



## The Essence Of Heterogeneity Of Organizational Behavior In Educational Institutions

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**Abstract:** This study aims to describe the essence of heterogeneity of organizational behavior in educational institutions. This research uses a literature study method by observing various documents from books and journals. The literature study focuses on researching literature related to the essence of heterogeneity of organizational behavior in educational institutions and democratic leadership. Data collection is carried out by collecting literature data, reading, recording, and managing research results objectively, systematically, analytically, and critically by looking at the year of publication and the most up-to-date research. The results of this study show that the existence of cultural backgrounds caused by differences between regions affects the way of thinking, attitudes, work styles, and communication styles of each individual and must be managed using strong motivation through work appreciation, recognition, and salary, strong leadership, and minimizing conflicts. Democratic leadership has a role in determining the success of an educational institution because this leadership provides a proportionate space for subordinates to be involved in the institution's progress. The heterogeneity of organizational behavior is inevitable in organizations, so it must be appropriately managed. This management requires organizational leadership so subordinates feel valued and improve their performance to advance educational institutions.

**Keywords:** organizational behavior, heterogeneity, democratic leadership.

### INTRODUCTION

Education is the key to building a nation's civilization. Education determines whether an educational institution in the country is advanced or not. (Falah et al., 2023). Educational institutions as a place to carry out teaching and learning activities have full responsibility for the success of educational institutions in carrying out the mandate of law number 20 of 2003 (Maulana, 2022). The goal of national education is to form human beings who are pious, moral, and competent for the benefit of themselves and the nation and state.

An organization is an essential forum for achieving a goal. The organization's role cannot be separated from the role of leadership. Leadership is the driving force in an organization. Leadership talks about the influence of the leader on subordinates to achieve a common goal (Ahmad et al., 2023). Leaders need to shape organizational behavior so that a culture of heterogeneity emerges that is managed positively for the educational institution's success.

In shaping this organizational culture, several things must be considered by educational institutions from the principal to the staff, namely (1) prioritizing dialogical values, (2) integrating noble values, (3) cultural acculturation (Syafar, 2017). Prioritizing dialogical values means upholding democratic values built by educational institutions that are not one-sided, such as deliberation, discussion, and decision-making. Then, an organization must instill noble values. These noble values can come from religion, culture, and common sense, which are the organization's grip on behaving and behaving every day. Cultural acculturation is the formation of an organizational culture and a language culture so the organization does not lose its identity.

Each organization consists of individuals. These individuals come from various backgrounds, forming a distinctive culture in the educational institution. Therefore, the principal must form an organizational behavior that is used as an identity agreed upon by the educational institution. Forming this culture is important to form heterogeneity so that educational institutions can grow beyond the times.

## **LITERATURE REVIEW**

### **Organizational Concept In Educational Institutions**

Organizational behavior is one of the exciting studies often conducted in educational institutions. This study focuses on educational administration and organizational behavior as the key to the success of effective administrative practices. (Owens, R. G., 2001). Owens emphasized the importance of developing educational organizational resources. Human resources in educational institutions are the key to determining organizational success.

Dinc, M. S (2017). Seeks to complement the study initiated by Owens. Dinc emphasizes the importance of the organization in ethical leadership so that it can increase the job satisfaction and organizational commitment of academic and administrative staff. According to him, leadership based on ethics and professionalism has a strong correlation with job satisfaction and organizational commitment, both at the level of leaders, educators, and education personnel.

Hafiz, S (2019) He explained the importance of implementing organizational behavior in educational institutions. He argued that implementing effective organizational behavior can improve job performance and job satisfaction in achieving institutional goals. It is important for educational institutions to build and implement organizational effectiveness so that it can significantly affect job satisfaction in achieving organizational goals.

Bobbitt, H. R. & Behling, O. C (1981) From another perspective, organizational behavior in educational institutions needs to be applied as a scientific discipline not only in the business world but also in educational organizations as a tool to build organizations. Bobbit emphasized the importance of organizational behavior planning in educational institutions to achieve common goals.

The explanation above demonstrates the importance of implementing organizational behavior in educational institutions. The principal, as a leader in an educational institution, is obliged to form rules that have been agreed upon by each member to be implemented. Furthermore, it is also important for leaders to explore ethical sources based on religious values, philosophy, or other values that can be used as guidelines in ensuring the organization's success.

### **Theories Related To Organizational Behavior In Educational Institutions**

Several theories must be considered in organizations. The first is motivation theory, the second is leadership theory, the third is conflict theory, and the fourth is research on organizational behavior in education. First, motivation has a vital role in the sustainability of the organization. Motivation can be interpreted as encouragement. (Badrudin, 2019) Motivation is useful for stimulating organizational members to achieve the desired goals. Motivation can come from within and from without. From within, the actors of organizations in educational institutions are fully aware of building their organizations' success. External motivation comes from things outside him, such as books and others. (Irwan Maulana, 2022).

According to Maslow, A. H., (1943) Motivation is one of the key theories in organizational behavior. Maslow proposed the hierarchy of needs theory, which explains that individuals are driven to meet basic needs before they can focus on higher needs, such as self-actualization. In the context of education, educators' motivation is very important to creating a productive learning environment. (Badrudin, 2019) According to Herzberg (1968),

several factors affect organizational motivation: work performance, recognition, working conditions, and salary. This, of course, affects the organization's behavior.

Leadership is a crucial element in the management of educational organizations. According to transformational leadership theory, an effective leader not only manages but can also inspire and empower members of his organization to achieve organizational goals collectively. (Bass, B. M & Avolio, B. J., 1994)Of course, this is related to how a leader can manage the organization to achieve its vision, mission, and goals.

Conflict is an inevitable part of an organization. According to Thomas, K. W. & Kilmann, R. H., (1997)Conflicts in organizations can be caused by differences in perceptions, goals, or values between individuals or groups. In the educational environment, conflicts often occur between educators and management or between educators and students. Conflict management is necessary to prevent division and maintain a productive work environment.

Furthermore, several studies are related to organizational behavior, especially in educational institutions. Cultural differences between regions of Indonesia affect leadership behavior and collaboration between educators (Nugroho, A. & Suryadi, I, 2021). Then Rachman, M, (2020) See the urgency of conflict management in educational organizations, especially in Indonesia. From the explanation above, there are three points that must be considered. First, organizational behavior can be influenced by differences in character because of differences between regions. Second, conflicts are necessary in organizational behavior, which must then be managed properly so that they can foster mutual respect.

### **Heterogeneity In Organizational Behavior**

Heterogeneity in organizations discusses the variation of individual behavior in organizations caused by differences in culture, background, economy, and experience. (Azhar, 2023)Organizations must know and understand heterogeneity to make it a strength. Heterogeneity in an organization is related to cultural differences, ways of communicating, ways of viewing, and ways of interacting with each member of the organization. This, of course, causes differences in the work style and learning style of each component of the organization.

Heterogeneity in the context of educational organizations has the potential to increase creativity, innovation, and better learning outcomes. This happens because various perspectives can enrich discussion, collaboration, and problem-solving in educational

organizations (Santoro, N, 2019). This shows that a well-managed organization will cause collaboration, discussion, and problem-solving from various points of view so that the organization will be full of perspectives and ways to solve problems.

In this regard, several things must be considered, namely (1) reliability, (2) responsiveness, (3) Assurance, (4) empathy, and (5) tangibles. (Fanggidae & Juniarto, 2023). These five things are closely related to managing heterogeneity in educational institutions. A leader must respond wisely to every input from subordinates. Leaders must also be able to build trust and assurance and increase empathy and quality in their leadership.

In the concept of heterogeneity, the concept of an internalization of noble values is instilled using a scientific approach, viewing multiculturalism as a gift, accommodating all cultures brought by each individual, recognizing the local wisdom of each culture. (Afista et al., 2021) Establishing noble values through a scientific approach will show that good values are not doctrines but can be traced and found in their roots through a scientific approach. Second, viewing heterogeneity is not a challenge but a gift that must be managed properly by each educational institution.

### **Democratic Leadership In Educational Institutions**

Democratic leadership certainly has a vital role in an educational institution. Democratic leadership always considers the opinions of subordinates in decision-making. Although considering the opinions of the subordinates, it does not mean that the subordinates move the wheels of the organization, but the leaders move the organization. Opinions or suggestions from subordinates are used as information in decision-making.

In educational institutions, democratic leadership has an important role, especially in (1) involving subordinates to formulate a vision and mission jointly, (2) respecting subordinates because their voices are heard and able to improve the performance of subordinates, responsibility, and innovation for the advancement of educational institutions; (3) strengthening social and emotional relationships between leaders and subordinates such as alignment, example, appreciating achievements, family, and leadership. The essence of democratic leadership is to involve all subordinates in making changes. (Nasir, 2021).

In skills education, this leadership model is vital in honing students' creativity and innovation (Afifandasari & Subiyantoro, 2022). Research conducted by Yanti (2021) said that democratic leadership used by school principals can improve teacher competence.

Democratic leadership also influences educational institutions' performance (Purwanto et al., 2020).

Democratic leadership provides an opportunity for staff to give them confidence. Democratic leadership is also able to make the staff feel appreciated because a leader's decision-making involves his subordinates and stimulates their creativity and innovation. (Saputra et al., 2021).

Through the democratic leadership model in educational institutions, school principals can formulate rules that are mutually agreed upon. The rules formulated are a reference for behaving and running the organizational system. (Rohman & Muna, 2019) In the context of planning educational programs, school principals need to seek advice from subordinates and students to obtain valid decision-making results. Furthermore, in the context of evaluation and assessment, school principals also need to consider various suggestions and inputs from subordinates to obtain valid data. (Sari et al., 2020).

According to Sudarwan (2020) in Aisyah et al., (2024) The characteristics of democratic leadership in educational institutions are as follows: (1) The organization's workload is part of the shared responsibility of each organization member.; (2) Leaders consider subordinates as integral implementing components who need to be given tasks and responsibilities according to their abilities; (3) Discipline but not rigidity and problem-solving is carried out together; (4) Leaders should give high trust to subordinates by not relinquishing their responsibilities and supervision; (5) Implementing transparent and two-way communication with subordinates (Aisyah et al., 2024) The leaders of educational institutions need to consider this characteristic to advance their institutions.

## **METHOD**

This study uses a literature study. Literary research or literature study is a systematic effort to access, collect, and analyze various materials available in libraries, including book references, previous research, journal articles, and journals to support and answer research problems. (Prastiwi & Widodo, 2023). The literature study in this study focuses on researching literature related to heterogeneity, organizational behavior, and democratic leadership in educational institutions. This activity method is carried out by collecting literature data, reading, recording, and managing research results objectively, systematically, analytically, and critically regarding heterogeneity, organizational behavior, and democratic leadership. (Putri et al., 2020). The literature study in this study is carried out in the same

way as other research approaches, only that the data is taken from literature sources, read, analyzed, and recorded. The purpose of this method is to answer.

Data analysis techniques use *content analysis*. Content analysis is used to research the most relevant and relevant literature. Then, a study was carried out by looking at the year of publication, from the most up-to-date to not up-to-date but having substance related to this research. Then, the researcher reads the abstract, which will then be researched and recorded in detail by the researcher.

## **DISCUSSION**

Educational institutions are institutions that are responsible for educating the nation's children. Educational institutions aim to achieve the goals of national education that have been regulated in Law Number 20 of 2003. Educational institutions as an organization Of course, they must be able to manage all the resources owned by educational institutions so that they are able to produce complete human beings. The administration in educational institutions must be regulated as effectively and efficiently as possible. Furthermore, organizational behavior is a capital that must be owned and managed properly by the organization concerned (Owens, R. G., 2001).

Leaders must be able to provide ethical examples and also be able to improve the quality of work capabilities so that they are able to advance the organization and strengthen performance satisfaction (Dinc, M. S 2017). Of course, this must pay attention to the development of organizational behavior, which is seen as an art to be able to achieve the goals of the agency that must be achieved (Hafiz, S 2019) This also needs to be built by examining the effectiveness and efficiency of educational institutions so that they can satisfy users. In addition, leaders must be able to build discipline and a culture of knowledge and strengthen the organization. (Bobbitt, H. R & Behling, O. C 1981).

Motivation is needed to achieve the goal of building heterogeneity and organizational behavior. Motivation is helpful to encourage members of educational institutions to work harder. According to Maslow, A. H., (1943) Motivation is one of the key theories in organizational behavior. Maslow proposed the hierarchy of needs theory, which explains that individuals are driven to meet basic needs before they can focus on higher needs, such as self-actualization. A leader in an educational institution must build motivation around the institution to create a productive learning environment (Badrudin, 2019) Among these motivations in an educational institution is providing recognition and appreciation of

employee performance and work and also proportional numeracy that refers to applicable rules.

In addition, strong and valuable leadership is also needed, and able to embrace all elements of the organization to produce a quality organization. The success of an educational institution is seen by how successful a leader is in influencing his subordinates to achieve the agreed goals (Bass, B. M & Avolio, B. J., 1994) This is, of course, important because an organization's success depends not only on the leader but also on every line of the organization.

Conflict is an inevitable part of an organization. According to Thomas, K. W. & Kilmann, R. H., (1997), conflicts in organizations can be caused by differences in perceptions, goals, or values between individuals or groups. In the educational environment, conflicts often occur between educators and management, or between educators and students. Good conflict management is necessary to prevent division and maintain a productive work environment. Conflicts should be avoided, but if they happen, a leader of an educational institution must manage them well because otherwise, they will harm the organization.

Cultural differences caused by regional differences in Indonesia also affect work styles and ways of collaborating between members of the organization. (Nugroho, A. & Suryadi, I, 2021). Rachman, M, (2020) see the urgency of conflict management in educational organizations, especially in Indonesia. From the explanation above, there are three points that must be considered. First, organizational behavior can be influenced by differences in character because of differences between regions. Second, conflicts are necessary in organizational behavior, which must then be managed properly so that they can foster mutual respect.

In addition, in this context, democratic leadership has an essential role in bringing about the success of educational institutions. Democratic leadership provides wide opportunities for its members to participate in advancing educational institutions. Democratic leadership is needed for educational institutions to participate in educational planning. (Sari et al., 2020) One example is formulating the vision and mission and making rules that all elements of educational institutions must obey.

Democratic leadership can also develop innovation and creativity in its subordinates to advance educational institutions. In this way, the members feel more valued because their ideas are heard by the leadership (Purwanto et al., 2020). Although democratic leadership

involves subordinates to be involved in conceptual aspects, even so, the success of educational institutions is not determined by the majority of votes, but by the leader because it is the leader who will make the policy.

Several points must be known by democratic leadership actors. Democratic leaders must be able to: (1) Instill awareness that the workload of the organization is not part of the burden but a responsibility that must be fulfilled as well as possible; (2) Each member of the organization is an essential person in their respective implementation, therefore, democratic leaders must see that subordinates are integral components that have responsibilities according to their duties and abilities; (3) Democratic does not mean that there is leeway in the implementation of discipline, democratic actually agrees on disciplinary rules to be worked on together and solve problems together; (4) Leaders should give high trust to subordinates by not relinquishing their responsibilities and supervision; (5) Implementing transparent and two-way communication with subordinates. (Aisyah et al., 2024) The leaders of educational institutions need to consider this characteristic to advance their institutions.

## **CONCLUSION**

Organizational behavior is an essential element of an organization. Every individual in the organization comes from various backgrounds, which produces heterogeneity. This heterogeneity is a necessity for organizations because the members of the organization come from various regions and have different backgrounds, ways of communication, work styles, and collaboration styles. If the leaders of educational institutions can adequately manage it, it is an opportunity to build the productivity of a qualified organization.

There are several things that must be considered in building heterogeneity in organizational behavior, namely motivation that functions to encourage organizational members to achieve organizational goals seriously, strong leadership to manage the organization well, and conflict management in the organization so that it can be a strength for the organization. In this case, democratic leadership also has a vital role because democratic leadership provides space for members to be directly involved in the organization's progress. Democratic leadership uses input from subordinates to then make decisions. Even so, democratic leadership does not mean leaving decisions to the majority of votes; leaders of educational institutions who still make decisions, leaders involve their subordinates to provide input as a decision-making tool. This will raise awareness for

subordinates so that they always feel appreciated, listened to, and can trigger seriousness in improving performance.

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