deliver material effectively, but also capable of creating a conducive learning environment for students. This is increasingly important given the evolving educational challenges, where teachers are required to master subject matter while also innovating in the development of creative and relevant teaching methods. One effective approach to fostering innovation in teaching is through the strengthening of collaborative culture among teachers. Collaborative culture in primary schools is key to creating a dynamic and innovative learning environment, as it enables teachers to share ideas, teaching strategies, and resources to improve learning quality (Kurniyanti et al., 2024; Kasmawati, 2020; Akhyar, 2024). Such collaboration also facilitates the exchange of knowledge and best practices, while strengthening teachers' professional competencies.

In the context of inclusive education defined in this study as education that accommodates all learners, including those with disabilities, without discrimination and based on the principles of equity and participation (UNESCO, 1994; Ministry of Education and Culture of Indonesia, Permendikbud No. 70/2009) the presence of a strong collaborative culture becomes even more essential. Inclusive schools require that teachers not only possess subject-matter and pedagogical expertise but also collaborate effectively to meet diverse student needs. This aligns with global frameworks such as the Salamanca Statement (UNESCO, 1994) and Universal Design for Learning (UDL), which emphasize inclusive environments supported by collaborative practices (CAST, 2018). Schools participating in

this study are public primary schools designated by the local education authority as inclusive schools, meaning they officially implement inclusive education policies and enroll students with various learning needs, including those with disabilities.

However, despite its great potential, the implementation of a collaborative culture among teachers still faces various challenges. Based on preliminary observations at the Bawana Alit Cluster Primary Schools in Tembalang District, it was found that more than 60% of teachers do not regularly engage in collaborative activities such as group discussions and joint lesson planning. Contributing factors include high administrative workload, lack of managerial support, poor time discipline in task execution, as well as inadequate facilities and ineffective peer communication (Akhyar, 2024; Fatimah & Ilyas, 2024; Noviana et al., 2023).

Teachers' social competence, which includes the ability to communicate and interact positively with colleagues, is one aspect that contributes to the creation of a collaborative culture. Noviana et al. (2023) state that good social competence can foster harmonious and collaborative working relationships within schools. In addition, teacher work motivation also plays a crucial role. Low motivation may hinder teachers' participation in collaborative activities, whereas high motivation encourages active involvement and enhances the quality of learning (Hamzah, 2018; Efendi & Sholeh, 2023b). Another equally important factor is the organizational climate of the school. A healthy organizational climate, marked by inspirational leadership, open communication, and mutual trust, can create a supportive work environment for teacher collaboration (Suhayat et al., 2023; Wirawan, 2017). Unfortunately, many primary schools still struggle to establish a conducive organizational climate. This condition is also observed in the Bawana Alit Cluster, where weak teacher communication and limited facilities hinder the development of an ideal collaborative culture.

**Table 1. Main Issues Identified in Bawana Alit Cluster Primary Schools**

Issue	Description	Percentage Involved	Problem
Low teacher work motivation	Teachers often delay administrative tasks and complete them only close to supervision time.	58%	Low teacher work motivation
Low collaborative practices	Teachers rarely share teaching materials or experiences in discussions or joint planning.	22%	Low collaborative practices
Suboptimal supervision	Supervision is often delegated to other teachers without a systematic approach.	25%	Suboptimal supervision
Poor teacher discipline	Teachers are often late and dismiss students earlier than scheduled.	30%	Poor teacher discipline
Lack of communication and trust	Lack of two-way communication and mutual trust among colleagues.	40%	Lack of communication and trust

Source: Observation Result, 2024

The aim of this study is to explore the factors influencing the low level of collaborative culture in the Bawana Alit Cluster Primary Schools, focusing on three main variables: social competence, work motivation, and organizational climate. By understanding the relationship between these three variables and teacher collaborative culture particularly in inclusive school settings it is expected that appropriate strategies can be formulated to improve the quality of learning in primary schools, especially in inclusive classrooms in the Tembalang District of Semarang City.

This research contributes both theoretically and practically. Theoretically, it expands the understanding of the interaction between social competence, work motivation, and organizational climate on teacher collaborative culture, particularly in inclusive education contexts, which has not been extensively studied in a local setting. Practically, this study provides empirical findings regarding the challenges and opportunities faced by inclusive schools in building a collaborative culture, and it offers policy recommendations and relevant managerial strategies to enhance teachers' collective work effectiveness for better educational outcomes for all students.

Collaborative culture in schools is a key factor in creating a dynamic and innovative learning environment. This culture reflects the values, norms, and organizational philosophy that influence patterns of interaction and cooperation toward achieving common goals (Amin & Siswanto, 2018). Collaboration is understood as a process of thinking and acting together to solve problems (Sari et al., 2024), and as a form of togetherness and cooperation that benefits all parties (Sholeh, 2023a). In the educational context, teacher collaboration enhances learning relevance and educational quality (Kasmawati, 2019; Solehudin, 2020). The effectiveness of collaborative culture is influenced by organizational climate, interpersonal competence, and reward systems (Wirawan, 2018). A conducive work climate supports productive interactions, while interpersonal competence strengthens team relationships (Robbins & Judge, 2017). An open environment also encourages teachers' active participation in collaborative work (Harlena, 2025). In addition, transformational leadership and proper conflict management strengthen collaborative culture (Wibowo, 2020; Fadillah, 2024). According to Kasmawati (2019), successful collaboration is determined not only by organizational structure, but also by trust and recognition within the team. These three factors complement each other and form the foundation for improving the quality of teaching and learning processes and outcomes in schools.

One of the key aspects supporting successful collaboration in inclusive schools is teachers' social competence. This competence encompasses the ability to establish positive interpersonal relationships with students, colleagues, parents, and the wider community (Tenrere et al., 2020). Furthermore, effective communication skills, empathy, and adaptability are crucial elements of social competence (Maulina & Zumrotun, 2024). Teachers with high social competence tend to create inclusive and supportive learning environments (Ilma, 2024) and are able to foster trust and openness in team collaboration (Juliawan et al., 2020). Teaching experience and the school's social environment further reinforce this competence (Mulyasa, 2019; Illahi & Pastowo, 2022). Social competence is also strengthened by institutional support such as formal training and mentoring programs (Wahrudin & Mukhibat, 2023), which can enhance teachers' participation in decision-making and collaborative work (Juliawan et al., 2020). Thus, strong social competence serves as a fundamental pillar in developing a collaborative culture within the school environment.

Teachers' work motivation is also a crucial determinant in shaping a collaborative culture in schools. This motivation is divided into two dimensions: intrinsic motivation, such as the drive for achievement, and extrinsic motivation derived from external rewards (Darmadi & Setyawan, 2018). Hasibuan (2019) emphasizes the importance of balancing both dimensions to enhance work effectiveness. High levels of motivation have been shown to foster teacher engagement in collaborative activities (Astuti, 2021; Putra et al., 2024) as well as in the development of learning communities (Kastawi et al., 2021; Susmiatun et al., 2020). Additionally, a conducive work environment and supportive leadership further strengthen teachers' motivation (Murni & Sulasmi, 2021; Darmadi & Setyawan, 2023).

Therefore, both intrinsic and extrinsic motivations play a significant role in shaping teachers' commitment to professional collaboration in schools.

Moreover, Mangkunegara (2021) argues that a positive organizational climate, combined with open opportunities for career development, can be a powerful driver of increased teacher motivation. A work environment that supports participation and recognizes teacher achievements fosters a healthy collaborative atmosphere (Tazkiya, 2024). Research by Astuti & Hanif (2024) reveals that structured professional development programs significantly influence the enhancement of teacher motivation and collaboration. This aligns with the findings of Heriyanto et al. (2025), who state that teacher involvement in community-based training strengthens collaborative spirit and a sense of ownership over the learning process. Similarly, Hidayati and Hanif (2025) demonstrate that positive perceptions of organizational support enhance teacher loyalty and cooperation. Daulay et al. (2024) also found that open communication in the workplace fosters trust and collaborative initiatives among teachers. In the context of sustainable development, Imbaruddin & Wijayanto (2024) highlight the importance of integrating organizational climate and transformative leadership in building a consistent collaborative culture that is oriented toward improving educational quality.

Therefore, the interconnection between social competence, work motivation, and organizational climate forms a crucial foundation for building a sustainable culture of collaboration, which directly contributes to enhancing the quality of education in inclusive elementary schools.

## **METHOD**

This study employed a quantitative approach to examine the influence of social competence, work motivation, and organizational climate on collaborative culture in elementary schools. This approach aims to test the formulated hypotheses using standardized instruments and statistical data analysis. According to Sugiyono (2019), the quantitative approach is based on positivist philosophy and is used to study specific populations or samples with standardized data collection instruments and objective statistical analysis. This type of research is a survey study, in which data were collected through the distribution of questionnaires to measure the variables studied. The survey method was chosen because it allows hypothesis testing related to the psychological and sociological variables of a predetermined sample. In line with this, Creswell (2018) states that quantitative research is used to examine relationships among variables through a systematic, structured, and controlled approach.

This study was conducted at 12 elementary schools under the Bawana Alit Cluster in Tembalang District, Semarang City, from January to June 2025. All schools selected for this study were officially designated as inclusive schools by the local education authority, meaning they accept and serve students with special educational needs, including students with physical, intellectual, and learning disabilities. To confirm the schools' inclusive status, document analysis of school profiles, inclusive program reports, and enrollment data were carried out prior to data collection.

In response to the need for a clearer operational definition, inclusive school quality in this study refers to the effectiveness of collaborative practices, teacher responsiveness, and organizational support systems in accommodating diverse learning needs. The operational indicators were adapted from the Salamanca Statement (UNESCO, 1994) and Permendikbud No. 70/2009, and include: (1) Teacher collaboration in adjusting curriculum and instruction for students with disabilities, (2) Availability of peer support systems and individualized

education plans (IEPs), (3) Teacher perceptions of school leadership support in inclusive practices, and (4) Accessibility of learning environments and resources for diverse learners.

To ensure relevance to the inclusive context, the questionnaire included a section to identify whether teachers had direct experience working with students with disabilities. Results indicated that 87% of respondents had taught at least one student with special educational needs, including students with mild intellectual disabilities, autism spectrum disorders, and physical impairments.

The research design used was correlational, aimed at identifying the relationships between three independent variables social competence ( $X_1$ ), work motivation ( $X_2$ ), and organizational climate ( $X_3$ ) and one dependent variable, namely collaborative culture ( $Y$ ). This study also applied an *ex post facto* approach to analyze causal relationships among variables that cannot be directly manipulated by the researcher (Iskandar, 2020). Data were analyzed using multiple linear regression to determine the effect of the three independent variables on the dependent variable. Sekaran and Bougie (2020) state that correlational design and regression analysis are highly useful for identifying both direct and indirect influences among variables simultaneously.

The population of the study consisted of 248 teachers from the 12 inclusive elementary schools in the Bawana Alit Cluster. The sample size was determined using the Slovin formula to obtain a proportionate representation, resulting in 153 respondents. The sampling technique used was proportional random sampling, which determines the number of samples from each school proportionally to the number of teachers (Sujarweni, 2020). According to Arikunto (2021), this technique ensures that each subpopulation receives proportional representation, thereby increasing the validity of the research findings.

The research instrument was a questionnaire using a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Instrument validity was tested by comparing the calculated *r*-value with the *r*-table, while reliability was tested using Cronbach's Alpha. Sugiyono (2019) asserts that an instrument is valid if it accurately measures what it is intended to measure, and reliable if its results are consistent. The test results showed that all indicators met the criteria for validity and reliability. According to Ghazali (2019), a Cronbach's Alpha value above 0.70 indicates a high level of reliability.

Data were collected by distributing the questionnaire directly to the teacher respondents. The questionnaires were completed during break times, and respondents were given three days to return them. Prior to completion, the researcher explained the research objectives and the technical aspects of filling out the questionnaire. Creswell (2018) states that the questionnaire survey technique is an effective method for collecting data from a large number of respondents in a short time.

In response to concerns about measurement depth, data triangulation was conducted to enhance the credibility of findings. In addition to teacher self-reported questionnaires, supplementary data were obtained through: (1) Structured interviews with five inclusive education coordinators to explore school-level inclusive practices and leadership support, (2) Observation checklists in four randomly selected schools to assess the physical learning environment and inclusivity of classroom settings, and (3) Secondary data review of student enrollment records and special needs identification documentation from the 2023/2024 academic year.

These triangulated sources were used to validate teachers' responses and provide contextual understanding of inclusive school practices. Although the primary data analysis remained quantitative, qualitative insights supported the interpretation of collaborative culture within inclusive school frameworks.

Data analysis was carried out in stages, beginning with prerequisite tests, namely normality tests (using Liliefors and Kolmogorov-Smirnov tests), homogeneity tests, and linearity tests. The normality test aimed to ensure that the data were normally distributed; the homogeneity test assessed the equality of variances among groups; while the linearity test ensured that the relationships among variables were linear (Ghozali, 2019). Once these prerequisites were met, the data were analyzed using multiple linear regression to determine the influence of social competence, work motivation, and organizational climate on collaborative culture. The coefficient of determination test ( $R^2$ ) was used to assess how much the independent variables contributed to the dependent variable, and the t-test was used to determine the partial influence of each variable. Sekaran and Bougie (2020) emphasize that multiple linear regression tests are effective in identifying the strength and direction of relationships among variables.

## **FINDING AND DISCUSSION**

### **Finding(s)**

This study aimed to examine the influence of social competence, work motivation, and organizational climate on collaborative culture in elementary schools within the Bawana Alit Cluster, Tembalang District, Semarang City. Based on the descriptive analysis results, the collaborative culture variable showed a mean score of 172.48 with a standard deviation of 17.19. The majority of respondents fell into the moderate category (31.4%), followed by the high category (24.2%), while only 7.2% of respondents were categorized as very low. These findings indicate that the collaborative culture in the surveyed inclusive elementary schools is fairly good, although some teachers still require encouragement to engage in optimal collaboration, especially in accommodating diverse student needs.

The social competence variable had a mean score of 146.48 and a standard deviation of 8.35. Most respondents were in the moderate category (30.1%), followed by the high category (22.9%), and 12.4% were in the very low category. This indicates that there is still a group of teachers in need of support in social skills to foster a collaborative and inclusive working climate at school. In inclusive settings, teachers with stronger social competence are generally more responsive in communicating with students with disabilities, coordinating with special education staff, and engaging families in individualized learning plans. These aspects are aligned with inclusive practices highlighted in the Salamanca Statement (UNESCO, 1994) and Permendikbud No. 70/2009, where interpersonal adaptability and positive communication are key to effective inclusion.

Meanwhile, the work motivation variable had a mean score of 128.27. Most respondents rated themselves in the high (49%) and very high (26.8%) categories. Only one respondent rated themselves as very low, suggesting that, in general, teachers have a good level of work motivation in carrying out their duties and responsibilities. High motivation was also reflected in teachers' willingness to engage in co-teaching models and differentiated instruction, especially for students with special needs. Teachers who reported higher extrinsic motivation (e.g., recognition and rewards) often demonstrated stronger commitment to inclusive classroom planning, while those with higher intrinsic motivation showed greater persistence in adjusting teaching methods for children with learning challenges.

As for the organizational climate variable, it showed a mean score of 164.69, with most respondents rating their school’s organizational climate as high (38.6%). However, a small portion of respondents (1.3%) rated it as very low, reflecting differing perceptions among individuals in the school environment. In inclusive school settings, a positive organizational climate enables effective collaboration between general and special education teachers, encourages open communication, and facilitates administrative support for inclusive programming. Schools with strong leadership and a culture of mutual respect are more likely to ensure access, participation, and achievement for all learners, including students with disabilities.

Based on the dimensional analysis, the collaborative culture variable consists of several key dimensions. The dimension of shared vision and goals made the highest contribution (0.862), followed by teamwork (0.741), and professional dialogue (0.712). The knowledge-sharing dimension had the lowest contribution (0.689), yet still played a role in shaping collaborative culture. In inclusive classrooms, these dimensions are especially critical, as they support collective planning for inclusive learning strategies, peer consultation for behavior management, and shared accountability for student progress.

For the social competence variable, the social awareness dimension contributed the most (0.704), followed by social adaptability (0.685). Although conflict management and communication skills showed lower values, both remain relevant in forming teachers’ social competence. Teachers with high social competence often report greater confidence when collaborating in inclusive teams, addressing the needs of students with emotional or behavioral difficulties, and engaging in multi-stakeholder communication (e.g., with parents and therapists).

Regarding the work motivation variable, extrinsic motivation had the highest contribution (0.759), while intrinsic motivation had a lower but still significant contribution (0.648). Teachers with strong extrinsic motivation tended to be more active in school-based inclusive initiatives when they perceived recognition and institutional support. Intrinsically motivated teachers were more likely to implement inclusive pedagogy out of a personal belief in educational equity and child-centered teaching.

In the organizational climate variable, the reward system (0.838) and mutual cooperation (0.834) were the highest contributing dimensions. Leadership (0.685) and communication (0.736) also played important roles in creating an organizational climate that supports teacher collaboration. In the context of inclusive education, an enabling school climate encourages the adaptation of physical learning spaces, the formation of inclusive committees, and the establishment of peer mentoring structures all of which contribute to the sustainability of inclusive practices.

**Table 2. Statistical Description of Research Variables**

Hypothesis	Correlation Coefficient (r)	Coefficient of Determination (R <sup>2</sup> )	F-Statistic	t-Statistic	Significance (p-value)
Hypothesis 1: Effect of Social Competence on Collaborative Culture	0.701	0.710	3.564	2.251	0.000 (Significant)
Hypothesis 2: Effect of Work Motivation on Collaborative Culture	0.726	0.792	97.438	9.871	0.000 (Significant)
Hypothesis 3:	0.821	0.874	312.191	17.669	0.000 (Significant)

Hypothesis	Correlation Coefficient (r)	Coefficient of Determination (R <sup>2</sup> )	F-Statistic	t-Statistic	Significance (p-value)
Effect of Organizational Climate on Collaborative Culture Hypothesis 4: Effect of Social Competence, Work Motivation, and Organizational Climate on Collaborative Culture (Simultaneously)	0.831	0.790	110.435	-	0.000 (Significant)

Source: SPSS Data Processing

Social competence has been proven to have a strong and significant relationship with collaborative culture in schools. The correlation test results show that the r-value between social competence and collaborative culture is 0.701 ( $p < 0.05$ ), indicating a strong and positive relationship. This suggests that teachers with high social competence including communication, collaboration, and conflict resolution skills tend to create a stronger collaborative culture in schools. This finding is consistent with the study by Anita (2024), which concluded that positive interpersonal communication among teachers positively affects pedagogical collaboration. Muhidi et al. (2024) added that enhanced social adaptability strengthens trust and teamwork among teachers. Ramdan & Fauziyah (2019) also found that social awareness significantly correlates with collaborative culture in learning innovation. Furthermore, Nugroho (2019) emphasized that wise conflict management helps create a professional climate conducive to collaboration. Supporting this, the study by Lestari et al. (2019) highlighted that communicative skills and empathy are dominant variables in strengthening the collaborative culture structure in schools.

In the context of inclusive education, social competence is essential not only for peer collaboration but also for effectively engaging with students with disabilities. Teachers must be able to adapt their communication and respond empathetically to diverse needs (UNESCO, 2009). As observed in this study, teachers with high social competence were more likely to participate in inclusive team teaching, engage with parents of children with special needs, and resolve classroom conflicts involving students with learning difficulties. This aligns with findings by Sharma & Loreman (2017), who emphasized that positive teacher attitudes and interpersonal sensitivity are predictors of inclusive teaching practices.

Work motivation also has a significant influence on collaborative culture. Regression analysis shows an r-value of 0.726, indicating a strong positive relationship between work motivation and collaborative culture. This study found that teachers with high work motivation are more likely to share ideas and collaborate in groups. These findings align with those of Hariyasasti and Purwanto (2021), who stated that intrinsic motivation directly impacts teachers' involvement in school teamwork. Research by Elazhari et al. (2020) also affirmed that teachers motivated by personal achievement and recognition from the school environment are more active in collaboration. This is further supported by the study of Mayer et al. (2022), which found that work motivation mediates the relationship between school principal leadership and collective work engagement. Furthermore, Nurhaedah and Kadir (2024) stated that extrinsic motivation such as organizational support, incentives, and rewards significantly influences teachers' willingness to engage in learning communities. Similarly, the study by Amin (2023) concluded that highly motivated teachers tend to exhibit more collaborative behavior in designing lessons and solving classroom problems collectively.

In inclusive school settings, motivation plays a crucial role in determining how committed teachers are in adapting curriculum and providing differentiated instruction. Teachers with high motivation are more likely to persist in addressing the learning barriers of students with disabilities. However, as research by Loreman et al. (2014) points out, lack of motivation due to inadequate support or training can hinder inclusive efforts. Findings from this study support the notion that both intrinsic and extrinsic motivators (e.g., recognition, inclusive leadership, digital learning tools) can empower teachers to innovate collaboratively for inclusive practices. Moreover, when motivation is aligned with inclusive values, teachers tend to participate more actively in individualized education plans (IEPs) and co-teaching models (Florian & Spratt, 2013).

Organizational climate also plays a crucial role in shaping an effective collaborative culture. Based on the regression results, the  $r$ -value between organizational climate and collaborative culture is 0.821 ( $p < 0.05$ ), indicating a very strong and significant relationship. Research by Mardika (2019) showed that an open, participatory, and team-oriented organizational climate can increase the intensity of teacher collaboration. In addition, a study by Maulia (2023) found that the dimensions of communication, recognition, and trust within the organizational climate significantly influence the formation of a collaborative culture in schools. These findings are supported by Lutfiartha (2025), who emphasized the importance of inclusive leadership and a positive working atmosphere as the foundation for building a collaborative climate. Meanwhile, Erlurk and Ziblim (2020) stated that the more positive teachers' perceptions are of the organizational climate, the higher their participation in collaborative forums and activities. A study by Zhang & Zheng (2020) also demonstrated that a flexible organizational structure that encourages openness is a key factor in facilitating collaboration in elementary school environments.

In inclusive school environments, a positive organizational climate not only encourages collaboration among teachers but also facilitates systems that support disability-inclusive practices. For example, when school leadership fosters inclusive values and participatory decision-making, teachers feel more supported in implementing individualized learning strategies. This is in line with Ainscow & Sandill (2010), who argued that inclusive change is more sustainable when rooted in school culture and climate. However, this study also acknowledges challenges such as limited infrastructure, inadequate inclusive training, and attitudinal biases among some staff—barriers that are widely reported in both national (Kustawan, 2020) and international (Slee, 2011) studies on inclusive education.

Simultaneously, the three variables social competence, work motivation, and organizational climate have a significant influence on collaborative culture, with  $R^2 = 0.790$ , indicating that 79% of the variation in collaborative culture can be explained by these three factors. The ANOVA test results showed an  $F$ -value of 110.435 ( $p < 0.05$ ), indicating that the constructed linear regression model is statistically significant. This demonstrates that all independent variables play a role in improving collaborative culture in elementary schools. These findings align with the study of Muhajirin & Purnamasari (2024), which revealed that the synergy between social skills and work motivation fosters constructive cooperation in educational settings. Research by Damayanti & Nuzuli (2023) also indicated that organizational support, intrinsic motivation, and healthy interpersonal relationships are key prerequisites for the establishment of effective collaboration. Additionally, a study by Lutfiartha & Miyono (2025) emphasized that collaboration cannot be optimized without an organizational climate that supports participation and trust among individuals. Research by Virdi et al. (2023) further demonstrated that the integration of personal and organizational factors strengthens the professional culture in schools. Meanwhile, Santoso and Selwen

(2023) underscored that collaborative culture in schools will flourish when competent individuals, high motivation, and a healthy organizational structure reinforce each other within a unified work system.

Although the primary objective of this study was to explore collaborative culture in general, the findings have direct implications for inclusive education, particularly in how schools build teamwork and shared responsibility to support all learners, including those with disabilities. Future research could further explore how collaborative culture specifically impacts student inclusion outcomes, such as academic progress, social integration, and individualized support implementation.

## **Discussion(s)**

Social competence has been proven to have a strong and significant relationship with collaborative culture in schools. The correlation test results show that the r-value between social competence and collaborative culture is 0.701 ( $p < 0.05$ ), indicating a strong and positive relationship. This suggests that teachers with high social competence including communication, collaboration, and conflict resolution skills tend to create a stronger collaborative culture in schools. This finding is consistent with the study by Anita (2024), which concluded that positive interpersonal communication among teachers positively affects pedagogical collaboration. Muhidi et al. (2024) added that enhanced social adaptability strengthens trust and teamwork among teachers. Ramdan & Fauziyah (2019) also found that social awareness significantly correlates with collaborative culture in learning innovation. Furthermore, Nugroho (2019) emphasized that wise conflict management helps create a professional climate conducive to collaboration. Supporting this, the study by Lestari et al. (2019) highlighted that communicative skills and empathy are dominant variables in strengthening the collaborative culture structure in schools.

In the context of inclusive education, social competence is essential not only for peer collaboration but also for effectively engaging with students with disabilities. Teachers must be able to adapt their communication and respond empathetically to diverse needs (UNESCO, 2009). As observed in this study, teachers with high social competence were more likely to participate in inclusive team teaching, engage with parents of children with special needs, and resolve classroom conflicts involving students with learning difficulties. This aligns with findings by Sharma & Loreman (2017), who emphasized that positive teacher attitudes and interpersonal sensitivity are predictors of inclusive teaching practices.

Work motivation also has a significant influence on collaborative culture. Regression analysis shows an r-value of 0.726, indicating a strong positive relationship between work motivation and collaborative culture. This study found that teachers with high work motivation are more likely to share ideas and collaborate in groups. These findings align with those of Hariyasasti and Purwanto (2021), who stated that intrinsic motivation directly impacts teachers' involvement in school teamwork. Research by Elazhari et al. (2020) also affirmed that teachers motivated by personal achievement and recognition from the school environment are more active in collaboration. This is further supported by the study of Mayer et al. (2022), which found that work motivation mediates the relationship between school principal leadership and collective work engagement. Furthermore, Nurhaedah and Kadir (2024) stated that extrinsic motivation such as organizational support, incentives, and rewards significantly influences teachers' willingness to engage in learning communities. Similarly, the study by Amin (2023) concluded that highly motivated teachers tend to exhibit more collaborative behavior in designing lessons and solving classroom problems collectively.

In inclusive school settings, motivation plays a crucial role in determining how committed teachers are in adapting curriculum and providing differentiated instruction. Teachers with high motivation are more likely to persist in addressing the learning barriers of students with disabilities. However, as research by Loreman et al. (2014) points out, lack of motivation due to inadequate support or training can hinder inclusive efforts. Findings from this study support the notion that both intrinsic and extrinsic motivators (e.g., recognition, inclusive leadership, digital learning tools) can empower teachers to innovate collaboratively for inclusive practices. Moreover, when motivation is aligned with inclusive values, teachers tend to participate more actively in individualized education plans (IEPs) and co-teaching models (Florian & Spratt, 2013).

Organizational climate also plays a crucial role in shaping an effective collaborative culture. Based on the regression results, the  $r$ -value between organizational climate and collaborative culture is 0.821 ( $p < 0.05$ ), indicating a very strong and significant relationship. Research by Mardika (2019) showed that an open, participatory, and team-oriented organizational climate can increase the intensity of teacher collaboration. In addition, a study by Maulia (2023) found that the dimensions of communication, recognition, and trust within the organizational climate significantly influence the formation of a collaborative culture in schools. These findings are supported by Lutfiartha (2025), who emphasized the importance of inclusive leadership and a positive working atmosphere as the foundation for building a collaborative climate. Meanwhile, Erlurk and Ziblim (2020) stated that the more positive teachers' perceptions are of the organizational climate, the higher their participation in collaborative forums and activities. A study by Zhang & Zheng (2020) also demonstrated that a flexible organizational structure that encourages openness is a key factor in facilitating collaboration in elementary school environments.

In inclusive school environments, a positive organizational climate not only encourages collaboration among teachers but also facilitates systems that support disability-inclusive practices. For example, when school leadership fosters inclusive values and participatory decision-making, teachers feel more supported in implementing individualized learning strategies. This is in line with Ainscow & Sandill (2010), who argued that inclusive change is more sustainable when rooted in school culture and climate. However, this study also acknowledges challenges such as limited infrastructure, inadequate inclusive training, and attitudinal biases among some staff—barriers that are widely reported in both national (Kustawan, 2020) and international (Slee, 2011) studies on inclusive education.

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factors strengthens the professional culture in schools. Meanwhile, Santoso and Selwen (2023) underscored that collaborative culture in schools will flourish when competent individuals, high motivation, and a healthy organizational structure reinforce each other within a unified work system.

Although the primary objective of this study was to explore collaborative culture in general, the findings have direct implications for inclusive education, particularly in how schools build teamwork and shared responsibility to support all learners, including those with disabilities. Future research could further explore how collaborative culture specifically impacts student inclusion outcomes, such as academic progress, social integration, and individualized support implementation.

## CONCLUSION

Based on the research findings, social competence, work motivation, and organizational climate significantly influence collaborative culture in elementary schools. Partially, social competence has a strong positive effect, indicating that teachers who possess strong communication, interpersonal, and conflict resolution skills are more likely to foster a collaborative and inclusive school culture. Work motivation also demonstrates a significant contribution, where intrinsically and extrinsically motivated teachers tend to actively engage in knowledge sharing and joint problem-solving. Among the three variables, organizational climate exerts the strongest influence, highlighting the importance of a supportive, communicative, and trust-based work environment in promoting collaboration.

Simultaneously, the combination of these three variables contributes 79% to the development of a collaborative culture, indicating a synergistic effect between individual and organizational factors. These results confirm that strengthening teacher social competence, maintaining balanced motivation, and fostering a positive school climate are crucial for creating sustainable collaboration, especially in inclusive school settings where diverse student needs must be addressed collectively. Concrete recommendations based on these findings include: (1) Schools should integrate inclusive education training into regular professional development programs to enhance teachers' social and pedagogical competencies for working with students with disabilities. (2) School leadership should adopt inclusive and transformational leadership styles that recognize and reward collaborative efforts, while promoting values of equity, empathy, and responsiveness. (3) School management should prioritize the creation of an inclusive organizational climate, marked by open communication, shared decision-making, and mutual respect, which is conducive to both teacher collaboration and inclusive learning practices. (4) Policies should encourage interprofessional collaboration, involving not only teachers but also special education staff, counselors, and parents in building inclusive strategies tailored to individual student needs.

Limitations of this study include its geographically limited sample (12 schools in the Bawana Alit Cluster, Semarang City) and its exclusive use of quantitative methods based on self-reported data, which may not fully reflect the nuanced realities of inclusive practice. In addition, the study did not directly measure inclusive school outcomes such as access, participation, or achievement for students with disabilities. Future research is recommended to: (1) Expand to broader and more diverse school contexts, including rural and special education schools. (2) Use mixed-methods approaches, incorporating classroom observations, interviews, and student data to better capture the dynamics of inclusive collaboration. (3) Explore additional variables such as school leadership, teacher attitudes toward inclusion, availability of inclusive teaching resources, and community engagement. (4) Evaluate the impact of digitalization and Universal Design for Learning (UDL) on collaborative and inclusive practices. Ultimately, collaborative culture should be viewed not

only as a tool for general school improvement but as a strategic foundation for realizing inclusive education that accommodates every learner, including those with disabilities.

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