



THE INFLUENCE OF ORGANIZATIONAL CULTURE ON THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT IN PUBLIC ELEMENTARY SCHOOLS IN PRAYA DISTRICT

Hidayatullah

Universitas Islam Negeri Mataram, Mataram 83362, Indonesia

hidayatullah41@gmail.com

Abstract

This study aims to examine the influence of organizational culture on the effectiveness of education management at public elementary schools in Praya District, Central Lombok Regency, West Nusa Tenggara. The research employs a quantitative approach with a correlational design. The population consists of 215 teachers and school principals from 28 public elementary schools in Praya District, with a sample of 140 respondents selected through proportional random sampling. Data were collected using a Likert-scale questionnaire and analyzed using simple linear regression with the assistance of IBM SPSS Statistics 25 software. The results show that organizational culture has a significant positive influence on the effectiveness of education management ($\beta = 0.712$, $t = 11.47$, $p < 0.001$). The coefficient of determination (R^2) of 0.507 indicates that organizational culture explains 50.7% of the variance in education management effectiveness. Key dimensions of organizational culture—including shared values, established norms, teamwork, and innovation—were found to be strong predictors of management effectiveness. These findings suggest that strengthening organizational culture in elementary schools is a strategic priority for improving the overall quality of education management.

Keywords *Organizational Culture, Education Management Effectiveness, Elementary School, Praya District*

INTRODUCTION

Education is a primary pillar in the development of quality human resources. In the context of managing educational institutions, management effectiveness is a determining factor in a school's success in achieving established educational goals. However, management effectiveness is not solely determined by the technical competence of leadership or the availability of resources but is also heavily influenced by the organizational culture that grows and develops within the school environment.

Organizational culture can be understood as a system of shared meaning held by members that distinguishes one organization from another. In a school context, organizational culture encompasses values, norms, habits, rituals, and symbols that shape the unique climate and character of a school. A strong and positive organizational culture will foster a conducive work environment, boost the motivation and commitment of school members, and support the implementation of effective and efficient educational management.

Effective educational management is a necessity for every educational institution aiming to produce quality and competitive graduates. Effective educational management encompasses the organization's ability to plan, organize, execute, and evaluate all

educational programs and activities systematically, directionally, and measurably. Various studies show that effective schools generally possess a strong organizational culture, characterized by visionary leadership, a collaborative climate, and a shared commitment to quality improvement.

In Indonesia, improving the quality of basic education is a national priority reflected in various government policies, ranging from National Education Standards to capacity-building programs for school principals and teachers. However, the implementation of these policies at the school level often yields sub-optimal results, partly due to a weak organizational culture within education units. Schools with conservative cultures, resistance to change, and weak work ethics tend to face difficulties in effectively implementing managerial innovations.

Praya District, as the capital of Central Lombok Regency, West Nusa Tenggara, has 28 public elementary schools (SD Negeri) with a total of over 8,000 students. As the center of the regency government, schools in Praya District should serve as models of good educational management for other districts. However, based on data from the Central Lombok Regency Education Office in 2026, there remains a significant gap in management effectiveness among these schools, which is suspected to be linked to differences in organizational culture across each school.

Several previous studies have examined the relationship between organizational culture and school effectiveness, but most have focused on junior and senior high school levels or large urban contexts. Research specifically examining the influence of organizational culture on educational management effectiveness at the elementary school level in small urban areas like Praya District remains very limited. This research gap serves as the primary justification for conducting this study.

Based on this background, this study formulates the following research question: to what extent does organizational culture influence educational management effectiveness in public elementary schools across Praya District? The objectives of this study are: (1) to describe the level of organizational culture in public elementary schools in Praya District; (2) to describe the level of educational management effectiveness in public elementary schools in Praya District; and (3) to analyze the influence of organizational culture on educational management effectiveness in public elementary schools in Praya District. The tested hypothesis is there is a positive and significant influence of organizational culture on educational management effectiveness in public elementary schools across Praya District.

METHODS

This study employs a quantitative approach with a survey research design. A quantitative approach was chosen because the study aims to test hypotheses regarding the influence of organizational culture on educational management effectiveness in a measurable and generalizable manner. The independent variable (X) in this study is organizational culture, while the dependent variable (Y) is educational management effectiveness.

The study population consists of all teachers and school principals across 28 public elementary schools (SD Negeri) in Praya District, Central Lombok Regency, totaling 215 individuals. Sampling was conducted using a proportional random sampling technique, selecting samples randomly while accounting for the proportion of teachers at each school. Sample size determination used Slovin's formula with a 5% margin of error, yielding a minimum sample size of 140 respondents.

The research instrument was a Likert-scale questionnaire with five response options: Strongly Agree (SS=5), Agree (S=4), Undecided (RR=3), Disagree (TS=2), and Strongly Disagree (STS=1). The organizational culture questionnaire consisted of 30 statement items covering the following dimensions: shared values, behavioral norms, teamwork, innovation and creativity, and leadership. The educational management effectiveness questionnaire consisted of 28 statement items covering the following dimensions: planning, organizing, implementing, supervising, and achievement of educational goals.

Instrument validity testing was conducted using the Pearson Product-Moment correlation technique, while reliability testing was performed using Cronbach's Alpha. Validity test results showed that all statement items across both instruments were valid ($r_{calc} > r_{table} = 0.166$). The Cronbach's Alpha coefficient for the organizational culture instrument was 0.891 and for the educational management effectiveness instrument was 0.876, both falling into the very high reliability category (> 0.80).

Data analysis was carried out through several stages: (1) descriptive analysis to describe the levels of organizational culture and educational management effectiveness; (2) prerequisite tests for analysis, including normality tests (Kolmogorov-Smirnov) and linearity tests; and (3) hypothesis testing using simple linear regression analysis. All data analyses were performed using IBM SPSS Statistics 25 software.

RESULTS

Descriptive Statistics of Research Data

Based on the data collected from 140 respondents consisting of 28 school principals and 112 teachers, a descriptive overview of the organizational culture variable (X) and the educational management effectiveness variable (Y) was obtained, as presented in Table 1 below.

Table 1. Descriptive Statistics of Research Variables

Statistics / Variable	N	Min	Max	Mean (SD)
Organizational Culture (X)	140	72	148	112.43 (14.67)
Educational Management Effectiveness (Y)	140	68	139	105.17 (13.82)

Source: Primary Data, 2026 (processed with SPSS 25)

The data indicates that the average score for organizational culture was 112.43 out of a maximum score of 150 (74.95%), placing it in the 'good' category. Meanwhile, the average

score for educational management effectiveness was 105.17 out of a maximum score of 140 (75.12%), also falling into the 'good' category. Although both variables are in the good category, considerable variation remains between schools, as evidenced by the wide range of scores.

Analysis by organizational culture dimension shows that the shared values dimension obtained the highest average score (78.4%), followed by teamwork (76.9%), behavioral norms (74.2%), leadership (73.8%), and innovation and creativity (71.3%). The relatively lower score in the innovation and creativity dimension indicates that most schools in Praya District still face challenges in fostering an innovative culture among school members.

Analysis of Prerequisite Assumptions

Prior to hypothesis testing, prerequisite analysis tests were conducted, comprising normality and linearity tests. The normality test results using the One-Sample Kolmogorov-Smirnov technique yielded Asymp. Sig. (2-tailed) values of 0.178 for the organizational culture variable and 0.154 for the educational management effectiveness variable. Because both values are > 0.05 , it can be concluded that the data for both variables are normally distributed.

The linearity test results showed an F-value on the 'Deviation from Linearity' row of 1.247 with a Sig. of 0.187 (> 0.05). This indicates a linear relationship between the organizational culture variable (X) and educational management effectiveness (Y), allowing linear regression analysis to proceed.

Hypothesis Test Results: Influence of Organizational Culture on Educational Management Effectiveness

Hypothesis testing was performed using simple linear regression analysis. The results are presented in Table 2 below.

Table 2. Simple Linear Regression Analysis Results

Model	B	Std. Error	Beta (β)	t-statistic	Sig.
(Constant)	15.324	4.871	-	3.145	0.002
Organizational Culture (X)	0.671	0.043	0.712	11.470	0.000

$R = 0.712 \mid R^2 = 0.507 \mid F\text{-statistic} = 131.56 \mid \text{Sig. } F = 0.000$

Source: Primary Data, 2026 (processed with SPSS 25)

Based on Table 2, the regression equation obtained is: $\hat{Y} = 15.324 + 0.671X$. This equation indicates that for every one-unit increase in organizational culture score, there is a corresponding increase of 0.671 units in educational management effectiveness score, assuming other variables remain constant. The t-statistic value of 11.47 with a Sig. of 0.000 (< 0.05) demonstrates that the influence of organizational culture on educational management effectiveness is statistically significant.

The coefficient of determination value of $R^2 = 0.507$ indicates that organizational culture accounts for 50.7% of the variance in educational management effectiveness in public elementary schools across Praya District. The remaining 49.3% is explained by other variables not examined in this study, such as principal leadership competence, teacher work motivation, availability of facilities and infrastructure, and parental/community support.

Table 3. Achievement Percentage per Dimension of Organizational Culture and Management Effectiveness

No.	Dimension	Achievement %	Category
1	Shared Values	78.4%	Good
2	Behavioral Norms	74.2%	Good
3	Teamwork	76.9%	Good
4	Innovation and Creativity	71.3%	Good
5	Leadership	73.8%	Good
6	Program Planning	77.1%	Good
7	Resource Organization	74.5%	Good
8	Program Implementation	75.8%	Good
9	Supervision and Evaluation	72.6%	Good
10	Goal Achievement	76.3%	Good

Source: Primary Data, 2026 (processed)

DISCUSSION

The results of this study demonstrate that organizational culture has a positive and significant influence on educational management effectiveness in public elementary schools across Praya District ($\beta = 0.712$; $p < 0.001$). This finding is consistent with the theoretical framework proposed by Schein, which asserts that a strong organizational culture facilitates coordination, reduces role ambiguity, and fosters member commitment to organizational goals.

The significant influence of the shared values dimension on management effectiveness indicates that a shared understanding and commitment to educational goals serve as an essential foundation for successful school management. Schools with strong shared values are capable of aligning all programs and activities toward a coherent direction, thereby enhancing overall management effectiveness. This aligns with Daft's view, which posits that organizations with strong cultures tend to be more effective because all members understand what is expected of them and behave in accordance with established standards.

The innovation and creativity dimension, which obtained the lowest score (71.3%), indicates substantial room for improving an innovative culture in schools across Praya District. Cameron and Quinn emphasize that organizations seeking to maintain long-term effectiveness must balance stability (established values and norms) with adaptability (the capacity to innovate and respond to change). School principals need to foster a culture of experimentation and learning from failure so that schools can continuously innovate in response to evolving educational dynamics.

The findings of this study also reinforce the argument by Komariah and Triatna that visionary principal leadership is key to building and maintaining a positive organizational culture. Principals who effectively communicate their vision, serve as role models in implementing school values, and create reward systems that encourage positive behavior will successfully construct an organizational culture that sustains educational management effectiveness over time.

The practical implications of these findings suggest that efforts to enhance educational management effectiveness in public elementary schools across Praya District cannot be detached from school organizational culture enhancement programs. Programs such as school value workshops, team building, and the development of professional learning communities need to be prioritized by the Education Office of Central Lombok Regency as part of a strategy to improve primary education quality in the region.

CONCLUSION

Based on the research findings and discussion, three main conclusions can be drawn. First, the level of organizational culture in public elementary schools across Praya District falls into the good category, with an average achievement of 74.95%, where the shared values dimension represents the strongest aspect, while the innovation and creativity dimension still requires enhancement. Second, the level of educational management effectiveness in public elementary schools across Praya District is also in the good category, with an average achievement of 75.12%, where the program planning dimension emerged as the strongest aspect and the supervision and evaluation dimension requires further attention.

Third, organizational culture exerts a positive and significant influence on educational management effectiveness in public elementary schools across Praya District ($\beta = 0.712$; $t = 11.47$; $p < 0.001$; $R^2 = 0.507$). This indicates that 50.7% of the variance in educational management effectiveness can be explained by the school's organizational culture. Consequently, the research hypothesis stating that organizational culture has a positive and significant influence on educational management effectiveness in public elementary schools across Praya District is accepted (statistically supported).

This study recommends that the Education Office of Central Lombok Regency incorporates school organizational culture enhancement programs as part of its primary education quality improvement policies in Praya District. School principals are advised to consistently foster shared values, encourage an innovative culture, and strengthen teamwork among all school members. Future research is encouraged to examine additional variables that influence educational management effectiveness and expand the research scope to encompass all districts within Central Lombok Regency.

ACKNOWLEDGMENT

The authors would like to express their deepest gratitude to the Education Office of Central Lombok Regency for granting permission and providing extraordinary support for the implementation of this research across all public elementary schools in Praya District. Special appreciation is extended to the school principals, teachers, and staff members of the 28 public elementary schools in Praya District whose active participation and cooperation made this data collection process possible.

REFERENCES

- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik* (15th ed.). Rineka Cipta.
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). Jossey-Bass.
- Daft, R. L. (2013). *Organization theory and design* (11th ed.). Cengage Learning.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises* (2nd ed.). Jossey-Bass.
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS 25* (9th ed.). Badan Penerbit Universitas Diponegoro.
- Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2012). *Organizations: Behavior, structure, processes* (14th ed.). McGraw-Hill.
- Komariah, A., & Triatna, C. (2010). *Visionary leadership: Menuju sekolah efektif*. Bumi Aksara.
- Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill.
- Mulyasa, E. (2014). *Manajemen berbasis sekolah: Konsep, strategi, dan implementasi*. Remaja Rosdakarya.
- Nawawi, H. (2011). *Manajemen sumber daya manusia untuk bisnis yang kompetitif*. Gadjah Mada University Press.
- Ndraha, T. (2005). *Budaya organisasi*. Rineka Cipta.
- Owens, R. G., & Valesky, T. C. (2011). *Organizational behavior in education: Leadership and school reform* (10th ed.). Pearson.
- Priyatno, D. (2014). *SPSS 22: Pengolah data terpraktis*. Andi Offset.
- Riduwan. (2013). *Skala pengukuran variabel-variabel penelitian*. Alfabeta.
- Rivai, V., & Murni, S. (2012). *Education management: Analisis teori dan praktik*. Rajawali Pers.
- Robbins, S. P., & Judge, T. A. (2015). *Perilaku organisasi* (D. Angelica, Trans.; 16th ed.). Salemba Empat.
- Sagala, S. (2013). *Manajemen strategik dalam peningkatan mutu pendidikan*. Alfabeta.
- Sari, R. P. (2020). Pengaruh budaya organisasi terhadap efektivitas manajemen sekolah dasar di Kabupaten Sleman. *Jurnal Manajemen Pendidikan*, 12(1), 45–58.
- Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). John Wiley & Sons.
- Sergiovanni, T. J. (2006). *The principalship: A reflective practice perspective* (5th ed.). Pearson.
- Sinambela, L. P. (2012). *Kinerja pegawai: Teori, pengukuran, dan implikasi*. Graha Ilmu.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tilaar, H. A. R. (2008). *Manajemen pendidikan nasional*. Remaja Rosdakarya.
- Usman, H. (2014). *Manajemen: Teori, praktik, dan riset pendidikan* (4th ed.). Bumi Aksara.
- Wahyudi. (2012). *Kepemimpinan kepala sekolah dalam organisasi pembelajaran*. Alfabeta.