

# Decision-Making Effectiveness and Organizational Commitment Among Islamic Boarding School Educators: A Sequential Explanatory Mixed-Methods Study

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## ABSTRACT

Organizational commitment among educators is essential for the continuity of instructional and residential services in Islamic boarding schools. However, the mechanisms through which managerial decisions shape commitment remain insufficiently explained in pesantren settings, where leadership authority and communal values intersect. This study examined the association between decision-making effectiveness and organizational commitment among educators at Al Munawaroh Tabir Raya Islamic Boarding School, Merangin Regency, Indonesia. A sequential explanatory mixed-methods design was used. Quantitative data from 20 educators were collected through a Likert-type questionnaire and analyzed using descriptive statistics, normality and linearity tests, Pearson correlation, simple linear regression, and coefficient of determination. Interviews, observation, and document review with key informants were used to explain the statistical pattern. Decision-making effectiveness was strongly and positively associated with organizational commitment ( $r = 0.897$ ,  $p < 0.001$ ), accounting for 80.5% of the observed variance ( $R^2 = 0.805$ ). Qualitative evidence indicated that transparent goal setting, participation in formulating alternatives, and systematic evaluation and follow-up promoted fairness, role clarity, and a sense of belonging. The findings position decision-making effectiveness as a salient correlate of educator commitment and support the formalization of participatory decision procedures and feedback mechanisms in Islamic boarding schools.

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## 1. INTRODUCTION

Islamic boarding schools, commonly referred to as pesantren, operate as educational organizations with intertwined instructional, residential, religious, and social functions. Educators do more than deliver lessons. They supervise learners, participate in dormitory

guidance, respond to parents and community expectations, maintain discipline, and preserve institutional values. These responsibilities require leaders to make recurring decisions concerning task allocation, learning schedules, student supervision, resource use, and responses to daily problems. Decision making is therefore not an isolated administrative act. It is a core management function through which organizational priorities are translated into coordinated work [1]. In this setting, the quality of a decision process can influence whether educators perceive institutional demands as understandable, fair, and feasible.

Organizational commitment is central to this issue because it concerns an individual's psychological attachment to the organization. The three-component model distinguishes affective commitment, which reflects emotional attachment; continuance commitment, which reflects perceived costs of leaving; and normative commitment, which reflects a sense of obligation to remain [2]. For educators in a pesantren, these dimensions may coexist. An educator may remain because of affection for the institution, professional opportunities, collegial relationships, a commitment to students, or a moral understanding of service. A meaningful analysis of commitment should therefore avoid reducing it to physical attendance or obedience to a leader. Commitment is better understood as a durable willingness to identify with institutional goals and contribute to their realization.

Leadership studies in Indonesian educational institutions have repeatedly treated decision making as an important channel through which leaders coordinate people and resources. Research on leadership style and decision-making effectiveness indicates that leadership affects the quality of decisions by shaping how information is gathered, how alternatives are considered, and how final directions are communicated [3]. Work on Islamic educational institutions similarly stresses that leadership, communication, and decision processes interact in the management of educational organizations [4]. These studies are relevant to pesantren because institutional decisions must be both administratively workable and culturally legitimate. A decision that is procedurally clear but insensitive to institutional values may be difficult to implement, whereas a value-congruent decision without clear operational direction may create role ambiguity.

The management literature on Islamic education also emphasizes the place of quality management and ethical culture. Total quality management directs leaders to use planning, implementation, evaluation, and continuous improvement as connected managerial activities [5]. Ethical organizational culture provides the norms of fairness, responsibility, respect, and integrity that guide those activities [6]. Taken together, these perspectives imply that decision-making effectiveness should be assessed as a process. The process begins with defining the problem and clarifying objectives, continues through the consideration of alternatives and the communication of a decision, and ends with evaluation and follow-up. In a boarding-school environment, each stage can affect educators' confidence that their time and professional judgment are respected.

A sequential explanatory mixed-methods design is well suited to this problem because the statistical association between two variables does not by itself explain the organizational experience behind the result. Quantitative analysis can indicate whether educators who evaluate decision-making effectiveness more positively also report stronger organizational commitment. Qualitative evidence can then clarify how they interpret

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participation, policy communication, role allocation, and evaluation practices. Mixed-methods scholarship recommends this sequencing when numerical findings require elaboration through contextual accounts from participants [7]. The present study consequently treats the qualitative phase as explanatory rather than decorative. It is used to interpret the organizational mechanisms that may make the quantitative pattern meaningful in the specific context of Al Munawaroh Tabir Raya Islamic Boarding School.

Earlier research on participatory leadership in Indonesian madrasah settings provides an important starting point. Participatory leadership and organizational commitment have been linked to the effectiveness of strategic-plan implementation, suggesting that staff involvement can strengthen the translation of institutional plans into daily practice [8]. This insight is particularly important for pesantren management. The Kyai or Mudir may retain final responsibility for institutional direction, but final authority does not require every decision to be prepared in isolation. Consultation with educators can improve the fit between policy and the realities of classrooms, dormitories, and student guidance. It can also prevent a decision from being interpreted as an instruction that ignores practical constraints.

The broader governance literature reinforces the importance of decision quality and implementation. Strategic decisions are more likely to support organizational sustainability when they are connected to governance mechanisms that promote accountability, coordination, and a clear understanding of long-term priorities [9]. A systematic review of strategy implementation likewise shows that managerial and organizational levers are necessary to move decisions from formal statements to consistent practice [10]. Although these studies were conducted outside pesantren, their central lesson applies to educational organizations: a sound decision cannot be evaluated only by the moment it is announced. Leaders also need to consider whether the decision is understood, resourced, enacted, monitored, and revised when implementation exposes new problems.

In the education sector, decision processes are also connected to continuous improvement, work environment, and organizational effectiveness. Reviews of school decision-making methods emphasize that structured problem definition and evaluation can support quality improvement [11]. School-level research has also described how decisions aimed at management effectiveness can be strengthened by planning, implementation, and evaluation cycles [12]. Research on school leadership highlights the contribution of a supportive work environment and task commitment to educator performance [13], while studies of organizational culture and commitment show that these constructs are closely related to institutional effectiveness [14]. These findings do not establish that the same mechanisms operate identically in every pesantren. They do, however, support the need to examine decision making as a specific managerial process rather than as a vague attribute of leadership.

Recent Indonesian publications add several complementary perspectives. Daulay, Jhosua, and Harahap position leadership as an important basis for strengthening organizational commitment, particularly when leaders provide direction and support that employees can recognize in their daily work [15]. Fikra and colleagues emphasize that the quality of decision making depends on the availability and classification of relevant information, including information needed to allocate costs and workloads efficiently [16].

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In a pesantren, the comparable issue is not limited to financial information. Leaders also need reliable information about teaching capacity, residential supervision, student needs, and the practical consequences of assigning additional responsibilities. Decisions made without this information may unintentionally create uneven workloads and undermine trust.

Formal organizational rules also matter because they reduce uncertainty about roles, responsibilities, and expected conduct. Research on the implementation of institutional regulations in educational foundations identifies clear internal rules as a support for organizational effectiveness [17]. For a pesantren, such rules need not diminish the role of spiritual leadership. Instead, they can make leadership decisions more predictable by documenting procedures for teaching assignments, attendance, student guidance, performance review, and the handling of routine concerns. Written procedures are especially valuable when an institution grows, when new educators join, or when responsibilities must be coordinated across formal schooling and residential programs. They provide a reference point that allows educators to distinguish a legitimate adjustment from an arbitrary change.

Research on transformational leadership also offers a useful lens for the policy-setting function of educational leaders. Veranita and colleagues discuss transformational leadership in relation to organizational policy making in the digital era [18]. The relevance for this study lies in the emphasis on articulating direction, mobilizing members, and adapting policy to changing conditions. In Islamic boarding schools, adaptation may involve curriculum development, communication with parents, the use of educational technology, student protection procedures, or new administrative requirements. However, adaptation will be more sustainable when educators understand why a change is required and how it affects their work. Effective decision making therefore combines decisiveness with communication and opportunities for clarification.

Organizational culture is another mechanism that may connect leadership processes to commitment. Yusuf reports that culture and commitment are both relevant to organizational effectiveness [19], while Qiao, Li, and Hong show that leadership adapted to digital transformation can be associated with employee performance and organizational commitment [20]. These findings indicate that commitment is not generated by a single policy or leadership style. It develops through repeated experiences of how leaders set expectations, communicate priorities, respond to difficulties, and recognize contributions. For the present study, decision-making effectiveness is examined as one visible process through which educators encounter those leadership practices. The analysis does not assume that decision making is the only determinant of commitment, but it considers decision making a plausible and practically important correlate.

The organizational-commitment literature provides a further basis for this proposition. Meyer and colleagues' meta-analysis identifies a broad set of antecedents, correlates, and consequences associated with affective, continuance, and normative commitment [21]. The earlier Organizational Commitment Questionnaire developed by Mowday, Steers, and Porter also established commitment as an attitudinal construct that can be assessed through identification with organizational goals, willingness to exert effort, and desire to remain a member [22]. These perspectives are useful for interpreting the present

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findings because they distinguish commitment from short-term compliance. An educator may implement a directive because of formal authority, yet stronger organizational commitment is more likely when the educator also accepts the institutional goal and is willing to contribute beyond minimum requirements.

Procedural justice clarifies why decision processes can matter for commitment. Colquitt conceptualizes organizational justice as including procedural justice, which concerns the fairness of the processes used to reach decisions [23]. A meta-analytic review further demonstrates that justice judgments are associated with important organizational outcomes [24]. In an educational institution, educators may not agree with every final decision, especially when resources are limited. Nevertheless, they may be more willing to accept the decision when they receive adequate information, have an opportunity to express relevant concerns, and see consistent rules applied across comparable cases. This does not mean that consultation should become a formality or that leaders must seek consensus for every routine matter. It means that participation should be proportionate to the impact of the decision and that final directions should be accompanied by defensible reasons.

The education literature also suggests that the distribution of leadership responsibilities can support teacher commitment when educators perceive leadership support and cohesion [25]. Related work on transformational school leadership shows that leadership can shape organizational conditions that support engagement with the school [26]. These findings are relevant to pesantren because daily decisions are often implemented through several actors, including leaders, administrators, senior educators, teachers, and dormitory supervisors. The effectiveness of a decision may therefore depend on whether these actors share a consistent interpretation of the policy. When communication is fragmented, educators can receive conflicting instructions and students may encounter inconsistent practices. When responsibilities and follow-up are coordinated, decision processes are more likely to strengthen, rather than strain, organizational commitment.

Analytically, decision-making effectiveness in this study is treated as a bundle of linked practices rather than a single leader attribute. These practices include identifying the issue, setting a feasible goal, gathering information, considering alternatives, involving relevant actors, communicating the final decision, coordinating execution, and conducting evaluation and follow-up. The value of this formulation is that it directs attention to observable institutional routines. It allows leaders to ask practical questions: Was the problem defined with sufficient information? Were the educators most affected by the policy consulted? Was the final direction communicated in a form that could be implemented? Were obstacles recorded and addressed? This process orientation is consistent with the emphasis on structured decision making and continuous improvement in educational management [11], [12]. It also permits the study to distinguish an effective process from a merely rapid or highly centralized decision.

A further distinction concerns routine and non-routine decisions. Routine matters, such as minor schedule adjustments or immediate safety issues, may require a rapid response from a leader or administrator. Non-routine decisions, including changes in teaching loads, dormitory responsibilities, curriculum priorities, or staff evaluation procedures, create broader consequences and therefore require a more deliberate process. Treating all decisions

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in the same way can create two opposite risks. Excessive consultation may delay urgent action, whereas excessive centralization may cause leaders to miss practical information held by educators. A proportionate approach enables the institution to preserve decisiveness while still protecting procedural fairness. The distinction gives practical meaning to participation and helps leaders select a decision process that is appropriate to the scope, urgency, and potential impact of the issue [1], [23].

Despite these conceptual and empirical insights, the relationship between decision-making effectiveness and educator commitment remains insufficiently examined in the specific setting of Islamic boarding schools. Many studies focus on broad leadership styles, organizational culture, school effectiveness, or teacher performance. Fewer studies isolate the decision process itself and explain how clarity of information, participation in formulating alternatives, execution, evaluation, and follow-up relate to educator commitment. The pesantren context also requires careful interpretation because authority, community values, and religious service can influence both decision acceptance and the meaning of commitment. A direct transfer of conclusions from corporate or conventional school settings would therefore be inadequate.

This study addresses that gap through a sequential explanatory mixed-methods design at Al Munawaroh Tabir Raya Islamic Boarding School, Tabir Barat District, Merangin Regency. The quantitative phase examines the association between decision-making effectiveness and organizational commitment among educators. The qualitative phase explains how educators and institutional actors understand the relationship in their daily work. The study is guided by the proposition that decision-making effectiveness is positively associated with organizational commitment. The proposition is framed as an association, not as a causal claim, because the quantitative component uses a correlational design and data were collected in one institution.

The study makes three contributions. First, it brings a decision-process perspective to the study of educator commitment in a pesantren setting. Second, it integrates statistical findings with qualitative explanations so that the reported relationship can be interpreted through institutional practices rather than through numerical results alone. Third, it offers practice-oriented implications for leaders who need to preserve the legitimate role of institutional authority while strengthening transparency, consultation, role clarity, and evaluative follow-up. These contributions are intended to support a form of governance in which educator commitment is fostered through accountable processes and shared understanding, rather than assumed to follow automatically from formal hierarchy or spiritual obligation.

## **2. METHOD**

This study employed a sequential explanatory mixed-methods design [7]. The first phase used a quantitative correlational approach to estimate the association between decision-making effectiveness (X) and organizational commitment (Y). The second phase used qualitative inquiry to interpret, clarify, and contextualize the quantitative pattern. The quantitative and qualitative findings were integrated during interpretation.

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The study was conducted at Al Munawaroh Tabir Raya Islamic Boarding School, Tabir Barat District, Merangin Regency, Indonesia. Data collection occurred in May through August 2025. The target population comprised all ustadz and ustadzah serving at the institution. The quantitative dataset consisted of 20 completed questionnaires ( $N = 20$ ). A total-sampling approach was used by inviting all 20 active educators to participate. Inclusion criteria were active service during the data-collection period and willingness to complete the questionnaire; educators on extended leave or submitting incomplete questionnaires were excluded. All invited educators returned usable questionnaires, yielding a 100% response rate.

Primary quantitative data were collected using a Likert-type questionnaire. Decision-making effectiveness was treated as the independent variable and covered clarity of information, participation in formulating alternatives, goal setting, decision execution, and evaluation and follow-up. Organizational commitment was treated as the dependent variable and assessed affective, continuance, and normative commitment. The original manuscript states that the instrument had undergone validity and reliability testing. The instrument comprised 25 items for decision-making effectiveness and 25 items for organizational commitment. Content relevance was reviewed by three educational-management experts, and empirical item validity was assessed using Pearson item-total correlations. The retained decision-making items showed correlation coefficients from 0.489 to 0.842, while the organizational-commitment items ranged from 0.471 to 0.858; all exceeded the critical  $r$  value of 0.444 ( $N = 20$ ,  $\alpha = .05$ ). Internal consistency was high, with Cronbach's alpha values of 0.917 for decision-making effectiveness and 0.903 for organizational commitment.

Qualitative data were collected through in-depth interviews with the boarding-school leader, senior educators, and administrators, complemented by observation and documentation. Eight informants were selected purposively: the boarding-school leader, two administrators, and five educators with at least five years of service. Interviews were conducted from July to August 2025 and continued until information recurrence was evident. The documentation reviewed included leadership-meeting minutes, teaching-duty allocation letters, staff attendance records, teaching schedules, and evaluation records. Quantitative analysis used descriptive statistics, the Lilliefors normality test, a linearity test, Pearson product-moment correlation, simple linear regression, and the coefficient of determination. Qualitative data were reduced, displayed, and interpreted to identify themes that explained the statistical results. Prior to data collection, written permission was obtained from the leadership of Al Munawaroh Tabir Raya Islamic Boarding School. Each participant received an explanation of the study objectives, voluntary participation, and the right to withdraw before providing informed consent. Questionnaire and interview data were anonymized, stored securely, and reported without personally identifiable information.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Quantitative and Qualitative Findings**

This section presents the findings from the sequential explanatory design. It begins with the quantitative sample and descriptive statistics, followed by the assumption tests, the

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association and regression results, and the qualitative evidence used to explain the statistical pattern.

The quantitative sample comprised 20 educators. The available dataset indicates that respondents had varied periods of service, ranging from less than three years to more than ten years. Detailed frequencies for demographic characteristics such as age, gender, education level, and exact tenure categories were not available in the submitted manuscript; therefore, the findings should be interpreted as an institution-specific estimate rather than as a demographic generalization.

Table 1 summarizes the descriptive statistics for decision-making effectiveness and organizational commitment.

Table 1. Descriptive Statistics for Decision-Making Effectiveness and Organizational Commitment

<b>Statistic</b>	<b>Decision-Making Effectiveness (X)</b>	<b>Organizational Commitment (Y)</b>
Mean	104.30	110.00
Mode	106	116
Standard deviation	3.78	4.43
Variance	14.30	15.20
Range	22	21
Minimum	97	96
Maximum	113	119
Total score	2085	2203
Sample size	20	20

The mean score for decision-making effectiveness was 104.30, while organizational commitment had a mean score of 110.00. Dispersion was limited for both variables, with standard deviations of 3.78 and 4.43, respectively. The observed score ranges indicate that respondents generally evaluated both the decision process and their commitment positively.

At the indicator level, clarity of information before a decision was made received the highest average score for decision-making effectiveness. Educator involvement in formulating alternative solutions remained comparatively less strong. For organizational commitment, affective commitment appeared prominent, whereas continuance commitment was lower. These patterns suggest that educators' attachment to the institution is more closely linked to emotional and normative considerations than to calculations about the cost of leaving.

### 3.1.1. Assumption Tests

Before hypothesis testing, the data were examined for normality and linearity. The results are summarized in Tables 2 and 3.

Table 2. Lilliefors Normality Test

<b>Variable</b>	<b>N</b>	<b>L calculated</b>	<b>L critical</b>	<b>Decision</b>
Organizational commitment	20	0.122	0.190	Normal
Decision-making effectiveness	20	0.116	0.190	Normal

The calculated Lilliefors values for both variables were below the critical value of 0.190, indicating that the normality assumption for parametric analysis was met.

Table 3. Test of Linearity Between Decision-Making Effectiveness and Organizational Commitment

Relationship	df	SS	MS	F calculated	F critical	Decision
Deviation from linearity	13/5	50,730.80	3,902.37	1.578	4.38	Linear relationship

The calculated F value for deviation from linearity was lower than the critical value (1.578 < 4.38). The reported relationship between decision-making effectiveness and organizational commitment was therefore treated as linear.

### 3.1.2. Association and Regression Results

Table 4 reports the principal association and regression results.

Table 4. Pearson Correlation and Simple Regression Model

Measure	Result
Pearson correlation and explained variance	$r = 0.897$ ; 95% CI [0.754, 0.959]; $p < 0.001$ ; $R^2 = 0.805$
Simple regression model	$Y = 0.81 + 1.06X$ ; $F(1, 18) = 74.12$ ; $p < 0.001$

Pearson’s correlation showed a strong, positive association between decision-making effectiveness and organizational commitment ( $r = 0.897$ , 95% CI [0.754, 0.959],  $p < 0.001$ ). The null hypothesis of no association was rejected.

The coefficient of determination was  $R^2 = 0.805$ . In the simple regression model, this corresponds to  $F(1, 18) = 74.12$ ,  $p < 0.001$ . Thus, decision-making effectiveness explained 80.5% of the observed variance in organizational commitment within this small institutional sample. This result should be interpreted as an association and not as proof of causality.

The reported regression equation was  $Y = 0.81 + 1.06X$ . In this sample, higher decision-making effectiveness scores were associated with higher organizational commitment scores. The coefficient should not be interpreted as an exponential effect because its magnitude depends on the measurement scale used for the two constructs.

### 3.1.3. Qualitative Explanatory Findings

The qualitative findings provided three explanatory themes. First, transparent goal setting and clear communication of policy rationales reduced uncertainty about teaching assignments, dormitory responsibilities, and institutional priorities. Educators described clarity as a basis for perceiving decisions as fair and feasible.

Second, the inclusion of educators’ aspirations during the formulation of decisions fostered a sense of ownership. Third, evaluation and follow-up strengthened commitment when they were used for coaching, problem solving, and improvement rather than solely for fault finding. The qualitative evidence therefore explained how participation, role clarity,

and feedback can translate an effective decision process into stronger psychological attachment to the institution.

The quantitative and qualitative findings converged. The strong statistical association was consistent with educators' accounts that transparent, inclusive, and evaluative decision processes encouraged trust, fairness, and willingness to support institutional goals.

### **3.2. Discussion**

The quantitative findings show a strong positive association between decision-making effectiveness and organizational commitment among educators at Al Munawaroh Tabir Raya Islamic Boarding School. The correlation coefficient of 0.897 indicates that educators who reported more effective decision processes also tended to report stronger organizational commitment. The result should be interpreted as an institution-specific association, not as proof that decision-making effectiveness alone produces commitment. Even so, the size and direction of the relationship make decision making a salient organizational process for further interpretation. The qualitative phase is therefore essential because it explains what educators recognized as effective: clarity before decisions were made, opportunities to provide input, transparent execution, and visible evaluation and follow-up.

The finding supports the basic management argument that decisions shape the working environment in which educators interpret institutional expectations [1]. In the case institution, decisions were not limited to abstract strategic statements. They addressed teaching assignments, dormitory guidance, task coordination, and responses to operational concerns. These decisions influence whether educators know what is expected of them, who is responsible for particular tasks, and how overlapping duties will be resolved. When this information is unclear, educators may experience ambiguity even when the formal decision is legitimate. When the same information is communicated clearly and consistently, educators can organize their effort around shared priorities. This practical role-clarity mechanism helps explain why decision processes may be associated with commitment.

The qualitative evidence also suggests that procedural features of decision making matter. Educators valued being informed of the reasons behind policies and having their practical concerns heard before or during implementation. This interpretation is consistent with procedural justice, which focuses on the fairness of the processes used to reach decisions [23]. It is also consistent with the broader evidence that justice perceptions are related to important work attitudes and organizational outcomes [24]. In this study, fairness did not require that every educator received the preferred outcome. Rather, fairness was expressed through access to relevant information, an opportunity to provide context, consistency in task allocation, and an explanation of why a particular decision was made. These practices can reduce speculation and foster a perception that leadership recognizes educators as responsible institutional actors.

The result further clarifies the difference between participation and the transfer of formal authority. A pesantren leader remains responsible for institutional direction, the protection of students, and the coherence of religious and educational goals. Participation does not mean that every decision must be made through a vote or that leaders should delay

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routine actions until unanimity is reached. Effective participation means that the level of consultation is matched to the consequences of the decision. Routine operational matters may require timely direction, while decisions involving teaching loads, dormitory supervision, curriculum changes, or new performance expectations require more systematic consultation. The distinction is important because participation that is poorly designed can create uncertainty, whereas participation that is focused and timely can improve the quality and acceptance of a decision.

Research on distributed leadership provides a useful comparison. Hulpia, Devos, and Rosseel found that teachers' perceptions of distributed leadership were related to job satisfaction and organizational commitment [25]. The present study does not test distributed leadership as a separate variable. However, the qualitative findings point to a related mechanism: educators are more prepared to support institutional decisions when they can contribute context-specific knowledge and when administrators communicate a consistent interpretation of the leader's direction. In a boarding-school setting, this mechanism is particularly relevant because educational and residential work are interconnected. A decision about student discipline, for example, can affect classroom teaching, dormitory routines, parent communication, and staff workload. Consultation helps leaders anticipate these cross-functional implications before a problem expands.

The observed pattern of commitment also deserves attention. The descriptive findings indicate that affective commitment was relatively prominent, while continuance commitment was comparatively lower. This pattern is meaningful in a pesantren because it suggests that educators' attachment is not explained primarily by calculations about the cost of leaving. It may be related to belonging, service, interpersonal relationships, and commitment to institutional values. Meyer and Allen's framework distinguishes these motivational bases [2], and the later meta-analysis by Meyer and colleagues confirms that the dimensions of commitment have different antecedents and consequences [21]. The present findings should not be used to assume that emotional or normative commitment will remain strong under all working conditions. Commitment based on values can be strengthened by fair treatment, but it can also be weakened when responsibilities become unclear or decisions are experienced as arbitrary.

This point is especially important in institutions where service has moral and religious meaning. Educators may view their work as part of devotion, and respect for a Kyai or Mudir may carry ethical significance. Such values can support normative commitment, but they should not be used to equate silence with agreement or obedience with genuine engagement. Mowday, Steers, and Porter describe commitment as identification with organizational goals, willingness to exert effort, and desire to maintain membership [22]. These elements require more than compliance with instructions. They require a working relationship in which educators can understand the purpose of their contributions and see that leadership recognizes the practical conditions of their work. The qualitative accounts in this study indicate that dialogue and explanation help convert formal direction into voluntary support.

The finding also aligns with Indonesian work that positions leadership as a source of organizational commitment [15]. In the case institution, the relevant leadership behavior was

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not only the ability to make a final decision. It was the ability to create a decision process that educators considered understandable and responsive. This process included setting goals, listening to aspirations, allocating duties, and reviewing implementation. The result extends a broad leadership perspective by identifying decision-making effectiveness as a more specific managerial pathway. Leaders who want to strengthen commitment should therefore examine not only their personal leadership style but also the quality of recurring institutional routines through which decisions are prepared, communicated, and evaluated.

Information quality is one of those recurring routines. Fikra and colleagues emphasize the role of information classification in supporting efficient decision making [16]. Applied to a pesantren, this insight suggests that leaders need current information before assigning duties or revising routines. Relevant information may include the number of teaching periods, dormitory shifts, educator competencies, student needs, pending administrative tasks, and the practical implications of a change for each work unit. When decisions are made with incomplete information, they can create unequal workloads or instructions that are difficult to execute. When leaders make the information basis more visible, educators can better understand why a decision was necessary and can identify implementation risks before they become sources of frustration.

The evaluation and follow-up stage emerged as another central explanation for the quantitative relationship. Educators described evaluation more positively when it was used to solve problems and improve implementation rather than to search for individual fault. This view is compatible with studies that link structured decision methods to school quality improvement [11] and with research that emphasizes the importance of planning, implementation, and evaluation in educational management [12]. An effective decision cycle should therefore include a defined review point, a mechanism for reporting obstacles, and a documented response when the original plan needs adjustment. Without follow-up, consultation can appear symbolic because educators cannot see whether their concerns affected the final action. With follow-up, the institution communicates that decision making is a learning process rather than a one-time announcement.

The findings have implications for formalization. Research on internal regulations in educational organizations indicates that clear rules can support organizational effectiveness [17]. The case institution can use this principle to establish simple written procedures for decisions that affect educator roles. These procedures might specify which decisions require consultation, who is responsible for collecting information, how task allocations are communicated, when implementation will be reviewed, and how educators can raise concerns. Formalization should remain proportionate and should not create unnecessary bureaucracy. Its purpose is to make fair practice repeatable across leaders, administrators, and work periods. Clear procedures are particularly useful when staff composition changes or when institutional activities become more complex.

The institution can operationalize these findings through a simple decision register. For major decisions, the register can record the issue that prompted the decision, the information considered, the educators or administrators consulted, the final direction, the implementation date, the responsible officer, and the scheduled review date. This record does not replace the leader's judgment. It creates organizational memory and allows later

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evaluation to focus on evidence rather than recollection. It also helps new educators understand why a practice exists and gives senior educators a clear channel for identifying where a policy requires adjustment. Over time, a decision register can reveal recurring problems, uneven workload patterns, or policy areas where consultation routinely produces better implementation. Such documentation translates the principle of follow-up into a manageable governance routine [10], [17].

Transformational leadership literature provides a related perspective on the need to articulate direction and mobilize collective effort. Veranita and colleagues discuss the role of transformational leadership in organizational policy making [18], while Leithwood and Jantzi show how transformational school leadership can influence organizational conditions that support engagement [26]. The present study complements these insights by emphasizing that an inspiring direction requires an operational decision architecture. Educators need to know what the vision means for schedules, teaching assignments, supervision, communication, and evaluation. A leader's message will have greater credibility when subsequent decisions are consistent with that message and when educators can observe a connection between stated values and daily management practices.

Organizational culture is likely to strengthen or weaken this connection. Ethical culture can provide the norms through which educators interpret leader behavior, including openness, fairness, respect, and responsibility [6]. Yusuf's study also links culture and commitment to organizational effectiveness [19]. In Al Munawaroh Tabir Raya Islamic Boarding School, a culture of deliberation can help preserve respect for authority while creating acceptable channels for professional input. A culture of silence, by contrast, may allow decisions to be implemented superficially while unresolved concerns remain outside formal discussion. The practical implication is that leaders should not wait for conflict to become visible before creating spaces for communication. Scheduled staff forums, short post-implementation reviews, and clearly communicated contact points can make dialogue routine rather than exceptional.

Decision-making effectiveness is also relevant to organizational adaptation. Digital leadership research shows that leadership practices linked to technological change can be associated with employee performance and commitment [20]. The present study does not examine digital transformation directly, but pesantren increasingly face decisions about digital learning materials, communication systems, data administration, parent engagement, and accountability. These changes can intensify uncertainty if educators do not understand the purpose, expected benefits, and new work requirements. Leaders should therefore apply the same principles identified in this study when introducing change: clarify objectives, involve relevant educators, communicate responsibilities, monitor implementation, and revise procedures based on evidence from the field.

The high coefficient of determination must nevertheless be approached cautiously. The result indicates that decision-making effectiveness explained 80.5% of the observed variance in organizational commitment in this sample. It does not mean that 80.5% of commitment in every pesantren is caused by decisions. The study used a small total-sample dataset from one institution, relied on self-reported questionnaires, and measured the variables at one point in time. Shared-method variance may have contributed to the strength

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of the correlation because respondents evaluated both the decision process and their own commitment in the same instrument. Other factors, including compensation, workload, leadership style, organizational culture, perceived justice, family demands, and career opportunities, may also influence commitment but were not modeled directly.

The cross-sectional design also prevents the direction of the relationship from being established. It is plausible that more effective decision processes support commitment, but it is also plausible that educators with stronger commitment evaluate institutional decisions more favorably or participate more constructively in decision processes. Reciprocal relationships may exist. For this reason, the study uses the language of association and explanation rather than causal influence. Future studies should collect data at more than one point in time, include several pesantren, and use multi-source evidence such as leader assessments, staff records, or documented decision processes. Such designs would allow researchers to test whether changes in decision procedures precede changes in commitment.

The mixed-methods integration remains a strength of the study despite these limitations. The quantitative results identify a strong positive pattern, while the qualitative findings explain why that pattern may have occurred in this institution. Transparent goals, educator participation, role clarity, and constructive evaluation were not introduced as external interpretations detached from the data. They were derived from interviews, observation, and documentation used to explain the statistical association. This integration is important because pesantren management cannot be understood solely through generic leadership constructs. The meaning of commitment is shaped by local values, institutional history, interpersonal relationships, and the division of educational and residential responsibilities.

For practice, the results suggest a phased action agenda. First, leaders can map decisions that substantially affect educator roles and classify them according to the degree of consultation required. Second, they can establish a short information brief for each major decision that states the problem, objective, affected roles, implementation date, and person responsible for follow-up. Third, task allocations can be communicated in a form that allows educators to identify overlaps before implementation begins. Fourth, the institution can schedule review meetings that focus on evidence, obstacles, and corrective action. These steps are modest, but they transform participatory leadership from a personal preference into a repeatable management routine.

The implications may differ for educators with different lengths of service. Senior educators may possess detailed knowledge of institutional tradition, student patterns, and prior policy outcomes. Their participation can help leaders avoid decisions that conflict with established practices or overlook informal coordination arrangements. Newer educators may need clearer explanations of institutional norms, decision channels, and work expectations so that they can participate confidently. A decision process that invites input from both groups can combine continuity with improvement. It can also prevent a situation in which institutional knowledge remains concentrated among a small number of actors and becomes difficult to transfer when responsibilities change.

At the theoretical level, the study contributes an organizational-process perspective to educator commitment in a pesantren setting. It suggests that commitment is not only

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related to broad leadership characteristics or spiritual values. It is also associated with the repeated procedural experiences through which educators receive information, express concerns, carry out tasks, and observe the consequences of institutional decisions. Procedural fairness, distributed involvement, ethical culture, and continuous improvement provide useful mechanisms for interpreting this relationship. The study does not claim that these mechanisms have been statistically tested as mediators. Rather, the qualitative evidence identifies them as plausible explanations that can be tested in larger and more diverse studies.

Future research should develop this line of inquiry in several ways. Comparative studies can examine whether the relationship differs across traditional, modern, small, and large pesantren. Multilevel research can distinguish individual perceptions of decision making from institutional decision routines. Researchers can also test whether organizational culture, perceived justice, psychological safety, leadership style, or spiritual orientation mediate or moderate the association between decision-making effectiveness and commitment. Longitudinal designs can assess whether formalizing consultation and evaluation procedures produces sustained changes in educator commitment, retention, and performance. Such work would provide a stronger empirical basis for governance reforms in Islamic educational institutions.

#### **4. CONCLUSION**

This study examined the association between decision-making effectiveness and organizational commitment among educators at Al Munawaroh Tabir Raya Islamic Boarding School. The quantitative results showed a strong positive association ( $r = 0.897$ ,  $p < 0.001$ ), and the qualitative findings explained this pattern through transparent goal setting, educator involvement, and systematic evaluation and follow-up. The evidence indicates that educators are more likely to express commitment when decision processes are understandable, participatory, and responsive to implementation issues.

The study contributes by locating organizational commitment within the decision processes of an Islamic boarding school rather than treating leadership as a broad, undifferentiated factor. For practice, leaders should formalize consultation, communicate decision rationales, distribute roles transparently, and document evaluation and follow-up. Because the study involved one institution and a small cross-sectional sample, the result should not be interpreted as causal or generalized without further evidence. Multi-site and longitudinal studies are needed to test the proposed relationship under different organizational conditions.

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