Impact of Organizational Environment, Managerial Competence, Work Commitment, and Cooperation Culture on School Principal Effectiveness

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Abstract: The objective of this research is to study the effect of organizational environment, managerial competence, work commitment, and teamwork culture on the principal's managerial effectiveness at Junior High School in Tangerang City. This research used the quantitative approach with a survey method. The samples of this research were 102 principals selected randomly. The data were obtained by distributing a questionnaire and analyzed using descriptive statistics and path analysis. The results of the research can be concluded that (1) organizational environment, managerial competence, work commitment, and teamwork culture had a direct effect on principal's managerial effectiveness, (2) organizational environment, managerial competence, and work commitment had a direct effect on teamwork culture, and (3) organizational environment and managerial competence had a direct effect on principal's work commitment. Therefore, the organizational environment, managerial competence, work commitment, and teamwork culture should improve the principal's effectiveness.

1. Introduction

The issues of educational equity, quality improvement, educational relevance, and educational efficiency and accountability have often been heard in seminars and news media. However, the reality on the ground shows some contradictions. Various indicators show the quality of education has not improved significantly. Quality education management requires effective principal leadership. So far, the ineffectiveness of the principal as a manager in school management has become one of the root causes of failure in the quality of education because the principal is the person who most determines the school's excellence and can mobilize human resources in the education unit. The principal's proficiency in managing the school will have an impact on improving student achievement. Professional principals must be able to practice management functions well, including

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planning, organizing, leading, and controlling. In addition, principals must also be able to act as educators, managers, administrators, supervisors, leaders, entrepreneurs, motivators, climators, and organizers (EMASLEM-CO).

The unsuccessful efforts to improve the quality of education in the city of South Tangerang are caused by various factors. When viewed in terms of education management, the main problem is the lack of effectiveness of a school principal in carrying out management because the principal is still the main determinant in the failure and success of education in his school, therefore related to the management of quality education requires the role of the principal as an effective manager. According to the Political and Economic Risk Consultant (PERC) survey, Indonesia's education quality ranks 12th out of 12 Asian countries. Indonesia's position is below Vietnam's. In 2008, according to the United Nations Development Program (UNDP), Indonesia ranked far below other ASEAN countries, such as Brunei Darussalam (27th), Singapore (28th), and Malaysia (63rd). Indonesia's Human Development Index (HDI) in 2010 ranked 111th out of 182 countries and declined in 2011 to 124th out of 187 countries [1].

The low quality of Indonesian education is also indicated by data from the Ministry of National Education Balitbang in 2003, that out of 146,052 elementary schools in Indonesia, only eight schools have received world recognition in the category of The Primary Years Program (PYP). Of the 20,918 junior high schools in Indonesia, it turns out that only eight schools have received world recognition in the category of The Middle Years Program (MYP). Of the 8,036 senior high schools, only seven have received world recognition in the Diploma Program (DP) category. An effective school principal who is expected to realize commitment and a high work culture has been unable to realize this, among others, because the principal has not been able to create a conducive school environment and climate that is safe and pleasant as a place of cultural transformation [8]. Comfort in supporting the learning process does not seem to be realized due to poor management and competencies that should be fulfilled by a principal who has a role as a manager and leader in his school, to be able to plan, organize, direct, and control effective performance for all educators and education personnel, this inability can be seen from the commitment and performance of educators. This rundown and unfriendly school environment is far from pleasant and has a culture of quality that has not been seen [4]. The dream of the school as a learning centre has only become a discourse, especially those in the South Tangerang city area.

A good organizational environment will create commitment and inspire individuals to immerse themselves in a culture of cooperation that will greatly assist the principal's role in aligning time, money, opportunities, and human resource development in creating a work environment and culture of cooperation, where each individual can commit to work wholeheartedly and effectively and is willing to work cooperatively and collaboratively with various stakeholders for improvement and develop a variety of creativity to choose the best strategy in improving the quality of education that is appropriate in their work environment [9]. The commitment must be built and started by education managers who will be used as role models, followed by teachers, employees, and students. Along with regional autonomy, the responsibility for managing education is no longer confined to the central government, so local governments are also responsible for developing education in their respective regions [10]. Therefore, the central and local governments must have a strong synergy in developing education.

One government that is currently trying to improve the quality of education is South Tangerang City. South Tangerang City is one of the new cities in Banten Province due to the expansion of Tangerang Regency [11]. The city was inaugurated on October 29, 2008, by the Minister of Home Affairs of Indonesia. The formation of the new city was driven by the desire of the residents to improve their standard of living. Initially, most people living in Ciputat, Pamulang, Serpong, Cisauk, and Pondok Aren sub-districts wanted to be separated from the Tangerang Regency [12]. On November 19, 2000, a Preparatory Committee for establishing an Autonomous Region of Cipasera City was formed to realize this desire. In addition to economic reasons, service to the community was also a major consideration in establishing the city of South Tangerang. Previously, the centre of government of Tangerang Regency was located in Tigaraksa (about 50 km from South Tangerang), which was ineffective in providing services to the community [13]. With its large area and population (1,042,026 people), South Tangerang requires a higher management concentration than subdistricts outside South Tangerang. In terms of regional own-source revenue (PAD), it is also possible to form a new city because South Tangerang can contribute quite a lot, namely 309 billion per year or 60% of the PAD of the entire Tangerang Regency area [14].

South Tangerang City's vision is "The Realization of an Independent, Peaceful, Beautiful and Prosperous City." Peace is the mindset, ideas, attitudes, and behaviour of every city citizen that shows a specific mass identity based on the mastery of the knowledge system (quality of science and technology) and symbolic system (the height of the spirit of an urban society). Peace is the achievement of the quality of social life that upholds the value system that applies generally (universally) in the nation's society [15]. Beauty is a balance and harmony between natural resource management, social life, and environmental carrying capacity in realizing the sustainability of human life and its ecosystem. Welfare is the goal of the entire development process. The achievement of community welfare is relative because the level of welfare between one community and another community group and/or between one region and another is not the same. Therefore, a community's welfare depends greatly on regional conditions and the local socio-cultural environment [16].

South Tangerang City needs adequate human resources (HR) to accelerate regional development as a relatively new city. However, so far, it is known that the human resources in South Tangerang City have not shown a satisfactory condition. Based on data from the Education Office, the Gross Participation Rate (APK) and Pure Participation Rate (APM) of South Tangerang City in each subdistrict are still low, especially at the secondary level, as shown by an APK of 63.95% and an APM of 48.72%. The population of South Tangerang City, based on the level of education in 2009, can be seen in the table below [17]. Educational institutions, especially formal schools, are essential to improve human resources in South Tangerang City. Educational institutions are still believed to be the place to produce quality human resources a nation needs [18]. However, the success or failure of an educational institution in producing quality human resources depends on many factors, one of which is the leader. In the context of a school, the principal is the one who has a great responsibility and role in realizing the progress of the school [19].

In reality, school principals, especially in South Tangerang City, have been unable to perform their duties to function as managers who understand that exemplary behaviour in each work setting will form an image different from one another. In addition, principals have not been able to see that the organizational environment and the commitment of individuals will greatly affect the entire community in creating a culture of cooperation and can create managerial effectiveness for school principals. The principal's managerial incompetence impacts improving the quality of education, which is currently a national problem. Indeed, this situation occurs in South Tangerang City, where principals still apply the traditional approach of commanding and supervising as a management method in completing various jobs. Various dilemmatic problems cause the lack of commitment to the needs of students, and the lack of managerial competence is also caused by the problem of incompetence in the managerial competence of school principals as well as other factors such as very poor facilities, lack of government concern, and human resource problems. On the other hand, it must accommodate the community's demands and always expects that the government, through schools, provide quality, affordable education services and graduates relevant to development needs, including the market [20].

Objectively, school life will always change in line with the development dynamics. Principals, as educational leaders who also act as managers who manage schools, must strive to develop their knowledge and skills in managing changes that occur in schools. Seeing his position as a top leader and acting as a manager, he must effectively carry out his functions. The principal determines the success or failure of improving the quality of education at the school level. As educational leaders, principals must strive to develop their knowledge and skills in managing school changes. This reality demands an increase in the quality of education related to inputs, processes, outputs, and outcomes. Quality education inputs are educators, employees, students, curriculum, infrastructure, and other aspects of organizing education. Quality output is graduates who have the required competencies. Quality outcomes are graduates who can continue to a higher level of education.

The author conducted an initial survey by interviewing supervisors and officials of the Education Office of South Tangerang City, who predicted that only about 60% of public and private junior high school principals fulfil Permendiknas No. 13/2007 on Principal Competency Standards. According to the author's observations, some of the factors causing the low quality of education in South Tangerang City include the recruitment system of school principals conducted by the local government that is not following the expected quality standards, the lack of training that the local government should conduct, and the lack of competence possessed by school principals, especially the managerial competence of school principals. In addition, there is a lack of supervision carried out by the district/city education office and a lack of role for the Education Quality Assurance Agency (LPMP) at the provincial level. The low managerial effectiveness of school principals impacts the poor working environment, low work culture, low discipline and commitment, and low quality of graduates. The low quality of teachers and the low quality of learning services will have an impact on the entire school community, which also has an impact on not having a culture of quality and a culture of cooperation and is unable to create a work environment that is oriented towards excellence, resulting in schools not being able to respond to changes that occur. This is because the principal as a manager is not able to utilize the resources owned optimally, is unable to survive and advance in the face of challenges and changes, as well as unsuccessfully managing his school in following the ongoing trends that are a challenge to build a solid foundation for the formation of a school quality culture. A manager must be effective, successful, and balanced in utilizing the resources owned at school.

To realize the improvement of school quality, the role of the principal as an effective manager who can invite employees to do good together to work actively and openly so that the entire school community can express their ideas and creativity to improve the quality of learning services. Some bad principal leads to no good school, and a bad principal usually leads to a bad school. The intelligence and effectiveness of a principal can turn many failing and poor schools into successful schools. In contrast, successful schools suddenly decline in quality because incompetent principals lead them. Based on this fact, it can be concluded that the increase or decrease in school quality is highly dependent on the quality and managerial effectiveness of the principal. The managerial effectiveness of the principal can be seen from the working environment, high commitment of the school community, good cooperation culture, high expectations on student achievement, having data information that can be used as a tool for making school policies and monitoring student progress consistently, conducive and positive learning services,

sufficient learning opportunities, high participation from parents and the community. Furthermore, it must have a clear long-term, medium-term, and short-term work program contained in the vision, mission, and school goals that become the direction for the school's internal stakeholders.

Factors that influence the managerial effectiveness of school principals include the work environment, managerial competence, commitment, and cooperation culture. First, the organizational work environment factor is one factor that affects managers' effectiveness at work and helps leaders build trust and good credibility between leaders and subordinates. The school's organizational environment is reflected in the attitudes of school members and the culture of cooperation. The school organizational environment will affect the quality, character, and culture of school life that underlies the behaviour of students, educators, and education personnel that reflect the norms, goals, values, and interpersonal relationships in teaching and learning in the organizational structure of school life. A conducive work environment will allow each individual in the organization to be more motivated to show their superior performance, which is accompanied by a wholehearted effort that comes from within themselves to improve their competence. Effective leaders or managers can manage the work environment well because if the work environment is felt to be truly pleasant, then everyone has a feeling of social, emotional, and physical security, which will contribute positively to encouraging productivity in building sustainable quality and productive learning, so there is a very close influence between the work environment and managerial effectiveness in increasing the effectiveness of improving the quality of education in educational units or organizations.

The school environment is based on the attitudes and behaviour of teachers and employees and patterns of interaction relationships between students and teachers. Employees also interact with parents and personal experience. The school life environment will reflect the norms, goals, values, commitment, and cooperation between individuals in teaching and learning practices, and it is visible in the school's organizational structure. The second factor that influences the managerial effectiveness of school principals is managerial competence, as stated in Permendiknas No.13 of 2007 concerning principal competency standards, which include personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. Furthermore, from the perspective of national education policy in 2006, principals have seven main roles: educators, managers, administrators, supervisors, leaders, work environment creators, and entrepreneurs. The managerial competence of a principal will greatly affect the managerial effectiveness of the principal in carrying out his managerial and leadership functions in determining the direction of school quality policies. The third factor, commitment, is considered to play an important role in creating the managerial effectiveness of the principal's leadership because the commitment of school members will provide colour in influencing effective decision-making and policy-making. The high commitment of the school community will provide more energy, support, and responsibility in supporting the success and making a positive contribution in decision making, which is very influential in increasing morale and greatly helps principals in their effectiveness in carrying out the seven roles and functions of principals. However, organizational commitment is a problem faced by most principals, especially in South Tangerang. Concerning organizational commitment, many principals still have not performed their duties well following the expectations of individuals in the school.

The fourth factor, the culture of cooperation, is a big picture of managerial effectiveness in mobilizing people who reflect the organization's vision, strategy, and values, as well as a picture of a principal carrying out his leadership and daily life as a reflection of solving problems. The culture of cooperation also illustrates how the organization's vision and mission are implemented and how a principal portrays the organization. The culture of cooperation is used as one of the references for behaviour in the organization to realize the vision that has been set and solve problems, which will form habits and strength in cultivating values that will be carried out in organizational life. However, currently, in South Tangerang City, junior high school principals, in general, still have limitations in creating a conducive work environment, a culture of cooperation, and commitment building. This has led to a lack of embedded work culture values and commitment agreements. This is due to, among other things, limited information about the importance of the role of the organizational environment and culture of cooperation in achieving school goals, lack of time to study people in establishing communication in the organization, lack of awareness of the real meaning of cooperation in commitment, which limits communication between principals and teachers and employees as well as with students in absorbing information which will ultimately affect managerial effectiveness, lack of belief that the above factors can be used as a basis for movement in the organization to achieve organizational goals. Based on the abovementioned things, I am interested in researching The Influence of Organizational Environment, Managerial Competence, Work Commitment, and Work Culture on the Managerial Effectiveness of Junior High School Principals in South Tangerang City.

2. Methods

This study has the following objectives: (1) To determine and analyze the direct effect of organizational environment on the managerial effectiveness of school principals, (2) To determine and analyze the direct effect of managerial competence on the managerial effectiveness of school principals. (3) To determine and analyze the direct effect of work commitment on the principal's managerial effectiveness, (4) To determine and analyze the direct effect of cooperation culture on the principal's

managerial effectiveness, (5) To determine and analyze the direct effect of organizational environment on principal's cooperation culture, (6) To determine and analyze the direct effect of managerial competence on principal's cooperation culture, (7) To determine and analyze the direct effect of work commitment on principal's cooperation culture, (8) To determine and analyze the direct effect of organizational environment on principal's work commitment, (9) To determine and analyze the direct effect of managerial competence on principal's work commitment.

This research uses a quantitative approach through the survey method, which aims to study large and small populations by selecting and examining samples from that population to find the incidence, distribution, and relative interrelation of variables [5]. In addition, according to Chourmain, this type of research also aims to determine and find the current position of variables (status quo variables) based on existing data at that time (status quo data) and the relationship between the variables studied can then be determined and conclusions drawn [2]. Specifically, surveys are used to study attitudes, beliefs, values, demographics, behaviour, opinions, habits, desires, ideas, and other types of information [3]. From the data, facts, or information, the conditions of each variable can then be characterized in detail so that it is possible to know the effect of one variable on another. According to Senyo [6], population is the totality of all possible values, both counting and measuring results, quantitative and qualitative, of certain characteristics regarding a complete and clear set of objects. At the same time, the sample is a portion taken from the population using certain methods. In this study, the unit of analysis is the head of a junior high school (SMP) in South Tangerang City. Meanwhile, the affordable or target population as the sampling frame is the school principals, totalling 136. To determine how many samples were taken, the Slovin formula was used with an error rate of 5% [7].

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample
N = Population
e = Margin of error (0.01 - 0.1)

When referring to the formula above, the sample in this study can be calculated as follows:

$$n = \frac{136}{1 + 136(0{,}05)^2}$$

$$= \frac{136}{1 + 136 \times 0{,}005}$$

$$= \frac{136}{1{,}34}$$

$$= 101{,}49 = 102$$

Referring to these provisions, the sample of this study was determined to be as many as 102 principals who were taken using a simple random sampling technique. Then, the data collection in this study was carried out by distributing questionnaires designed using a Likert scale. In this scale, the statements submitted are equipped with five alternative answers and their weight for each alternative. For the Likert scale the details are: Always = 5, Often = 4, Sometimes = 3, Never = 2, and Never = 1. The questionnaire as a research instrument is based on a theoretical framework confirmed in the form of conceptual and operational definitions, which are then presented as a research instrument grid. From the lattice, it is elaborated in statement items and then tested (by testing validity and reliability) before being used for research.

3. Result and Discussion

3.1. Managerial Effectiveness

The managerial effectiveness variable has 29 valid items with a rating scale of 5 (five) alternative answers. Therefore, theoretically, the managerial effectiveness score is between 29 - 145, and the total score is 145 x 102 = 14790. The results of descriptive statistical calculations show that the managerial effectiveness score has an empirical range between 66 - 137 and a

range of 71. Furthermore, it is known that the average value is 106.314, median = 107.5, mode = 111, standard deviation = 13.171, the variance is 173.485 and the total score is 10844. This total score is used to see a picture of the high and low managerial effectiveness by comparing the empirical total score with the theoretical total score multiplied by 100, 10844: 14790 x 100 = 73,3%. Most of the managerial effectiveness variable scores are in the interval class between 102 - 110 (29.4%) and, followed by the interval class 111 - 119 (23.5%), 93 - 101 (19.6%). Then followed by scores in the interval classes 84 - 92 (8.8%), 120 - 128 (7.8%), 129 - 137 (5.9%), 75 - 83 (3.9%), and finally 66 - 74 (1.0%). Furthermore, the frequency distribution can be depicted using the following polygon (Figure 1).
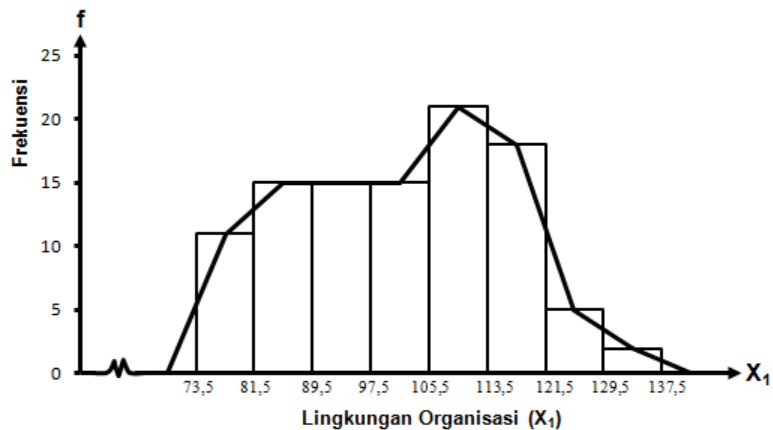
Figure 1: Organizational Environment Variable Polygons

3.2. Managerial Competence

Managerial competence scores are obtained from filling out a questionnaire of 27 valid statement items using a rating scale with five alternative answers. Theoretically, the managerial competence score is in the interval between 27 - 135, and the total score is 135 x 102 = 13770. The results of descriptive statistical calculations for managerial competence variables show an empirical range between 70 - 129 and a range of 59. Based on the results of descriptive statistical calculations, it is known that the average value is 100.098, median = 101, mode = 95, standard deviation = 13.904, the variance is 193.317, and the total score is 10210. A picture of managerial competence can be seen from the comparison between the empirical total score and the theoretical total score multiplied by 100, namely 10210: 13770 x 100 = 74,1%. From the results of this comparison, it can generally be seen that the managerial competence of school principals is quite good. The frequency distribution of managerial competence variables can be seen in polygon form (Figure 2).
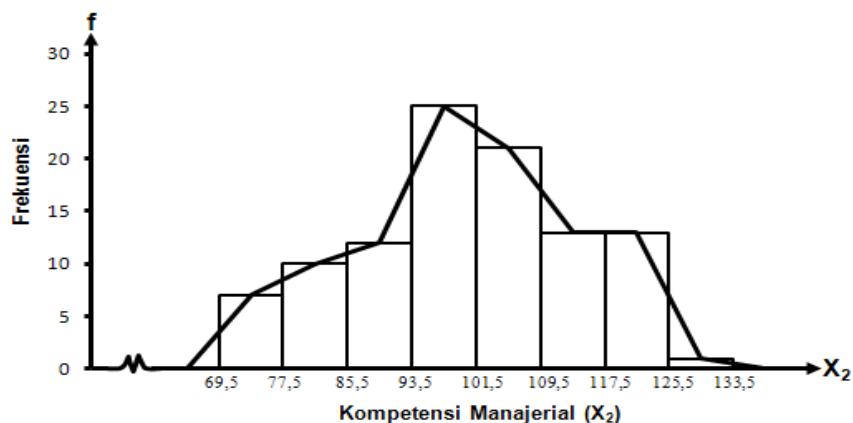

Figure 2: Managerial Competency Variable Polygon

The graph above shows that the scores of managerial competence variables are mostly in the same large percentage interval, namely 94 - 101 by 24.5% each, followed by scores in the interval 102 - 109 by 20.6%. Furthermore, the scores at intervals 110 - 117 and 118 - 125 each amounted to 12.7%, which was then followed by scores at intervals 86 - 93 by 11.8%, 78 - 85 by 9.8%, 70 - 77 by 6.9% and finally scores at intervals 126 - 133 with a percentage of 1%.

3.3. Work Commitment

The work commitment score is obtained by filling out a questionnaire of 28 statement items using a rating scale with 5 (five) alternative answers. Thus, theoretically, the work commitment score is between 28 - 140, and the total score is 140 x 102 = 14280. The results of descriptive statistical calculations for the work commitment variable show an empirical score range between 64 - 130 and a range of 66. While the average value is 101.598, median = 104, mode = 106, standard deviation = 13.995, the variance is 195.847, and the total score is 10363. Furthermore, the picture of work commitment can be seen by comparing the empirical total score with the theoretical total score multiplied by 100, namely 10363: 14280 x 100 = 72,6%. The frequency distribution of managerial competence variables can be seen in polygon form (Figure 3).
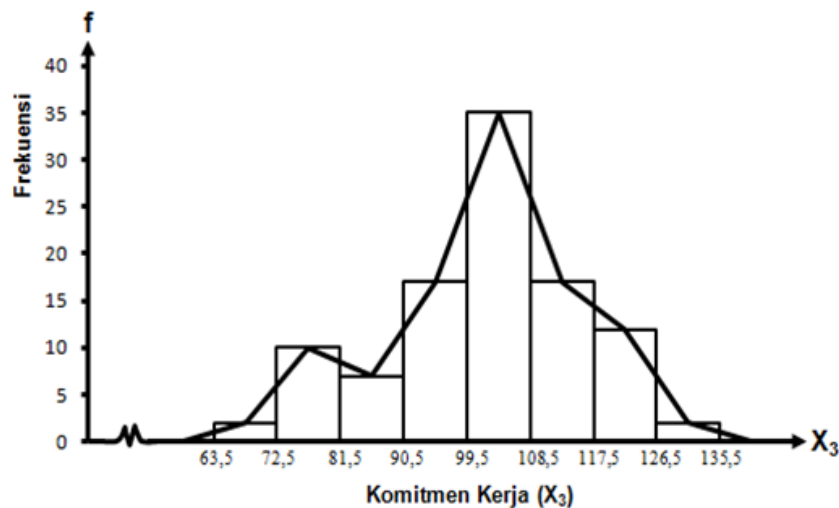

Figure 3: Polygon of Work Commitment Variable

The frequency distribution of work commitment variable scores shows that most scores are in the interval class 100 - 108 (34.3%), followed by scores in the intervals 91 - 99 and 109 - 117 each (16.7%). Next are scored in the intervals 118 - 126 (11.8%), 73 - 81 (9.8%), 82 - 90 (6.9%), and finally scores in the intervals between 64 - 72 and 127 - 135, each 2%.

3.4. Cooperation Culture

The cooperation culture score is obtained by filling out a questionnaire of 28 statement items using a rating scale with 5 (five) alternative answers. Thus, theoretically, the cooperation culture score is between 28 - 140, and the total score is 140 x 102 = 14280. The results of descriptive statistical calculations for the cooperation culture variable show an empirical score range between 76 - 135 and a range of 59. While the mean value is 106.725, median = 107.5, mode = 116, standard deviation = 12.431, the variance is 154.538, and the total score is 10886. Furthermore, the picture of the culture of cooperation can be done by comparing the empirical total score with the theoretical total score multiplied by 100, namely 10886: 14280 x 100 = 76,2% (Figure 4).
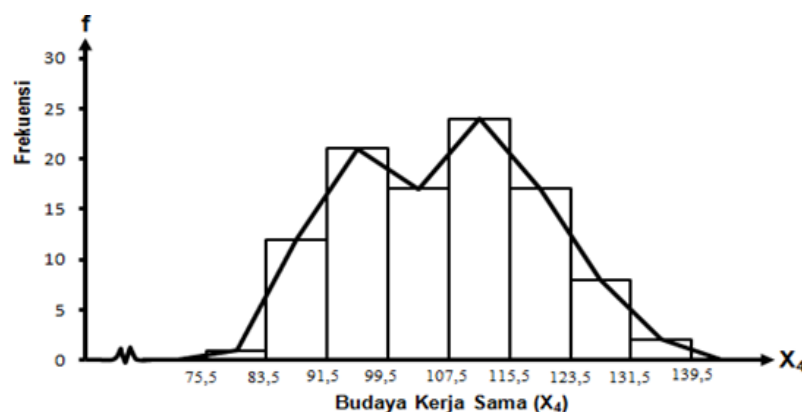

Figure 4: Polygons of Cooperation Culture Variables

The frequency distribution of the culture of cooperation variable scores shows that most scores are in interval class 108 - 115 (23.5%), followed by scores in interval 92 - 99 (20.6%). Next are scored in the intervals 100 - 107 and 116 - 123 of 16.7% each, 84 - 91 (11.8%), 124 - 131 (7.8%), 132 - 139 (2%), and finally 76 - 83 (1%).

3.5. Hypothesis Testing

This study used path analysis for hypothesis testing, calculated using the LISREL 8.80 program. The description of the statistical calculation results is explained as follows.

Correlation Coefficient: The following presents the results of calculating the simple correlation coefficient, which shows the relationship between the hypothesized variables. The results of the correlation coefficient calculation show that all of them are significant at the 1% error rate. This indicates a very significant relationship between the hypothesized variables (Figure 5).
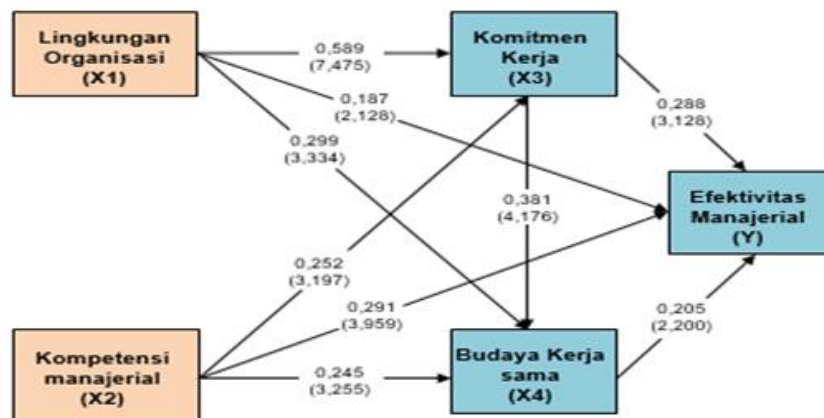

Figure 5: Path Coefficient and t-statistic of the Effect of Organisational Environment, Managerial Competence, Work Commitment and Work Culture on Managerial Effectiveness

4. Discussion

From the results of hypothesis testing presented above, further discussion is given by linking to relevant theories and research results.

4.1. Organizational Environment and Managerial Effectiveness

The results of hypothesis testing in this study indicate that the organizational environment has a direct positive and significant effect on managerial effectiveness. This finding shows empirical evidence that a conducive organizational environment will increase managerial effectiveness. In the context of this study, a positive school organizational environment will impact school principals' increasing managerial effectiveness.

4.2. Managerial Competence on Managerial Effectiveness

The results of empirical testing through statistical calculations in this study prove that the principal's managerial competence has a direct positive and significant effect on the principal's managerial effectiveness. These results show empirical evidence that increasing the professional competence of school principals will increase their managerial effectiveness. This finding is, in principle, understandable, considering that good work results can only be achieved if they are based on adequate competence. Without adequate competence, a job can't be completed optimally.

Similarly, managerial roles are unlikely to be effective if their implementation is not based on adequate competence. One of the principal's functions is as a manager. The principal is a profession, so to carry out its role as a manager requires managerial competence. Managerial competence as a principal includes personality, managerial, entrepreneurial, supervisory, and social competence. Each of these competencies will contribute to managerial effectiveness. These competencies must be mastered as well as possible so that the principal has no difficulty in carrying out his managerial duties.

4.3. Job Commitment to Managerial Effectiveness

The results of empirical testing through statistical calculations in this study prove that work commitment has a direct positive and significant effect on the managerial effectiveness of school principals. This finding means that empirically, an increase in work commitment will have an impact on increasing the managerial effectiveness of school principals. In reality, managerial effectiveness includes many aspects, including managing and leading, interpersonal relationships, knowledge and initiative, success orientation, and contextual skills. These aspects can be done effectively when supported by a strong commitment. Commitment manifests as work ethic, work engagement, career, and organizational commitment. For example, the work ethic aspect is manifested in the form of hard work, discipline, perseverance, and honesty, which are the capital needed to complete managerial tasks properly. Managerial tasks that have a wide scope are unlikely to be completed with maximum results without being based on a strong work ethic. Work engagement is also important, as it indicates an individual's active participation in a job to provide more work experience. Career commitment is important in fostering enthusiasm to continue to realize their career optimally. With a strong career commitment, individuals will try their best. Similarly, organizational commitment is important so the principal's managerial tasks can be carried out as expected.

4.4. Cooperative Culture and Managerial Effectiveness

The results of hypothesis testing prove that the culture of cooperation has a direct positive and significant effect on the managerial effectiveness of school principals. This finding illustrates that empirically increasing the culture of cooperation will impact increasing the managerial effectiveness of school principals. In an organization, it is rare for one person to complete a job from start to finish. Work is generally done in a process and requires the involvement of many parties. Especially if the task is a managerial task, it requires much more cooperation from various parties. Cooperation is needed because of human nature as a social being, so it cannot be separated from other parties. A culture of cooperation is a very effective force for carrying out work successfully. Cooperation will make the work done more thoroughly, accurately, and faster, making the results more effective.

4.5. Organizational Environment and Cooperative Culture

The results of hypothesis testing prove that in addition to affecting managerial effectiveness, the organizational environment also has a positive and significant effect on the culture of cooperation. This finding illustrates that empirically, an increase in the organizational environment will positively impact the increase in the culture of cooperation. The results of proving this hypothesis can be understood considering that the environment in the organization also has a role in fostering a culture of cooperation. If the environment in the organization is not conducive, it will be difficult for members of the organization to develop communication and friendships with co-workers. Good communication and friendship are very important assets for healthy cooperation. The culture in an organization, including the culture of cooperation, also results from its environmental conditions. A good and conducive environment will also produce a good culture, including a strong culture of cooperation. The culture of cooperation can be seen in aspects such as clarity of purpose, informality, participation, listening to each other, cultivating disagreement, consensus decision-making, open communication, role clarity, shared leadership, external relations, diversity style, and self-assessment. Such cultures will be formed when supported by a good organizational environment. In an organization, the culture of cooperation is reflected in the behaviours of individuals. In this case, individual behaviour, among others, results from the interaction of environmental factors.

4.6. Managerial Competence in Cooperation Culture

Based on the results of hypothesis testing, it is proven that in addition to affecting managerial effectiveness, managerial competence also has a positive and significant effect on the culture of cooperation. This finding indicates that empirically increasing the managerial competence of school principals will impact increasing the culture of cooperation. Such results are inseparable from the important role of the principal's managerial competence in fostering a culture of cooperation. The culture of cooperation is reflected in clarity of purpose, informality, participation, listening to each other, cultivating disagreement, consensus decision-making, open communication, role clarity, shared leadership, external relations, diversity style, and self-assessment.

Such cultures will not materialize if the organization's members cannot do so. This means that to build a healthy culture of cooperation, competence is needed from each organization member, especially managerial competence. The managerial competencies needed are, for example, in managing conflict, building communication, and interpersonal relationships. Co-operation is the interaction of various individuals who come from different backgrounds and have different characteristics. Managing these differences toward one organizational goal requires good communication, interpersonal relations, and conflict-resolution skills. If such competencies are not possessed, it is unlikely that a culture of cooperation can be established.

4.7. Work Commitment and Cooperative Culture

Based on the results of hypothesis testing, it is proven that in addition to affecting managerial effectiveness, work commitment also has a positive and significant effect on the culture of cooperation. This finding illustrates that empirically, an increase in work commitment will have an impact on increasing the culture of cooperation. This empirical finding can be understood because a culture of cooperation can be developed in the organization if the members of the organization commit to building it. Commitment determines whether a business can succeed because commitment shows the internal forces that direct behaviour. If every organization member is willing to build a culture of cooperation, then the effort will certainly be realized. In a work organization, a culture of cooperation will be well developed if there is a positive work ethic, which is part of work commitment so that every organization member is aware and willing to work together. Other aspects of work commitment, such as work engagement, are also needed to build a culture of cooperation. Work engagement is related to participation, so active participation from each organization member will create a culture of mutual assistance, an important basis for realizing a culture of cooperation. In addition, organizational commitment as part of work commitment also has an important role in fostering a culture of cooperation. Organizational commitment reflects a psychological bond that encourages individuals to do the best things for the organization's progress.

4.8. Organizational Environment and Work Commitment

Based on the results of hypothesis testing, it is concluded that in addition to influencing managerial effectiveness and culture of cooperation, the organizational environment also has a positive and significant effect on work commitment. This finding illustrates that empirically improving the organizational environment will increase work commitment. The important role of the organizational environment in work commitment can occur because a quality organizational environment affects individual behaviour. Work commitment can be manifested in the form of behaviour, such as trying hard to advance the organization, being loyal, obeying organizational rules, and actively participating in organizational activities. The emergence of such behaviours cannot be separated from the environmental conditions.

Thus, a conducive organizational environment will further encourage members to show their commitment to work. In this context, the organizational environment that can lead to work commitment is mainly an environment that is socially healthy and supported by an adequate physical environment. The social environment refers to the relationships between members of the organization. There will be harmony if an organization creates working conditions with healthy social relationships. Such conditions can provide enthusiasm for members of the organization at work, which can lead to strong work commitment. Work commitment can be shown through a good work ethic, active involvement, career commitment, and organizational commitment. The organizational environment, among others, is reflected in the conditions or climate of the organization. At the same time, cooperation commitment reflects the behaviour of individuals in the organization. The existence of an organizational climate will affect individual behaviour, one of which can be commitment.

4.9. Managerial competence on work commitment

From the results of hypothesis testing, it is evident that in addition to influencing managerial effectiveness and culture of cooperation, managerial competence also has a positive and significant effect on work commitment. These results illustrate that empirically good teacher perceptions of the principal's managerial competence will impact increasing work commitment. The important role of managerial competence in work commitment can occur because professionally competent people automatically realize what things are best to do for the success of a task. Therefore, people will work hard, be disciplined, dedicated, loyal, and actively involved in the organization's interests. Such attitudes reflect an occupational commitment. Positive attitudes are always based on good understanding and knowledge so that if someone has managerial competence, they are encouraged to do their best. This follows the limits of work commitment, a form of individual response that includes work ethic, work involvement, career commitment, and organizational commitment. These commitments are not built immediately but require driving factors, including managerial competence. Suppose work is not based on managerial competence. In that case, individuals will work without good knowledge, so actions can arise, such as breaking the rules, lacking discipline, and not having strong dedication and loyalty to the organization. This is a reflection of the absence of a strong work commitment. Professionalism requires strict implementation of the professional code of ethics, which can be reflected in the work ethic and must demonstrate the profession's ability.

5. Conclusion

The conclusions of this study are: organizational environment has a direct positive effect on managerial effectiveness, principal's managerial competence has a direct positive effect on managerial effectiveness, work commitment has a direct positive effect on managerial effectiveness, cooperation culture has a direct positive effect on managerial effectiveness, organizational environment has a direct positive effect on cooperation culture, managerial competence has a positive effect on

cooperation culture, work commitment has a positive effect on cooperation culture, organizational environment has a positive effect on work commitment, and principal's managerial competence has a positive effect on work commitment. The results also show that various organizational and individual factors significantly influence managerial effectiveness in the school environment. Organizational environment, principals' managerial competence, work commitment, and cooperative culture contribute directly to improving managerial effectiveness. This indicates that effectiveness in school leadership depends not only on the individual capabilities of the principal but also on a supportive work ecosystem, such as a healthy organizational culture and high stakeholder commitment. In addition, this study also found a relationship between these factors. The organizational environment not only influences managerial effectiveness directly but also plays a role in strengthening the culture of cooperation and increasing work commitment. This shows that a conducive work environment can shape more solid cooperation values and increase individual dedication to their duties and responsibilities.

Furthermore, principals' managerial competence impacts effectiveness and contributes to a culture of cooperation and work commitment. This underscores the importance of competent leadership in creating a collaborative work climate and enhancing work motivation. The positive effect of a work commitment on cooperation culture shows that the higher the level of individual commitment in the organization, the greater the tendency to work synergistically in achieving common goals. Thus, building high work commitment is one of the important strategies for enhancing a productive culture of cooperation. This study confirms that managerial effectiveness in schools results from a dynamic interaction between organizational and individual factors. Improving managerial effectiveness requires a holistic approach that includes strengthening the organizational environment, improving leadership competencies, establishing a solid culture of cooperation, and developing high work commitment across all elements of the school organization. Strategies focusing on these factors can positively impact overall school performance and create a more professional and quality-orientated educational environment.

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