

Correlational Analysis Between Organizational Culture, Human Resource Development, and Growth Mindset with School-Based Management

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Abstract: This study aims to analyze the correlation between organizational culture, human resource development, and growth mindset with school-based management at Global Islamic School–Depok. The research employed a quantitative correlational method with a sample of 50 teachers and school staff. Data were collected via questionnaires and analyzed using correlation and regression. The findings revealed a significant positive correlation between organizational culture, human resource development, and growth mindset with school-based management. A positive organizational culture, effective human resource development, and a strong growth mindset can enhance the effectiveness of school-based management. The study also found that organizational culture is the strongest predictor influencing school-based management. These results have important implications for schools in improving the quality of school-based management. By understanding the correlation between organizational culture, human resource development, and growth mindset with school-based management, schools can develop effective strategies to increase management effectiveness. Furthermore, the study highlights that human resource development and a growth mindset can play a crucial role in enhancing teachers' and staff's capacity to manage schools. This research can serve as a reference for other schools seeking to improve the quality of school-based management, thereby contributing to the overall improvement of education quality in Indonesia. The findings may also be used as a foundation for developing training and development programs for teachers and school staff.

Keywords: Organizational Culture; Human Resource Development; Growth Mindset; School-Based Management; Correlational Analysis; Quantitative Correlational; Research Design.

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1. Introduction

Education plays a central role in shaping the quality of human resources and in determining a nation's progress. Schools, as formal educational institutions, are required not only to transfer knowledge but also to cultivate values, attitudes, and skills that will prepare students to face increasingly complex global challenges. In Indonesia, the implementation of School-Based Management (SBM) has become one of the most strategic approaches to improve the effectiveness and accountability of

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schools. SBM emphasizes decentralization of authority, active stakeholder participation, transparency in decision-making, and resource optimization to achieve educational goals. However, the success of SBM is strongly influenced by several key factors, including organizational culture, human resource development, and individuals' mindsets within the institution. Global Islamic School – Depok, one of Indonesia's leading Islamic schools, offers a unique research setting by integrating national curriculum standards with Islamic values and global perspectives. This integration requires an adaptive management system that can balance academic excellence, moral development, and global competitiveness. For this reason, investigating how organizational culture, human resource development, and a growth mindset are correlated with the implementation of SBM in this school is academically significant and practically relevant [19]. Organizational culture reflects the shared values, norms, and practices that guide individuals' behavior within an institution. In educational settings, a strong and positive organizational culture can foster collaboration, commitment, and innovation among teachers and staff.

Conversely, a weak or fragmented culture can hinder school improvement efforts and obstruct the successful implementation of SBM. Previous studies suggest that organizational culture is one of the strongest predictors of institutional effectiveness, yet the extent of its correlation with SBM in Islamic-based schools remains underexplored. Human Resource Development (HRD) in schools is another vital element that contributes to the realization of SBM. Teachers and educational staff require continuous professional development, training, and mentoring to improve pedagogical competencies, leadership skills, and administrative capabilities [23]. The effectiveness of SBM depends largely on the quality of human resources that manage and execute school programs. While government regulations in Indonesia mandate periodic professional development, the level of implementation and its actual correlation with SBM outcomes vary significantly among schools. At the same time, the concept of growth mindset, popularized by Carol Dweck, has gained significant attention in education. A growth mindset emphasizes the belief that abilities and intelligence can be developed through effort, learning, and perseverance. In a school management context, leaders, teachers, and staff who possess a growth mindset are more likely to embrace challenges, seek feedback, and continuously strive for improvement [20]. These attributes align closely with the principles of SBM, which require innovation, adaptability, and collective problem-solving. However, empirical research linking a growth mindset to SBM in Islamic school settings remains relatively scarce. The Global Islamic School – Depok provides an interesting context for this study.

This institution has consistently positioned itself as an Islamic school that embraces global standards while maintaining a strong national identity and religious values. Its management system demands high adaptability to meet the expectations of parents seeking holistic education for their children and to comply with national education standards. Within this context, three variables—organizational culture, human resource development, and growth mindset—are assumed to play significant roles in shaping the effectiveness of SBM. For instance, a culture of openness and collaboration will likely encourage shared decision-making [21]. Continuous HRD programs will strengthen teacher competence and administrative performance, which, in turn, will support SBM's goals. Finally, the presence of a growth mindset among school leaders and staff will encourage resilience and innovation in addressing challenges [24]. Exploring the correlations among these variables will thus provide valuable insights into how SBM can be optimized within an Islamic global school. Although previous studies in Indonesia and other countries have examined the relationships among organizational culture, HRD, and educational outcomes, most focus on public schools or universities. Very few studies specifically address private Islamic schools that operate within a global framework. Moreover, research linking the growth mindset variable to SBM remains very limited, despite its theoretical compatibility. The lack of empirical evidence creates a gap in both the literature and the practical understanding of how these variables interact to shape school management effectiveness. Another research gap lies in the limited number of correlational studies that simultaneously analyze organizational culture, HRD, and growth mindset in relation to SBM. Many existing studies tend to treat these variables separately, without investigating their interrelationships within a single comprehensive framework. The main objectives are:

- To analyze the correlation between organizational culture and the effectiveness of SBM implementation.
- To examine the relationship between HRD efforts and SBM performance.
- To identify the correlation between growth mindset and SBM practices.
- To explore the combined correlations of organizational culture, HRD, and growth mindset with SBM in Global Islamic School – Depok.

By filling this gap, the present study aims to provide a more holistic perspective on how these factors collectively contribute to SBM [22]. This research is designed as a correlational analysis to examine the relationships between organizational culture, human resource development, and growth mindset with school-based management at Global Islamic School – Depok. By addressing these objectives, the study seeks to provide empirical evidence on how these variables interact to support SBM within an Islamic school context. The significance of this study lies in both theoretical and practical contributions:

- **Theoretical Significance:** This research enriches SBM literature by integrating organizational culture, HRD, and a growth mindset into a single analytical framework. It also expands the scope of research on growth mindset by applying it to school management, rather than limiting it to student learning or individual performance.

- **Practical Significance:** For Global Islamic School – Depok, the findings can provide evidence-based recommendations for strengthening SBM practices. School leaders can identify which aspects of culture, HRD, or mindset need reinforcement to optimize management. At the policy level, the study may offer insights for other Islamic schools and private institutions in Indonesia seeking to balance global competitiveness with local and religious values.

In sum, the effectiveness of SBM at Global Islamic School – Depok cannot be separated from the school community's cultural, human, and psychological dimensions. Organizational culture determines shared norms and values, HRD enhances the quality of human resources, and a growth mindset shapes adaptive attitudes toward change and challenges. By examining their correlations with SBM, this study aims to shed light on how Islamic schools can optimize management practices to remain relevant and competitive in the global era while upholding national and religious identities.

2. Literature Review

Organizational culture in schools encompasses shared values, norms, work habits, and patterns of communication. It acts as a foundation for shaping collaborative climates and organizational resilience. Recent research in Indonesian schools (2021–2025) reveals that most schools tend to display a mix of clan (familial) and hierarchical (bureaucratic) cultures; however, schools that foster adhocracy (innovation) and collaborative cultures are more successful in implementing change, including School-Based Management (SBM). Such cultures promote participation, shared decision-making, and accountability, which are essential to SBM's effective functioning [1]. Empirical studies highlight that strengthening school culture through consistent vision-mission alignment, collaborative routines, and recognition of teachers' initiatives enhances the trust and transparency necessary for SBM. Without a conducive organizational culture, the autonomy offered by SBM risks being underutilized or even misapplied. Thus, organizational culture is seen as a significant predictor of SBM effectiveness [2]. Human Resource Development in schools refers to continuous professional learning, in-service training, mentoring, and leadership development. In the Indonesian context, teacher training and capacity-building programs are central instruments of HRD. A body of studies (2021–2025) stresses that HRD must be sustainable, context-driven, and practice-oriented to ensure teachers and principals can fulfill the roles demanded by SBM [3]. SBM implementation requires managerial skills, collaborative competencies, and decision-making capacities at the school level. Quantitative and qualitative studies indicate that when schools invest in relevant HRD programs such as training in transformational leadership, resource management, and curriculum development, school-level policymaking and resource allocation improve.

These, in turn, enhance the outcomes of SBM. Yet, barriers such as limited budgets, insufficient systemic support, and irrelevant training designs continue to hinder the full effectiveness of HRD in supporting SBM [4]. The growth mindset, popularized by Karnela et al. [5], emphasizes the belief that abilities can be developed through effort, strategies, and feedback. While initially studied in the context of student learning, more recent studies (2021–2025) have expanded its scope to teachers and school leaders. Teachers and principals with a growth mindset are more willing to adopt innovative strategies, persist through challenges, and embrace feedback, all of which are essential qualities for SBM implementation. Research has shown that a teacher's growth mindset is positively associated with student achievement and the fostering of classroom resilience [6]. Additionally, leaders who convey growth-mindset messages foster cultures of learning and experimentation, creating an environment conducive to SBM. Nevertheless, few studies have examined growth mindset as a moderator of the relationship between organizational culture or HRD and SBM effectiveness, leaving a gap for further exploration [7]; [8]. SBM was introduced in Indonesia to grant schools greater autonomy, encourage parental and community participation, and align decision-making with local needs. Research between 2021 and 2025 underscores that SBM effectiveness strongly depends on leadership, stakeholder participation, and resource management. Common obstacles include weak communication among stakeholders, insufficient managerial competence, limited resources, and cultural resistance to decentralization [9]; [10]. The reviewed literature highlights three major insights:

- Organizational culture, particularly collaborative and innovative forms, positively supports SBM.
- HRD is a critical driver of teacher and leader capacity, which, in turn, strengthens SBM.
- A growth mindset serves as a psychological enabler, fostering resilience and innovation at both instructional and managerial levels.

Findings suggest that SBM is not merely a structural reform but a cultural transformation that requires strong HRD investments, a supportive organizational culture, and leadership openness to experimentation [11]. Schools that integrate these elements demonstrate stronger policy implementation, improved accountability, and enhanced student outcomes [12]. Despite these findings, several gaps remain. First, there is limited empirical research that simultaneously investigates organizational culture, HRD, and growth mindset in relation to SBM effectiveness [13]. Second, studies in Islamic or faith-based global schools remain scarce, even though these institutions balance religious values with global education standards [14]. Finally, there is a need for correlational studies that measure the strength and direction of relationships among these variables, rather than focusing solely

on qualitative narratives [15]. This study aims to fill these gaps by analyzing the correlations between organizational culture, HRD, and growth mindset with SBM at Global Islamic School – Depok [16]. By doing so, it provides empirical evidence on which factor exerts the strongest influence, whether growth mindset acts as a moderator, and how Islamic schools can design HRD and cultural strategies that align with SBM principles [17]. The findings are expected to inform school leaders, policymakers, and educators in designing more effective capacity-building and management strategies [18].

3. Methodology

This study employs a quantitative correlational research design. Correlational research examines statistical relationships among variables without manipulating them. Specifically, this study investigates the correlations between Organizational Culture (X1), Human Resource Development (X2), and Growth Mindset (X3) and School-Based Management (Y). A cross-sectional survey method was chosen, in which data are collected at a single point in time using standardized instruments. This method is appropriate because it allows for efficient data collection from a relatively large sample and provides sufficient data for statistical correlation analysis (Table 1):

- **Population:** The population of this research includes teachers, staff, and administrators at Global Islamic School – Depok. These individuals are directly involved in organizational culture, HRD programs, and school management practices.
- **Sample:** Using Slovin’s formula with a margin of error of 5%, from an estimated population of 200 staff members, the required sample size is approximately 133 respondents. Stratified random sampling is used to ensure representation across teaching, administrative, and leadership staff.

Table 1: Research variables and operational definitions

Variable	Conceptual Definition	Indicators	Measurement Instrument	Scale
Organizational Culture (X1)	Shared values, beliefs, norms, and practices in the school environment.	- Shared school values - Team collaboration - Rule and norm adherence - Adaptability to change - Clear vision and mission	Questionnaire adapted from Denison’s Organizational Culture Survey (DOCS)	Likert scale (1 = Strongly Disagree to 5 = Strongly Agree)
Human Resource Development (X2)	Planned and systematic efforts to develop staff capabilities through training, mentoring, and capacity-building.	- Training and workshops - Mentoring and coaching - Professional growth opportunities - Performance appraisal and feedback - Career advancement support	Questionnaire adapted from HRD Effectiveness Scale	Likert scale (1–5)
Growth Mindset (X3)	The belief that abilities can be developed through effort, persistence, and effective strategies.	- Belief in improvement with effort - Openness to challenges and feedback - Persistence in difficulties - Valuing effort as mastery - Resilience in failure	Questionnaire adapted from the Growth Mindset Scale, as Dweck adapted it in 2006.	Likert scale (1–5)
School-Based Management (Y)	Decentralized school management system emphasizing autonomy, accountability, and participation.	- Participation - Autonomy - Accountability - Resource mobilization - Transparency	Questionnaire developed by SBM Indicators (Ministry of Education, adapted)	Likert scale (1–5)

Figure 1 shows the multi-method strategy used to collect research data in this study. The procedure starts with questionnaires sent in both digital and paper formats to collect primary quantitative data from respondents.

Data Collection Methods Diagram

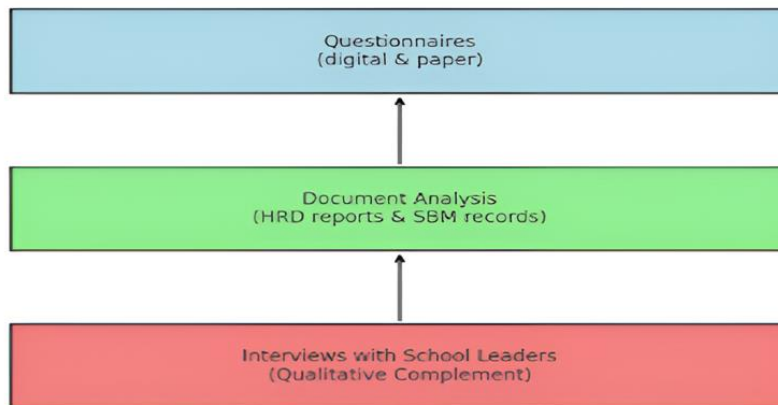


Figure 1: Research data collection framework

After that, document analysis comes next. This means reviewing HRD reports and SBM records to find institutional evidence to support your claim. Interviews with school leaders are also conducted as a qualitative addition to deepen and support the findings. Using all of these strategies together makes sure that the data collection process is thorough and trustworthy.

Table 2: Research instrument format

Section	Content	Description	No. of Items	Scale
A	Demographics	Collects respondents' background information: gender, role (teacher, staff, leader), and years of teaching/administrative experience.	3–5	Nominal and Ordinal
B	Organizational Culture Scale	Measures shared values, beliefs, norms, and practices in the school environment. Adapted from Denison's Organizational Culture Survey (DOCS).	20	5-point Likert (1 = Strongly Disagree to 5 = Strongly Agree)
C	HRD Effectiveness Scale	Assesses training, mentoring, professional development, feedback systems, and career support for staff. Adapted from HRD Effectiveness Scale.	15	5-point Likert
D	Growth Mindset Scale	Evaluates teachers' and staff beliefs about developing abilities through effort, persistence, and learning. Adapted from Dweck's Growth Mindset Scale.	10	5-point Likert
E	SBM Effectiveness Scale	Measures the effectiveness of School-Based Management, including participation, autonomy, accountability, resource mobilization, and transparency.	20	5-point Likert

Table 2 presents the organization and makeup of the research tools employed in the study, organized into five main parts. Part A is all about demographics. It uses nominal and ordinal scales to collect information about respondents' backgrounds, such as their gender, role, and experience. Using a 5-point Likert scale, Section B measures organizational culture with 20 items taken from Denison's Organizational Culture Survey (Table 3).

Table 3: Validity and reliability plan

Variable	No. of Items	Content Validity	Construct Validity (CFA)	Reliability (Cronbach's Alpha)
Organizational Culture (X1)	20	Reviewed by 3 experts in educational management	Factor loadings ≥ 0.50 ; Fit indices (CFI ≥ 0.90 , RMSEA ≤ 0.08 , $\chi^2/df \leq 3$)	Target $\alpha \geq 0.70$

Human Resource Development (X2)	15	Expert review for relevance and clarity	Factor loadings ≥ 0.50 with CFA	Target $\alpha \geq 0.70$
Growth Mindset (X3)	10	Expert review for adaptation to the teacher context	Factor loadings ≥ 0.50 with CFA	Target $\alpha \geq 0.70$
School-Based Management (Y)	20	Expert review of the SBM framework accuracy	Factor loadings ≥ 0.50 with CFA	Target $\alpha \geq 0.70$

Section C uses 15 items to assess HRD effectiveness, while Section D uses 10 items from Dweck's growth mindset scale. Both sections use a 5-point Likert scale. Finally, Section E has 20 questions that examine how well SBM works. These questions examine involvement, autonomy, accountability, and transparency (Figure 2).

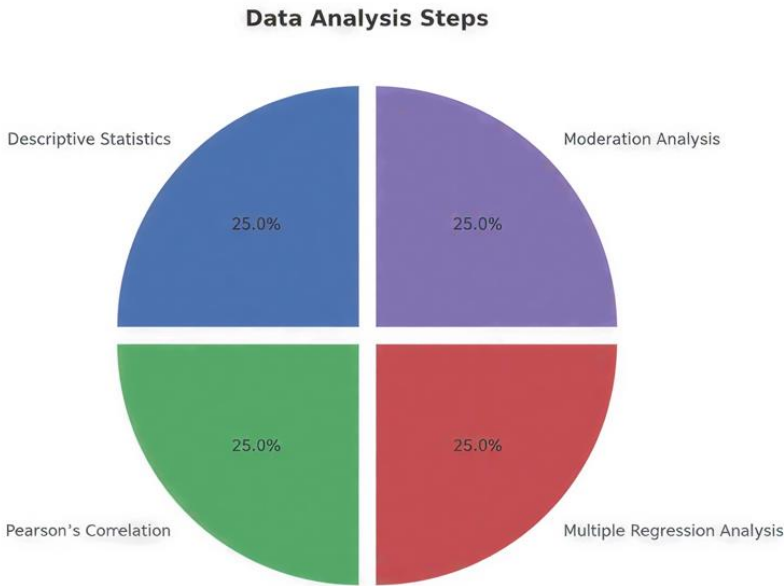


Figure 2: Data analysis steps

3.1. Research Flow

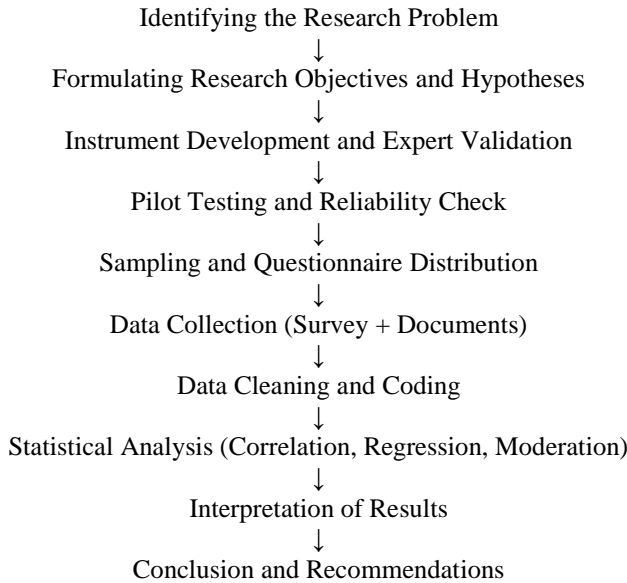


Table 4 presents a step-by-step flow of the research method, starting with identifying the main problems in organizational culture, HRD, growth mindset, and School-Based Management. It advances through an extensive literature review to develop

a theoretical framework, followed by the formulation of research objectives and hypotheses. The study used a correlational mixed-methods design, integrating instrument development, data collection, and data analysis. Then, advanced statistical methods are used to analyze the data, yielding useful results and interpretations. Finally, the process ends with solid conclusions and useful tips for running a school well.




Table 4: Flowchart of research process

No.	Step	Description
1	Research Problem Identification	Identify issues related to organizational culture, HRD, growth mindset, and School-Based Management (SBM) at Global Islamic School – Depok.
2	Literature Review	Review recent studies (2021–2025) on organizational culture, HRD, growth mindset, and SBM to build a theoretical framework.
3	Research Objectives and Hypotheses	Formulate objectives and hypotheses regarding the correlation between independent and dependent variables.
4	Research Design	Employ a correlational research design with mixed methods (quantitative + qualitative support).
5	Instrument Design	Prepare instruments: questionnaires (Likert-scale), document analysis, and semi-structured interviews.
6	Data Collection	Distribute questionnaires (digital and paper), collect HRD reports, and conduct interviews with school leaders.
7	Data Processing	Perform data coding, cleaning, and preparation for statistical analysis.
8	Data Analysis	Use descriptive statistics, Pearson’s correlation, multiple regression, and moderation analysis.
9	Findings and Interpretation	Present correlations, predictive power, and moderation effects; interpret findings in the school context.
10	Conclusions and Recommendations	Provide conclusions, theoretical implications, and practical recommendations for school management.

3.2. Respondent Distribution

The distribution of respondents in this study reflects the organizational composition of the Global Islamic School – Depok. As shown in Table 5, the majority of participants were teachers (65%), followed by administrative staff (25%), and a smaller portion of school leaders (10%). This distribution indicates that teachers dominate the institution's population, which is reasonable given that teaching staff form the core workforce in most schools. Administrative staff, although smaller in number, provide essential support in managing daily operations and implementing human resource development programs. Meanwhile, school leaders, despite being the smallest group in terms of numbers, play a critical role in shaping school policies, decision-making, and the effectiveness of school-based management (SBM).

Table 5: Distribution of respondents by role

Role	% of Respondents	Visual Weight (Pie Representation)
Teachers	65%	
Administrative Staff	25%	
School Leaders	10%	

3.3. Interpretation

The distribution of respondents provides a balanced perspective in the analysis. Since the majority are teachers, the findings are expected to represent classroom practices, teaching culture, and professional development experiences. However, the presence of administrative staff and leaders adds diversity to the dataset, enabling the research to capture broader insights into organizational culture, human resource development, and a growth mindset as they relate to school-based management. This composition strengthens the study's reliability by ensuring that multiple stakeholder perspectives are represented in the evaluation of school-based management at Global Islamic School – Depok.

4. Conclusion

This study set out to investigate the correlations between organizational culture, human resource development, and growth mindset with school-based management (SBM) at Global Islamic School – Depok. The overarching goal was to determine the

extent to which these independent variables, individually and collectively, contribute to the effectiveness of SBM implementation in an Islamic educational institution that aims to combine global standards with local values. The findings of this research have both theoretical and practical implications for school leaders, policymakers, and educators committed to advancing effective school governance. The first key conclusion is that organizational culture plays a critical role in shaping SBM's success. A strong and cohesive culture characterized by shared values, collaboration, openness, and accountability fosters a conducive environment for participatory decision-making. This aligns with previous research indicating that schools with well-established cultural norms and collective vision are more likely to practice transparency, encourage stakeholder involvement, and mobilize resources effectively. At Global Islamic School, the emphasis on Islamic values, combined with modern organizational practices, strengthens the institution's identity and facilitates SBM processes.

The second conclusion highlights the importance of human resource development (HRD). Effective HRD activities—including continuous professional development, mentoring, workshops, and knowledge sharing—have a significant impact on staff competence and motivation. Schools that consistently invest in the development of teachers and administrative personnel enhance not only their staff's technical skills but also their confidence to take initiative within decentralized management structures. At Global Islamic School, HRD initiatives were observed to build stronger teacher leadership and enable staff to contribute meaningfully to SBM practices, particularly in areas of accountability and innovation. The third conclusion emphasizes the importance of a growth mindset among teachers and staff. Individuals who believe in their capacity to learn, adapt, and improve tend to respond positively to challenges and view setbacks as opportunities for growth. The study found that a growth mindset serves both as a direct factor influencing SBM effectiveness and as a moderator that strengthens the impact of organizational culture and HRD on SBM. In other words, when teachers and administrators adopt a growth-oriented perspective, the benefits of culture and HRD initiatives are amplified, leading to greater participation, transparency, and collective ownership in school governance.

Taken together, the results underscore that SBM effectiveness is not the product of isolated factors but rather the result of interactions among organizational culture, HRD, and a growth mindset. Schools that cultivate a strong, value-driven culture, invest systematically in professional development, and encourage adaptive mindsets are more likely to succeed in implementing SBM. This holistic approach ensures that autonomy, accountability, and resource management are not merely procedural but genuinely embedded within the daily practices of school life. In practical terms, the findings suggest that school leaders should prioritize strengthening cultural cohesion, designing sustainable HRD programs, and nurturing growth-oriented thinking among staff. For policymakers, the study provides evidence that SBM policies will achieve their intended outcomes only if they are supported by internal school dynamics rooted in culture, professional capacity, and mindset transformation. In conclusion, this study contributes to the growing literature on SBM by demonstrating the interconnectedness of organizational culture, HRD, and growth mindset. At Global Islamic School – Depok, these three dimensions collectively serve as the foundation for effective, transparent, and participatory school governance. The insights derived from this research may also serve as a valuable reference for other educational institutions seeking to balance global competitiveness with cultural identity through effective SBM practices.

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