

School Management Effectiveness: The Analysis Of Organizational Culture, Leadership Style, Work Environment, And Satisfaction

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ABSTRACT

In school management, several variables support the effectiveness of the principal's performance. The study analyzed the effects of exogenous to endogenous, either directly or indirectly, and work satisfaction as a variable intervening. This study was a quantitative survey with a sample size are 360 state high school teachers. Data analysis uses path analysis. With the help of Smart partial least squares software, data that meets the criteria $r > 0.70$ will be used in the research. The results showed that organizational culture, leadership style, and work environment significantly affect work satisfaction. The organizational culture, leadership style, and work satisfaction directly affect teachers' performance. the organizational culture, leadership style, and work environment significantly indirectly affect work satisfaction on teachers' performance. In organizational culture, instruments have involved working together in bearing burdens culture as the potential of the community for empowerment again; it is a novelty of this research. The results of research that require follow-up are how to improve principal leadership style with the hope that micro-school management is more effective and macro enhancing the quality of education in Indonesia

1. INTRODUCTION

Education is an essential factor in improving human resource quality. The Indonesian government's efforts in improving the health sector, education, and growth of national products have gained results by placing high human development categories (UNDP, 2020). Nevertheless, the quality of education has not achieved the expected results, the achievements of the Pisa competition in 2018. Indonesian students are 75th out of 79 Pisa participating countries (OECD, 2019). There are several challenges in improving the quality of human resources today. First, due to the coronavirus pandemic 19, the world of education immediately streamlines school management by utilizing existing resources in schools and communities. *Second*, teachers and principals are more effective at reducing student anxiety in pandemic situations than parents handle alone (Daniel, 2020). Third, in the industrial era, 4.0 is required. The principal, as a leader, must adapt to preparing new orientation and literacy in the field of education (Lase, 2019).

School as an educational institution is a complex and dynamic system that requires effective management. Effective management means optimizing existing resources; efforts to effectively manage schools need to be supported by internal and external potential, especially the empowerment of potential external support from the community, which has not been maximally empowered. Parental involvement in education has a positive impact: creating a comfortable school atmosphere, motivation, discipline, social adaptation, and academic achievement (Bartolome et al., 2017). Community position plays a vital role in an educational management process, especially in creating the effectiveness of school management. Simultaneously, the parent-teacher association (PTA) has been formed in each school, empowering PTA more optimally to support the education process, ranging from planning, implementation, and evaluation. The involvement of school management effectiveness from the community is a different strength, namely stakeholders and parents of students to create communication on strategic issues (Ozmen et al., 2016). Working together in the bearing of burdens (*gotong royong*) to help each other in the community has been the working culture of the Indonesian people since the days of their ancestors (Simarmata et al., 2020). The soul of *gotong royong* comes from the community spontaneously to help others in times of emergency (Koopman, 2021). The traditional culture in the Balinese Hindu community called *Tri Hitta Karana* is the harmonious relationship of three elements: the man with God, the man with man, and the environment. That life is not solely for material purposes (Aditya & Kusuma, 2019).

The logical consequences of the approach to society require the leadership ability of the principal to integrate the work culture and the working environment available in creating a conducive work atmosphere, to achieve school management effectiveness. The sense of belonging to the organization of each element will build strong leadership. That was important in building and developing a school as strong as continuing (Ylimaki & Brunderman, 2022).

Researchers have investigated research on school management in several media, and there are independent variable differences that affect school management effectiveness as a variable dependent. On uniform resource locator <https://www.sciencedirect.com/>: There were 1,137 different titles from 2015 to 2021 <https://www.mendeley.com/search/>: There were 5,425 different titles from 2015 to 2021.

From the results of the investigation into the title of the study, no title was the same as the title of this study, but there were some of the most relevant titles, namely: First, school management effectiveness as a dependent variable; schools governance and total quality management as independent variables; sample size 533 respondents; The results of the study have the direct and indirect influence of variable independent to variable dependent (Khurniawan et al., 2021). The study examined school governance and quality management, not empowering the community to improve school management effectiveness, namely:

working together to bear burdens as a culture of Indonesian society. Cooperation between the community and teachers strengthens schools in achieving educational goals (McKenzie et al., 2021).

Second, school management effectiveness as a dependent variable; internal and external principal activities as variable independent; 295 respondents; there was an influence of internal and external principal activities on school management effectiveness school (Benoliel & Somech, 2018). The study discussed the balance of the principal's activities internally and externally to support school management effectiveness. Still, it did not change the influence of the work environment and work atmosphere as a force on school management effectiveness. A work environment can create a conducive atmosphere to achieve maximum learning outcomes (Maghelal et al., 2022).

Third, with school management effectiveness as the dependent variable, stakeholders' perspectives as a variable, and independent SWOT analysis, the study results are a master plan (Coelho Junior et al., 2020). The study emphasized analyzing the strengths, weaknesses, opportunities, and challenges of compiling a school work program. The study did not analyze the influence of work culture factors, work environment, leadership, and work atmosphere on school management effectiveness.

Fourth, the analysis of the balanced scorecard method shows that *Jam'iyah Islamiyyah* boarding school has effective management (Saihu & Islamy, 2021). The study only analyzed ongoing work programs, which resulted in school management effectiveness, and did not analyze the influence of variable independents on dependents.

Therefore, to better understand the differences in the independent variable, this study involves the potential role of other variables that affect school management effectiveness. The title of this study was school management effectiveness (SME): the analysis of organizational culture (OC), leadership style (LS), work environment (WE), and Satisfaction (WS). In other words, the uniqueness of our study is: analyzing five variables that were rarely done by previous researchers; coding all question items on the research instrument.

The study's objective in research questions is as follows:

1. Do OC, LS, and WE directly influence WS?
2. Do OC, LS, WE, and WS directly influence SMEs?
3. Is WS an intervening variable and an effective influence on SMEs?

Organizational culture (OC) is a habit of working that applies in an organization. Organizational culture in this study utilizes the culture of the society that has developed for a long time, such as the habit of *gotong royong* (bearing of burdens) in helping to ease the burden of individuals or other communities. The spirit of togetherness to help each other petrify is the culture of the Indonesian nation. The culture existed before Indonesia's independence (Hodriani et al., 2019). Each school has a different way of working that has affected the

attitude of its members (Ismail et al., 2022; Jamali et al., 2022; Mannix-Mcnamara et al., 2021). The formation of School culture through a long process of socialization experience of the members' lives so that agreed habits are formed (Bayar & Karaduman, 2021). Working together in the bearing of burdens is social solidarity; community members help each other in helping each other as a group in lightening the burden of individuals or groups, Which has been cultivating for the people of Indonesia for a long time (Hodriani et al., 2019). In other words, organizational culture is work habits that have been in place for a long time, which became the standard of organizational work, with indicators: sharing ideas, bearing burdens, discipline, hard work, and collaboration.

Leadership style (LS) is a unique characteristic of a person's style in leading an organization, and leadership style is also a function of the manager's attitude towards his subordinates. Transformational leadership styles are most effective in improving employee performance and character because transformational leaders have innovative behaviors such as clear vision, effective management, motivators, and role models (Gemeda & Lee, 2020). Transformational leadership contributes to schools' management effectiveness (Jan & Manzoor, 2021; Duraku & Hoxha, 2021; Thomas et al., 2020). School atmosphere and leadership play critical roles in school management effectiveness (Povey et al., 2016).

Based on the statement, what is meant by leadership style is a pattern of behavior of leaders who are specific in directing their subordinates both individually and in the group in which They Were achieving Goals, which appear in Vision and mission, Integrity, Effect subordinates, Role models, Effective in communicating, and Decision-maker.

Work environment (WE) both physically and non-physically, work environment physically in the form of complete facilities and infrastructure to support smooth work, while non-physical in the form of work atmospheres such as the working relationship of leaders and subordinates or between employers and employees. They were learning environments in design according to the type of school (Bouw et al., 2021). Teachers need a work environment for smooth tasks without psychological stress (Al Ayubi et al., 2021; Masoom, 2021). The students spend six hours per day; therefore, they must have a pleasant school environment with completeness of facilities (Damrongpanit, 2021). The school environment should provide a comfortable atmosphere for students and stakeholders (Akdag & Altinay, 2021). The completeness of facilities and infrastructure, and the safe school atmosphere, such as the good relations among the organization's members, are assets in the school environment (Brandisauskiene et al., 2021). The work environment provides a sense of belonging, pleasure, and well-being (Lizote et al., 2020). A fresh, comfortable, and fulfilling work environment that meets the standards of laudable needs contributes to the employee's comfort in the performance of his work (Virgana et al., 2020). With the conclusion that the work environment consists of completeness of infrastructure facilities and comfort in working or learning, with indicators

Based on the description above, what is meant by the work environment is existing physical completeness, work equipment, and atmosphere that can support the implementation of work, which appears in: school climate, work facilities, comfortable work atmosphere, workplace, and security.

Work satisfaction (WS) generally refers to an individual's attitude toward work. A person with a high level of job satisfaction has a positive attitude towards their job; on the other hand, a dissatisfied person has a negative attitude towards their job. Job satisfaction is essentially a self-evaluation of the job he feels (Gibson et al., 2012). Employees generally associate work satisfaction with welfare (Szabó et al., 2022). Low job satisfaction will decrease employee performance (Hong et al., 2021; Mallillin, 2021). Moreover, A good work environment can increase job satisfaction (Znidaršič & Marič, 2021). When teachers are satisfied with their work, they will express it through action (Aydoğmuş & Serçe, 2021). Awarding leadership to teachers will increase job satisfaction (Hardianto et al., 2019). Awards in promotions, empowerment, raises appreciation, and bonuses (Hussain et al., 2019). In other words, job satisfaction is a person's assessment of a job that gives a feeling of pleasure in carrying out the work, which seems to be: a sense of pleasure to work, appreciated taste, harmonious cooperation, career opportunities, and empowerment.

The principal empowers all elements; it will achieve school management effectiveness (SME). If all elements in the school are committed and responsible for their work, school management effectiveness will achieve (Arar & Nasra, 2020). The management of principals plays an essential role in managing effective schools (Chandolia & Anastasiou, 2020). Good principal leadership can improve teacher performance in the learning process (Annisya & Ramadan, 2021). Characteristics of school management effectiveness: Planning School activities; accommodating all proposals from the stakeholder; providing mentoring and advising; networking; empowering school elements; partition school activities; motivating all school residents; supervision (Abdikadir, 2013). Thus a principal can create school management effectiveness if they carry out leadership well with indicators: make planning, task distribution; work schedule; monitoring, evaluation, and commitment.

Based on the study of the theory of variables in this study, researchers will prove the research hypothesis that the answer to research questions is as follows:

1. H-1: OC has a direct effect on WS significantly
2. H-2: LS directly affects WS significantly
3. H-3: WE has a direct effect on WS significantly
4. H-4: OC directly affects SME significantly
5. H-5: LS has a significant direct effect on SME
6. H-6: WE has a significant direct effect on SME
7. H-7: WS has a significant direct effect on SME

8. H-8: OC has an indirect effect on SME through WS significantly
9. H-9: LS has an indirect effect on SME through WS significantly
10. H-10: WE has an indirect effect on SME through WS significantly

2. METHODS

This study is a quantitative survey analyzing the direct and indirect influence of independent variations (organizational culture, leadership style, work environment, satisfaction) on variable dependent (school management effectiveness). According to the theory from Colquitt et al. (2019), organizational culture, leadership style, work environment, and satisfaction can affect organizational performance.

The research population is 5000 high school teachers with civil servant status in Jakarta. Thus the minimum sample size of the study is 357 with 95% accuracy (Adam, 2020). Sampling techniques used random sampling that provided an equal opportunity to become a sample member of the population (Etikan & Bala, 2017).

2.1. Demographics

The study used a sample size of 360 respondents with demographics such as Table 1.

Table 1. Demography

No	Component	Male	Female	Total
1	Gender	150 (41.67%)	210 (58.33%)	360 (100%)
2	Qualification			
	Bachelor degree	92 (25.56%)	119 (33.05%)	211 (58.61%)
	Master degree	55 (15.28%)	89 (24.72%)	144 (40%)
	Doctor degree	3 (0.83%)	2 (0.56%)	5 (1.39%)
3	Teaching experience			
	0 – 6	35 (9.72%)	38 (10.55%)	73 (20.27%)
	7 - 13	48 (13.33%)	64 (17.78%)	112 (31.11%)
	14 - 20	36 (10%)	54 (15%)	90 (25%)
	21 - 26	20 (5.56%)	35 (9.72%)	55 (15.28%)
	>26	11 (3.06%)	19 (5.28%)	30 (8.34%)
4	Age			
	22 – 28	31 (8.61%)	54 (15%)	85 (23.76%)
	29 - 35	47 (13.05%)	53 (14.72%)	100 (27.77%)
	36 - 42	34 (9.44%)	54 (15%)	88 (24.44%)
	43 - 49	27 (7.50%)	33 (9.17%)	60 (16.57%)
	50 - 56	10 (2.78%)	13 (3.61%)	23 (6.39%)
	>57	1 (0.28%)	3 (0.83%)	4 (1.11%)
5	Staffing Level			
	I	0	0	0
	II	0	0	0
	III	72 (20%)	93 (25.83%)	165 (45.83%)
	IV	78 (21.67%)	117 (32.50%)	195 (54.17%)

Spread of sample sizes that vary in a study to get different opinions from respondents

2.2. The Instrument and Research Design

The researchers did the study from July 2021 to April 2022; take research data using questionnaires with a Likert scale of five variables, namely: organizational culture (OC), leadership style (LS), work environment (WE), job satisfaction (JS), and schools' management effectiveness (SME). Each variable has some indicators; each indicator has four questions, and

respondents answer the question with five options: 1 (strongly disagree) to 5 (strongly agree). For data analysis using Smart-PLS, A code replaced the question number of the questionnaire.

The researchers compiled research instruments based on variable indicators determined by researchers. Before writing a statement for a device, researchers first created a master plan as a guideline to regulate the five variables of the device. The master plan for each instrument is as follows:

Table 2. OC Framework

No	Dimension	Code Item number	Sum
1	Sharing idea	OC11; OC12; OC13; OC14	4
2	Bearing of burdens	OC21; OC22; OC23 ; OC24	4
3	Discipline	OC31; OC32; OC33; OC36	4
4	Hard-working	OC41; OC42; OC43; OC44	4
5	Collaboration	OC51; OC52; OC53; OC54	4
Sum			20

Noted:

Code item of OC23: Organizational culture; second dimension (Bearing of burdens); item number 3

Table 3. LS framework

No	Dimension	Code Item number	Sum
1	Vision and mission	LS11; LS12; LS13	3
2	Integrity	LS21; LS22; LS23	3
3	Effect subordinates	LS31; LS32; LS33;	3
4	Role model	LS241; LS242; LS243	3
5	Effective in communicating	LS51; LS52; LS53; LS54	4
6	Decision-maker	LS61; LS62; LS63; LS64	4
Sum			20

Table 4. WE framework

No.	Dimension	Code Item number	Sum
1	School climate	WE11; WE12; WE13; WE14	4
2	Work facilities	WE21; WE22; WE23; WE24	4
3	The comfort of the work atmosphere	WE31; WE32; WE33; WE34	4
4	Workplace	WE41; WE42; WE43; WE44	4
5	Security.	WE51; WE52; WE53; WE54	4
Sum			20

Table 5. WS framework

No.	Dimension	Code Item number	Sum
1	A sense of pleasure working.	WS21; WS12; WS13; WS14	4
2	Appreciated taste	WS21; WS22; WS23; WS24	4
3	Harmonious cooperation	WS31; WS32; WS33; WS34	4
4	Career opportunity	WS41; WS42; WS43; WS44	4
5	Empowerment	WS51; WS52; WS53; WS54	4
Sum			20

Table 6. SME framework

No	Dimension	Code Item number	Sum
1	Do planning	SME11; SME12; SME13	3
2	Tasks distribution	SME21; SME22; SME23	3
3	Work schedule	SME31; SME32; SME33; SME34	4
4	Monitoring	SME41; SME42; SME43; SME44	4
5	Evaluation	SME51; SME52; SME53	3
6	Commitment.	SME61; SME62; SME63	3
Sum			20

After arranging the instrument design: then the researchers compiled a statement of the indicator; there are 100 statements as a series of instruments of this research; data analysis using Smart-PLS; a valid instrument with criterion $r > .70$; reliability using Cronbach alpha, reliability of composite materials, and Extracted mean-variance; and design research as in Figure 1.

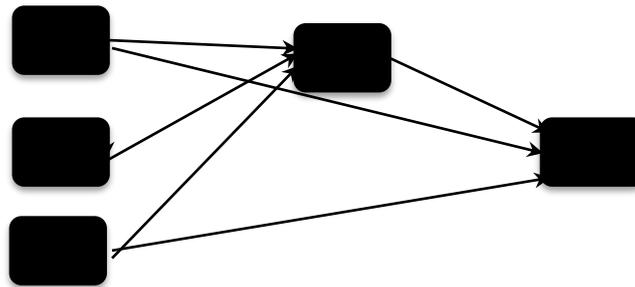


Figure 1. Research Design

3. RESULTS AND DISCUSSION

3.1. Validation and reliability

The analysis results using Smart-PLS, of which 100 there are 94 valid data and six invalid data; valid data meets the Criterion of $r > .70$. Based on the analysis results, the loading factor coefficient $r > .70$ was further analyzed while data with $r < .70$ did not use in research (Chan & Lay, 2018; Haryono; 2016). The validity data were in Table 7 until Table 11.

Table 7. Organizational culture loading factor

Dimension Coefficient Loading factor	Hard-working	Sharing idea	Dedication	Discipline	Collaboration
$r > 0.70$	OC11=0.745	OC21=0.808	OC31=0.877	OC41=0.822	OC51=0.860
	OC12=0.707	OC22=0.875	OC32=0.815	OC42=0.808	OC52=0.760
	OC13=0.834	OC23=0.850	OC33=0.734	OC43=0.778	
	OC14=0.827	OC24=0.748	OC34=0.825	OC44=0.744	
$r < 0.70$					OC53=0.699
					OC54=0.687

Loading factor of every dimension on table 7 was: 18 valid because of $r > .70$, and two invalids because of $r < .70$.

Table 8. Leadership style loading factor

Dimension Coefficient Loading factor	Vision and mission	Integrity	Effect subordinates	Effect subordinates	Effective in communicating	Decision maker
$r > 0.70$	LS11=0.797	LS21=0.790	LS31=0.754	LS41=0.756	LS51=0.704	LS61=0.799
	LS12=0.836	LS22=0.756	LS32=0.800	LS42=0.791	LS52=0.783	LS62=0.824
	LS13=0.744	LS23=0.790	LS33=0.712	LS43=0.817	LS53=0.763	LS63=0.860
					LS54=0.843	LS64=0.823
$r < 0.70$						

All coefficients loading factor of every dimension on table 8 was valid because it qualifies on $r > .70$.

Table 9. Work environment loading factor

Dimension Coefficient Loading factor	School climate	Work facilities	Comfortable	Workplace	Security
$r > 0.70$	WE12=0.722	WE21=0.769	WE31=0.741	WE41=0.787	WE51=0.783
	WE13=0.789	WE22=0.725	WE32=0.818	WE42=0.819	WE52=0.807
		WE23=0.832	WE33=0.843	WE43=0.825	WE53=0.804
		WE24=0.736	WE34=0.856	WE44=0.740	WE54=0.825
$r < 0.70$	WE11=0.690				
	WE14=0.692				

Loading factor of every dimension on table 9 was: 18 valid because of $r > .70$, and two invalids because of $r > .70$.

Table 10. Work satisfaction loading factor

Dimension Coefficient Loading factor	a sense of pleasure to work	Appreciated taste	Harmonious cooperation	Career opportunities	Empowerment.
$r > 0.70$	WS11=0.763	WS21=0.856	WS31=0.856	WS41=0.735	WS51=0.791
	WS12=0.816	WS22=0.734	WS32=0.780	WS42=0.733	WS52=0.730
	WS13=0.788	WS24=0.831	WS33=0.744	WS43=0.768	WS53=0.717
	WS14=0.833		WS34=0.723	WS44=0.850	WS54=0.769
$r < 0.70$		WS23=0.679			

Loading factor of every dimension on table 10 was: 19 valid because of $r > .70$, and one invalid because of $r > .70$.

Table 11. School management effectiveness Tasks distribution

Dimension Coefficient Loading factor	Do planning	Tasks distribution	Work schedule	Work schedule	evaluation	Commitment.
$r > 0.70$	SME11=0.849	SME21=0.771	SME31=0.749	SME41=0.754	SME51=0.774	SME41=0.739
	SME12=0.707	SME22=0.723	SME32=0.760	SME42=0.857	SME52=0.764	SME42=0.794
	SME13=0.780	SME23=0.818	SME33=0.778	SME44=0.766	SME53=0.791	SME44=0.759
			SME34=0.752			

Dimension Coefficient Loading factor $r < 0.70$	Do planning	Tasks distribution	Work schedule	Work schedule	evaluation	Commitment.
					SME43=0.68	
					3	

Loading factor of every dimension on table 11 was: 19 valid because of $r > .70$, and one invalid because of $r > .70$.

Further analysis was used on 94 valid data of 100 data using Smart-PLS bootstrapping with the results of data reliability of Cronbach alpha; reliability of composite materials; Extracted mean-variance, and the magnitude of direct and indirect effects. The reliability of the data is in Table 12. Cronbach's alpha and composite reliability data require requirements > 0.70 ; and the extracted mean-variance (AVE) $r > 0.50$ (Ringle et al., 2014)

Table 12. Data reliability

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
LS	0.969	0.971	0.628
OC	0.969	0.971	0.628
SME	0.964	0.967	0.592
WE	0.966	0.969	0.611
WS	0.965	0.968	0.603

All variables have reliability on the Cronbach's alpha and Composite Reliability data of $r > 0.70$; and AVE of $r > 0.50$. So that can continue the research data with the subsequent analysis, namely to prove the significance of the hypothesis by calculating: path coefficient; standard deviation; T-statistics; and P-value. Results of analysis using Bootstrapping Smart-PLS, as stated in Figure 2.

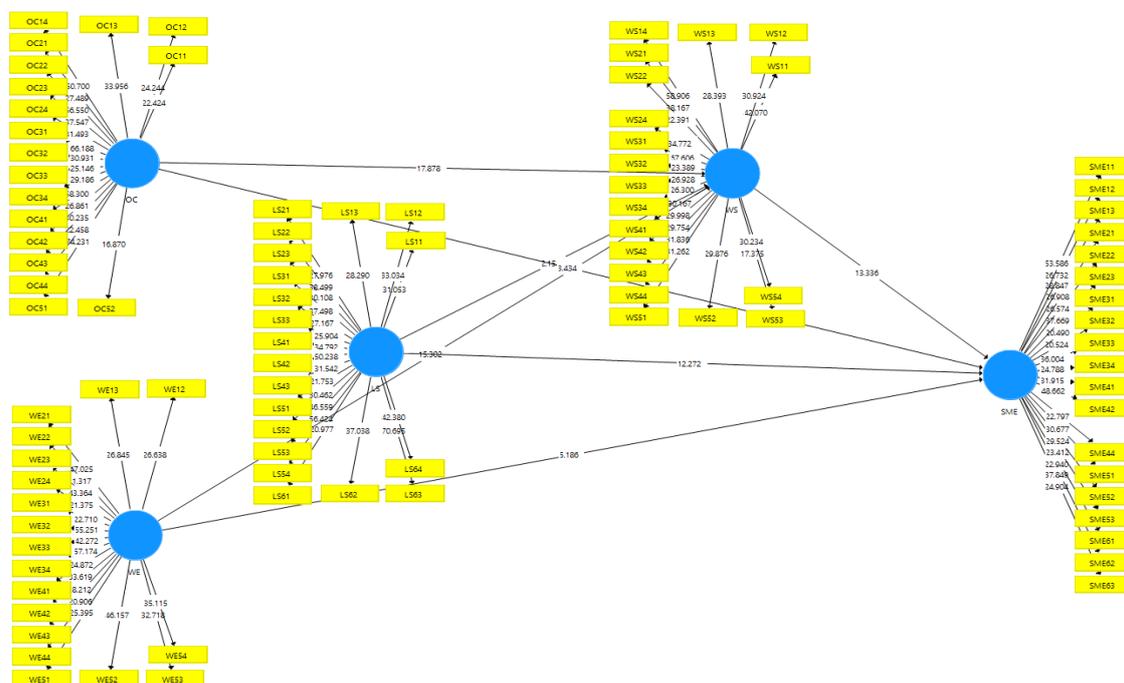


Figure 2. Results Bootstrapping Smain-PLS Model

Table 13. Final result path coefficient

Mean, STDEV, T-Values, P-Values

Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
OC -> WS (p41)	0.490	0.489	0.027	17.878	0.000	Accepted
LS -> WS (p42)	0.068	0.071	0.032	2.151	0.032	Accepted
WE -> WS (p41)	0.455	0.453	0.030	15.302	0.000	Accepted
OC -> SME (p51)	0.115	0.112	0.033	3.434	0.001	Accepted
LS -> SME (p52)	0.529	0.528	0.043	12.272	0.000	Accepted
WE -> SME (p53)	-0.300	-0.301	0.058	5.186	0.000	Accepted
WS -> SME (p54)	0.631	0.635	0.047	13.336	0.000	Accepted

Table 14. Specific Indirect effect

Mean, STDEV, T-Values, P-Values

Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
LS -> WS -> SME (p541)	0.043	0.045	0.020	2.104	0.036
OC -> WS -> SME (p542)	0.309	0.311	0.029	10.507	0.000
WE -> WS -> SME (p543)	0.287	0.288	0.029	9.867	0.000

Tables 13 and 14 stated that all hypotheses had significantly direct and indirect effects exogenous on endogenous because of p-value < .05; thus, the analysis results are accepted.

3.2. Discussion

The analysis results through bootstrapping PLS could prove the direct and indirect influence among the variables. Table 13 shows seven hypotheses of direct and three indirect effects that meet the significance of p-value <.05 to answer the research questions presented earlier.

The findings analysis of H1, H2, and H3 results of the research intended to answer the first research question: there are significant direct influences of OC on WS, LS on WS, and WE on WS. The results of previous research stated that path analysis on the organizational culture influenced the work satisfaction of 351 respondents at state high schools in Palopo Sulawesi (Ilyas & Abdullah, 2016). Moreover, in Catholic higher education in the Philippines (Batugal & Tindownen, 2019), 260 secondary school respondents in Subang Malaysia said that leadership style affects organizational culture (Mirsultan & Marimuthu, 2021). Furthermore, high teacher education in Indonesia with 150 respondents (Sunaryo et al., 2021), Good relations between teachers and all staff will affect work satisfaction (Saeed & Nasir, 2016). Work environments such as infrastructure facilities and work atmosphere with a 13.2% job satisfaction, research on 210 respondents from various institutions including universities, statistical analysis using SPSS (Raziq & Maulabakhsh, 2015).

Analysis of H4, H5, H6, and H7 results of the research intended to answer the second research question: there are significant direct influences of OC on SME, LS on SME, WE on SME, and WS on SME. The results of previous research stated that the organizational culture of 312 teachers of Tulungagung I; Everard Indonesia influences school management effectiveness (Mutohar & Trisnantari, 2020). Furthermore, at 359 teachers in the Maldives (Ismail et al., 2022), School effectiveness depends on the principal leadership style (Chandolia & Anastasiou, 2020). Transformal leadership significantly influences staff university performance in Jamshoro, Pakistan (Jamali et al., 2022). The principal leadership style and the community will increase the influence of school management effectiveness (Aryanti & Suhardan, 2020). The leadership style positively affect job performance (Ferine et al., 2021; Saeidi et al., 2021; Eide et al., 2020). An environment that optimizes school external, like community and government, can improve school management effectiveness (Arar & Nasra, 2020 et al., 2004). The work environment had an effect of .187 on teacher effectiveness (Sudibjo & Nasution, 2020). But our research found that the work environment had an effect of -.300 on SME, which is our new finding, which had a significant effect but a difference with the sign "-."

The results of seven analyses of exogenous to direct endogenous influences concluded exogenous part one that by comparing the magnitude of the influence of p41, p42, and p43 obtained values of 24.01%, 0.46%, and 20.70 with statistical values of 17,878, 2,151, and 15,302. Therefore, the calculation concluded: that organizational culture has the most influence (24.01%) on the work satisfaction of high school teachers in Jakarta. In comparison, the influence of the leadership style of high school principals in Jakarta has little effect (0.46%). In other words, the leadership style of high school principals in Jakarta requires improvement in directing satisfaction towards teacher work. The second exogenous part, the comparison result of the magnitude of the influence of p51; p52; p53; and p54, is 1.32%; 27.98%; 9%; and 39.82% with a statistical value of 3,434; 12,272; 5,186; and 13,336. The analysis found that the magnitude of influence (p54), i.e., works satisfaction has the greatest influence on school management effectiveness, followed by leadership style. Organizational culture and work environment require improvement, namely: through the development program of principals by trustees at a higher level; for the teachers to embrace the coaching of the principal through in-house training.

Analysis of H8, H9, and H10 results of the research intended to answer the third research question: there are significant indirect influences of OC on SME through WS, LS on SME through WS, and WE on SME through WS. To answer the fourth research question, compare the magnitude of the influence of p51 and p541. The magnitude of the influence of p51 = 1.32%. In comparison, the magnitude of the influence of p541 = 30.32%, so the magnitude of the influence of p541 > p51. The organizational culture indirectly influences work satisfaction on school management effectiveness in high schools in Jakarta. so work satisfaction effectively

influences school management. In the school in Riau province, 234 respondents showed an organizational culture influence on principal performance through work satisfaction (Novian et al., 2019).

The magnitude ratio of the influence between p52 and p542; the magnitude of the influence of p52 = 27.98% while p542 = 4.29%, so the magnitude of the influence of p542 < p52, in this case, work satisfaction has no practical influence on school management effectiveness in high schools in Jakarta. The results are relevant to previous research that states leadership style indirectly affects teacher performance through work satisfaction in five public schools in the Malang district. Still, work satisfaction does not effectively influence (Nuradi et al., 2020). Teachers' satisfaction significantly affects school management effectiveness, research with 1288 primary and secondary school respondents in Beijing, China (Duan et al., 2018).

Furthermore, the magnitude ratio of influence between p53 and p543, namely P53 = 9% and p543 = 28.71%, so that the magnitude of the influence of p543 > p53, thus work satisfaction has an effective influence on school management effectiveness. The study result contradicted, which stated that the indirect influence of the work environment on teachers' performance through work satisfaction is not significant (Selvaraj et al., 2021). The study used a population sample of 314 respondents, but only 256 respondents participated in filling instruments; 48 respondents (14.08%). While in our research, there are 5.56% of instruments do not return but produce significant analysis.

Thus, the fourth research question concluded that work satisfaction as a variable intervening effectively influences school management effectiveness, for p541 and p543.

4. CONCLUSION

In this study, the analyses of the influence of exogenous on endogenous resulted in the proof of 10 significant hypotheses because it meets the p-values requirement < .05. The result analyses the influence of exogenous in Substructure-1, which requires a follow-up program, his leadership style because it has the smallest t-statistics. The follow-up program in the form of coaching school leaders by the local or central government is essential in equalizing the perception of government programs and strengthening principals' leadership. Leaders who start their careers from the bottom to reach the top-level leaders will know how to organize the organization effectively (Lizote et al., 2020). While the results of analyses influence exogenous in Substructure-2, which requires a follow-up program, is organizational culture because it has the smallest t-statistics; therefore, the findings of this study require follow-up. Culture is the power to control behavior, which will help employees to work better (Ariyawan et al., 2018).

The results of this study require follow-up from authorized institutions such as the education office at the provincial level, namely, how to adjust the leadership style of the

principal preferred by his subordinates to create a pleasant atmosphere for all teachers and employees in the school to enhance work. Secondly because of ethnic differences, how to apply organizational culture to all organization members in schools

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