

Impact of Environmental Factors, Organizational Structure, Conflict Management, and Internal Control on the Effectiveness of Islamic Schools in Banten

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ABSTRACT

The rapid increase in the number of schools necessitates the evaluation of educational quality across all institutions, including both private and state-run schools, with a particular focus on Islamic schools. Organizational performance serves as a key indicator of an institution's effectiveness. This study aims to analyze the impact of organizational structure, conflict management, and internal control on the work environment and effectiveness of teachers in Islamic schools in Banten. The study population comprised teachers from Islamic schools in Banten, with a total sample size of 58 teachers. Data analysis was conducted using path analysis to assess the relationships between the variables. The analysis revealed that organizational structure, conflict management, and internal control positively influenced the teachers' work environment. Furthermore, the organizational structure was found to have a significant impact on work effectiveness. However, conflict management and internal control did not show a significant effect on teachers' work effectiveness. Additionally, the work environment had a positive effect on the effectiveness of the teachers' work. The findings indicate that a well-defined organizational structure enhances both the work environment and the effectiveness of teachers in Islamic schools. While conflict management and internal control are beneficial for improving the work environment, they do not directly influence work effectiveness. The positive correlation between the work environment and teacher effectiveness underscores the importance of fostering a supportive and well-structured organizational setting. This study underscores the critical role of organizational structure in enhancing teacher effectiveness in Islamic schools. While conflict management and internal control improve the work environment, their direct impact on effectiveness is limited. Creating a conducive work environment remains essential for maximizing the performance of teachers.

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1. INTRODUCTION

Indonesia faces significant challenges in meeting the demand for quality education for all its citizens. Currently, only about 6% of Indonesia's population has attained tertiary education. According to the Directorate General of Population and Civil Registration (Dukcapil), Indonesia's population was 275.36 million as of June 2022. Of this number, only 6.41% had pursued higher education. Specifically, the proportions are as follows: 0.41% for D1 and D2 education, 1.28% for D3, 4.39% for S1, 0.31% for S2, and a mere 0.02% for S3 level education. Additionally, 20.89% of Indonesians have completed up to Senior High School (SLTA). These statistics reflect a low level of educational attainment and a limited interest in pursuing further education (Leandha, 2017). This situation underscores the urgent need for the government to enhance the accessibility and quality of educational institutions across the country.

Affordable education that prioritizes quality is hoped to attract greater public interest in pursuing higher education (Leandha, 2017). In Indonesia, where the majority of the population is Muslim, there is a strong desire for children to receive an Islamic-based education. This demand has driven the rapid development of Islamic schools in the country. The enthusiasm of prominent Muslim community leaders has been pivotal in establishing these schools to advance Islamic education. Historically, the Islamic education system in Indonesia is rooted in Islamic values and distinctive characteristics. Its philosophy is based on the principles of monotheism, with all aspects of the education system—from goals to curricula—grounded in this principle. The system aims to integrate all educational facets into a holistic objective: serving Allah SWT and fulfilling the role of caliph in managing and prospering the earth. Consequently, an education system that effectively combines quality and Islamic values can significantly enhance educational interest and attainment among the Muslim population in Indonesia.

Islamic education as material means education that teaches the teachings of Islam. Islamic education in terms of culture or activity means culture or Islamic values and activities that grow and develop which affect the educational climate, such as culture, image of Islamic education, performance of Islamic educational institutions, and activities of Islamic education. Islamic education as a system is all of its components, starting from the basis, philosophy, objectives, principles, methods, evaluation, curriculum, and so on always refer to normative teachings (Al-Quran and Hadith), meaning that educational theories are based on normative teachings. . Islamic education as an institution means institutions established by Muslims as a means of educating their children, whose current model is very narrative.

There are different phenomena that excite and at the same time, excite the development of Islamic education in Indonesia. This can be seen from the growth of integrated model Islamic education institutions in several big cities in Indonesia, starting from the level of education at kindergarten, elementary school, junior high school and high school. This fact invites the sympathy of Muslims who view it as a form of modernization of Islamic education, even though it sometimes raises pro and contra attitudes, especially regarding the system and the relatively high cost of education. The modernization of Islamic education seen from the perspective of the development of human culture and civilization is a necessity. According to him, this is based on the fact that conventional-traditional educational systems and institutions, difficult to maintain over time without anticipating and responding to social dynamics and societal demands. If this situation lasts too long, in the long term it will be difficult to survive in the midst of modernity without self-modernization efforts that are in line with the times, as well as the need to create a new, more civilized order (Moedjiono, 2012).

Based on the Ministry of Religion Report, there were 26,975 Islamic boarding schools in Indonesia as of January 2022. West Java contributed the most, with 8,343 schools, or approximately

30.92% of the national total. Banten follows in second place with 4,579 schools, and East Java is third with 4,452. Central Java has 3,787 schools, while Aceh and West Nusa Tenggara have 1,177 and 684, respectively. Lampung has 677, DI Yogyakarta has 319, South Sumatra has 317, and South Sulawesi has 289 Islamic boarding schools. The province with the fewest is Maluku, with only 16 schools. This data highlights the significant presence and importance of Islamic education across Indonesia, particularly in Banten.

Previous studies have explored various factors influencing the effectiveness of educational institutions, including Islamic schools. Environmental factors play a crucial role in shaping the educational outcomes of Islamic schools. For instance, research by Salim and Suhardiman (2019) emphasizes that the physical environment, including infrastructure and resources, significantly impacts students' learning experiences and overall school effectiveness. Additionally, the socio-economic environment surrounding Islamic schools affects their ability to attract qualified teachers and provide quality education. These findings suggest that improving the physical and socio-economic environments of Islamic schools can enhance their effectiveness (Salim & Suhardiman, 2019).

Organizational structure is another critical factor impacting the effectiveness of Islamic schools. A study by Wahyuni (2020) highlights that a well-defined and flexible organizational structure allows for better communication, decision-making, and resource allocation within schools. This structure supports the implementation of educational programs and policies, leading to improved student outcomes. Wahyuni (2020) also notes that schools with a hierarchical yet collaborative structure tend to perform better in managing their educational and administrative functions, suggesting that Islamic schools can benefit from adopting such organizational models (Wahyuni, 2020).

Conflict management is vital for maintaining a conducive learning environment in Islamic schools. According to research by Rahman and Iqbal (2018), effective conflict management strategies, such as mediation and open communication, can significantly reduce tensions and improve relationships among staff and students. Their study found that schools implementing structured conflict resolution programs experienced higher levels of satisfaction and cooperation among stakeholders, which in turn positively impacted school effectiveness. These findings underscore the importance of training school leaders and teachers in conflict management techniques to foster a harmonious school environment (Rahman & Iqbal, 2018).

Internal control mechanisms are essential for ensuring the accountability and transparency of Islamic schools. A study conducted by Ahmad and Ibrahim (2021) indicates that robust internal control systems, including regular audits and clear financial policies, contribute to the efficient use of resources and the prevention of fraud. These controls help maintain trust among parents and the broader community, thereby enhancing the reputation and effectiveness of the schools. Ahmad and Ibrahim (2021) argue that implementing stringent internal controls is crucial for the sustainability and success of Islamic educational institutions (Ahmad & Ibrahim, 2021).

In summary, previous studies highlight the significant impact of environmental factors, organizational structure, conflict management, and internal control on the effectiveness of Islamic schools. Improving the physical and socio-economic environments, adopting flexible organizational structures, implementing effective conflict management strategies, and maintaining robust internal control systems are all critical measures that can enhance the performance and outcomes of Islamic educational institutions.

Despite the extensive network of Islamic schools, there is a critical need to evaluate and enhance the quality of education provided. The literature identifies organizational performance as a crucial determinant of educational effectiveness. However, there is a gap concerning the specific impacts of organizational structure, conflict management, and internal control on the work environment and

teacher effectiveness in Islamic schools. This study aims to address this gap by focusing on Islamic schools in Banten, an area with a rich history of Islamic education and a high commitment to educational development.

This research seeks to analyze the effect of organizational structure, conflict management, and internal control on the work environment and work effectiveness of teachers at Islamic schools in Banten. The objective is to provide insights that can help improve the performance and effectiveness of these educational institutions, ensuring they produce quality graduates capable of contributing to national development.

To achieve this, the study poses several research questions: How does the organizational structure affect the work environment and effectiveness of teachers at Islamic schools in Banten? What role does conflict management play in influencing the work environment and teacher effectiveness? How does internal control impact the work environment and overall organizational effectiveness? By addressing these questions, the study aims to fill existing gaps in the literature and offer practical recommendations for enhancing the quality of education in Islamic schools.

2. METHODS

This research is classified as explanatory research because it aims to explain the causal relationships (cause and effect) between variables by testing the formulated hypotheses. It is also categorized as confirmatory research, as it seeks to confirm theoretical concepts and relationships. The population for this study consists of teachers from Islamic schools in Banten. The sample size was determined using the census method, where the entire population was used as the sample, resulting in a total of 58 participants. The sampling technique employed is saturated sampling, a non-probability sampling method, where every member of the population is included in the sample. This approach ensures comprehensive data collection from the entire target population, enhancing the reliability of the research findings.

The data analysis method used in this study is path analysis, which is instrumental in testing and analyzing the direct and indirect influences between the independent and dependent variables. To refine the structural model of path analysis, the trimming model is utilized. This involves removing exogenous variables with insignificant path coefficients and recalculating the path coefficients without these variables. This method helps improve the model's accuracy and clarity. The research variables include organizational structure, conflict management, and internal control, and their effects on the work environment and work effectiveness. By employing path analysis and the trimming method, this study provides a robust examination of the relationships between these critical factors, offering valuable insights into the dynamics within Islamic schools in Banten.

3. FINDINGS AND DISCUSSION

This research was conducted on 58 Islamic school teachers in Banten. Based on the characteristics of the respondents, the gender consisted of men and women. However, in terms of quantity, the number of male respondents was almost double compared to the number of female respondents, where there were 44 men (76%) and 14 women (24%). The large number of men as a result of the recruitment of teachers so far is that there are more men because the teachers are the general response in male Islamic boarding schools. Based on the level of education, the majority of respondents were undergraduate (S-1), namely 22 people or 36%. In addition to the presence of 5 teachers with S-2 level education or 8%, Islamic school teachers in Banten also pay attention to teachers with education level DIII as many as 9 people or 15% and DI level as many as 8 people or

Table 1. Path Coefficient Values and Hypothesis Testing

| Hypothesis | Variable | | Beta (β) | t-count | ρ -values |
|------------|-------------------------------|---------------------------|------------------|---------|----------------|
| | Free | Bound | | | |
| 1 | Organizational structure (X1) | Work environment Work (Z) | 0.138** | 2,477 | 0.034 |
| 2 | Conflict management (X2) | Work environment Work (Z) | 0.231** | 2,546 | 0.012 |
| 3 | Internal controls(X3) | Work environment Work (Z) | 0.132** | 2,771 | 0.034 |
| 4 | Organizational structure (X1) | Work effectiveness (Y) | 0.156** | 2,647 | 0.042 |
| 5 | Conflict management (X2) | Work effectiveness (Y) | 0.250** | 2,713 | 0.080 |
| 6 | Internal controls(X3) | Work effectiveness (Y) | 0.198** | 2,352 | 0.260 |
| 7 | Work environment Work (Z) | Work effectiveness (Y) | 0.101** | 2,586 | 0.047 |

Description: ** = Significant at $\alpha = 5\%$

The organizational structure yielded a beta coefficient (β) of 0.156 with a p-value of 0.042. Since the p-value is less than the significance level of 0.050, H5 is accepted, confirming that the hypothesis stating that organizational structure positively influences teacher work effectiveness is valid. Conflict management showed a beta coefficient (β) of 0.250 with a p-value of 0.008. Given that the p-value is below 0.050, H6 is accepted, indicating that the hypothesis stating that conflict management factors have no effect on teacher work effectiveness is incorrect, and instead, they positively influence it. Internal control, with a beta coefficient (β) of 0.198 and a p-value of 0.026, supports H8, confirming that the hypothesis stating internal control does not significantly affect teacher work effectiveness is valid. The work environment had a beta coefficient (β) of 0.101 with a p-value of 0.047. Since this p-value is less than 0.050, H10 is accepted, demonstrating that the teacher's work environment positively influences work effectiveness. The path model based on the data analysis results is illustrated in Figure 1.

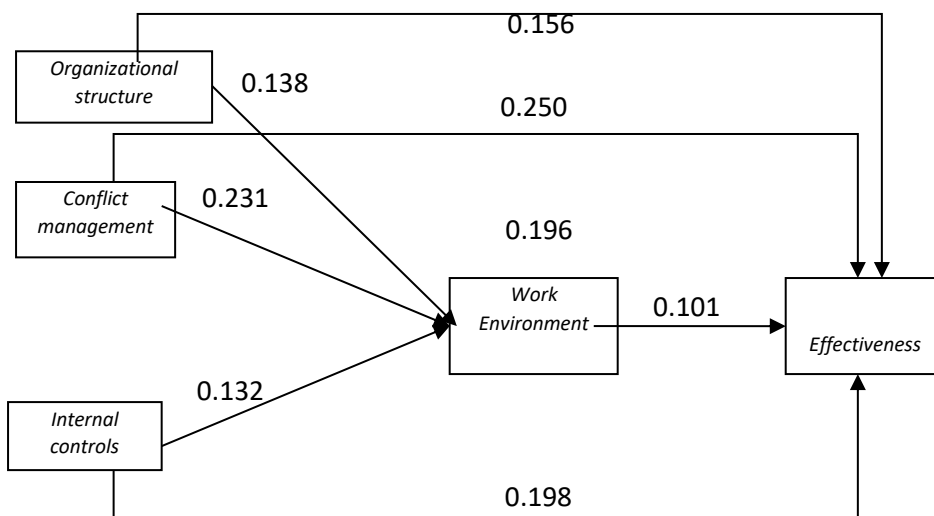


Figure 1. Path Analysis Model

Based on Figure 1 (path analysis model), it is possible to calculate the direct and indirect influence of organizational structure factors (X1), conflict management (X2) and internal control (X3) on the work environment (Z) and teacher work effectiveness (Y). Table 1 shows the magnitude of the influence based on the calculation of the cross coefficients for each variable.

Table 2. Calculation of Direct Effect, Indirect effect and Total effect

| Information | Direct effect | effect No | Total effect |
|---|---------------|------------|--------------|
| | (A) | Direct (B) | C = A + B |
| The influence of X1 on the work environment | | | |
| X1 → Z | 0.138 | - | 0.138 |
| Residual (ε1) | | | 0.928 |
| Effect of X2 on Z | | | |
| X2 → Z | 0.231 | - | 0.231 |
| Residual (ε1) | | | 0.876 |
| Effect of X3 on Z | | | |
| X3 → Z | 0.132 | - | 0.132 |
| Residual (ε1) | | | 0.931 |
| Effect of Z on Y | | | |
| Z → Y | 0.101 | - | 0.101 |
| Total effect | 0.101 | - | 0.101 |
| Effect of X1 on Y | | | |
| X1 → Y | 0.156 | | 0.156 |
| X1 → Z → Y | - | 0.013 | 0.013 |
| Total effect | 0.156 | 0.013 | 0.169 |
| Residual (ε1) | | | 0.911 |
| Effect of X2 on Y | | | |
| X2 → Y | 0.250 | | 0.250 |
| X2 → Z → Y | - | 0.023 | 0.023 |
| Total effect | 0.250 | 0.023 | 0.273 |
| Residual (ε1) | | | 0.856 |
| Effect of X3 on Y | | | |
| X3 → Y | 0.198 | | 0.198 |
| X3 → Z → Y | - | 0.013 | 0.013 |
| Total effect | 0.198 | 0.013 | 0.013 |
| Residual (ε1) | | | 0.888 |

Based on the results of calculating the cross coefficients in Table 1 it appears that the total effect of the organizational structure factor (X1) on the teacher's work environment is 13.8% which is a direct influence. Furthermore, the effect of the residual variable (ε1) or residual variable (variable other than X1) which is not explained by this model is 92.8%. Conflict management (X2) on the teacher's work environment is 23.1% which is a direct influence. Furthermore, the effect of the residual variable (ε1) or residual variable (variable other than X1) which is not explained by this model is 87.6%. Internal control (X3) of the teacher's work environment is 13.2% which is a direct influence. Furthermore, the effect of the residual variable (ε1) or residual variable (variables other than X1) which this model does not explain is 93.1%.

The teacher's work environment variable has a total direct influence on the effectiveness of the teacher's work (Y) of 10.1%. While the organizational structure variable (X1) on teacher work effectiveness (Y) is 16.9%. For the remaining variable (ε2), namely variables other than X1 and Z, the work effectiveness is 91.1%. Conflict management variable (X2) on teacher work effectiveness (Y) is 27.3%. For the remaining variable (ε2), namely variables other than X2 and Z, the work effectiveness is 85.6%. The internal control variable (X3) on the effectiveness of the teacher's work (Y) is 21.1%. For the remaining variable (ε2), namely variables other than X3 and Z, the work effectiveness is 88.8%. Thus the hypothesis which states that organizational structure has a positive effect on the work effectiveness of Islamic school teachers in Banten is proven or accepted.

Factors of the work environment and work effectiveness are important in an institution or organization, because many studies show that the work environment is related to the desire to move

and increase productivity with work effectiveness. Because it involves attitudes, the work environment does not appear real but can be manifested in a work result. The work environment is a feeling of joy or positive that is owned by the teacher towards the work itself, the rewards received or feelings related to him. Because of that, the work environment involves feelings, which does not mean you don't need to pay attention because the work environment will be reflected in the work results. While work effectiveness is the loyalty that is obtained from the work that has been carried out by the teacher. Based on the previous data analysis, it can be seen that several human resource factors, including organizational structure, conflict management and internal control can affect the work environment and work effectiveness of Islamic school teachers in Banten.

3.1 The Effect of Organizational Structure on the Teacher's Work Environment

Based on the test results it was found that organizational structure has a positive effect on the teacher's work environment. This shows that the first hypothesis is accepted. This result is reinforced by the respondents' assessment of the school's organizational structure towards the work environment. The organizational structure of the school is also a determinant of the flow of information that exists in the world of education so that with the existence of an organizational structure it can be seen the responsibilities within each department within the school's internal environment (Ahmady, Mehpour, and Nikooravesh, 2016). In addition, all elements within the organization will follow a predetermined structure, so the school's organizational structure is a determinant for all members of the organization to work optimally. (Shabbir, 2017). The results of this study are in accordance with the research of Selden and Sowa (2004) and Kalowski, (2015). Who found that the organizational structure will have a continuous impact on the internal environment of the organization.

The strategy adopted by the organization to win business competition needs to be supported by all elements within the organization. The role of members within the organization in creating the Business Environment can be through the organizational structure (Shabbir, 2017; Zheng *et al.*, 2010). This is because, all the rules and policies in the organization are made by people who are in the organizational structure (Selden and Sowa, 2004). Organizational structure is a form of interaction with the internal environment of the organization. The role of organizational structure in establishing a close relationship with the work environment to create a good environment for the organization.

This relationship is formed from the role of organizational structure on the work environment which is clearly stated by Selden and Sowa (2004) through their research which targets the involvement of organizational structure in every factor of the social environment. The organizational structure plays a role in controlling the social environment, each unit in the organization participates in managing and interacting with the work environment, whether the environment is directly related or not directly related to the organization. Thus, the organizational structure will have a continuous impact on the internal environment of the organization (Kalowski, 2015).

3.2 The Effect of Conflict Management on the Teacher's Work Environment

Based on the results of testing, conflict management has a positive effect on the teacher's work environment, supporting the second hypothesis. Conflicts that are not handled properly can cause delays in processes within the internal environment of the organization. Effective conflict management in schools leads to a better work environment. This finding aligns with the research by Tonder *et al.* (2018), which shows that conflict management plays a crucial role in maintaining and shaping a positive work environment. Proper conflict management creates a sense of comfort among staff, contributing to a more conducive and productive work environment.

When conflicts are not managed well, they can hinder the development of ideas and strategies that drive a positive work environment (Jokanović *et al.*, 2017). Conflicts often involve clashes of ideas, interests, and personalities, which can disrupt organizational harmony (Jokanović *et al.*, 2017). Effective conflict management strategies are essential for dealing with these issues, ensuring that the internal environment of the organization remains controlled and conducive to productivity (Tonder *et al.*, 2018).

By implementing appropriate conflict management techniques, schools can foster a comfortable and supportive work environment, ultimately enhancing overall organizational effectiveness.

3.3 The Effect of Internal Control on the Teacher's Work Environment

The results of the internal control test have a positive effect on the teacher's work environment so that the third hypothesis is accepted. These results are in accordance with the research of Zheng et al., (2010) where internal control plays a role in the work environment. This research is also in accordance with Almanae (2017) which states that by controlling the work environment properly it will improve organizational performance. Internal control that goes well will be able to create a healthy internal environment.

According to Zheng et al., (2010), internal control plays an important role in the work environment. Almanae (2017) said that organizational performance depends on how the organization is able to control the situations that take place around it. Organizations are required to always be vigilant and flexible about changes that occur around them, including with all policies that will later affect the organization's operations. This can affect the way the organization controls issues related to stakeholders and other parties closely related to the organization

Zheng et al., (2010) said that internal control plays a role in the work environment. In the opinion of Zheng et al., (2010) the relationship between conflict management and the work environment can work well if the internal control within the organization is also running well. This is empirically proven by Almanae (2017) which states that controlling the work environment properly will improve organizational performance. Internal control that goes well will be able to create a healthy internal environment.

3.4 The Effect of Organizational Structure on Teacher Work Effectiveness

The school organizational structure positively affects teacher work effectiveness, supporting the fourth hypothesis. This underscores the importance of a well-designed organizational structure in enhancing organizational performance (Matte, 2017). The research aligns with findings by Basol and Dogerlioglu (2014), emphasizing that a robust and cohesive organizational structure allows the different parts of the organization to function optimally and effectively. This suggests that the organizational structure is a critical factor influencing work effectiveness.

The organizational structure is integral to the operational system of any organization, defining roles, responsibilities, and mechanisms for problem-solving (Matte, 2017; Rieth & Biderman, 2003). It facilitates the hierarchical formulation of targets, decision-making, and problem resolution, which are essential for effective performance (Matte, 2017). However, excessively rigid hierarchical boundaries can stifle creativity and innovation, potentially hindering human resource effectiveness (Rieth & Biderman, 2003). Thus, an optimal organizational structure balances clarity of roles and flexibility, fostering innovation and effective performance (Hervani, Helms, & Sarkis, 2005). Basol and Dogerlioglu (2014) further highlight that strengthening the organizational structure and fostering creativity and innovation within it is crucial for maintaining effective organizational performance and gaining public recognition (Estalaki, 2017; Kalowski, 2015).

3.5 The Effect of Conflict Management on Teacher Work Effectiveness

The results of the analysis show that conflict management has no effect on the effectiveness of the teacher's work so that the fifth hypothesis is rejected. Conflict is often interpreted as something negative, even most people tend to avoid conflict, both individually and as a group. It is on this perception that conflict management emerges to anticipate the sparks of conflict within an organization. This result is inconsistent with Saeed (2015) who explains that every conflict that arises within the organization gives a new color that can encourage organizations to develop their performance and work effectively.

Conflict is often interpreted as something negative, even most people tend to avoid conflict, both individually and as a group. It is on this perception that conflict management emerges to anticipate the sparks of conflict within an organization (Ajike et al., 2015). Królik, (2014) explained that conflict management can be used to recognize situations before, during and after conflict, so that good conflict management can be used to develop appropriate strategies so that conflict does not develop in an unwanted direction. Ajike et al., (2015) which states that conflict management can provide input for organizations to be more productive, more professional and able to develop from any conflict. Saeed (2015) argues that every conflict that arises within the organization gives a new color that can encourage the organization to develop its performance and work effectively. On the basis of several studies, it can be said that conflict management in organizations has an impact on work effectiveness.

3.6 The Effect of Internal Control on Teacher Work Effectiveness

The results of the data analysis indicate that internal control has no significant effect on the effectiveness of the teacher's work, leading to the rejection of the sixth hypothesis. Internal control involves creating policies, conducting evaluations, and implementing other regulations that govern the organization's operations both internally and externally (Bubilek, 2017). The effectiveness of internal control can vary depending on the type of organization. Despite the general consensus that internal control significantly impacts organizational operations, the findings of this study contradict previous research by Bubilek (2017) and Ayagre et al. (2018), which suggested that internal control positively affects work effectiveness.

Internal control within an organization is crucial for several reasons, as outlined by Shabri et al. (2016). Firstly, it manages and controls existing systems within the organization. Secondly, it serves as a form of organizational management to identify and analyze risks to achieve planned organizational goals. Thirdly, it helps prevent or mitigate risks, and lastly, it facilitates communication among members within the organization. However, controls that are overly restrictive can negatively impact employee performance, while excessively lenient controls can lead to unmanageable employees. Effective internal control fosters better performance from all organizational resources by maintaining a balance (Bubilek, 2017). Additionally, it enables the organization to objectively assess its development and minimize risks, thereby enhancing work effectiveness (Lakis & Giriunas, 2012). Studies by Shabri et al. (2016), Oppong et al. (2016), and Channar et al. (2018) further support the idea that robust internal control contributes to stable and consistent organizational performance in alignment with the organization's vision and mission.

3.7 The effect of the Work Environment on the Work Effectiveness of Teachers

The test results explain that the teacher's work environment has a positive effect on the effectiveness of the teacher's work so that the sixth hypothesis is accepted. The work environment has a considerable impact on the development of an organization, the work environment is a determinant of the organization to be able to survive and develop in a sustainable manner (Burja, 2012). These results are consistent with Ordiz and Fernandez, (2018) and Eruemegbe (2015) who found that organizational effectiveness is influenced by the work environment. In addition, to manage order in the work environment, organizations must always be able to manage the flow of information and how to obtain material and funding sources.

In an organization, especially an organization engaged in education, the environment is an aspect that is quite important for the continuity of the organization. The business environment is an important aspect in determining organizational performance and job satisfaction of employees in the organization. Zheng et al., (2010) argues that the work environment both internally and externally has a considerable impact on work effectiveness, considering that the organization's operations and all its policies are influenced by the environment itself.

The work environment has a considerable impact on the development of an organization, the work environment is a determinant of the organization to be able to survive and develop in a sustainable

manner (Burja, 2012). Ordiz and Fernandez, (2018) explained that an organization that has a conducive environment supported by all the resources around it, organizational performance can show good and effective results. Eruemegbe (2015) and Eydi (2015) found that organizational effectiveness is influenced by the work environment. In addition, to manage order in the work environment, organizations must always be able to manage the flow of information and how to obtain material and funding sources (Eruemegbe, 2015).

4. CONCLUSION

Based on the results of the research conducted, several conclusions can be drawn: the organizational structure has a positive effect on the teacher's work environment, indicating that an improved organizational structure enhances the work environment. Conflict management also has a positive effect on the teacher's work environment, confirming the hypothesis. Internal control positively influences the teacher's work environment, validating this aspect as well. The organizational structure positively affects teacher work effectiveness, supporting the related hypothesis. However, conflict management does not significantly affect the effectiveness of the teacher's work, and internal control does not significantly impact teacher work effectiveness, leading to the rejection of these hypotheses. The teacher's work environment has a positive effect on work effectiveness, indicating a direct correlation between a conducive work environment and improved work effectiveness.

Despite the insightful findings, this research has several limitations. The sample size is relatively small, which may limit the generalizability of the results. The study focuses on Islamic schools, which may not fully represent the diversity of educational environments. Additionally, the research does not account for external factors such as socio-economic conditions and cultural influences, which could impact the variables studied. Moreover, the reliance on self-reported data may introduce biases. To build on the findings of this study, future research should consider expanding the sample size and including a more diverse range of educational institutions to enhance the generalizability of the results. Researchers should incorporate additional variables such as socio-economic factors, cultural influences, and technological advancements to provide a more comprehensive understanding of the factors affecting teacher work effectiveness. Utilizing mixed-method approaches, including qualitative data, can complement quantitative findings and provide deeper insights. Conducting longitudinal studies to observe the long-term effects of organizational structure, conflict management, and internal control on teacher work environment and effectiveness is also recommended. Furthermore, exploring the impact of job satisfaction and organizational commitment on human resource management implementation can support increased institutional productivity. By addressing these limitations and suggestions, future research can provide more robust and comprehensive insights into the factors influencing the effectiveness of educational institutions.

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