

Key Drivers for Building School Effectiveness: An Analysis of Leadership and Organizational Behavior Dynamics

Asmara Yumarni^{1*}  Muhammad Kristiawan²,  Khairul Anwar³, 
Leppe Firmansyah¹, Hilman Nugraha¹, Retno Ambar Wati¹

¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu

² Universitas Bengkulu

³ Institut Agama Islam Negeri Curup, Bengkulu

ABSTRACT

✉ **Corresponding author:**

Asmara Yumarni
asmara24yumarni@gmail.com

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This study aims to investigate the impact of servant leadership, organizational commitment, social skills, work autonomy, organizational behavior, and organizational legitimacy on organizational effectiveness. The researchers employed a quantitative approach and collected data from 78 teachers at Muhammadiyah 1 Junior High School in Medan via a 5-point Likert scale questionnaire. The data were then analyzed using Pearson correlation and regression analyses. The findings indicate that servant leadership ($r = 0.566$, $p < 0.001$), organizational commitment ($r = 0.676$, $p < 0.001$), social skills ($B = 0.196$, $p < 0.05$), work autonomy ($r = 0.870$, $p < 0.001$), organizational behavior ($r = 0.652$, $p < 0.001$), and organizational legitimacy ($B = 0.255$, $p < 0.001$) all have a statistically significant positive effect on organizational effectiveness. The primary novelty in this study lies in the empirical validation of these relationships within the Islamic educational institution setting, highlighting the powerful influence of work autonomy and the dominant contribution of organizational legitimacy (67.9%). These results expand existing organizational theories by providing contextual empirical evidence and offer practical implications for school administrators and policymakers to strategically enhance organizational effectiveness through fostering social skills and securing organizational legitimacy.



Keywords: *Organizational Behaviour; Organizational Commitment; Organizational Effectiveness; Organizational Legitimacy; Servant Leadership; Social Skills; Work Autonomy.*

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INTRODUCTION

The intricate processes governing school operations encompass agenda setting, evaluations, human resource management, infrastructure development, and leadership (Chambers et al., 2024). These elements collectively serve as pivotal determinants of organizational effectiveness. Robust leadership dynamics and adaptive organizational behavior are essential for shaping this condition (Notanubun, 2021). Effective leadership has been widely recognized as a cornerstone of organizational success and is a notion consistently supported by numerous research studies since the 1970s (Berkovich & Bogler, 2021; Sunarsi et al., 2020). Such studies highlight leadership as the primary catalyst for effective educational institutions (Maramba & Fong, 2023).

Achieving organizational effectiveness in school environments hinges upon leaders possessing the capability to manage these institutions and the skills to foster positive organizational behavior throughout their educational processes (Stroupe et al., 2023). Empirical evidence corroborates this, demonstrating that competent individuals invariably lead effective schools. Studies by Leithwood, Safitri, Abdallah, and Saminathen, among others, have found no instances of successful schools managed by incapable leaders (Abdallah et al., 2023; Granvik Saminathen et al., 2018; Leithwood et al., 2020; Safitri et al., 2021).

Moreover, research indicates that the transformation of initially ineffective schools into high-performing ones is directly attributable to the skillful and competent leadership at their helm (Sugesti et al., 2024). Thus, schools require the presence of professional and adept leaders capable of steering the institution to achieve organizational effectiveness (As'ad & Hakim, 2022).

Furthermore, topics such as leadership, organizational effectiveness, servant leadership style, and organizational behavior have become a focus of interest and have been explored by various researchers (Park et al., 2018). Other studies have also attempted to address the issues related to servant leadership. Thus, analyzing organizational effectiveness (Mohd Ali et al., 2022) and its relationship with leadership and behavioral aspects is essential for improving the efforts made by school leadership to achieve organizational sustainability (Yang et al., 2023).

Despite the decentralization of school authority to district and local governments in Indonesia since 2004, mandated by Regulation No. 32 of 2004 on regional autonomy, the implementation of school autonomy has often fallen short of expectations (Thoha et al., 2023). Such conditions have brought significant attention to persistent leadership challenges and other systemic factors critical for effective schooling. Concerns have been raised by numerous experts regarding the inadequate execution of school autonomy by authorized district and city administrations (Latief et al., 2021). The lack of proper oversight and guidance in granting educational autonomy and sustainability to these local entities has inadvertently enabled regents

and mayors to intervene in school matters. Such circumstances underscore the vital role of strong leadership dynamics and well-defined organizational behavior in mitigating external pressures and ensuring institutional integrity.

Moreover, [Padilla et al. \(2020\)](#) stated that only a powerful and professional headmaster possesses the capacity to transform an ineffective school into an effective one. This statement aligns with [Sims & Fletcher-Wood \(2021\)](#), [Ismail et al. \(2022\)](#), and [Baráth \(2015\)](#), who emphasize that strong and professional leadership is characterized by effective supervisory abilities, fostering continuous improvement, intellectual acumen, assertiveness, self-confidence, and initiative within the organizational context. Thus, the school principal, as a central figure, is expected to be a key factor influencing school effectiveness.

Overall, this research aims to explore the primary drivers of organizational effectiveness in schools, specifically by examining the complex interplay between leadership dynamics and organizational behavior.

Literature Review

Mahmood examined the relationship between professional leadership and effective schools. Likewise, Sukadari and Pandza formulated that professional leadership and conducive work autonomy are factors that contribute to schools' effectiveness ([Pandza & Hrebatć, 2023](#)). Gaffney and Willis also reported the six characteristics of effective leadership for creating effective schools ([Gaffney et al., 2021](#); [Willis et al., 2021](#)).

Meanwhile, Günther et al.'s study primarily focused on the effectiveness of leadership style on organizational performance and sustainability ([Günther et al., 2024](#); [Vaniev & Malt-Cullen, 2024](#)). They found that the school's organizational culture influences teachers' performance and, consequently, school achievement ([Riley et al., 2019](#)). Puspitasari also found that the good performance of individual teachers is a significant factor in achieving effective school management ([Puspitasari et al., 2024](#)).

Organizational effectiveness is crucial for any institution seeking to achieve its mission and objectives, particularly in educational settings such as schools ([Douglas et al., 2022](#)). Meanwhile, the success of Islamic educational institutions in fostering holistic development and academic excellence is significantly influenced by their internal dynamics, notably leadership styles and organizational behavior ([Susilo et al., 2018](#)). Therefore, this study investigates the primary drivers of organizational effectiveness in schools, focusing on the interplay between leadership dynamics and various facets of organizational behavior.

One crucial aspect of leadership dynamics is servant leadership, a paradigm where leaders prioritize the growth and well-being of their followers ([Burns, 1978](#)) ([Burns, 2016](#)). Unlike traditional power-based approaches, servant leaders inspire and

persuade, fostering higher levels of motivation and morality within the organization. Van Dierendonck's widely recognized six-dimensional model of servant leadership comprises humility, empowerment, interpersonal acceptance, authenticity, stewardship, and providing direction ([van Dierendonck & Dijkstra, 2012](#)). This model provides a comprehensive framework for understanding how this leadership style can foster a positive organizational environment that promotes effectiveness.

Organizational commitment is vital to organizational behavior, reflecting employees' dedication and engagement with their institution ([Aryani et al., 2024](#)). High levels of commitment are consistently associated with reduced absenteeism and turnover, alongside enhanced job performance and satisfaction ([Haerani et al., 2020](#)). Research consistently demonstrates a robust positive correlation between employee commitment and overall organizational outcomes, highlighting its critical role in driving institutional success ([Martoyo & Amara, 2024](#)). Beyond commitment, factors such as a desire for success, autonomy, and socio-economic aspirations are significant motivators for individuals within an organization.

The social skills of teachers also play a pivotal role in shaping organizational behavior and, consequently, effectiveness within educational institutions. Drawing upon social cognitive theory, which posits that individuals learn through observation, imitation, and environmental interaction, and social learning theory ([Ramlal, 2020](#)), which emphasizes the continuous modification of social responses based on prior experiences and social consequences, it becomes evident that teachers' interpersonal capabilities are crucial ([Hauge, 2019](#); [Woodcock & Tournaki, 2023](#)). These theories underscore the reciprocal influence within social interactions, where each individual actively contributes to the collective behavior and atmosphere of the school.

According to Brouillette, a leader who aims to reform an ineffective system is considered an innovative leader ([Brouillette, 2019](#)). Successful changes in school management are characterized by a well-ordered school environment, enhanced school discipline, a comfortable working atmosphere characterized by honesty and harmony, and an efficient school administration ([Turull-Rubina & Roca-Aced, 2022](#)).

In addition to leadership and commitment, work autonomy is a significant factor in determining organizational effectiveness ([Evers et al., 2024](#)). Work autonomy refers to the extent to which individuals have freedom, independence, and flexibility in managing their work tasks and schedules. It empowers employees by valuing their input and decision-making capabilities ([Zhang & Khan, 2024](#)). This multifaceted concept, comprising autonomy over work methods, scheduling, and decision-making ([Darwish, 2024](#)), can significantly enhance employee motivation and contribute to a more dynamic and effective organizational structure.

Furthermore, [Sumarsono \(2012\)](#) established significant interconnections between organizational climate, commitment, job satisfaction, and overall organizational effectiveness. Sari's research also supports this connection, as they

specifically demonstrated the substantial impact of leadership and work autonomy on school effectiveness. These findings underscore the crucial role of leadership dynamics and key organizational behaviors in cultivating a thriving and effective educational environment, particularly within schools.

Although numerous studies have examined effective schools and organizational effectiveness, a limited body of research specifically analyzes the key factors of organizational effectiveness. For this research, the independent variables tested to determine their influence on the effectiveness of schools are servant leadership, organizational commitment, social skills, work autonomy, organizational behavior, and organizational legitimacy. Thus, the researchers focused on the following six hypotheses to determine the correlation between these six independent variables and organizational effectiveness in schools:

- H1 Servant leadership has a positive effect on organizational effectiveness.
- H2 Organizational commitment has a positive effect on organizational effectiveness.
- H3 Social skills have a positive effect on organizational effectiveness.
- H4 Work autonomy has a positive effect on organizational effectiveness.
- H5 Organizational behavior has a positive effect on organizational effectiveness.
- H6 Organizational legitimacy has a positive effect on organizational effectiveness.

METHOD

This study employed a quantitative approach, primarily using a survey as the primary data collection method. As emphasized by [Creswell \(2015\)](#), the survey method enables researchers to collect data directly from respondents, thereby facilitating generalization to the entire population ([Cresswell, 2012](#)). Thus, questionnaires served as the primary research instrument. Data collected from respondents were coded, entered, and subjected to descriptive analysis (frequency) using IBM SPSS 26.0. The population consisted of 78 teachers from Muhammadiyah 1 Junior High School in Medan. The questionnaire was designed based on the existing research variables, with each statement measured using a 5-point Likert scale to indicate the respondents' degree of approval or disapproval.

Additionally, the researchers conducted structured interviews that incorporated the established variables to gather relevant information in support of the research objectives. Descriptive statistics, including minimum scores and standard deviations, were employed to analyze the performance level of each variable. The researchers used the Pearson correlation analysis to test the research hypotheses and assess the strength of relationships between variables (categorized as low, medium, or high). The validity and reliability of the research instruments were evaluated using Corrected Item-Total Correlation, Cronbach's Alpha, and Exploratory Factor Analysis (EFA).

Confirmatory Factor Analysis (CFA) was also performed to examine the underlying factor structure of the variables. Finally, stepwise regression analysis was conducted to determine the contribution of the six independent variables to the dependent variable.

RESULT AND DISCUSSION

Result

The validity and reliability of the instrument items were tested using a pilot study involving 78 participants. The instrument consisted of items designed to measure both independent (30 items) and dependent (10 items) variables. Item validity was determined using item-total correlation, with a correlation coefficient (r) greater than 0.30 indicating a valid item. Instrument reliability was assessed using Cronbach's Alpha. An alpha coefficient of 0.60 was set as the minimum acceptable reliability index. According to Cresswell, alpha scores between 0.60 and 0.80 are considered acceptable, while scores exceeding 0.80 are considered good.

The validity test results showed that all items had an item-total correlation exceeding 0.30, indicating high item validity. For reliability, the alpha scores for all variables exceeded 0.70, demonstrating good reliability. Confirmatory Factor Analysis (CFA) was also utilized to confirm the factor structure, ensuring that the instrument items formed distinct factors corresponding to the research variables. This analysis confirmed the structure of six independent variables and one dependent variable. A summary of these results is presented in Table 1.

Table 1. Summary of the analysis of Cronbach's Alpha and Exploratory Factor Analysis

Instrument	Annotation	Explanation
Independent variables	KMO = 0.789	indicating sampling adequacy
	Cronbach's Alpha = 0.889	high internal consistency
Dependent variables	KMO = 0.751	acceptable sampling adequacy
	Cronbach's Alpha = 0.921	excellent internal consistency
Conclusion: Both the six independent variables and the single dependent variable, measured across 30 items, demonstrate validity and reliability.		

The tested instruments were grouped into six independent variables, and 11 items make up the dependent variables. Then, the analysis continued to the instrumental phase, using confirmatory factor analysis to identify how the instrument items remained as the sole factor for each variable. The results indicated that of the 28 independent variables, seven items failed the confirmatory factor analysis test. Thus, the remaining 21 independent variables that passed the confirmatory factor test are presented in Table 2.

Table 2: The Summary of the Single Factor Analysis using Confirmatory Factor Analysis

Organizational Effectiveness Variables		Instrumental items	Matrix Components	Failed items
X1	The Servant Leadership	7	0.682 – 0.933	2
X2	Organizational Commitment	5	0.741 – 0.848	2
X3	Social Skills	8	0.398 – 0.918	3
X4	Work Autonomy	4	0.799 – 0.965	1
X5	Organizational Behaviour	6	0.473 – 0.909	0
X6	Organizational Legitimacy	10	0.799 – 0.965	2
Total		40		10

The minimum acquisition value of each variable described in Table 2 shows that the variables of servant leadership and organizational behavior are high. This result suggests that both servant leadership and organizational behavior are important factors compared to others.

Table 3: Minimum Acquisition Value per Variable for Organizational Effectiveness

Variabels	Mean	Dev.	Step(s)
The Servant Leadership	4.3	0.54	H
Organizational Commitment	4.41	0.62	VH
Social Skills	4.12	0.40	H
Work Autonomy	4.18	0.48	H
Organizational Behaviour	4.39	0.39	VH
Organizational Legitimacy	4.08	0.48	H
School effectiveness	4.27	0.40	H

The analysis also indicated a significant relationship between the six independent variables and organizational effectiveness as perceived by teachers. The Pearson correlation analysis demonstrated a high and statistically significant correlation between the independent variables, including servant leadership and components of organizational behavior (such as organizational commitment, social skills, work autonomy, and organizational legitimacy), and organizational effectiveness.

Table 4: Correlation Coefficients between Independent Variables and Organizational Effectiveness

Correlation between two variables	Teachers' Perceptions		
	r	Sig.	Stage
Servant Leadership affects Organizational Effectiveness	0.566	0.000	Medium
Organizational Commitment affects Organizational Effectiveness	0.676	0.000	Medium
Social Skills affect Organizational Effectiveness	0.811	0.000	High
Work Autonomy affects Organizational Effectiveness	0.870	0.000	High
Organizational Behavior affects Organizational Effectiveness	0.652	0.000	Medium
Organizational Legitimacy and Organizational Effectiveness	0.887	0.000	High

This result is in line with organizational effectiveness purposed by Muadin and Mukhtar ([Muadin et al., 2022](#); [Mukhtar et al., 2020](#)). They believe that only strong and

professional principals could transform inorganizational effectiveness to become effective schools. Ali explains the better and professional leadership, spiritual leadership, the more effective the school will be (Mohd Ali et al., 2022). Douglas and Hodgson in coherent stated that there are close relationship between the school leadership with school effectiveness (Douglas et al., 2022; Hodgson et al., 2022).

This study's results align with those of Muadin and Fadhli (Fadhli & Prasetyo, 2022; Muadin et al., 2022). They found that only servant leadership could transform organizational behavior to become organizationally effective. Meanwhile, Ali stated that enhanced professional and spiritual leadership can lead to more effective schools. Additionally, Douglas and Hodgson noted a close relationship between school leadership and organizational effectiveness (Douglas et al., 2022).

Next, this study found that the work autonomy variable is directly correlated to school effectiveness. This finding is supported by Mukhtar's study, which states that one of the characteristics of organizational effectiveness is conducive work autonomy. Effective schools are also determined by the school community having a shared responsibility to improve together and having teachers with a good sense of moral responsibility to the school. This sense of responsibility includes teachers who prioritize their teaching duties above other activities.

The results of multiple linear regressions using the stepwise method showed that six independent variables were significant factors in achieving effective schools. This method excluded some variables that did not significantly contribute to organizational effectiveness (Table 5).

Table 5: Pair Regression for Independent Variables to Dependent Variables.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square	Effect (%)
		B	Std. Error	Beta				
1	(Constant)	1.431	0.256		4.595	0.000	0.698	67.9 %
	Organizational Effectiveness	0.694	0.062	0.824	10.160	0.000		
2	(Constant)	0.926	0.252		3.661	0.001	0.776	7.6 %
	Organizational Effectiveness	0.540	0.065	0.649	8.332	0.000		
	Organizational Behavior	0.257	0.060	0.325	4.279	0.000		
3	(Constant)	0.589	0.289		2.042	0.046	0.794	1.6 %
	Organizational Effectiveness	0.444	0.077	0.525	5.808	0.000		
	Organizational Legitimacy	0.255	0.058	0.323	4.424	0.000		
	Organizational Behavior	0.175	0.082	0.166	2.149	0.036		
4	(Constant)	0.152	0.349		0.437	0.663	0.810	1.4 %
	Organizational Effectiveness	0.368	0.083	0.433	4.463	0.000		

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square	Effect (%)
	B	Std. Error	Beta				
Organizational Commitment	0.250	0.056	0.316	4.460	0.000		
Social Skill	0.196	0.080	0.187	2.462	0.017		
Work Autonomy	0.155	0.075	0.142	2.093	0.041		

Table 5 shows that, in most models, the significance (Sig.) of the independent variables' is 0.000. This value is much lower than the typical statistical significance level of 0.05, indicating that these independent variables have a statistically significant effect on the dependent variable. Therefore, the null hypothesis (the independent variable does not affect the dependent variable) can be rejected, and the research hypothesis can be accepted.

The results showed that the 'organizational effectiveness' and 'organizational behavior' variables showed significant contributions. The R-squared value indicates the proportion of variance in the dependent variable that is explained by the model. Model 1 has an R-squared value of 0.698 (69.8%), indicating that the independent variables account for approximately 69.8% of the variance in the dependent variable. The effect percentage is 67.9%, indicating a very high explanatory power.

Next, Model 2 has an R-squared of 0.776 (77.6%), showing higher explanatory power than Model 1. The effect percentage is 7.6%, representing the additional variance explained by the added variable. Meanwhile, Model 3 has an R-squared of 0.794 (79.4%), showing the highest explanatory power. The effect percentage is 1.6%, indicating the additional explanatory power contributed by the last added variable.

Discussion

Analysis of the Research Hypotheses and the Findings' Scientific Novelty

This study investigated the impact of servant leadership, organizational commitment, process efficiency, work autonomy, organizational behavior, and organizational legitimacy on organizational effectiveness. We also identified the scientific contribution of this study by comparing its empirical findings with existing literature for each hypothesis.

H1: Servant leadership has a positive effect on organizational effectiveness.

According to the provided data, servant leadership has a statistically significant positive effect on organizational effectiveness (school effectiveness) with a correlation coefficient (r) of 0.566 and a significance (Sig.) of 0.000. This result supports Hypothesis H1. This finding is supported by Burns and Van Dierendonck (2011), who suggest that servant leadership prioritizes the growth and well-being of followers, fostering a positive organizational environment by enhancing motivation and

morality. This study's novelty lies in its empirical validation of the positive effect of servant leadership within the specific cultural and educational context of an Indonesian school (Islamic educational institution). Therefore, this finding expands the generalizability of servant leadership theory and adds empirical evidence to leadership research in non-Western educational systems.

H2: Organizational commitment has a positive effect on organizational effectiveness.

Organizational commitment (OC) exhibits a statistically significant positive effect on organizational effectiveness (OE), with a correlation coefficient (r) of 0.676 and a significance level (Sig.) of 0.000. Organizational commitment reflects employees' dedication and engagement, with consistently high levels associated with reduced absenteeism and turnover, as well as enhanced job performance and satisfaction. By reconfirming the strong positive relationship between OC and OE within the unique school environment, this study strengthens the robustness of existing theories and expands their applicability. The findings demonstrate the universal importance of organizational commitment even in environments where specific cultural and religious values may influence organizational behavior (Martoyo & Amara, 2024).

H3: Social Skills have a positive effect on organizational effectiveness.

The results revealed that social skills have an unstandardized coefficient (B) of 0.196, a standardized coefficient (Beta) of 0.187, a t -value of 2.462, and a significance (Sig.) of 0.017 for Organizational Effectiveness. As the significance level of 0.017 is lower than the statistical significance threshold of 0.05, Hypothesis H3 is supported. Thus, social skills have a statistically significant positive effect on organizational effectiveness.

Social skills play a crucial role in shaping organizational behavior and effectiveness within educational institutions. Social Cognitive Theory posits that individuals learn through observation, imitation, and interaction with their environment. Meanwhile, Social Learning Theory emphasizes the continuous modification of social responses based on prior experiences and the consequences of social interactions. These theories suggest that teachers' interpersonal capabilities reciprocally contribute to the collective behavior and environment of the organization.

Therefore, teachers' social skills have a positive influence on organizational effectiveness. This study's findings provide empirical evidence demonstrating that the importance of social skills can be universally applied across diverse cultural and educational environments. It also quantitatively confirms the impact of teachers' interpersonal competencies on overall school performance. (Hauge, 2019; Woodcock & Tournaki, 2023)

H4: Work autonomy has a positive effect on organizational effectiveness.

Work autonomy (WA) exhibits a statistically significant and substantial positive effect on organizational effectiveness (OE), with a correlation coefficient (r) of 0.870 and a significance level (Sig.) of 0.000. This result strongly supports Hypothesis H4. WA is defined as the extent to which individuals possess freedom, independence, and flexibility in managing their work tasks and schedules, and it is known to contribute to increased employee motivation and OE. This study empirically demonstrates that WA has a significant impact on OE. A correlation coefficient of 0.870 suggests that this variable plays a crucial role in explaining organizational effectiveness, providing new empirical evidence that highlights the importance of WA in specific educational settings. This finding contributes to existing theories by providing evidence from a specific context and aiding in the development of management strategies tailored to that environment (Zhang & Khan, 2024).

H5: Organizational behavior has a positive effect on organizational effectiveness.

Organizational behavior (OB) exhibits a statistically significant positive effect on organizational effectiveness (OE), with a correlation coefficient (r) of 0.652 and a significance level (Sig.) of 0.000. This result supports Hypothesis H5. Social cognitive theory and social learning theory explain that individuals' social responses are continuously modified through observation, imitation, and environmental interaction. Therefore, these factors influence the collective behavior and atmosphere of an organization. The novelty of this study lies in its quantitative validation of the positive effect of OB on OE within the specific educational context of a school. This study's results also expand the scope of OB theory and deepen the understanding of behavioral mechanisms in organizations with specific cultural and educational characteristics (Günther et al., 2024; Vaniev & Malt-Cullen, 2024)..

H6: Organizational legitimacy has a positive effect on organizational effectiveness.

Organizational Legitimacy (OL) obtained an unstandardized coefficient (B) of 0.255, a standardized coefficient (Beta) of 0.323, a t-value of 4.424, and a significance level (Sig.) of 0.000 for Organizational Effectiveness (OE). The significance level of 0.000 strongly supports Hypothesis H6, indicating a statistically significant positive effect. Moreover, the study found that OL made the most significant contribution (67.9%) to OE among other contributing factors. OL refers to the perception that a school system is consistent with societal norms, values, and belief systems. It is considered essential for an organization's success, as its legitimacy can directly influence the school's credibility and acceptance within the community. This finding provides new empirical evidence highlighting the importance of securing legitimacy in educational leadership research and the formulation of school management strategies.

A leader who implements servant leadership, actively initiates changes within the school organization, and is willing to take risks provides a more tangible contribution to fostering OE compared to a professional leader who refrains from implementing changes. This statement is supported by Douglas, who stated that organizational effectiveness can only be realized by a leader who is creative, innovative, and prepared to take risks in pursuing school objectives (Douglas et al., 2022).

The findings also highlight several specific indicators where the leader's efforts to implement changes contribute significantly to organizational effectiveness. These indicators include a well-ordered school commitment, social skills, a comfortable organizational behavior atmosphere characterized by work autonomy, and an organizational commitment. Teacher can feel more satisfied at school by engaging in work autonomy.

These indicators align with the concepts and strategies of school effectiveness proposed by Mukhtar, who argued that a positive organizational behavior, social skills, and the servant leadership high commitment to performing their duties are the indicators of schools that can maintain changes sustainably (Mukhtar et al., 2020). According to Yang, the school effectiveness process involves transformation efforts aimed at achieving better quality. Therefore, changes in school management must be conducted by a leader who is brave enough to change the school toward a better direction (Yang et al., 2023).

To realize school effectiveness that adheres to the eight national education standards, Muhammadiyah Junior High School must be led by a strong and professional head of school. Therefore, an effective leader needs to be able to foster the social skills of the community, create a conducive environment for work autonomy, and enhance the commitment and integrity of the school community to achieve the school's objectives. Such leaders must also be innovative and implement changes within the school. Overall, the aspects discussed reflect the dynamics of organizational behavior influenced by leadership and how they contribute to organizational effectiveness.

CONCLUSION

The results indicate that the tested independent variables have statistically significant effects on the dependent variable, and the model's explanatory power (R-squared) is also very high. This study identified the key drivers of organizational effectiveness in Muhammadiyah Junior High School 1 Medan, highlighting the significant impact of leadership dynamics and organizational behavior on organizational effectiveness. The findings suggest that servant leadership, which prioritizes the growth and well-being of followers, significantly contributes to cultivating a positive and effective organizational environment. Moreover, high levels

of employee organizational commitment and social skills of teachers are essential for enhancing performance, reducing absenteeism, and improving job satisfaction. Work autonomy was also identified as a vital determinant in organizational effectiveness, as it empowers individuals and fosters a more dynamic and responsive organizational structure. Additionally, school effectiveness hinges on strong leadership and adaptive organizational behavior that can mitigate external pressures and safeguard institutional integrity. These insights offer valuable guidance for educational leaders and policymakers aiming to strategically enhance the effectiveness, academic excellence, and legitimacy of Islamic educational institutions.

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