



Strategy to Increase the Managerial Effectiveness of Education Foundations in Improving the Quality of Private Education Units

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ABSTRACT

Purpose – This research aims to produce strategies and ways to improve the Managerial Effectiveness of the Chairman of the Board of Education Foundations in Bogor City through strengthening the variables of Organizational Culture, Leadership Serving, and Personality as independent variables and the variables of Commitment to the Organization as intervening variables. **Methodology/approach** – This study used a mixed methods approach, combining both numbers (quantitative) and descriptive data (qualitative). Surveys were given to foundation chairpersons and school principals to collect information. The data were analyzed using path analysis to see how different factors affect managerial effectiveness. Then, SITOREM analysis was used to find out which areas need improvement. **Findings** –It was found that that organizational culture, servant leadership, personality, and Commitment to the Organization all have a direct and positive impact on managerial effectiveness. Organizational culture, servant leadership, and personality also positively influence Commitment to the Organization. The SITOREM analysis identified 14 areas that need improvement to strengthen managerial effectiveness, include Empathy, Organizational Stewardship, teamwork, Stability, outcome orientation, training, Work Experience, maintaining the organization's reputation, career development, self-confidence, productivity, governance, and interpersonal relationships.

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INTRODUCTION

Education is a fundamental pillar in the development of a nation. The Indonesian Law on the National Education System, Article 4, paragraph (6), states that “education shall be organized by empowering all components of society through their participation in the organization and quality control of educational services.” This indicates that the success of educational implementation is highly influenced by community involvement, including educational foundations. Educational foundations serve as organizers of educational institutions and should not only function for administrative compliance but also carry out managerial functions in a professional and effective manner. However, in practice, many foundations still fail to manage resources optimally due to various reasons, such as appointing board members based on family ties without considering their competencies.

Board members of educational foundations, particularly the chairperson, hold a strategic role in managing educational institutions. This role includes aspects of management, human resources, and financial oversight, all of which directly impact the quality of educational processes and outcomes. As

organizers of educational units, foundation chairpersons significantly contribute to national educational development. Therefore, improving the managerial effectiveness of the chairperson—as a measure of performance and achievement in carrying out duties accurately and optimally—is essential for achieving quality education goals.

Managerial effectiveness can be observed through the role of the foundation chairperson as a manager in educational unit management, as reflected in measurable outcomes achieved through optimal execution of duties and responsibilities. The success of educational foundations also greatly depends on the availability of educational resources and an adequate number of students to ensure sustainability. However, based on preliminary surveys conducted in the 2021/2022 and 2022/2023 academic years across 30 educational foundations, it was found that 14 of them faced issues related to managerial effectiveness at the chairperson level. This issue led to a 5% decrease in student enrolment and a 4% increase in teacher turnover.

To strengthen the research background, the researcher conducted a preliminary survey on managerial effectiveness from September 21–25, 2024. The survey used a questionnaire distributed to 30 educational foundation chairpersons, with assessments made by school principals within each foundation in Bogor City, West Java Province. The survey results showed that the managerial effectiveness of the chairpersons remained low, with the lowest scores in decision-making (28%), followed by motivation and discipline (30%), interpersonal relationships and productivity (30%), self-confidence (34%), management (39%), and training and development (58%). These findings indicate serious problems in the implementation of managerial functions at the foundation leadership level.

The importance of managerial functions in educational foundations to support the achievement of quality education is also supported by several previous studies focused on managerial effectiveness in educational institutions. Virgana (2022) examined the relationship between leadership style, work environment, and job satisfaction with managerial effectiveness in schools. Meanwhile, Sudarmi (2015) highlighted the importance of managerial effectiveness in improving lecturers' performance and educational organizations. These studies demonstrate that managerial effectiveness has broad implications for the quality of education and institutional performance.

Further investigation into the factors influencing managerial effectiveness is supported by several previous studies. Commitment to the Organization (Dalkiran & Sirin, 2017),

organizational culture (Tyagi & Moses, 2020; Arbabisarjou et al., 2015), and ethical and servant leadership (Adeoye, 2020; Melchar & Bosco, 2010) have been found to have a significant positive relationship with managerial effectiveness. In addition, personality traits and job satisfaction (Sunaryo et al., 2023; Thomas & Pandey, 2004; Barza & Galanakis, 2012) also play a crucial role in enhancing managerial performance and fostering Commitment to the Organization. Other studies have highlighted that managerial effectiveness is closely linked to stakeholder support and reward systems (Manetje & Martins, 2009), as well as the relevance of managerial personality within educational organizations (Rahimifiruzabad et al., 2015; Ansori, 2021; Ardian et al., 2023; Iskamto et al., 2021; Kenedi et al., 2022). However, prior studies have seldom addressed the specific topic of managerial effectiveness among educational foundation chairpersons, despite their strategic role in setting educational governance policies and achieving national educational goals (Iskamto, 2022; Iskamto et al., 2022; Sholihah et al., 2025). Few studies have comprehensively explored managerial effectiveness in foundations within the context of modern educational challenges, resource constraints, and demands for accountability and transparency. Moreover, previous research has not specifically focused on the context of educational foundations at the primary and secondary levels, particularly within the Indonesian setting .

Therefore, this research aims to examine the managerial effectiveness of educational foundation chairpersons as a tangible contribution to improving the quality of educational governance based on professionalism and adaptability to contemporary changes. This study also seeks to fill the gap in scientific literature regarding managerial effectiveness at the foundation level, which has yet to be widely explored.

Managerial effectiveness in educational foundations is important to study as it directly contributes to education quality, resource efficiency, and adaptability to change. This research also promotes accountability, leadership development, and positive stakeholder relations. Additionally, it supports ongoing evaluation, problem-solving, informed decision-making, and contributes to educational policy development. With effective management, foundations can operate optimally and have a positive impact



on students and the wider community.

This study also proposes a new theoretical model of managerial effectiveness, identifying key variables that have a positive and dominant influence on managerial effectiveness. These variables can serve as the basis for formulating strategies to enhance the managerial performance of educational foundation leaders. The findings are expected to provide practical guidance for improving the effectiveness of private educational foundation chairpersons and will be compiled into a structured work manual (Manual Book) to support implementation in the field.

The objective of this study is to explore and analyse the extent to which the managerial effectiveness of foundation chairpersons influences the management of educational units and the factors that affect it. The research is expected to provide strategic recommendations for developing foundation leadership and improving educational management systems to be more effective, efficient, and quality-oriented.

LITERATURE REVIEW

Several previous studies have explored factors influencing managerial effectiveness, particularly through the lenses of Commitment to the Organization, culture, leadership style, and personality traits. Dalkiran and Sirin (2017) investigated the relationship between Commitment to the Organization and managerial effectiveness among instructors in schools of physical education and sports. They found significant positive correlations across three dimensions of commitment—*affective*, *continuance*, and *normative*—with managerial effectiveness, with correlation coefficients ranging from $r = 0.134$ to $r = 0.573$ ($p < 0.01$). These findings support the importance of Commitment to the Organization in enhancing managerial performance.

Tyagi and Moses (2020) demonstrated that dimensions of organizational culture significantly and positively influence managerial effectiveness, with standardized path coefficients ranging from $\beta = 0.167$ to $\beta = 0.632$ ($p < 0.01$), affirming the role of a supportive culture in improving leadership outcomes. Sunaryo, Notosudjono, and Sulhan (2023) concluded that personality and job satisfaction have a significant positive impact on both managerial effectiveness ($\beta = 0.240$) and Commitment to the Organization ($\beta = 0.258$), emphasizing that personal attributes can enhance both performance and institutional loyalty. Manetje and Martins (2009) found that a performance-oriented culture is significantly related to affective commitment ($p = 0.0021$). Their study highlights the necessity for organizations to align their values with stakeholder expectations and to promote a reward system that supports transformation efforts, reinforcing the critical role of management commitment (Iskamto, 2022; Iskamto et al., 2021; Qasim et al., 2022; Zhakupova et al., 2024). Arbabisarjou et al. (2015) reported a significant relationship between organizational culture and commitment within Zahedan University of Medical Sciences. A strong culture was shown to enhance Commitment to the Organization, particularly affective commitment, with a coefficient of $r = 0.52$ ($p = 0.009$).

Melchar and Bosco (2010) emphasized the effectiveness of servant leadership in nonprofit environments, showing that leaders who prioritize service foster environments that support human development and organizational success. Their findings suggest servant leadership practices contribute to both a positive workplace culture and improved organizational outcomes. Adeoye (2020) explored the relationships among ethical leadership, employee commitment, and organizational effectiveness among non-faculty staff at Lagos State University. Strong positive correlations were found across all variables ($r = 0.873$ – 0.946 , $p < 0.000$), indicating that ethical leadership practices are critical for enhancing organizational performance and loyalty.

Barza and Galanakis (2012) studied the relationship between Big Five personality traits and Commitment to the Organization. They found that extraversion positively correlated with affective and normative commitment, while neuroticism correlated positively with continuance commitment. Their findings suggest that personality traits influence the nature of an individual's commitment to the organization. Thomas and Pandey (2004) examined the link between personality and managerial performance, concluding that forward-thinking, optimism, and action orientation significantly distinguish high-performing managers from average or low performers ($p < 0.05$). Rahimifruzabad et al. (2015) studied the relationship between managerial personality types and effectiveness in Yasouj elementary schools. While certain personality types showed relatively low effectiveness, overall,

personality remained a statistically significant factor in predicting managerial success at the 95% and 99% confidence levels.

While many of the reviewed studies share similarities in research methodology (e.g., survey methods and use of questionnaires), as well as in the types of variables examined (e.g., leadership, personality, commitment), key differences lie in the theoretical frameworks, indicators used, and the geographical context of the studies. Notably, there remains a gap in research focusing specifically on the managerial effectiveness of chairpersons in private educational foundations, particularly within the primary and secondary education sectors in Indonesia. This study aims to address that gap.

METHOD

This study employs a mixed methods approach, which combines both quantitative and qualitative research methods. According to Sugiyono (2013:404), a mixed methods design integrates quantitative and qualitative approaches within a single research activity to produce more comprehensive, valid, reliable, and objective data.

In the first phase, a quantitative study was conducted using a survey method, with research instruments in the form of structured questionnaires. The quantitative data obtained were analyzed using path analysis techniques to test the research hypotheses.

The research process began with the preliminary stage, including the development of the research background, problem identification, and formulation of the study's aims and significance. The second stage involved theoretical reviews, analysis of relevant prior research, the development of a conceptual framework, and the formulation of hypotheses. The third stage consisted of research design development, determination of sample size, preparation of instruments, statistical testing of the instruments, and planning for data collection and analysis.

Following the quantitative analysis, the study proceeded with a verification stage using the SITOREM analysis. According to Sunaryo and Setyaningsih (2018), SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management), as defined by Soewarto Hardhienata (2017), is a scientific method used to identify theoretical variables in conducting operational research within educational management. SITOREM analysis identifies priority indicators that need improvement and those that should be maintained, which are then followed by an action plan.

In more detail, this study uses a survey method with path analysis as the main technique. The research involves three independent variables—Organizational Culture (X_1), Servant Leadership (X_2), and Personality (X_3); one dependent variable, namely Managerial Effectiveness (Y); and one intervening variable, Commitment to the Organization (X_4).

Data were collected using questionnaires, designed based on indicators for each variable. The questionnaire consists of structured, closed-ended items, allowing respondents to select the most appropriate answer. The respondents included school principals and foundation chairpersons from formal education institutions managed by educational foundations under the supervision of the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) in Bogor City.

The research procedure began with the development of the research instruments. These instruments were then tested statistically for validity and reliability. Once validated, the questionnaires were distributed to the sample population. The influence model showing the relationships among the independent, intervening, and dependent variables was visually represented in a figure below.

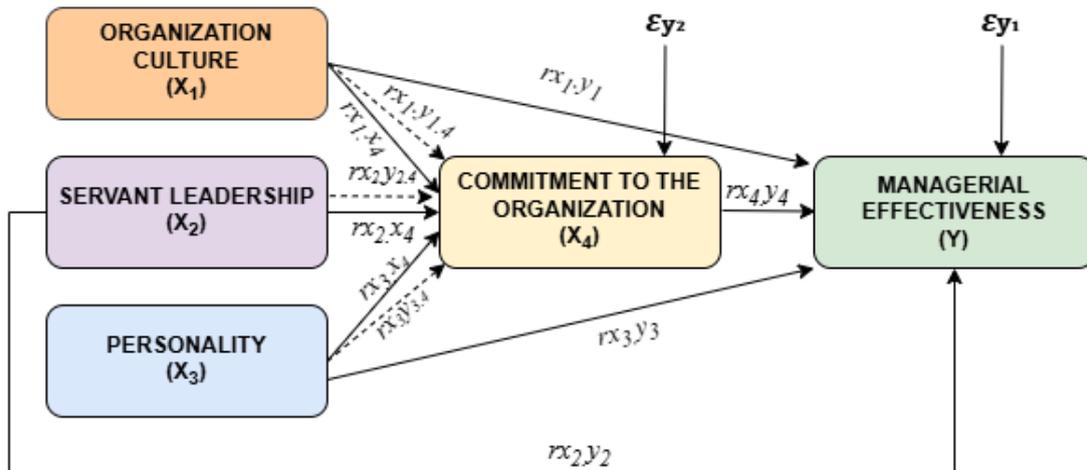


Figure 1. Research Variable Constellation (ε: Epsilon, presenting other variables not included in the study)

Description:

$rx_{1,y1}$	=	Path coefficient of the direct effect of X ₁ on Y in the population
$rx_{2,y2}$	=	Path coefficient of the direct effect of X ₂ on Y in the population
$rx_{3,y3}$	=	Path coefficient of the direct effect of X ₃ on Y in the population
$rx_{4,y4}$	=	Path coefficient of the direct effect of X ₄ on Y in the population
$rx_{1,x4}$	=	Path coefficient of the direct effect of X ₁ on X ₄ in the population
$rx_{2,x4}$	=	Path coefficient of the direct effect of X ₂ on X ₄ in the population
$rx_{3,x4}$	=	Path coefficient of the direct effect of X ₃ on X ₄ in the population
$rx_{1,y1,4}$	=	Path coefficient of the direct effect of X ₁ on Y through X ₄ in the population
$rx_{2,y2,4}$	=	Path coefficient of the direct effect of X ₂ on Y through X ₄ in the population
$rx_{3,y3,4}$	=	Path coefficient of the direct effect of X ₃ on Y through X ₄ in the population

Population

The population in this study consists of educational foundations in Bogor City, West Java Province. According to data from the Bogor City Private School Council (BMPS), the official organization overseeing private schools (educational foundations) in Bogor, there were 252 educational foundations managing formal schools under the supervision of the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) or the local Education Office as of 2024.

To facilitate the research, the 252 educational foundations were categorized into three

(3) classifications based on the number of students managed by each foundation, as follows:

- 1) Type A educational foundations: those managing more than 500 students;
- 2) Type B educational foundations: those managing between 100 and 500 students;
- 3) Type C educational foundations: those managing fewer than 100 students.

The research subjects are the chairpersons of Type A and Type B educational foundations, based on the consideration that these types typically have a sufficient number of students, relatively complete and active organizational structures, more transparent management

practices, and adequate resources, including human resources and infrastructure, in addition to having relatively homogeneous characteristics. The total population of this study includes 137 educational foundations classified as Type A and Type B, comprising 53 Type A foundations (39%) and 84 Type B foundations (61%).

Sample

The sampling technique used in this study is proportional random sampling, which involves randomly selecting samples from the population proportionally. A random sample is defined as a sample drawn in such a way that every unit or element of the population has an equal chance of being selected as a participant in the study. This method is appropriate when the elementary units of the population are relatively homogeneous in their characteristics (Sugiyono, 2016). Based on the population data of educational foundations in Bogor City, the research subjects are selected from Type A and Type B educational foundations, totaling 137 foundations. Using Slovin's formula (Riadi, 2014) with a 5% margin of error and a 95% confidence level, the resulting sample size is 103 educational foundations, which will serve as the research sample. The sampling was conducted using proportional random sampling, targeting legally registered educational foundations managing formal education units in Bogor City that fall under the Type A and Type B classifications.

From the total population of $N = 137$, the proportional sample for Type A foundations (39%) amounts to 39.48, rounded up to 40, and for Type B foundations (61%), the sample is 62.57, rounded up to 63. Therefore, the total sample size of 103 educational foundations is distributed proportionally between the two types, ensuring balanced and representative participation in the study.

Techniques of Data Collection

The data in this study were collected using a questionnaire administered to the respondents. The questionnaire served as a research instrument to measure the variables under investigation, which consisted of five variables: Managerial Effectiveness (Y) as the dependent variable; Organizational Culture (X_1), Servant Leadership (X_2), and Personality (X_3) as independent variables; and Commitment to the Organization (X_4) as the intervening variable. The measurement was carried out using a Likert scale, with each statement item offering five response options. For the Managerial Effectiveness and Servant Leadership variables, the response options were: Always, Often, Sometimes, Rarely, and Never. For the Organizational Culture, Personality, and Commitment to the Organization variables, a rating scale was used with the following options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Each scale ranged from the lowest to the highest level, with a score of 1 assigned to the lowest response and 5 to the highest. The variables measured in this study are further described in detail in the subsequent sections.

Table 1. Operational Definition and Indicator of Variable

Variable	Operational Definition	Indicator
Organizational Culture (X_1)	Organizational Culture is defined as the educational foundation chairperson's assessment of the prevailing organizational culture within the foundation where they serve.	1) Innovation and Risk Taking 2) Attention to details 3) Outcome orientation 4) People orientation 5) Team orientation 6) Stability 7) Aggressiveness
Servant Leadership (X_2)	Servant Leadership refers to the behavior of the educational foundation chairperson as assessed by the school principal within the respective foundation.	1) Listening 2) Healing 3) Organizational stewardship 4) Wisdom 5) Humility 6) Vision 7) Empathy 8) Service



Personality (X_3)	Personality refers to the self-assessment of the educational foundation chairperson regarding their own personal traits and characteristics.	1) Extraversion 2) Agreeableness 3) Emotional stability 4) Conscientiousness 5) Openness
Commitment to the Organization (X_4)	Commitment to the Organization refers to the self-assessment of the educational foundation chairperson regarding their strong personal desire to remain loyal and actively contribute to the foundation in order to chieve and sustain its organizational oals.	1) Active Participation 2) Willingness to Go the Extra Mile 3) Maintaining the Good Name of the Organization 4) Willingness to Sacrifice 5) Work Experience 6) Training and Development
7) Career Development Opportunities		
8) Social Networking		
9) Sense of Indebtedness		
10) Moral Values		
		11) Social Norms

Techniques of Data Analysis

The technical stages of data analysis in this study begin with descriptive statistical analysis, followed by assumption testing, and proceed with path analysis.

Descriptive Statistical Analysis

The purpose of descriptive statistical analysis is to describe the data of each variable individually. In this study, descriptive statistics include the highest and lowest scores, number of classes, class intervals, mean, median, mode, and measures of variability such as standard deviation and range. Additionally, frequency tables and histogram charts are also presented.

Hypothesis Testing

Hypothesis testing in this study is conducted using Path Analysis, which aims to examine causal relationships in a multiple regression model, particularly when independent variables influence the dependent variable either directly or indirectly.

Path analysis is a statistical technique used to analyze cause-effect relationships involving multiple variables, showing both direct and indirect effects. The model is illustrated in the form of a path diagram, which visually represents the relationships between exogenous (independent) and endogenous (dependent) variables, both conceptually and statistically (Setyaningsih, 2021:156).

Model and Substructural Equations

Model and substructural equations in this study consist of: Model and substructural equations -1:

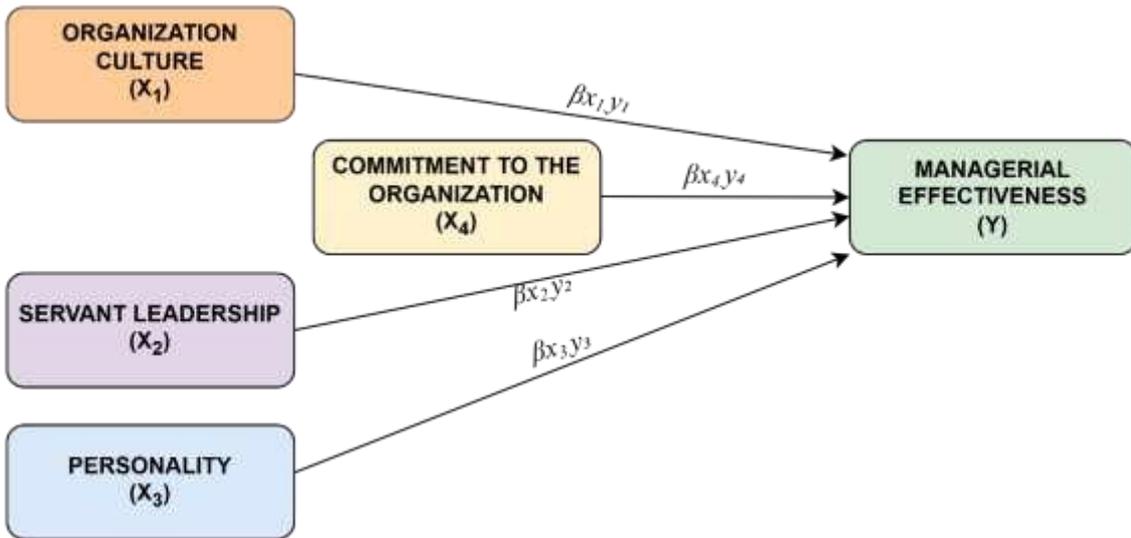


Figure 2. Model and Substructural Equations -1

Description:

β_{x_1,y_1} : Path coefficient representing the direct effect of Organizational Culture (X_1) on Managerial Effectiveness (Y)

β_{x_2,y_2} : Path coefficient representing the direct effect of Servant Leadership (X_2) on Managerial Effectiveness (Y)

β_{x_3,y_3} : Path coefficient representing the direct effect of Personality (X_3) on Managerial Effectiveness (Y)

β_{x_4,y_4} : Path coefficient representing the direct effect of Commitment to the Organization (X_4) on Managerial Effectiveness (Y)

Model and substructural equations -2:

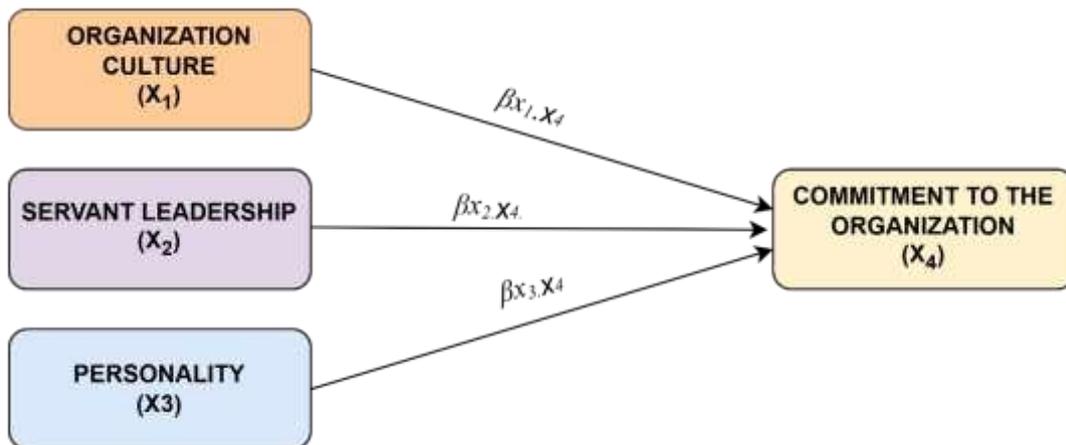


Figure 3. Model and Substructural Equations -2

Description:

β_{x_1,x_4} : Path coefficient representing the direct effect of Organizational Culture (X_1) on Commitment to the Organization (X_4)

β_{x_2,x_4} : Path coefficient representing the direct effect of Servant Leadership (X_2) on



β_{X_3, X_4} : Commitment to the Organization (X_4)
 Path coefficient representing the direct effect of Personality (X_3) on
 Commitment to the Organization (X_4)

Sobel Test Mediation Test

The Sobel Test is used to determine whether the relationship between an independent variable and a dependent variable through a mediating (intervening) variable is statistically significant, indicating that the mediating variable effectively functions as a mediator in the relationship (Setyaningsih, 2021:179). The Sobel Test employs a z-test using the following formula:

$$Z_{hitung} = \frac{a \cdot b}{\sqrt{b^2 \cdot Se_a^2 + a^2 \cdot Se_b^2}}$$

Description:

a = regression coefficient of the independent variable on the mediating variable

b = regression coefficient of the dependent variable on the mediating variable

Se_a = standard error of the regression coefficient a

Se_b = standard error of the regression coefficient b

Z-Test Criteria:

If $|Z_{hitung}| < |Z_{tabel}|$ then H_0 is accepted, indicating that there is no significant effect of variable A on variable B through the mediating variable M.

RESULT AND DISCUSSION

Summary of Statistical Description of Research Variables

Based on the results of the analysis of the statistical description of the research variables, it can be revealed about the symptoms of data concentration as in table below.

Table 2. Summary of Statistical Description of Research Variables

No	Statistical Measures	Managerial Effectiveness (Y)	Organizational Culture (X ₁)	Servant Leadership (X ₂)	Personality (X ₃)	Commitment to the Organization (X ₄)
1.	Number of Respondents (Count)	103	103	103	103	103
2.	Mean	114,63	131,57	115,42	154,91	120,65
3.	Standard Error	1,48	1,26	1,15	1,31	0,83
4.	Median	99,50	114,5	105	141,5	122
5.	Mode	129,00	143	128	140	128
6.	Standard Deviation	15,05	12,77	11,65	13,33	8,46
7.	Sample Varians	226,51	163,19	135,64	177,75	71,58
8.	Kurtosis	2,23	2,20	1,11	0,18	-0,80
9.	Skewness	-1,22	-1,01	-0,87	-0,44	-0,22
10.	Range	83	71	60	67	35
11.	Minimum	58	79	75	108	102

12.	Maximum	141	150	135	175	137
13.	Sum	11807	13552	11888	15956	12427

Prerequisite Test Stage of Analysis

Normality Test of Estimated Standard Error

Testing the normality of the estimated standard error using the Liliefors test. The L_{table} value for $N = 103$ with $\alpha = 0.05$ is 0.087, at the 0.05 significance level. The requirement that the estimated standard error comes from a normally distributed population is $L_{calculated} < L_{table}$. Based on the results of the overall calculation of the normality test of errors in this study can be seen in the summary in the following table.

Table 3. Summary of Normality Test of Estimated Standard Error

No.	Estimated Standard Error	$L_{calculated}$	L_{table} (sig)	Confidence Level	Conclusion
1	Organizational Culture (X_1)	0,074	0,087	$\alpha = 0,05$	Normal Distribution
2	Servant Leadership (X_2)	0,070	0,087		Normal Distribution
3	Personality (X_3)	0,065	0,087		Normal Distribution
4	Commitment to the Organization (X_4)	0,071	0,087		Normal Distribution
5	Managerial Effectiveness (Y)	0,079	0,087		Normal Distribution

Normal Distribution Requirements are $L_{calculated} < L_{table}$

Homogeneity Test

Homogeneity testing is carried out to determine whether the population variance is homogeneous or inhomogeneous. The homogeneity test of variable data in this study was carried out using the Bartlett test using the chi squared table. Homogeneous data requirements if $\chi^2_{calculated} < \chi^2_{table}$ are tested with a significance level of 0,05 or a confidence level of 0,95, while the homogeneity test results are as follows.

Table 4. Summary of Data Variance Homogeneity Test

No	Grouping	$\chi^2_{calculated}$	$\chi^2_{table} \alpha = 0,05$	Conclusion
1	Y based on X_1	0,28	238,32	Homogenized
2	Y based on X_2	2,88	238,32	Homogenized
3	Y based on X_3	0,65	238,32	Homogenized
4	Y based on X_4	13,95	238,32	Homogenized
5	X_1 based on X_4	7,32	238,32	Homogenized
6	X_2 based on X_4	4,45	238,32	Homogenized
7	X_3 based on X_4	8,86	238,32	Homogenized

Homogeneous population requirement $\chi^2_{calculated} < \chi^2_{table}$



Linearity Test of Regression Model

The linearity test is to test whether the regression line of the independent variable on the dependent variable has a linear relationship or vice versa. If the data from the two variables are linearly related, then the two variables are thought to have a unidirectional or linear relationship.

By using the ANOVA (analysis of variance) table assisted by the F Table Linear regression where it is stated $F_{calculated} < F_{table}$ at the 0,05 significance level. The results of the regression equation significance and linearity tests are as follows.

Table 5. Summary of Regression Model

No	Relationship Between Variables	Regression Model	Significance Test Result
1.	Y on X ₁	$\hat{y} = 54,709 + 0,481X_1$	Significant
2.	Y on X ₂	$\hat{y} = 22,591 + 0,797X_2$	Significant
3.	Y on X ₃	$\hat{y} = 69,297 + 0,293X_3$	Significant
4.	Y on X ₄	$\hat{y} = 49,101 + 0,543X_4$	Significant
5.	X ₄ on X ₁	$\hat{y} = 58,872 + 0,470X_1$	Significant
6.	X ₄ on X ₂	$\hat{y} = 100,395 + 0,175X_2$	Significant
7.	X ₄ on X ₃	$\hat{y} = 44,922 + 0,489X_3$	Significant

In addition to the overall summary of the regression model, the results of the F-test for the overall regression model in this study are also presented, as shown in Table 6.

Table 6. Summary of Regression Model F Model Regression Result

No	Relationship Between Variables	$F_{calculated}$	F_{table}	Sig	Conclusion
1.	Y on X ₁	19,720	3,935	0,000	Linear
2.	Y on X ₂	68,637	3,935	0,000	Linear
3.	Y on X ₃	7,348	3,935	0,009	Linear
4.	Y on X ₄	9,539	3,935	0,003	Linear
5.	X ₄ on X ₁	122,901	3,935	0,000	Linear
6.	X ₄ on X ₂	7,236	3,935	0,009	Linear
7.	X ₄ on X ₃	156,972	3,935	0,000	Linear

Statistical Hypothesis Testing

Model Testing

After the data obtained from all Heads of Education Foundations and Private School Principals from the Foundations selected as samples in Bogor City are processed and examined through various required tests, the next stage is testing the causality model, namely conducting part analysis.

Correlation between Research Variables

The correlation between variables was tested using SPSS Ver.26 which in full shown in Table 7.

Table 7. Summary of Correlation between Variables

Correlations					
	Organizational Culture (X ₁)	Servant Leadership (X ₂)	Personality (X ₃)	Commitment to the Organization (X ₄)	Managerial Effectiveness (Y)
Pearson Correlation	1	.115	.661**	.709**	.387**

Organizational Culture (X ₁)	Sig. (2-tailed)		.246	.000	.000	.000
	N	103	103	103	103	103
Servant Leadership (X ₂)	Pearson Correlation	.115	1	.220*	.242*	.617**
	Sig. (2-tailed)	.246		.026	.014	.000
Personality (X ₃)	N	103	103	103	103	103
	Pearson Correlation	.661**	.220*	1	.770**	.259**
Commitment to the Organization (X ₄)	Sig. (2-tailed)	.000	.026		.000	.008
	N	103	103	103	103	103
Managerial Effectiveness (Y)	Pearson Correlation	.709**	.242*	.770**	1	.305**
	Sig. (2-tailed)	.000	.014	.000		.002
	N	103	103	103	103	103
	Pearson Correlation	.387**	.617**	.259**	.305**	1
	Sig. (2-tailed)	.000	.000	.008	.002	
	N	103	103	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the data in Table 7, it is concluded that because all correlation coefficients between variables are significant, it means that this research instrument is used to measure the same research sample, as shown in Figure 4.

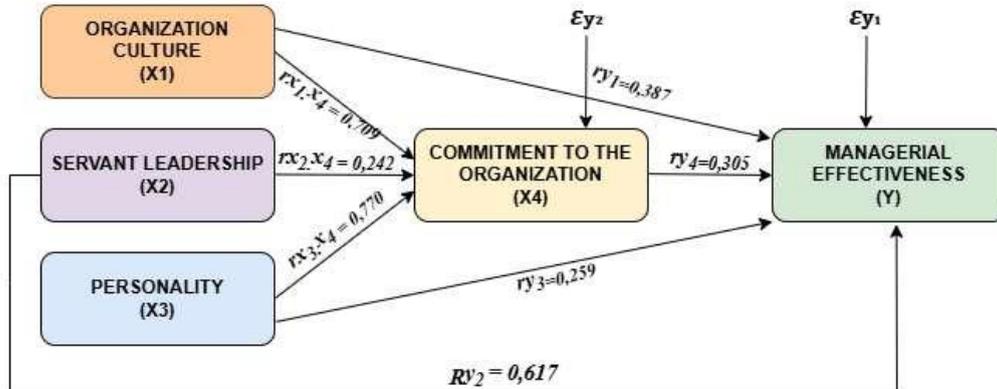


Figure 4. Correlation Test Results between Variables

Path Relationship Model Between Variables in sub structure 1

The relationship model between variables in sub structure 1 consists of one dependent variable (endogenous) namely Management Effectiveness (Y) on three independent variables (exogenous) namely Organizational Culture (X₁), Servant Leadership (X₂) and Personality (X₃) as well as one variable residual ϵ . Based on this relationship, the path model in sub structure 1 is $\hat{y} = \beta x_1 y_1 + \beta x_2 y_2 + \beta x_3 y_3 + \beta x_4 y_4 = 0,234 + 0,374 + 0,157 + 0,185$.

The results of the significance test of the regression equation in sub structure 1 are shown in Table 8.

Table 8. Coefficient Value on Sub Structure 1

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	48925	15820		3068	.019
	Organizational Culture (X ₁)	.455	.108	.234	4212	.000
	Servant Leadership (X ₂)	.797	.101	.374	7881	.000
	Personality (X ₃)	.293	.108	.157	2698	.008
	Commitment to the Organization (X ₄)	.543	.169	.185	3222	.002

a. Dependent Variable: Managerial Effectiveness (Y)

The calculation results in table 4.55 above show that the path coefficient in sub structure 1 obtained the path coefficient Y on X₁ is $\beta_{X_1Y_1} = 0,234$, Y on X₂ is $\beta_{X_2Y_2} = 0,374$, Y on X₃ is $\beta_{X_3Y_3} = 0,157$, and Y on X₄ is $\beta_{X_4Y_4} = 0,185$. Each sig value $< 0,05$ is for Y on X₁, Y on X₂, Y on X₃ and Y on X₄, this means H₁ is accepted and significant.

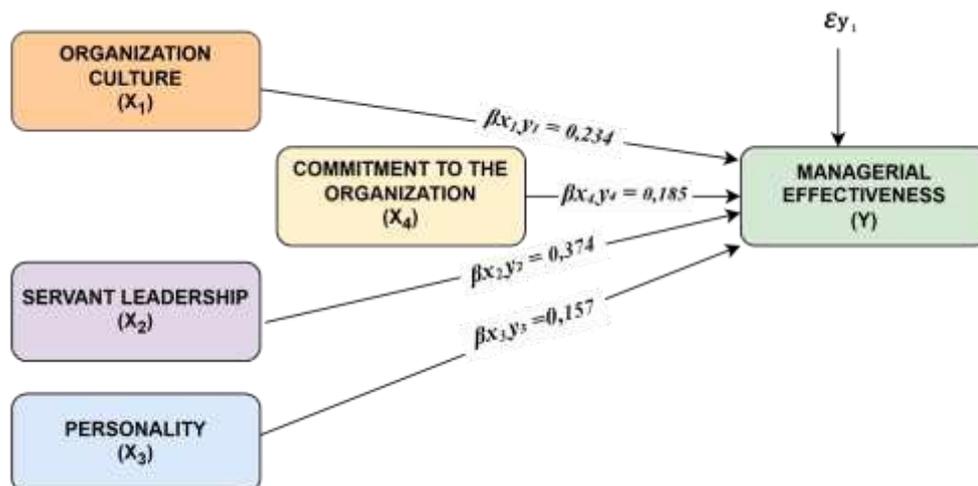


Figure 5. Sub Structure 1

1. Path Relationship Model Between Variables in sub structure 2

The relationship model between variables in sub structure 2 consists of one endogenous variable, namely Commitment to the Organization (X₄) and three exogenous variables, namely Organizational Culture (X₁), Servant Leadership (X₂) and Personality (X₃) and one residual variable ϵ . Based on this relationship, the path model in sub structure 2 is $Y = \beta_{X_1X_4} + \beta_{X_2X_4} + \beta_{X_3X_4} = 0,359 + 0,087 + 0,514$.

The results of the significance test of the regression equation in sub structure 1 are shown in Table 9.

Table 9. Coefficient Value on Sub Structure 2

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	68063	6.847		9699	.000
	Organizational Culture (X ₁)	.470	.046	.391	10102	.000
	Servant Leadership (X ₂)	.175	.070	.134	2502	.014
	Personality (X ₃)	.489	.040	.425	12141	.000

a. Dependent Variable: Commitment to the Organization (X_4)

The calculation results in Table 9 show that the path coefficient in sub structure 2 obtained the path coefficient X_4 on X_1 is $\beta_{X_1X_4} = 0,391$, X_4 on X_2 is $\beta_{X_2X_4} = 0,134$, X_4 on X_3 is $\beta_{X_3X_4} = 0,425$. Each sig value $< 0,05$ is for X_4 on X_1 , X_4 on X_2 on X_4 on X_3 , then H_1 is accepted, this means it is significant.

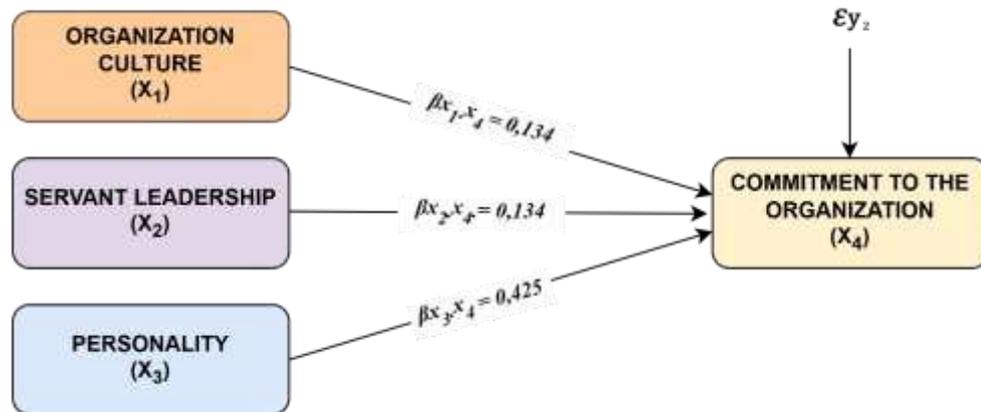


Figure 6. Sub Structure 2

Statistical Mathematical Model

Based on the constellation of influences as shown as in Figure 5 and Figure 6, the statistical mathematical model equation is as follows:

- a) Equation of sub structure 1
 $\hat{y} = a + \beta y_1 + \beta y_2 + \beta y_3 + \beta y_4$
 $\hat{y} = 48.925 + 0,234X_1 + 0,374X_2 + 0,157X_3 + 0,185X_4$
- b) Equation of sub structure 2
 $\hat{y} = a + \beta y_1 + \beta y_2 + \beta y_3$
 $\hat{y} = 68.063 + 0,391X_1 + 0,134X_2 + 0,425X_3$

Path Analysis Test and Research Hypothesis Testing Direct Effect

After the structural model analysis is carried out, the calculation results obtained are used to test the hypothesis so that the direct and indirect effects between variables are known. The hypothesis proposed is concluded through the calculation of the path coefficient value and significance for each path studied.

The effect of the path as a whole by combining the results of the analysis on each sub- structure is shown in Figure below.

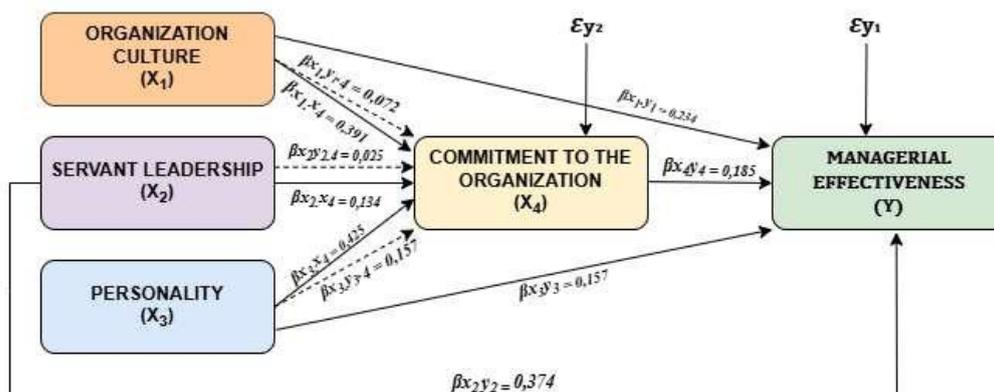


Figure 7. Direct Effect Path Coefficient

Significance Test of indirect effects (Sobel Test Mediation Test)

The indirect effect test is used to test whether the intervening variable as an intermediary between the independent variable and the dependent variable can be effective. This test is carried out with the Sobel Test, which is a statistical method used to test the significance of the effect of an independent variable (independent) on the dependent variable (dependent) through the mediator (intervening) variable. The results of the significance test of the indirect effect of the intermediate variable as intended are presented in Table 10.

Table 10. Summary of Sobel Test Results

No	Hypothesis	Path Coefficient	Z _{calculated} d	Z _{table}	Decision	Conclusion
1	There is an indirect effect (H ₀) of Organizational Culture (X ₁) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,119	1,765	1,96	H ₀ accepted H ₁ rejected	There is a positive indirect effect that is not significant Organizational Culture (X ₁) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄).
2	There is an indirect effect (H ₀) of Servant Leadership (X ₂) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,012	1,313	1,96	H ₀ accepted H ₁ rejected	There is a positive indirect effect that is not significant Servant Leadership (X ₂) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄).
3	There is an indirect effect (H ₀) of Variabel Personality (X ₃) terhadap on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,130	1,779	1,96	H ₀ accepted H ₁ rejected	There is a positive indirect effect that is not significant Personality (X ₃) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄).

Z value for degree of confidence 95% (α = 0,05); Z 0,025 = 1,96 Conditions: The test is accepted if the value of Z_{calculated} > Z_{table}

Analysis of Direct and Indirect Effects

The amount of direct and indirect effects is obtained from the path coefficient. The sum of direct and indirect effects is called the total effect. The amount of direct and indirect effects on the Managerial Effectiveness of the Chairperson of the Education Foundation can be explained as shown in the following Table 11.

Table 11. Direct and indirect effects on Managerial Effectiveness (Y)

Variable	Effects		Conclusion
	Direct	Indirect through X ₄	
Organizational Culture (X ₁)	0,234	(0,391) (0,305) = 0,119	Direct effect (0,234) > Indirect effect (0,119)
Variable	Effects		Conclusion
	Direct	Indirect through X ₄	
Servant Leadership (X ₂)	0,374	(0,134) (0,305) = 0,012	Direct effect (0,374) > Indirect effect (0,012)

Personality (X ₃)	0,157	(0,425) (0,302) = 0,130	Direct effect (0,157) > Indirect effect (0,130)
Commitment to the Organization (X ₄)	0,185	0	Direct effect (0,185) > Indirect effect (0)

Based on the Table 11, it can be explained that the Organizational Culture (X₁) variable has a direct effect on the Managerial Effectiveness (Y) variable by 23,4%, while the indirect effect through the Commitment to the Organization (X₄) variable is 11,9%. The Servant Leadership variable (X₂) has a direct effect on the Managerial Effectiveness variable (Y) of 37,4%, while the indirect effect through the Commitment to the Organization variable (X₄) is 1,2%. The Personality variable (X₃) has a direct effect on the Managerial Effectiveness variable (Y) of 15,7%, while the indirect effect through the Commitment to the Organization variable (X₄) is 13%, and the Commitment to the Organization variable (X₄) has a direct effect on the Managerial Effectiveness variable (Y) of 18,5%.

Based on the comparison of the magnitude of the direct effect and indirect effect in the table above, it can be concluded that:

- Because the direct effect of the Organizational Culture (X₁) variable on the Managerial Effectiveness (Y) variable is greater than the indirect effect of the Organizational Culture (X₁) variable on the Managerial Effectiveness (Y) variable through the Commitment to the Organization (X₄) variable, it can be concluded that Commitment to the Organization (X₄) does not function effectively as an intervening variable between Organizational Culture (X₁) and Managerial Effectiveness (Y).
- Because the direct effect of the Servant Leadership (X₂) variable on the Managerial Effectiveness (Y) variable is greater than the indirect effect of the Servant Leadership (X₂) variable on the Managerial Effectiveness (Y) variable through the Commitment to the Organization (X₄) variable, it can be concluded that Commitment to the Organization (X₄) does not function effectively as an intervening variable between Servant Leadership (X₂) and Managerial Effectiveness (Y).
- Because the direct effect of Personality variable (X₃) on Managerial Effectiveness variable (Y) is greater than the indirect effect of Personality variable (X₃) on Managerial Effectiveness variable (Y) through Commitment to the Organization (X₄), it can be concluded that Commitment to the Organization (X₄) does not function effectively as an intervening variable between Personality (X₃) and Managerial Effectiveness (Y).

Hypothesis Test

The results of the decision on all hypotheses proposed can be explained in Table 12

Table 12. Summary of Hypothesis Testing Results

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
1	Organizational Culture (X ₁) on Managerial Effectiveness (Y)	0,234	H ₀ : $\beta_{y_1x_1} \leq 0$; H ₁ : $\beta_{y_1x_1} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Organizational Culture on Managerial Effectiveness of the Chairperson of the Education Foundation Board of Directors
2	Servant Leadership (X ₂) on Managerial Effectiveness (Y)	0,374	H ₀ : $\beta_{y_2x_2} \leq 0$; H ₁ : $\beta_{y_2x_2} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Servant Leadership on Managerial Effectiveness of the Education Foundation Board of Directors



3	Personality (X ₃) on Managerial Effectiveness (Y)	0,157	H ₀ : $\beta_{y_3x_3} \leq 0$; H ₁ : $\beta_{y_3x_3} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Personality on Managerial Effectiveness of the Education Foundation Board of Directors
4	Commitment to the Organization (X ₄) on Managerial Effectiveness (Y)	0,185	H ₀ : $\beta_{y_4x_4} \leq 0$; H ₁ : $\beta_{y_4x_4} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Commitment to the Organization on Managerial Effectiveness of the Education Foundation Board of Directors
5	Organizational Culture (X ₁) on Commitment to the Organization (X ₄)	0,391	H ₀ : $\beta_{x_4x_1} \leq 0$; H ₁ : $\beta_{x_4x_1} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Organizational Culture on Commitment to the of the Education Foundation Board of Directors
6	Servant Leadership (X ₂) on Commitment to the Organization (X ₄)	0,134	H ₀ : $\beta_{x_4x_2} \leq 0$; H ₁ : $\beta_{x_4x_2} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Servant Leadership on Commitment to the Organization of the Education Foundation Board of Directors
7	Personality (X ₃) on Commitment to the Organization (X ₄)	0,425	H ₀ : $\beta_{x_4x_3} \leq 0$; H ₁ : $\beta_{x_4x_3} > 0$	H ₀ : rejected H ₁ : accepted	There is a positive direct effect of Personality on Commitment to the Organization of the Education Foundation Board of Directors
8	Organizational Culture (X ₁) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,119	H ₀ : $\beta_{y_1x_4} \leq 0$; H ₁ : $\beta_{y_1x_4} > 0$	H ₀ : accepted H ₁ : rejected	There is a positive indirect effect of Organizational Culture on Managerial Effectiveness of the Education Foundation Board of Directors through Commitment to the Organization
9	Servant Leadership (X ₂) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,012	H ₀ : $\beta_{y_2x_4} \leq 0$; H ₁ : $\beta_{y_2x_4} > 0$	H ₀ : accepted H ₁ : rejected	There is a positive indirect effect of Servant Leadership on Managerial Effectiveness of the Education Foundation Board of Directors through Commitment to the Organization (Organization Commitment).
10	Personality (X ₃) on Managerial Effectiveness (Y) through Commitment to the Organization (X ₄)	0,130	H ₀ : $\beta_{y_3x_4} \leq 0$; H ₁ : $\beta_{y_3x_4} > 0$	H ₀ : accepted H ₁ : rejected	There is a positive indirect effect of Personality on Managerial Effectiveness of the Education Foundation Board of Directors through Commitment to the Organization (Organization Commitment).

SITOREM Analysis

Contribution Analysis (Coefficient of Determination)

An analysis is conducted to determine the contribution of the independent variables to the dependent variable using the formula for calculating the coefficient of determination. The magnitude of the coefficient of determination is obtained by squaring the correlation coefficient (or the correlation coefficient squared) (Supardi, 2013:188). Based on the path analysis design used in this study, the

contribution analysis can be presented as shown in table below.

Table 13. Contribution Analysis of Research Variables

No	Influence Between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	Direct effect between Servant Leadership and Managerial Effectiveness	$\beta_{y_2x_2} = 0,374$	$(\beta_{y_2x_2})^2 = 0,140$	14,0%
2	Direct effect between Organizational Culture and Managerial Effectiveness	$\beta_{y_1x_1} = 0,234$	$(\beta_{y_1x_1})^2 = 0,055$	5,5 %
3	Direct effect between Commitment to the Organization and Managerial Effectiveness	$\beta_{y_4x_4} = 0,185$	$(\beta_{y_4x_4})^2 = 0,034$	3,4 %
4	Direct effect between Personality and Managerial Effectiveness	$\beta_{y_3x_3} = 0,157$	$(\beta_{y_2x_2})^2 = 0,025$	2,5 %

Based on the results of the contribution analysis above, the order of influence among the variables is arranged starting from the variable with the highest path coefficient

Research Indicators Analysis

The analysis of the research scores for each indicator of the study variables is calculated based on the average score of each indicator within its respective variable. These average scores represent the actual condition of the indicators as perceived by the research subjects, as shown in the following table.

Table 14. Indicator Score for Managerial Effectiveness (Y) Variable

No	Indicator	Expert		Average	
		1	2	Expert	Score
1	Organizational Management	15,05%	16,50%	15,78%	3.86
2	Interpersonal Relationships	13,98%	16,50%	15,24%	3.84
3	Productivity	15,05%	18,45%	16,75%	3.93
4	Self-Efficacy	13,98%	11,65%	12,81%	3.96
5	Decision-Making	12,90%	12,62%	12,76%	4.52
6	Coaching / Guidance	15,05%	10,68%	12,87%	4.28
7	Training and Development	13,98%	13,59%	13,79%	3.51
Total		100,00%	100,00%	100,00%	3,99

Table 15. Indicator Score for Organizational Culture (X₁) Variabel

No	Indicator	Expert		Average	
		1	2	Expert	Score
1	Innovation and Risk Taking	13,48%	15,05%	14,27%	4.61
2	Attention to Detail	14,61%	13,98%	14,29%	4.43
3	Outcome Orientation	15,73%	15,05%	15,39%	3.85
4	People Orientation	13,48%	13,98%	13,73%	4.42
5	Team Orientation	13,48%	12,90%	13,19%	3.93
6	Stability	15,73%	15,05%	15,39%	3.92
7	Aggressiveness	13,48%	13,98%	13,73%	3.70
Total		100%	100%	100%	4,12

Table 16. Indicator Score for Servant Leadership (X₂) Variable

No	Indicator	Expert		Average	
		1	2	Expert	Score
1	Listening	12,04%	13,49%	12,76%	4.32
2	Healing	12,96%	11,90%	12,43%	4.36
3	Organizational Stewardship	12,04%	12,70%	12,37%	3.80
4	Wisdom	12,96%	11,11%	12,04%	4.24



5	Humility	13,89%	11,90%	12,90%	4.26
6	Vision	12,04%	12,70%	12,37%	4.41
7	Empathy	11,11%	11,90%	11,51%	3.87
8	Services	12,96%	14,29%	13,62%	3.79
Total		100%	100%	100%	4,13

Table 17. Indicator Score for Personality (X₃) Variable

No	Indicator	Expert		Average	
		1	2	Expert	Score
1	Extraversion	19,44%	17,39%	18,42%	4.41
2	Agreeableness	18,06%	13,04%	15,55%	4.53
3	Emotional Stability	22,22%	27,54%	24,88%	4.42
4	Conscientiousness	20,83%	26,09%	23,46%	4.46
5	Openness	19,44%	15,94%	17,69%	4.31
Total		100%	100%	100%	4,43

Table 18. Indicator Score for Commitment to the Organization (X₄) Variable

No	Indicator	Expert		Average	
		1	2	Expert	Score
1	Active Participation	9,72%	10,53%	10,12%	4.54
2	Willingness to Go the Extra Mile	9,03%	11,18%	10,11%	4.52
3	Maintaining the Good Name of the Organization	8,33%	12,50%	10,42%	3.56
4	Willingness to Sacrifice	9,03%	10,53%	9,78%	4.50
No	Indicator	Expert		Average	
		1	2	Expert	Score
5	Work Experience	8,33%	7,89%	8,11%	3.91
6	Training and Development	9,03%	8,55%	8,79%	3.95
7	Career Development Opportunities	9,72%	7,89%	8,81%	3.00
8	Social Networking	9,03%	7,24%	8,13%	4.43
9	Sense of Indebtedness	8,33%	5,92%	7,13%	4.43
10	Moral Values	9,72%	8,55%	9,14%	4.53
11	Social Norms	9,72%	9,21%	9,47%	4.52
Total		100%	100%	100%	4,17

Analysis of the Weight of Research Variable Indicator

The analysis of the weight of the research variable indicators is shown in the table below.

1) Managerial Effectiveness Variable (Y)

Table 19. Managerial Effectiveness Variable (Y) - Expert Judgement 1

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Organizational Management	3	4	3	4	14	15,05%
2	Interpersonal Relationship	3	3	3	4	13	13,98%
3	Productivity	3	4	3	4	14	15,05%
4	Self-Efficacy	3	3	3	4	13	13,98%
5	Decision-Making	3	3	3	3	12	12,90%
6	Guidance/Coaching	3	4	3	4	14	15,05%
7	Training and Development	3	3	3	4	13	13,98%
Total						93	100,00%

Table 20. Managerial Effectiveness Variable (Y) - Expert Judgement 2

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Organizational Management	4	5	4	4	17	16,50%
2	Interpersonal Relationship	5	3	5	4	17	16,50%
3	Productivity	5	5	4	5	19	18,45%
4	Self-Efficacy	2	4	3	3	12	11,65%
5	Decision-Making	3	3	5	2	13	12,62%
6	Guidance/Coaching	4	2	2	3	11	10,68%
7	Training and Development	4	3	3	4	14	13,59%
Total						103	100,00%

2) Organizational Culture Variable (X₁)

Table 21. Organizational Culture Variable (X₁) - Expert Judgement 1

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Innovation and Risk Taking	3	3	3	3	12	13,48%
2	Attention to Details	3	3	3	4	13	14,61%
3	Outcome Orientation	3	4	3	4	14	15,73%
4	People Orientation	3	3	3	3	12	13,48%
5	Team Orientation	3	3	3	3	12	13,48%
6	Stability	3	4	3	4	14	15,73%
7	Aggressiveness	3	3	3	3	12	13,48%
Total						89	100,00%

Table 22. Organizational Culture Variable (X₁) - Expert Judgement 2

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Innovation and Risk Taking	4	4	3	4	16	15,09%
2	Attention to Details	4	5	5	3	17	16,04%
3	Outcome Orientation	3	4	4	5	16	15,09%
4	People Orientation	3	4	3	4	14	13,21%
5	Team Orientation	5	4	5	5	19	17,92%
6	Stability	2	3	4	3	12	11,32%
7	Aggressiveness	3	4	3	2	12	11,32%
Total						106	100,00%

3) Servant Leadership Variable (X₂)

Table 23. Servant Leadership Variable (X₂) - Expert Judgement 1

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Listening	3	3	3	4	13	12,04%
2	Healing	3	4	3	4	14	12,96%
3	Organizational Stewardship	3	3	3	4	13	12,04%
4	Wisdom	3	4	3	4	14	12,96%
5	Humility	3	4	4	4	15	13,89%
6	Vision	3	3	3	4	13	12,04%
7	Empathy	3	3	3	3	12	11,11%
8	Service	3	3	4	4	14	12,96%
Total						108	100,00%

Table 24. Servant Leadership Variable (X_2) - *Expert Judgement 2*

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Listening	4	5	4	4	17	13,49%
2	Healing	5	3	3	4	15	11,90%
3	Organizational Stewardship	4	3	4	5	16	12,70%
4	Wisdom	3	4	3	4	14	11,11%
5	Humility	4	4	4	3	15	11,90%
6	Vision	5	3	4	4	16	12,70%
7	Empathy	4	4	5	2	15	11,90%
8	Service	3	5	5	5	18	14,29%
Total						126	100,00%

 4) **Personality Variable (X_3)**

 Table 25. Personality Variable (X_3) - *Expert Judgement 1*

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Extraversion	3	4	3	4	14	19,44%
2	Agreeableness	3	3	3	4	13	18,06%
3	Emotional Stability	3	4	4	5	16	22,22%
4	Conscientiousness	3	4	4	4	15	20,83%
5	Openness	3	4	3	4	14	19,44%
Total						72	100,00%

 Table 26. Personality Variable (X_3) - *Expert Judgement 2*

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Extraversion	3	3	3	3	12	17,39%
2	Agreeableness	3	2	2	2	9	13,04%
3	Emotional Stability	5	5	5	4	19	27,54%
4	Conscientiousness	4	5	4	5	18	26,09%
5	Openness	2	4	3	2	11	15,94%
Total						69	100,00%

 5) **Commitment to the Organization Variable (X_4)**

 Table 27. Commitment to the Organization Variable (X_4) - *Expert Judgement 1*

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Active Participation	3	4	3	4	14	9,72%
2	Willingness to Go the Extra Mile	3	3	3	4	13	9,03%
3	Maintaining the Good Name of the Organization	3	3	3	3	12	8,33%
4	Willingness to Sacrifice	3	3	3	4	13	9,03%
5	Work Experience	3	3	3	3	12	8,33%
6	Training and Development	3	3	3	4	13	9,03%
7	Career Development Opportunities	3	4	3	4	14	9,72%
8	Social Networking	3	3	3	4	13	9,03%
9	Sense of Indebtedness	3	3	3	3	12	8,33%
10	Moral Values	3	4	3	4	14	9,72%

11	Social Norms	3	4	3	4	14	9,72%
Total						144	100,00%

Table 28. Commitment to the Organization Variable (X₄) - Expert Judgement 2

No	Indicator	Aspect				Total	Weight (%)
		Cost	Benefit	Urgency	Importance		
1	Active Participation	3	4	3	4	14	9,72%
2	Willingness to Go the Extra Mile	3	3	3	4	13	9,03%
3	Maintaining the Good Name of the Organization	3	3	3	3	12	8,33%
4	Willingness to Sacrifice	3	3	3	4	13	9,03%
5	Work Experience	3	3	3	3	12	8,33%
6	Training and Development	3	3	3	4	13	9,03%
7	Career Development Opportunities	3	4	3	4	14	9,72%
8	Social Networking	3	3	3	4	13	9,03%
9	Sense of Indebtedness	3	3	3	3	12	8,33%
10	Moral Values	3	4	3	4	14	9,72%
11	Social Norms	3	4	3	4	14	9,72%
Total						144	100,00%

Indicator Classification Determination Analysis

After obtaining the average research score for each indicator and the corresponding weight (%) of each indicator, an analysis can then be conducted to classify the research variable indicators into two groups: (a) Indicators that need immediate improvement (High Weight and Low Score), and (b) Indicators that should be maintained or further developed (High Weight and High Score), as shown in Table 29.

a. Managerial Effectiveness Variable (Y)

Table 29. Indicator Classification for the Managerial Effectiveness Variable (Y)

No	Indicator	Weight of Expert Evaluation	Average Score	Indicator Classification Ranking	
1	Organizational Management	15,78%	3.86	(15.78%)(3,86)	Priority for immediate improvement
2	Interpersonal Relationships	15,24%	3.84	(15.24%)(3,84)	Priority for immediate improvement
3	Productivity	16,75%	3.93	(16.75%)(3,93)	Priority for immediate improvement
4	Self-Efficacy	12,81%	3.96	(12.81%)(3,96)	Priority for immediate improvement
5	Decision-Making	12,76%	4.52	(12.76%)(4,52)	Should be maintained (developed further)
6	Guidance/Coaching	12,87%	4.28	(12.87%)(4,28)	Should be maintained (developed further))
7	Training and Development	13,79%	3.51	(13.79%)(3,51)	Priority for immediate improvement

b. Organizational Culture Variable (X₁)

Table 30. Indicator Classification for the Organizational Culture Variable (X₁)

No	Indicator	Weight of Expert	Average Score	Indicator Classification Ranking
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		Weight of Expert Evaluation	Average Score	Indicator Classification Ranking
Observable Artifact				
1	Innovation and Risk Taking	14,27%	4.61	(14.27%)(4,61) Should be maintained (developed further)
2	Attention to Detail	14,29%	4.43	(14.29%)(4,43) Should be maintained (developed further)
Proposed Value				
3	Outcome Orientation	15,39%	3.85	(15,39%)(3,85) Priority for immediate improvement
4	People Orientation	13,73%	4.42	(13.73%)(4,42) Should be maintained (developed further)
No	Indicator	Weight of Expert Evaluation	Average Score	Indicator Classification Ranking
5	Team Orientation	13,19%	3.93	(13.19%)(3,93) Priority for immediate improvement
Basic Underlying Assumptions				
6	Stability	15,39%	3.92	(15.39%)(3,92) Priority for immediate improvement
7	Aggressiveness	13,73%	3.70	(13.73%)(3,70) Priority for immediate improvement

c. Servant Leadership Variable (X₂)

Table 31. Indicator Classification for the Servant Leadership Variable (X₂)

No	Indicator	Weight of Expert Evaluation	Average Score	Indicator Classification Ranking
1	Listening	12,76%	4.32	(12.76%)(4,32) Should be maintained (developed further)
2	Healing	12,43%	4.36	(12.43%)(4,36) Should be maintained (developed further)
3	Organizational Stewardship	12,37%	3.80	(12.37%)(3,80) Priority for immediate improvement
4	Wisdom	12,04%	4.24	(12.04%)(4,24) Should be maintained (developed further)
5	Humility	12,90%	4.26	(12.90%)(4,26) Should be maintained (developed further)
6	Vision	12,37%	4.41	(12.37%)(4,41) Should be maintained (developed further)
7	Empathy	11,51%	3.87	(13.51%)(3,87) Priority for immediate improvement
8	Services	13,62%	3.79	(13.62%)(3,79) Priority for immediate improvement

d. Personality Variable (X₃)

Table 32. Indicator Classification for the Personality Variable (X₃)

No	Indicator	Weight of Expert Evaluation	Average Score	Indicator Classification Ranking
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1	Extraversion	18,42%	4.41	(18.42%)(4.41)	Should be maintained (developed further)
2	Agreeableness	15,55%	4.53	(15.55%)(4.53)	Should be maintained (developed further)
3	Emotional Stability	24,88%	4.42	(24.88%)(4.42)	Should be maintained (developed further)
4	Conscientiousness	23,46%	4.46	(23.46%)(4.46)	Should be maintained (developed further)
5	Openness	17,69%	4.31	(17.69%)(4,31)	Should be maintained (developed further)

e. Commitment to the Organization Variable (X₁)

Table 33. Indicator Classification for the Commitment to the Organization Variable (X₄)

No	Indicator	Weight of Expert Evaluation	Average Score	Indicator Classification Ranking	
Affective Commitment					
1	Active Participation	10,12%	4.54	(10.12%)(4.54)	Should be maintained (developed further)
2	Willingness to Go the Extra Mile	10,11%	4.52	(10.11%)(4.52)	Should be maintained (developed further)
3	Maintain the good name of the organization	10,42%	3.56	(10.42%)(3.56)	Priority for immediate improvement
4	Willingness to Sacrifice	9,78%	4.50	(9.78%)(4.50)	Should be maintained (developed further)
Continuance Commitment					
5	Work Experience	8,11%	3.91	(8.11%)(3.91)	Priority for immediate improvement
6	Training and Development	8,79%	3.95	(8.79%)(3.95)	Priority for immediate improvement
7	Career Development Opportunities	8,81%	3.00	(8.81%)(3,00)	Priority for immediate improvement
8	Social Networking	8,13%	4.43	(8.13%)(4,43)	Should be maintained (developed further)
Normative Commitment					
9	Social Networking	7,13%	4.43	(7.13%)(4.43)	Should be maintained (developed further)
10	Moral Values	9,14%	4.53	(9.53%)(4,53)	Should be maintained (developed further)
11	Social Norms	9,47%	4.52	(9.47%)(4.52)	Should be maintained (developed further)

Description:

1. Indicator Score of 4,00 - 5,00 The indicator should be maintained or further developed.
2. Indicator Score of 0,00 - 4,00 The indicator should be **improved**.

Constellation of Research Variables and Their Indicators

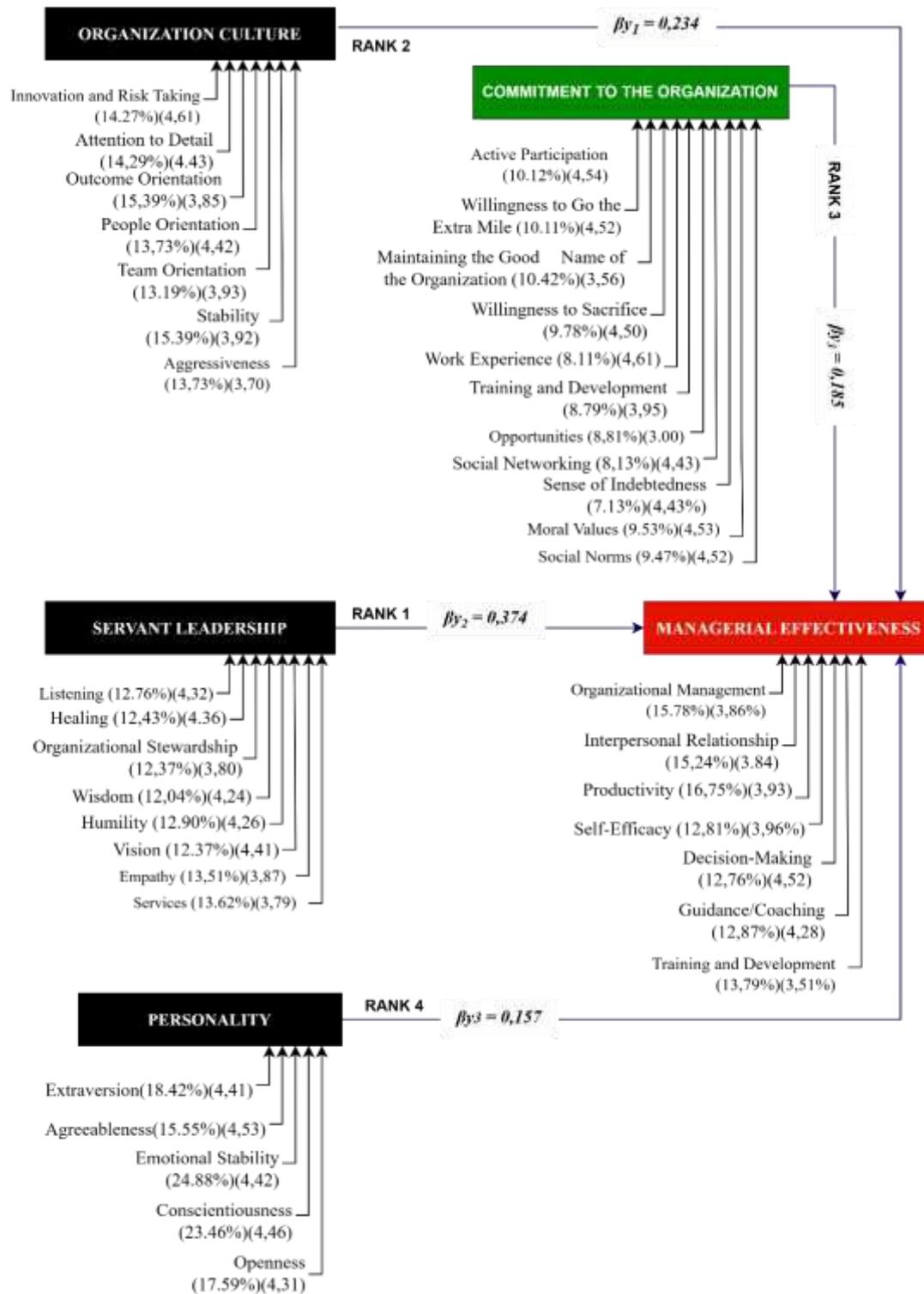


Figure 8. Constellation of Research Variables and Their Indicators

Next, based on the ranking of indicators within each research variable, it is possible to determine the priority indicators that need to be improved or enhanced immediately, as well as those that should be maintained or further developed. The results of the SITOREM analysis are presented in Table 34.

Table 34. SITOREM Analysis Results

Managerial Effectiveness (Y)			
Initial Condition Indicator		Indication After Expert Assessment	Indicator Score
1	Organizational Management	1 th Decision-Making (12,76%)	4.52
2	Interpersonal Relationships	2 nd Guidance/Coaching (12,87%)	4.28
3	Productivity	3 rd Self-Efficacy (12,81%)	3.96
4	Self-Efficacy	4 th Productivity (16,75%)	3.93
5	Decision-Making	5 th Organizational Management (15,78%)	3.86
6	Guidance/Coaching	6 th Interpersonal Relationships (15,24%)	3.84
7	Training and Development	7 th Training and Development (13,79%)	3.51
SERVANT LEADERSHIP ($\beta_{y_2} = 0,374$), Ranking I			
Initial Condition Indicator		Indication After Expert Assessment	Indicator Score
1	Listening	1 th Vision (12,37%)	4.41
2	Healing	2 nd Healing (12,43%)	4.36
3	Organizational Stewardship	3 rd Listening (12,76%)	4.32
4	Wisdom	4 th Humility (12,90%)	4.26
5	Humility	5 th Wisdom (12,04%)	4.24
6	Vision	6 th Empathy (11,51%)	3.87
7	Empathy	7 th Organizational Stewardships (12,37%)	3.80
8	Services	8 th Services (13,62%)	3.79
ORGANIZATIONAL CULTURE ($\beta_{y_1} = 0,234$), Ranking II			
Initial Condition Indicator		Indication After Expert Assessment	Indicator Score
1	Innovation and Risk Taking	1 th Innovation and Risk Taking (14,27%)	4.61
2	Attention to Detail	2 nd Attention to Detail (14,29%)	4.43
3	Outcome Orientation	3 rd People Orientation (13,73%)	4.42
4	People Orientation	4 th Team Orientation (13,19%)	3.93
5	Team Orientation	5 th Stability (15,39%)	3.92
6	Stability	6 th Outcome Orientation (15,39%)	3.85
7	Aggressiveness	7 th Aggressiveness (13,73%)	3.70
COMMITMENT TO THE ORGANIZATION ($\beta_{y_4} = 0,185$), Ranking III			
Initial Condition Indicator		Indication After Expert Assessment	Indicator Score
1	Active Participation	1 th Active Participation (10,12%)	4.54
2	Willingness to Go the Extra Mile	2 nd Moral Values (9,14%)	4.53
3	Maintaining the Good Name of the Organization	3 rd Social Norms (9,47%)	4.52
4	Willingness to Sacrifice	4 th Willingness to Go the Extra Mile (10,11%)	4.52
5	Work Experience	5 th Willingness to Sacrifice (9,78%)	4.50
6	Training and Development	6 th Social Networking (8,13%)	4.43
7	Career Development Opportunities	7 th Sense of Indebtedness (7,13%)	4.43
8	Social Networking	8 th Training and Development (8,79%)	3.95
9	Sense of Indebtedness	9 th Work Experience (8,11%)	3.91
10	Moral Values	10 th Maintain the good name of the organization (10,42%)	3.56
11	Social Norms	11 th Career Development Opportunities (8,81%)	3.00
PERSONALITY ($\beta_{y_3} = 0,157$), Ranking IV			
Initial Condition Indicator		Indications After Expert Assessment	Indicator Score
1	Extraversion	1 th Agreeableness (15,55%)	4.53



2	Agreeableness	2 nd Conscientiousness (23,46%)	4.46
3	Emotional Stability	3 rd Emotional Stability (24,88%)	4.42
4	Conscientiousness	4 th Extraversion (18,42%)	4.41
5	Openness	5 th Openness (17,69%)	4.31
Indicators to Be Improved (Priority Order)		Indicators to Be Maintained	
1 th	Empathy	1	Vision
2 nd	Organizational Stewardships	2	Healing
3 rd	Services	3	Listening
4 th	Team Orientation	4	Humility
5 th	Stability	5	Wisdom
6 th	Outcome Orientation	6	Innovation and Risk Taking
7 th	Aggressiveness	7	Attention to Detail
8 th	Training and Development	8	People Orientation
9 th	Work Experience	9	Active Participation
10 th	Maintain the good name of the organization	10	Moral Values
11 th	Career Development Opportunities	11	Social Norms
12 th	Self-Efficacy	12	Willingness to Go the Extra Mile
13 th	Productivity	13	Willingness to Sacrifice
14 th	Organizational Management	14	Social Networking
15 th	Interpersonal Relationships	15	Sense of Indebtedness
16 th	Training and Development	16	Agreeableness
		17	Conscientiousness
		18	Emotional Stability
		19	Extraversion
		20	Openness
		21	Decision-Making
		22	Guidance/Coaching

DISCUSSION

This study demonstrates that the managerial effectiveness of education foundation chairpersons is significantly influenced by organizational culture, servant leadership, personality, and commitment to the organization. Among these, servant leadership emerged as the most influential factor ($\beta = 0.374$), emphasizing the pivotal role of empathy, vision, and stewardship in promoting effective governance. Organizational culture ($\beta = 0.234$) and personality traits ($\beta = 0.157$) also showed strong direct effects, underscoring the importance of aligning leadership behavior with institutional values and individual competencies. Interestingly, although commitment to the organization ($\beta = 0.185$) had a significant direct effect, its role as a mediating variable was not statistically meaningful in this context. These findings suggest that leadership effectiveness is more robustly driven by direct personal and organizational attributes than by intermediary loyalty or institutional attachment.

The SITOREM analysis provided practical insight into specific performance gaps that require strategic intervention. Indicators such as training and development, productivity, and interpersonal relationships were found to have both high priority and low performance scores, indicating urgent areas for improvement. Within servant leadership, organizational stewardship and service orientation were similarly underdeveloped, despite their strategic relevance. These deficiencies suggest that while foundational leadership values are acknowledged, they are not consistently translated into effective managerial practices. Consequently, targeted leadership development programs, mentoring systems, and organizational learning strategies are recommended to address these weaknesses. Investing in these areas can help chairpersons better operate their leadership roles, thereby enhancing institutional resilience and adaptability.

Theoretically, the findings reinforce the multidimensional nature of managerial effectiveness by integrating behavioral, cultural, and personal determinants into a cohesive explanatory model. Practically, the study offers a data-driven framework for leadership enhancement through the proposed

structured manual, which consolidates key indicators into a practical guide for capacity building. Educational foundations, particularly those managing private institutions, are urged to adopt these recommendations to strengthen their governance models. This is essential not only for improving internal management performance but also for aligning with national educational objectives and ensuring accountability to stakeholders. In sum, by prioritizing servant leadership development, reinforcing positive cultural values, and leveraging personal competencies, foundations can foster more effective, sustainable leadership aligned with the evolving demands of the education sector.

CONCLUSION

This study identified strategies to improve the managerial effectiveness of chairpersons of educational foundations in Bogor by analyzing the strength of influence among key research variables. It revealed that several indicators within these variables require improvement or maintenance for optimal performance. The findings confirm that four variables—Organizational Culture, Servant Leadership, Personality, and Commitment to the Organization—have a direct, significant, and positive effect on managerial effectiveness. Among them, Servant Leadership has the strongest direct impact ($\beta = 0.374$), followed by Organizational Culture ($\beta = 0.234$), Commitment to the Organization ($\beta = 0.185$), and Personality ($\beta = 0.157$). These variables also positively influence Commitment to the Organization, with Personality ($\beta = 0.425$) having the highest impact, followed by Organizational Culture ($\beta = 0.391$) and Servant Leadership ($\beta = 0.134$). However, Commitment to the Organization does not function effectively as a mediating variable, as the direct effects of the independent variables on managerial effectiveness are stronger than the indirect effects. In summary, the study provides an empirical model highlighting the dominant factors affecting managerial effectiveness. These findings are intended to serve as a foundation for developing strategies and practical tools—such as a work manual—to support the professional development of foundation leaders and enhance educational governance. There are several efforts that educational foundations in the City of Bogor can undertake to enhance the managerial effectiveness of their chairpersons. These efforts include improving indicators that are currently low and maintaining or further developing those that are already performing well. Improvement efforts should be based on the SITOREM analysis results, taking into account the organizational resource capacity of each educational foundation. Implementation can be carried out through various programs, such as organizational culture strengthening through the dissemination of organizational policies related to culture, servant leadership development through a one-day Servant Leadership Education and Training program, personality enhancement through Personality Training and Development programs, and commitment strengthening through Commitment to the Organization Training and Development programs.

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