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Determinant Factors of Decision Making Quality in School Organizations: Human Effects, Processes, and Local Culture

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ABSTRACT

Accurate and efficient decision-making is required for quality education as a crucial element in nation-building. However, decision-making is often challenging due to various factors, such as situational ambiguity or dilemmas in available alternatives, which can lead to detrimental decisions, especially concerning reports of extortion. This study aims to understand the determinant factors of decision-making quality in School Organizations. This study explores the determinants that influence the quality of decision-making in schools from the perspective of human, process, and organizational culture. It employs a descriptive quantitative approach through a survey method. The research population includes public and private schools, with a sample size of 72 Accredited excellent Vocational Schools in Indonesia. The results indicate that factors influencing decision-making quality are Teachers Citizenship Behavior, Internal Quality Audit, and Local Wisdom-Based Management, as evidenced by positive path coefficients and p-values less than 0.05. The biggest aspect determining the quality of decision making is humans (teachers), especially the courtesy dimension.

Keywords: Teachers Citizenship Behavior, Internal Quality Audit, Local Wisdom-Based Management, Decision-Making Quality

INTRODUCTION

Quality of education is a crucial element for national development and requires appropriate and efficient decision-making. According to Lunenburg & Ornstein (2021), decision making is a way of life for school administrators. Goetsch & Davis (2016) concluded that decision making is an important role in managing the total quality of an organization. According to Ozek et al. (2021) , poor decision-making can pose risks to an organization. Therefore, to ensure quality decisions, multiple aspects must be considered. In fact, for quality decision making requires a process that is not simple (Jamilus, 2022). The learning performance of school organizations is influenced by the quality of decision making (Arar & Nasra, 2020 ; Haryanti et al. 2025; Honingh & Hooge, 2014). However, appropriate methods are needed to support decision-making (Pfister, 2025). All approaches to decision-making are objective, subjective, or a combination of both (Goetsch & Davis, 2016). Many factors influence the quality of decision-making, including the role, skills, knowledge, experience, personality, values held by the decision-maker, and organizational culture (Elugbaju et al., 2024; Truong et al., 2017). Furthermore, the reality in the field shows that the decision-making process is often faced with various challenges, such as unclear situations and dilemmas in choosing available alternatives, which often become obstacles that can lead to detrimental decisions (Sukatin et al., 2022). This is evidenced by 20 complaints regarding levies on school uniforms that are not required for all students received by the Central Java Province (Radar Semarang, 2022). In addition, the "LaporGub!" data shows that there were 284 complaints regarding illegal fees in schools in Central Java Province in Indonesia during July – September 2023. This study explores the determinants that influence the quality of decision-making in schools in terms of human aspects, processes and organizational culture.

LITERATURE REVIEW

In Indonesia like other developing countries, the complexity of educational management in decision-making presents significant challenges in achieving optimal decisions. Inappropriate decisions can harm public trust and hinder long-term organizational growth (Rosemarie S, 2019; Prastyawan & Lestari, 2014). While involving multiple parties in decision-making can lead to better collective thinking, it only sometimes guarantees optimal results due to fluctuations and potentially counterproductive behavior (Larrick, 2009). In schools, decisions are often made by competent individuals like principals, although all stakeholders should be involved. This is supported by Larrick (2016), who emphasizes that decision-making is a social process involving all relevant parties.

The educational administration theory depicts schools as interdependent social systems with evident populations, differentiation, and complex networks of social relations (Hoy & Miskel, 2008). This aids decision-makers in understanding organizational operations, managing resources, and effectively leading staff and students. Decision-makers, including teachers and principals, must employ teachers citizenship behavior to generate quality decisions and enhance student learning outcomes. The quality of school decision-making is influenced by teachers citizenship behavior, which integrates intuition, experience, factual information, authority, and rational considerations (Samson & Bhanugopan, 2022). The theory of educational administration emphasizes the importance of organizational culture in shaping individual and group behavior in education (Hoy & Miskel, 2008). In its development, according to Pfister (2025), a philosophical framework is needed that allows the identification, evaluation and application of appropriate methods in decision-making scenarios so as to provide optimal solutions in complex organizational environments.

A positive organizational culture supports a productive work environment, while a negative culture can hinder communication and goal achievement. Administration theory helps understand the structure and dynamics of school organizations and identify areas for improvement. Internal quality audits provide objective information to enhance decision-making, quality, and school management (Gatewongsa et al., 2014; Willdahlia, 2017). Internal audits effectively impact decision-making (Katiku, 2023). The presence of a quality audit committee in schools, which conducts regular internal audits with school management, will impact changes in school quality assurance (Ehren et al., 2016). On the other hand, culture has a strong influence on decision-making (Vincent et al., 2025) . Different cultures tend to make decisions differently (Yates & de Oliveira, 2016), and local values, such as "*Asthagina values*", also influence the behavior of organizational members, promoting innovation, collaboration, and high performance (Daryono et al., 2020). As the research results of Truong, Hallinger, & Sanga (2017), emphasize the role of "Confucian cultural" values in the quality of decision-making, which is indicated by the desire to maintain group harmony (collectivism) between educators and school management .

Decision-making quality refers to the effectiveness of decision-making mechanisms (Visinescu et al., 2017). Referring to Beiragh et al.'s (2020) research, decision-making quality is measured by its level of effectiveness and efficiency. Beiragh et al.'s (2020) research findings concluded that decision-making effectiveness will be achieved if management capabilities function optimally in making complex decisions, while decision-making efficiency refers to the timeliness of decisions related to available resources.

MATERIALS AND METHODS

This research uses a descriptive quantitative approach to determine the influence of Teachers Citizenship Behavior (TCB), Internal Quality Audit (AMI), and Local Wisdom-Based Management (MBA) on the quality of decision-making at schools. The population of this research is Vocational Schools in Central Java Indonesia, both public and private, accredited A. This research utilizes the entire population without using a sample using a survey method on the full population to ensure proper representation. As a result, 72 Vocational Schools were selected as A- accredited research objects based on Pauddikdasmen data (2023). The data collection technique uses a questionnaire using five Likert scale answer choices, namely, Strongly Agree or Always, Agree or Often, Neutral or Sometimes, Disagree or Rarely, and Strongly Disagree or Never with a total of 53 questionnaire items. The data analysis technique uses Confirmatory Factor Analysis (CFA) assisted by SmartPLS version 4.0. The measurement model used with the outer model and inner model uses latent variables (Y) with reflective indicators and latent variables (X) with formative indicators.

The Teachers Citizenship Behavior (TCB) variable in this study is defined as the behavior of educational staff who voluntarily contribute beyond their duties to the school. The TCB variable test instrument was adopted and adapted based on the formulations of Podsakoff et al. (2009); Schwabsky, (2014), and Tambe & Meera (2014). This variable contains 5 dimensions, namely: conscientiousness, altruism, civic virtue, sportsmanship, and courtesy.

The internal quality audit variable is defined as a function within a school tasked with evaluating school activities to ensure effective school performance. The Internal Quality Audit (AMI) variable instrument was adapted and adopted based on formulations by Christopher (2015); COSO (2013); and Mello Silva & Vargas (2022). This variable is measured using five dimensions: independence, professional competence, recommendation value, report clarity, and audit benefits.

The Local Wisdom-Based Management (MBA) variable is defined as the management of a school organization based on the characteristics called "*asthagina*" which is a form of communication process within a school entity that contains transcendental interests. The instrument was adopted, adapted, and developed based on the aspects formulated by Daryono et al. (2020). Developing the formulation of Ashmos & Duchon (2000); Botlhale (2017); and Davila & Crawford (2018). "*Asthagina values*" refer to two major dimensions, namely: (1) Inner life and (2) value for money.

Decision-making quality (DQ) is defined as a series of logically sequential activities that must be followed to make a decision by taking into account the social context. The decision-making quality variable instrument was adopted and adapted from George & Desmidt (2018); Larrick (2016); and Truong et al. (2017). Decision-making quality has 3 dimensions, namely: (1) Composition: Diversity of Perspective; (2) Information Sharing and Decisions; (3) Beliefs and Preferences.

RESULTS

Outer Model

The outer model consists of a convergent validity test, discriminant validity test, composite reliability, and cronbach's alpha for reflective indicators, while for formative indikators use the significance weight and multicollinearity test.

Convergent validity test

The convergent validity test is measured by looking at the outer loading and average variance extracted values. In this study, all reflective indicators had outer loading values > 0.7, namely 0.915, 0.849, and 0.735, meaning that based on the outer loading values, the latent variables were quite good at representing the indicators. The average variance extracted value in this research is >0.5, namely 0.699, which means the latent variable represents the indicators well.

Discriminant validity test

Discriminant validity was assessed based on cross-loading and Fornell-Larcker criteria. The cross-loading test results indicate that the correlation between TCB construct and its indicators is higher than the correlation between TCB indicators and the constructs of AMI, MBA, and PK. Similarly, the correlation between the AMI construct and its indicators is higher than the correlation between AMI indicators and the constructs of TCB, MBA, and PK. Additionally, the correlation between the MBA construct and its indicators is higher than the correlation between LWM indicators and the constructs of TCB, AMI, and PK. This demonstrates that these indicators are significantly effective in measuring the respective variables in the study.

According to the Fornell-Larcker criteria, the correlation values between the PK construct, and the constructs of TCB, AMI, and MBA are 0.819, 0.371, and 0.778, respectively, with the AVE root value being higher at 0.836. This indicates that the instruments or questionnaires used possess good discriminant validity.

Composite reliability and Cronbach's alpha

Composite reliability or Rho Dillon-Goldstein is a value for evaluating internal consistency reliability. Meanwhile, Cronbach's alpha aims to measure the consistency of statements in the instrument.

Table 1 Construct Reliabillity and Validity Test

	Cronbach's Alpha	**Rho_A**	**Composite Reliability**	**AVE**
PK	0,781	0,804	0,874	0,699

Table 1 shows that the composite reliability value of the decision-making quality variable is 0.874, exceeding the reliability standard of 0.70. This means that the instruments and questionnaires used have been proven to be reliable. Meanwhile, Cronbach's alpha value for the decision-making quality variable is 0.781, indicating that the instruments and questionnaires used are reliable.

Significance Weight Test

Based on the results of the outer weight, it shows that there are indicators that do not have a significant effect on the variables because there are loading values below 0.5. According to Hair (2014), if the outer weight test results are insignificant, then evaluation is carried out using outer loading analysis on formative indicators. If the outer loading reaches or exceeds 0.5, this indicator is maintained even though it is insignificant. Based on the results of the overall outer loading evaluation, the P-value value of the TCB, AMI, and MBA variables for the indicators is <0.05. It can be concluded that the TCB, AMI, and MBA variables can be maintained in the analysis process.

Multicollinearity Test

The multicollinearity test can be seen based on the VIF value, which must be less than 5. Based on the test results that have been carried out, the overall VIF value is <5. It can be concluded that there is no collinearity in the TCB, AMI, and MBA.

Inner Model

The inner model consists of hypothesis testing by looking at the R-Square value and significance testing by looking at the path coefficient and P-Value values.

R-Square

Based on Figure 1 below, it is known that the R-Square value is 0.761, which means that the variable quality of decision-making can be explained by the TCB, AMI and MBA variables of 76.1%. At the same time, 23.9% is explained by other variables outside the variables of this research.

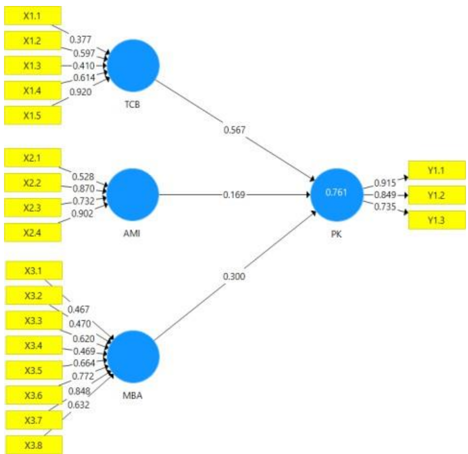

Figure 1. R-Square Test

Significance Test

Based on Figure 2 below, the Teacher's Citizenship Behavior (TCB) variable has a positive influence on the Quality of Decision Making (PK) with a path coefficient of 0.567 and a p- value of 0.000 < 0.05. The Internal Quality Audit (AMI) variable also has a positive effect on the Quality of Decision Making (PK) with a path coefficient of 0.169 and a p-value of 0.023 <

0.05. The Local Wisdom Based Management (MBA) variable has a positive influence on the Quality of Decision Making (PK) with a path coefficient of 0.300 and a p-value of 0.005 < 0.05.

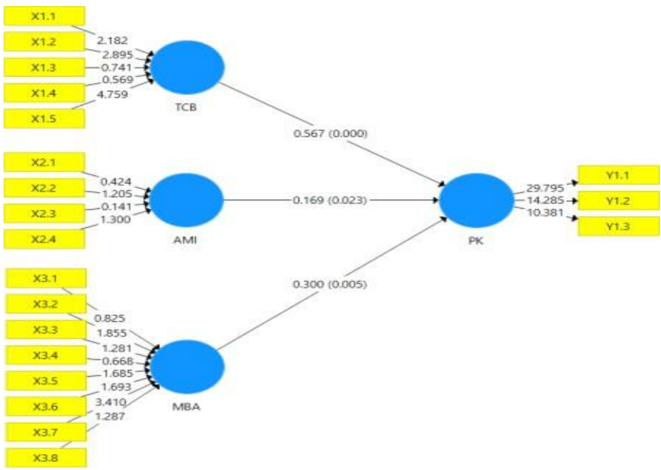

Figure 2. Significance Test

DISCUSSION

The Influence of Teachers Citizenship Behavior on the Quality of Decision-Making in Vocational Schools

The importance of Teachers Citizenship Behavior in enhancing the quality of decision- making in Accredited A Vocational Schools is revealed in this study. Findings indicate that Teachers Citizenship Behavior has a significantly positive impact on decision-making quality, with a P-value of 0.000 and a coefficient of 0.567. Thus, Teachers Citizenship Behavior is proven to affect the quality of decision-making. This factor is measured using five indicators stipulated by Organ (as cited in Tambe & Meera, 2014): conscientiousness, altruism, civic virtue, sportsmanship, and courtesy.

Teacher citizenship behavior is important for improving the performance of educational staff, teaching and learning activities, and school effectiveness (Ali & Farooqi, 2025; Shapira-Lishchinsky & Tsemach, 2014). Teacher citizenship behavior is sensitive to the needs of students and educational institutions. Teachers tend to be more involved in decision-making that affects student learning and development. According to Samson & Bhanugopan (2022), organizational staff who have strategic traits (especially in decision-making) positively affect organizational performance. Teachers can have a dominant influence on instruction in school decision-making because they personally have high job satisfaction and a strong professional commitment (Park et al., 2023).

The results of this study confirm that teacher citizenship behavior can play a role in three dimensions simultaneously: toward the school, colleagues, and students. The first dimension refers to behavior aimed at helping other colleagues (e.g., new teachers). The second dimension refers to behavior aimed at helping students improve their performance and achievement. The third dimension describes impersonal behavior directed at the benefit of the school, for example, assuming roles that are not part of the job (Ahmed, 2021). All characteristics of teacher citizenship behavior reflect ethical behavior (Shapira & Raftar, 2016) . However, in this study, courtesy was the dominant aspect influencing decision-making. This is possible due to cultural factors in Indonesia, which are more high power distance, collectivism, and femininity (Hofstede, 2010). In line with Park et al. (2023), teachers involved in the managerial domain of school decision-making have a strong relationship with teacher job satisfaction. Therefore, if school management implements policies to involve teachers in school decision-making, it will increase their overall job satisfaction. In line with E. lugbaju, et al., (2024), educators play a role in organizational data governance as an important element in improving the quality of decision-making in educational organizations.

The Influence of Internal Quality Audit on the Quality of Decision-Making in Vocational Schools

As the second factor influencing the quality of decision-making in Accredited A Vocational Schools, Internal Quality Audit also significantly positively impacts decision-making quality, as indicated by the P-value of 0.023 and a coefficient of 0.169. Thus, the internal quality audit significantly affects the quality of decision -making. This factor is measured using four indicators established by Arifudin et al. (2020): independence, professional competence, scope of assignments, and implementation of inspection activities.

In line with Stewardship Theory, school management involvement is essential for conducting effective internal quality audits because it assumes alignment of goals within the school organization. This relationship is based on managers' trust to act, thus playing a crucial role in improving the quality of internal quality audits (Al-Khasawneh, R.O., & Al-Khasawneh, T., 2023; Alqudah et al., 2024). Research by Alzeban & Gwilliam (2014) found that internal audit effectiveness is positively related to internal control quality, especially in public sector organizations. A well-conducted audit can increase management confidence in decision-making. The quality of internal quality audits plays a crucial role in supporting school activities to ensure the effectiveness and efficiency of school activities. Quality decision-making refers to a school's ability to produce appropriate, effective, and efficient decisions in achieving educational goals. The results of internal quality audits can provide information as a basis for decision-making. These recommendations assist school leaders in developing programs to achieve educational quality standards. Thus, the results of internal school quality audits provide relevant and valid information that can be used in school decision-making. In line with Anwar & Amyar (2020) who concluded that effective internal quality audits can influence decision making.

The results of this study confirm the research of Samson & Bhanugopan (2022), which states that the quality of managerial decision-making plays a crucial role in determining organizational performance. Organizational performance evaluated by an internal quality audit will provide in-depth insights into the quality management system, identify areas for improvement, and ensure compliance, thus supporting the improvement of decision-making quality in schools by identifying weaknesses and necessary improvements. The competence of internal quality auditors plays a strategic role in improving the quality of internal quality audits. Almaiah et al. (2022) explain the significant role of internal auditors in producing quality internal quality audit results that provide diverse decision-making. The research conclusions of Hwang, Sarath, & Han (2022) state that the independence of internal auditors can provide objective opinions and information, thereby increasing the transparency of audit reports used as a basis for decision-making by management. According to Barrainkua & Espinosa-Pike (2022), the professional capabilities of auditors contribute to improved decision-making. This is in line with the results of previous research conducted by Anwar & Amyar (2020) and Nugroho (2021). Jayawardene et al. (2023), and Christensen et al. (2020) concluded that there is a positive relationship between the quality of internal quality audits and the quality of decision-making.

The Influence of Local Wisdom-Based Management on the Quality of Decision Making in Vocational Schools

Local Wisdom-Based Management significantly influences the quality of decision-making in Accredited A Vocational Schools, with a P-Value of 0.005 and a coefficient of 0.300. Thus, local wisdom-based management affects the quality of decision making. This factor is measured using eight indicators according to Daryono et al. (2020) from one form of local wisdom, *asthagina* , which includes inner life and value for money.

In line with Vincent et al. (2025), culture has a strong influence on decision-making. In school organizations, according to Honingh & Hooge (2014), the prerequisites for improving educational quality are willingness and skills.

In line with Suseno's (2001) opinion , self-awareness is required to achieve these two conditions. Self-awareness will trigger a decision-making style that depends on time and personality (Balconi et al., 2023). Self-awareness can improve self-regulation in improving the quality of decision-making (Murray, 2024). According to Budiono & Wening (2021), the dimension of self-awareness as an important part of emotional intelligence, empirically has a significant influence on the quality of decision-making and school effectiveness. Self-awareness is a form of transcendental awareness. Research by Truong et al. (2017) states that there are many factors that influence the quality of decision-making, namely: roles, skills, knowledge, experience, personality, values held by decision-makers and organizational culture. Research by Truong et al. (2017) emphasizes the role of local cultural values (in the context of Truong et al. is Confucianism) in the quality of decision-making, which is indicated by the desire to maintain collectivity among educators and school management.

The results of this study provide evidence that local wisdom-based management can contribute to improving the quality of decision-making. Confirming Glazer & Karpati (2014), the Collectivism dimension is a cultural characteristic of school organizational management in Indonesia. The application of local wisdom-based management in Indonesia (referred to as the *asthagina value*) Empirically, it influences the decision-making process. This is because organizational staff consider moral, ethical, and self-aware aspects. The synergy between operational management based on *Asthagina values* and quality decision-making can create a competitive advantage for individuals or organizations. This can result in better and more appropriate decisions in achieving organizational goals fairly and sustainably. According to Bandur et al. (2022), the implementation of school-based management has a positive impact on student achievement in schools due to the support of authority in the decision-making process related to the school's vision, mission, and goals.

This is supported by the opinion expressed by Leeuw (as quoted by Honingh & van Genuten, 2017) who emphasized that organizational culture has a significant influence on organizational performance, especially in the quality decision-making process. *Asthagina value-based management* shows a significant influence on the quality of decision-making in this study, becoming an important point for management to evaluate and strengthen organizational values that support teamwork, accountability, and transparency, which may have a more significant impact in the long term.

CONCLUSION

Decision-making is the soul of a school organization. Of the three aspects: people, processes, and organizational culture, the human aspect (teachers) is the largest determinant of decision-making quality. School administrators' primary responsibility lies in decision-making, not in carrying out routine operations. The research findings indicate that Teachers' Citizenship Behavior, Internal Quality Audits, and Local Wisdom-Based Management significantly influence the quality of school decision-making. Researchers found that Teachers' Citizenship Behavior positively contributes to school performance and decision-making, while Internal Quality Audits provide an accountable basis for quality decisions. Local Wisdom-Based Management also influences decision-making quality by emphasizing careful, thorough processes and focusing on solutions. These findings illustrate the application of educational administration theory in practical contexts, guiding educational institutions to enhance decision-making effectiveness. By implementing positive behaviors, optimizing internal audits, and applying principles of local management, schools can make strategic and accountable decisions, improving overall education quality.

Limitations

While this study convincingly analyzed the determinants of decision-making quality, it was limited to secondary-level school organizations. Future research would be appropriate to examine the quality of decision-making in primary and higher education organizations. Furthermore, more comprehensive participant involvement, including stakeholders at the government level, is needed.

Acknowledgments

We express our deepest appreciation to the ministries, school principals, school committees and vocational school teachers who have assisted in the collection of this research data.

Conflict of Interest

This research has no conflict of interest because it reveals facts about the the application of school governance in vocational schools in Indonesia. Research findings help school management in managing resources to be efficient and effective.

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