



The Influence of Leadership Style, Organizational Culture, and Teacher Commitment on Student Cooperative Performance

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Abstract. This study aims to (1) analyze the influence of the principal's leadership style on the performance of student cooperative managers at SMP Negeri 21 Makassar; (2) assess the influence of organizational culture; (3) examine the impact of teacher commitment; (4) analyze the simultaneous effect of leadership style, organizational culture, and teacher commitment; and (5) identify the most dominant influencing variable. This quantitative research involved 45 student cooperative managers from grades VII–IX using a saturated sampling technique. Data were collected through questionnaires and analyzed using multiple regression, t-test, and F-test with SPSS 26. Results show that leadership style, organizational culture, and teacher commitment have a significant positive partial and simultaneous effect. Teacher commitment is the most dominant variable influencing cooperative management performance.

Keywords Learning Community, Pedagogical Competence, Teacher Collaboration

1. INTRODUCTION

In the evolving landscape of education, schools are no longer just centers of knowledge acquisition; they are living laboratories where character, leadership, and entrepreneurship are fostered. One such transformative space within schools is the student cooperative, or koperasi siswa, which serves as both an economic entity and a character-building tool. In Indonesia, cooperatives are constitutionally mandated as a pillar of economic democracy, rooted in Article 33 of the 1945 Constitution and operationalized through Law No. 25 of 1992. Yet, despite the strong legal framework and the idealistic vision of student cooperatives as instruments of social learning, their real-world implementation often falls short of expectations. Reports reveal persistent challenges such as inadequate managerial skills, lack of structural support, and minimal teacher involvement in mentoring students (Sugiharsono, 2010).

At SMP Negeri 21 Makassar, the "Koperasi Siswa Dinamis" has served as a platform for students to experience entrepreneurship and democratic participation since 1990. However, recent evaluations have identified significant gaps in leadership quality, teacher commitment, and the organizational culture surrounding the cooperative. From incomplete reporting and understocked supplies to passive management and weak mentorship structures, these issues pose fundamental questions: What makes a student cooperative thrive? Which variables actually determine the performance of its student leaders? How can we structure school environments to nurture responsible, entrepreneurial students in a practical, scalable way?

The growing interest in educational entrepreneurship has inspired scholars to examine how leadership, culture, and commitment intersect to influence organizational performance in

schools. Riskiana (2023) describes school cooperatives as vital spaces for entrepreneurial education, especially when guided by structured mentorship and active teacher involvement. These cooperatives can function as microcosms of real-world businesses, allowing students to build entrepreneurial thinking, cultivate responsibility, and develop practical business skills. However, as Riskiana points out, these systems often require close teacher supervision, especially in elementary and middle schools, where cognitive maturity may still be developing.

Priambodo, as cited in Sukidjo, Muhson, and Mustofa (2016), highlights the strategic role of school cooperatives in addressing broader socio-economic challenges such as youth unemployment and the need for early entrepreneurial exposure. According to his findings, school cooperatives serve not only as economic entities but also as training grounds that prepare students for alternative career paths—either as job seekers or as job creators. In this framework, the presence of visionary leadership and a strong commitment from teachers becomes critical to maximizing the cooperative's potential. Further, scholars like Torang (2013) and Silalahi (2014) have emphasized the importance of organizational culture as a hidden but powerful driver of behavior within educational institutions. They argue that values such as thriftiness, cooperation, and entrepreneurship, when embedded into a school's cultural fabric, can profoundly affect both student performance and organizational sustainability. Yet, while these studies underscore the individual importance of leadership style, organizational culture, and teacher commitment, few have attempted to analyze the simultaneous or interactive effects of these variables on student-led cooperatives. Even fewer have explored these dynamics through quantitative frameworks involving students as direct subjects of analysis.

Although prior studies have extensively discussed the relevance of leadership, culture, and teacher commitment in educational settings, they often address these variables in isolation and focus more on teaching quality or general student outcomes rather than organizational performance. This creates a notable gap in the literature—specifically, the lack of empirical studies that investigate how these leadership and cultural dimensions collectively shape the operational effectiveness of student-led cooperatives. Moreover, the unique context of middle school student cooperatives, where the intersection between mentorship, organizational systems, and early entrepreneurship is most delicate, remains largely underexplored.

What is also missing from the current discourse is a holistic, data-driven understanding of how leadership style—particularly that of school principals—interacts with teacher commitment and organizational culture to influence cooperative performance. Most studies tend to treat these elements as discrete contributors rather than parts of an integrated system.

For example, while Priambodo (in Sukidjo et al., 2016) acknowledged the role of early entrepreneurial training, he did not quantitatively analyze the leadership mechanisms enabling this. Similarly, Riskiana (2023) noted the importance of teacher supervision but stopped short of identifying how such commitment statistically correlates with performance outcomes in cooperatives.

This research addresses those gaps directly by asking: What is the relative and collective influence of leadership style, organizational culture, and teacher commitment on the performance of student cooperative managers? More importantly, which of these factors stands out as the most dominant driver of success? By examining these questions within the context of SMP Negeri 21 Makassar's cooperative system, the study offers a rare and timely lens through which to understand student organizational leadership. This study aims to investigate the individual and collective impacts of school principals' leadership style, the organizational culture within the school, and teachers' commitment on the performance of student cooperative managers at SMP Negeri 21 Makassar. It further seeks to identify which of these variables is the most dominant in influencing cooperative outcomes. In doing so, the research offers a new perspective that integrates behavioral, cultural, and managerial elements into one comprehensive framework—moving beyond the fragmented focus of previous studies.

2. LITERATURE REVIEW

School Leadership

School leadership is a pivotal force in shaping the effectiveness of student organizations, including student cooperatives. Leadership, according to Robbins (2010), is the ability to influence a group toward the achievement of goals through intentional social influence and communication within a specific context. Kerlinger and Padhazur (in Siagian, 2010) emphasize that leadership reflects the ability of a leader to inspire subordinates to work with enthusiasm, discipline, and cooperation toward common objectives. Similarly, Wahjosumidjo (1994) defines leadership as a process of interaction among leaders, subordinates, and situational dynamics, while Kartini (1994) highlights the functions of leadership as guiding, motivating, organizing communication, and steering followers toward defined goals.

Over time, leadership theories have evolved to encompass various styles and dimensions, from charismatic and situational leadership to transformational and emotional intelligence-based models. Goleman, Boyatzis, and McKee (2002) introduced the concept of primal leadership, identifying six styles rooted in emotional intelligence: coercive,

authoritative, affiliative, democratic, pacesetter, and coaching. On the other hand, Welch (2002) promoted leadership based on courage and decisiveness, advocating for transparency, informal atmospheres, and placing the right people in the right positions. Collins (2001), through his Level 5 Leadership model, underscored humility and professionalism as the peak traits of highly effective leaders. Zenger and Folkman (2012) proposed Extraordinary Leadership, focusing on personal capability, results orientation, change leadership, and interpersonal skills. Covey's (2004) principle-centered leadership also gained traction through the renowned "7 Habits," emphasizing proactive behavior, mutual understanding, and continuous improvement.

In the school context, leadership style significantly shapes organizational direction and student performance. Thoha (2011) views leadership style as behavioral norms used by a leader to influence others, while Siagian (2010) equates it with leadership typology. Wahjosumidjo (2010) classifies leadership styles into directive, consultative, participative, and delegative. A directive style centralizes decisions with the leader; consultative involves seeking input before decisions are made; participative promotes joint decision-making; and delegative gives subordinates autonomy to act. These styles reflect varying degrees of control and involvement, influencing how school leaders manage student cooperatives and inspire student engagement.

Organizational Culture

Organizational culture serves as the invisible force that shapes behaviors, attitudes, and practices within institutions, including educational settings. Harrison (2012) outlines four primary types of organizational culture: power culture, role culture, support culture, and achievement culture. Power culture centralizes decision-making in the hands of a few leaders, relying on authority and discipline to ensure organizational control. Role culture emphasizes bureaucratic procedures, clear responsibilities, and stability, often found in academic institutions where clarity of roles enhances professionalism. Support culture thrives on shared values and collaboration, typically rooted in the organization's founding vision and sustained through continuous learning. Meanwhile, achievement culture focuses on individual drive and performance excellence, encouraging autonomy, innovation, and professionalism in teaching and research activities.

Organizational culture can be assessed through several key indicators. Siagian (2012) identifies responsiveness, motivation, leadership, friendliness, and capability as foundational elements. Responsiveness refers to a member's ability to act decisively within organizational structures; motivation involves the leader's role in energizing team efforts; leadership itself shapes value systems; friendliness fosters trust and cohesion; and capability links leadership

quality to performance outcomes. In essence, the quality of an organization's leadership and communication directly influences how cultural values are internalized by members, affecting performance at all levels.

Sulaksono Hari (2015) expands this framework with seven characteristics of effective organizational culture: innovation and risk-taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability. Each characteristic influences how individuals interact with tasks and with one another. For example, a culture that values innovation motivates members to generate new ideas and take calculated risks. Similarly, a results-oriented culture emphasizes goal-setting and performance assessments, while people orientation ensures that decisions consider the well-being of all members. This holistic approach to understanding organizational culture highlights its critical role in driving the success of school-based student cooperatives.

Commitment

Commitment, particularly in the context of education, is a crucial psychological and behavioral foundation that shapes teacher performance and organizational loyalty. Porter, as cited in Suarman (2023), defines organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization, characterized by acceptance of organizational values, willingness to exert effort on behalf of the organization, and a desire to maintain membership. Similarly, Steers (1985) emphasizes that commitment involves identification, involvement, and loyalty, where a teacher not only aligns with institutional goals but also demonstrates emotional attachment and active engagement in institutional growth. Peedikayil et al. (2023) further stress that teachers are catalysts for sustainable development, transferring knowledge and values that reinforce long-term societal progress, while also adapting to changing workplace demands.

Allen and Meyer (in Dunham et al., 1994) classify organizational commitment into three components: affective, normative, and continuance. Affective commitment is rooted in emotional attachment, where teachers remain because they want to. Normative commitment is driven by a sense of moral obligation, while continuance commitment arises from the perceived costs of leaving the organization. Each component fosters different behavioral outcomes; for instance, teachers with high affective commitment willingly align their efforts with institutional goals, while those with high continuance commitment may remain out of necessity, often leading to minimal engagement. Meanwhile, the Mowday, Porter, and Steers model emphasizes both attitudinal and behavioral dimensions, including identification with organizational goals, involvement in responsibilities, and loyalty, all of which manifest in

proactive behaviors such as exceeding work expectations and long-term institutional allegiance.

3. METHODS

This research employed a quantitative ex post facto design, conducted at Koperasi Siswa Dinamis SMP Negeri 21 Makassar during the second semester of the 2024/2025 academic year. The study aimed to examine the influence of the principal’s leadership style, organizational culture, and teacher commitment on the performance of student cooperative managers. The population comprised all 45 cooperative student board members from grades VII to IX, and the sampling method was total sampling. Data were collected through questionnaires, observation, and literature review, using both primary and secondary sources, measured with a Likert scale. The study applied multiple regression analysis with SPSS 26, along with classical assumption tests, t-tests, F-tests, and beta coefficient analysis to determine the dominant variable. Validity and reliability of the instruments were tested using Pearson Product-Moment and Cronbach’s Alpha, respectively, and the coefficient of determination (R^2) was used to assess the strength of the model.

4. RESULTS

Table 1. Basic Assumption Testing of Multiple Linear Regression Models

Variables	N	Mean	Std. Dev.	Kolmogorov-Smirnov Sig. (2-tailed)	Tolerance	VIF	Beta	t	Sig.
Principal Leadership Style (X1)	45	23.49	3.03	0.200	0.276	3.626	0.412	3.79	0.000
Organizational Culture (X2)	45	15.58	2.24	0.049	0.268	3.738	0.312	2.83	0.007
Teacher Commitment (X3)	45	15.71	1.85	0.060	0.187	5.350	0.268	2.03	0.049
Management Performance (Y)	45	14.24	2.74	0.049	-	-	-	-	-

Based on Table 1, it can be concluded that all variables in this study have met the prerequisite test of multiple linear regression analysis. The Kolmogorov-Smirnov normality test results show that the Principal Leadership Style variable (X1) has a significance value of 0.200 (> 0.05), which indicates that the data is normally distributed. Meanwhile, the variables of Organizational Culture (X2) and Teacher Commitment (X3) have significance values of

0.049 and 0.060, respectively, which are still acceptable in social research. Furthermore, the multicollinearity test results show that all independent variables have a Tolerance value above 0.1 and a VIF value below 10, which means there are no multicollinearity symptoms in the regression model. Partial regression analysis shows that the three independent variables have a significant effect on the performance of student cooperative administrators (Y), with a significance value of $X_1 = 0.000$, $X_2 = 0.007$, and $X_3 = 0.049$. Among the three, the Principal Leadership Style variable (X1) has the most dominant influence with the highest Beta coefficient value of 0.412. This finding indicates that the principal's leadership style has an important role in improving the performance of student cooperative administrators at SMP Negeri 21 Makassar

Table 2. Multiple Linear Regression

Unstandardized Coefficients			Standardized Coefficients	t	Sig.	
Model	B	Std. Error	Beta			
1	(Constant)	-6,666	1,349		-4,942	0,000
	Principal Leadership Style (X1)	0,372	0,098	0,412	3,792	0,000
	Organizational Culture (X2)	0,382	0,135	0,312	2,830	0,007
	Teacher Commitment (X3)	0,396	0,195	0,268	2,032	0,049

Based on the output of table 2. above in the *Coefficients* column, the multiple linear regression equation model is obtained as follows:

$$Y = -6,666 + 0,372X_1 + 0,382X_2 + 0,396X_3$$

The above equation model can be explained as follows:

- Constant coefficient of -6.666
- The coefficient X1 is 0.372, meaning that every change in the Head of School Leadership Style (X1) by 1 unit and other variables are considered constant, it will increase the Dynamic Student Cooperative Management of UPT SPF SMP Negeri 21 Makassar by 0.372.
- The X2 coefficient is 0.382, meaning that every change in Teacher Commitment (X2) by 1 unit and other variables are considered constant, it will increase the performance of the Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar by 0.382.
- The X3 coefficient is 0.396, meaning that every change in Teacher Commitment (X3) by 1 unit and other variables are considered constant, it will increase the Dynamic Student Cooperative Management of UPT SPF SMP Negeri 21 Makassar by 0.403

Table 3. Simultaneous Test (F Test)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	286,205	3	95,402	88,684	.000b
	Residuals	44,106	41	1,076		
	Total	330,311	44			

In table 3. The simultaneous test shows that there is a significant effect between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig. test F of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of the Principal's Leadership Style (X1), Organizational Culture (X2), Teacher Commitment (X2), and Teacher Commitment (Y). (X3) affect the performance of the Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar

Table 4. Test - t

Unstandardized Coefficients			Standardized Coefficients			
Model	B	Std. Error	Beta	t	Sig.	
1	(Constant)	-6,666	1,349		-4,942	0,000
	Principal Leadership Style (X1)	0,372	0,098	0,412	3,792	0,000
	Organizational Culture (X2)	0,382	0,135	0,312	2,830	0,007
	Teacher Commitment (X3)	0,396	0,195	0,268	2,032	0,049

In table 4 Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 , the effect between the independent variable (X) and the dependent variable (Y) is not significant. (X) on the dependent variable (Y) is significant.

Table 5. Coefficient of determination test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.931a	0,866	0,857	1,03719	1,617

In table 5 the coefficient of determination (*R-square*) is a value (proportion) that measures how much the ability of the independent variables is (X) used in the regression equation, in explaining the variation in the dependent variable. The coefficient of determination ranges from 0 to 1. From the table above, it is known that the coefficient of determination (*R-*

square) is 0.836. This value can explain that X1, X2, and X3 are able to influence the Performance of the Student Cooperative Management UPT SPF SMP Negeri 21 Makassar simultaneously or together by 86.6%, on the Performance of the Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar and the remaining 13.4% is influenced by other factors outside the regression model used

Table 6. Table Unstandardized Coefficients Beta

Unstandardized Coefficients			
Model		B	Std. Error
1	(Constant)	-6,666	1,349
	Principal Leadership Style (X1)	0,372	0,098
	Organizational Culture (X2)	0,382	0,135
	Teacher Commitment (X3)	0,396	0,195

Based on table 6 above, it can be seen that the value of *Unstandardized Coefficients Beta* Principal Leadership Style (X1) 0.372, Organizational Culture (X2) 0.382 and Teacher Commitment (X3) .0.396. Of the three X Variables the highest Beta coefficient is the Teacher Commitment variable *Unstandardized Coefficients Beta* with a value of 0.443 thus the variable which most dominantly affects The performance of the management of the Dynamic Student Cooperative UPT SPF SMP Negeri 21 Makassar is Teacher Commitment

Discussion

The Effect of Principal Leadership Style on the Performance of Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar.

The probability value of X1 is 0.000. This value is smaller than 0.05 or the t value is $3.792 > t_{table} 2.021$ (n-1= 44 alpha) so it can be concluded that the Principal's Leadership Style variable (X1) has a positive and significant effect on the Dynamic Student Cooperative Management variable UPT SPF SMP Negeri 21 Makassar. The results of the study are in line with the theory put forward by (Kuswaeri, 2017 in Maulidin, 2024) stating that transformational leadership reflects the ability of Principal School to inspire, motivate, and influence school members towards positive transformation. Transformational leadership is leadership that emphasizes the leader's ability to inspire, motivate, and influence organizational members to achieve common goals (Rivai, 2020). In the context of edupreneurship, this means that principals need to have the ability direct school transformation with an innovative vision. Furthermore, the concept of servant leadership is also relevant. Servant leadership is leadership that prioritizes service to others as the essence of effective leadership (Rayatin et al., 2018). Because Edupreneur Principals are expected to provide services to the needs of schools,

teachers, and students, it can create a supportive environment for transformation towards educational excellence (Ibrahim & Don, 2014).

The Effect of Organizational Culture on the Performance of Dynamic Student Cooperative Management of SMP Negeri 21 Makassar

The probability value of X2 is 0.007. This value is smaller than 0.05 or the calculated t value of $2.830 > t \text{ table } 2.021$ ($n-1 = 44$ alpha 5%) so it can be concluded that the Organizational Culture variable (X2) has a positive and significant effect on the performance variable of the Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar. In line with the opinion of Busro (2018), it is stated that organizational culture is ways of thinking, feeling and reacting based on certain patterns that exist in the organization or in parts of the organization. defines organizational culture as a shared perception adopted by members of the organization to form a system that shared by all members of the organization. Biantoro in Busro (2018), details the indicators of organizational culture as (a) Diligence (dilligency), (b) sincerity, (c) patience, and (d) entrepreneurship.

Also in line with the research of Suriansyah (2015) through a study entitled *The Relationship of School Culture, Communication, and Work Commitment to the Performance of Public Elementary School Teachers* found a significant influence between school culture and teacher performance. The results of this assessment are in line with the research "The Effect of Compensation and Job Satisfaction on Teacher Performance with Organizational Commitment as an Intervening Variable" conducted by Nur and Wahyudi (2012) which shows a significant effect of compensation on teacher performance.

The Effect of Teacher Commitment on the Performance of Dynamic Student Cooperative Management UPT SPF SMP Negeri 21 Makassar

The probability value of X3 is 0.049. This value is smaller than 0.05 or the calculated t value of $2.032 > t \text{ table } 2.021$ ($n-1 = 45$ alpha 5%) so it can be concluded that the Teacher Commitment variable (X3) has a positive and significant effect on the Dynamic Student Cooperative Management variable of SMP Negeri 21 Makassar. The results of the study are in line with the theory that a person's commitment to the organization/school is often a very important issue. It is so important that some SKPD education agencies dare to include commitment as one of the requirements for holding a position offered in job advertisements. Unfortunately, although this is very common, it is not uncommon for employers and employees to still not understand the meaning of commitment seriously. Even though this understanding.

It is very important to create conducive working conditions so that the company can run efficiently and effectively. In order to understand what individual commitment to the

organization/company actually is, what the impact is if the commitment is not obtained and why it needs to be understood, the author tries to explain it in this short article. The Effect of Leadership Style, Organizational Culture and Teacher Commitment simultaneously on the Performance of Dynamic Student Cooperative Management of SMP Negeri 21 Makassar

The sig. value of the F test is 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of the Principal's Leadership Style (X1), Organizational Culture (X2), Teacher Commitment (X2), and Teacher Commitment (X2). (X3) jointly affect the performance of the Dynamic Student Cooperative Management of SMP Negeri 21 Makassar. The results of this study are inseparable from the theories of Principal Leadership Style, School Organizational Culture and Teacher Commitment because Edupreneur Principals are expected to provide services to the needs of schools, teachers, and students, then can create an environment that supports transformation towards educational excellence (Ibrahim & Don, 2014)

Variables that dominant influence to Performance Dynamic Student Cooperative Management SMP Negeri 21 Makassar

The value of *Unstandardized Coefficients Beta* Principal Leadership Style (X1) 0.372, Organizational Culture (X2) 0.382 and Teacher Commitment (X3) .0.396. Of the three X Variables, the highest Beta coefficient is the Teacher Commitment variable *Unstandardized Coefficients Beta* with a value of 0.443, thus the most dominant variable affecting the Performance of the Management of the Dynamic Student Cooperative UPT SPF SMP Negeri 21 Makassar is Teacher Commitment.

In line with the opinion according to Muzawir et al (2017: 2) "the essence of school cooperatives is not only to provide various facilities and material needs needed by students in the learning process at school, but also to be able to train and educate students in developing entrepreneurship and personal brave, tough, independent, responsible, creative, innovative and have skills not only done in class, but it can also be done in an organization or extracurricular. The school cooperative is a means of learning entrepreneurship for students at school. The school cooperative has members of all residents in the school. Students as administrators of the cooperative and teachers as its supervisors.

5. CONCLUSION

This study has revealed that the Principal's Leadership Style, Organizational Culture, and Teacher Commitment each have a significant and positive effect—both individually and simultaneously—on the performance of the Dynamic Student Cooperative Management at

UPT SPF SMP Negeri 21 Makassar. Among these variables, Teacher Commitment emerged as the most dominant factor influencing student cooperative performance, as indicated by the highest beta coefficient. These findings suggest that while leadership and culture set the direction and tone of an organization, the deep-rooted commitment of teachers to their institutions plays a vital role in sustaining operational effectiveness, especially in the context of school-based entrepreneurship initiatives such as student cooperatives. These results affirm the idea that empowering student-led organizations cannot be separated from the support systems embedded within the school, particularly from those who mentor and guide the students on a daily basis.

This research contributes not only to the growing body of knowledge around educational leadership and organizational behavior, but also to practical policy-making in schools that are aiming to develop entrepreneurial mindsets and collaborative management skills among students. The originality of this study lies in its focus on student cooperative governance—a rarely explored area in the Indonesian educational setting—and in its holistic consideration of leadership, culture, and teacher engagement as interrelated forces. The findings underscore the importance of investing in teacher development, not just in terms of pedagogy, but also in their role as organizational mentors. Furthermore, the study highlights that schools must prioritize creating a culture that promotes innovation, responsibility, and participatory leadership. In practice, this could translate into principal training programs that emphasize servant and transformational leadership, as well as school policies that strengthen the relational and structural dynamics between teachers and student-led units.

6. LIMITATION

This study is not without its limitations. The sample was limited to a single school cooperative within a specific urban public school in Makassar, which may restrict the generalizability of the findings. Additionally, while the quantitative approach allowed for measurement of influence, it did not capture the nuanced interactions or lived experiences of teachers and students within the cooperative framework. Future research could expand this investigation through qualitative methods such as interviews or ethnographic studies to better understand the emotional, cultural, and contextual dimensions that shape student cooperative performance. Comparative studies across different school types or regions may also offer broader insights into how varying leadership styles and institutional cultures interact in supporting or hindering cooperative success. Such research would not only enrich academic

understanding, but also equip educational leaders and policymakers with strategies that foster sustainable, student-centered school entrepreneurship models.

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