

Organizational Culture Change Management in Islamic Educational Institutions: Building Adaptive Culture for Sustainable Institutional Transformation

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Abstract

Organizational culture shapes institutional values, work practices, communication, and responsiveness to change. In Islamic educational institutions, transformation requires cultural adaptation alongside structural adjustment to maintain alignment with Islamic values. However, the relationships among organizational culture, institutional change, and adaptive culture remain fragmented in the literature. This study examines the conceptual foundations of organizational culture change management, its relationship with institutional transformation, and the role of adaptive culture in supporting change within Islamic educational institutions. A descriptive qualitative literature review was conducted using journal articles, books, and scholarly publications addressing organizational culture, change management, institutional transformation, adaptive culture, leadership, and Islamic education. Analysis involved identifying, classifying, interpreting, and synthesizing relevant concepts. The findings indicate that managing organizational culture change entails adjusting values, norms, habits, and work practices to support institutional development. Organizational culture and institutional change have a reciprocal relationship, with cultural patterns facilitating or hindering the acceptance and implementation of new systems, policies, and practices. Adaptive culture supports institutional responses to technological developments, policy changes, and societal demands while preserving Islamic identity. The study concludes that effective change management requires the integration of organizational culture, leadership, communication, and adaptive capacity. These

findings contribute to the conceptual understanding of cultural change in Islamic education and offer guidance for educational leaders seeking to develop sustainable organizational cultures that support institutional transformation while maintaining Islamic values.

Keywords: Adaptive Culture; Change Management; Islamic Educational Institutions; Institutional Transformation; Organizational Culture

INTRODUCTION

Organizational change has become an unavoidable process for educational institutions in responding to rapid developments in technology, social expectations, policy reforms, and increasing demands for educational quality. Educational institutions are no longer operating in stable environments but are required to continuously adapt their structures, management systems, and organizational practices. In this context, change management becomes an essential mechanism for ensuring that institutional transformation occurs systematically and sustainably. However, organizational change is not only related to structural adjustments but also involves changes in values, beliefs, behaviors, and collective practices embedded within organizational culture. Therefore, understanding cultural dimensions becomes crucial because organizational culture determines how members interpret, accept, and implement changes within institutions (Schein, 2016).

Organizational culture represents a system of shared assumptions, values, and norms that influence individual and collective behavior within an organization. Culture provides a framework that shapes decision-making processes, communication patterns, leadership relationships, and commitment among organizational members. In educational institutions, organizational culture plays an important role because schools and universities are knowledge-based organizations that depend heavily on human interaction and collective engagement. According to Cameron & Quinn (2011), organizational culture influences institutional effectiveness because it determines how organizations respond to internal and external challenges. Consequently, successful organizational transformation requires cultural alignment because changes in policies or structures may fail when they are not supported by appropriate organizational values and behaviors.

Islamic educational institutions face unique challenges in managing organizational change because they must balance modernization demands with the preservation of Islamic identity and institutional values. Madrasahs, Islamic schools, pesantren, and Islamic higher

education institutions are required to improve management quality, adopt technological developments, and strengthen competitiveness while maintaining religious foundations. This condition creates a complex transformation process because institutional change must integrate managerial effectiveness with Islamic ethical principles. Islamic educational institutions therefore require a change management approach that does not separate organizational development from spiritual and moral values. Previous studies on Islamic education transformation emphasize that sustainable institutional development requires the integration of leadership, organizational values, and adaptive management strategies (Cho & Johar, 2026; Mabsus et al., 2026; Wibowo et al., 2026).

The success of organizational culture change is also strongly influenced by leadership and communication processes. Leaders play a central role in establishing a vision for change, reducing resistance, building trust, and encouraging organizational members to participate in transformation processes. Kotter (2012) explains that effective change requires clear direction, strong leadership commitment, and continuous communication throughout the organization. In educational institutions, leaders are responsible not only for managing administrative processes but also for shaping cultural practices that support innovation and improvement (Bansal, 2024; Long & Pisani, 2025; Ogunyemi et al., 2022). Therefore, organizational culture change management requires interaction between leadership capacity, communication effectiveness, and collective commitment among institutional members.

Previous studies have examined organizational culture and change management from various perspectives. Research on higher education institutions shows that organizational culture significantly influences the success of change initiatives because cultural values determine institutional readiness and responses toward transformation. Cemile & Murat (2025) and Driskill & Brenton (2005) highlight that strong organizational cultures can support educational quality improvement through shared commitment, collaboration, discipline, and continuous evaluation. Meanwhile, research in Islamic educational institutions has emphasized the importance of visionary leadership, value-based management, and adaptive institutional development in responding to contemporary challenges (Chance, 1992; Darrell & Colton, 2025). These studies provide important insights, but most discussions examine organizational culture, leadership, or institutional transformation as separate dimensions.

Based on previous literature, a research gap remains regarding the integrated

understanding of how organizational culture functions as a mechanism that supports change management in Islamic educational institutions. Existing studies often focus on organizational culture as an internal organizational characteristic or examine change management as a strategic process, but limited studies discuss how cultural transformation enables Islamic educational institutions to adapt while maintaining their religious identity. This gap is important because cultural resistance is one of the major challenges in institutional transformation. Without cultural adaptation, structural reforms, technological innovation, and management improvements may not achieve sustainable outcomes. Therefore, a comprehensive analysis is needed to understand the relationship between organizational culture and institutional change within Islamic educational contexts.

This study proposes that organizational culture should be understood as a strategic foundation for managing institutional transformation in Islamic educational institutions. The novelty of this study lies in developing an integrated conceptual understanding of the relationship between organizational culture, change management, and adaptive capacity. Rather than viewing culture merely as an organizational characteristic, this study positions culture as an active mechanism that influences how institutions respond to change. Through this perspective, organizational culture becomes a bridge between institutional stability and transformation, enabling Islamic educational institutions to maintain their values while adapting to contemporary challenges.

Therefore, this study aims to analyze the basic concepts of organizational culture change management in Islamic educational institutions, examine the relationship between organizational culture and institutional transformation, and identify the importance of adaptive culture in supporting sustainable organizational change. This study contributes theoretically by strengthening discussions on organizational change management within Islamic education and practically by providing insights for educational leaders in developing adaptive, value-based, and sustainable institutional cultures.

METHODS

1. Research Design

This study employed a qualitative research approach using a literature review design to analyze organizational culture change management in Islamic educational institutions. A

qualitative approach was selected because this research focuses on understanding concepts, relationships, and theoretical perspectives related to organizational culture, institutional transformation, and adaptive change rather than measuring numerical relationships among variables. Literature review allows researchers to systematically examine, evaluate, and synthesize existing knowledge to develop a comprehensive understanding of a particular research topic (Snyder, 2019). In this study, the literature review approach was used to explore how organizational culture functions as a foundation for managing institutional change within Islamic educational contexts.

The research was designed as a descriptive qualitative study that emphasizes conceptual analysis of relevant academic sources. This design enables researchers to identify patterns, theoretical relationships, and important themes regarding organizational culture change management. The study focuses on three main analytical dimensions: the basic concepts of organizational culture change management, the relationship between organizational culture and institutional transformation, and the importance of adaptive culture in responding to organizational changes in Islamic educational institutions.

2. Data Sources and Selection Criteria

The data sources consisted of academic publications related to organizational culture, change management, institutional transformation, adaptive culture, leadership, and Islamic educational management. The sources included peer-reviewed journal articles, academic books, and other scholarly publications that provide theoretical and empirical discussions relevant to the research objectives. The selection of literature was conducted purposively based on several criteria, including relevance to the research topic, academic credibility, publication quality, and contribution to understanding organizational culture change processes.

The literature selection process considered both classical theoretical references and recent academic studies. Classical sources were used to establish fundamental concepts of organizational culture and change management, while recent studies were incorporated to provide contemporary perspectives regarding organizational transformation in educational institutions. According to Creswell & Poth (2023), selecting appropriate sources is an essential component of qualitative research because the quality of evidence influences the depth and accuracy of interpretation. Therefore, the selected literature was evaluated based on its relevance and ability to support the analytical framework of this study.

3. Data Collection Procedure

Data collection was conducted through systematic documentation analysis. The researchers identified relevant keywords related to organizational culture, organizational change management, adaptive culture, educational institutions, and Islamic education. The collected literature was then reviewed, categorized, and organized according to the main research themes.

The documentation process involved several stages. First, relevant academic sources were identified through literature searching. Second, selected sources were examined to extract important concepts, arguments, and findings related to organizational culture change management. Third, the extracted information was classified into thematic categories, including organizational culture foundations, change management processes, leadership roles, and adaptive organizational practices. Document analysis was considered appropriate because written materials provide valuable information for understanding organizational phenomena and conceptual developments (Bowen, 2009).

4. Data Analysis Technique

The collected data were analyzed using qualitative content analysis. This technique was applied to identify, categorize, and interpret important themes from the reviewed literature. Content analysis enables researchers to systematically examine textual information and identify patterns of meaning related to the research focus (Krippendorff, 2018).

The analysis process consisted of four stages. First, relevant information from selected literature was identified based on the research objectives. Second, the information was grouped into thematic categories related to organizational culture, change management, and adaptive institutional development. Third, similarities and differences among various theoretical perspectives were analyzed. Fourth, the findings were synthesized to develop an integrated understanding of how organizational culture supports change processes in Islamic educational institutions.

Through this analytical process, the study developed a conceptual explanation of the relationship between organizational culture and institutional transformation. The analysis did not aim to produce statistical generalization but to provide theoretical understanding regarding mechanisms that enable Islamic educational institutions to manage organizational change effectively.

5. Data Validity and Trustworthiness

The validity of the findings was maintained through careful source selection, comparison among different references, and systematic interpretation of collected information. Source triangulation was applied by comparing theoretical perspectives from books, empirical studies from academic journals, and research findings related to organizational change and educational management. This process aimed to minimize researcher bias and strengthen the credibility of the analysis.

The researchers also maintained consistency between research objectives, literature selection, analytical categories, and interpretation processes. According to Lincoln and Guba (1985), credibility, dependability, confirmability, and transferability are important criteria for ensuring trustworthiness in qualitative research. Therefore, this study applied systematic documentation and transparent analytical procedures to ensure that the conclusions were supported by relevant academic evidence.

RESULTS

This section presents the findings obtained from the analysis of relevant literature related to organizational culture change management in Islamic educational institutions. The results are organized into several themes, including the basic concepts of organizational culture change management, the relationship between organizational culture and institutional transformation, the role of adaptive culture in responding to change, and the factors that support or hinder cultural transformation. The findings describe the main patterns identified from the reviewed literature regarding how organizational culture influences the sustainability of institutional change processes.

1. Basic Concepts of Organizational Culture Change Management

The literature analysis shows that organizational culture is a fundamental element that shapes the identity, behavior, and operational patterns of institutions. Organizational culture consists of shared values, assumptions, and behavioral practices that guide how organizational and perform their responsibilities. In educational institutions, culture influences not only administrative processes but also teaching practices, leadership patterns, communication systems, and institutional decision-making mechanisms.

The findings indicate that organizational culture change management refers to a systematic process of adjusting existing organizational values, behaviors, and practices to support institutional development. Cultural change does not only involve replacing old practices with new ones but also requires the creation of shared understanding among organizational members regarding the objectives and direction of change. Therefore, effective cultural change requires alignment between institutional vision, leadership commitment, and member participation.

The analysis identifies several important elements in organizational culture change management, including organizational values, leadership behavior, communication patterns, learning orientation, and adaptation capacity. These elements interact with each other in determining whether an organization can successfully implement change. Institutions with strong cultural foundations tend to have greater ability to manage uncertainty, encourage innovation, and maintain collective commitment during transformation processes.

In the context of Islamic educational institutions, organizational culture also includes religious and ethical dimensions. Institutional values such as responsibility, integrity, cooperation, discipline, and commitment to educational missions become important foundations in shaping organizational behavior. Therefore, cultural transformation in Islamic educational institutions requires balancing managerial improvement with the preservation of Islamic values that form the institution's identity.

2. Organizational Culture and Institutional Transformation

The findings reveal that organizational culture has a significant relationship with institutional transformation. Organizational change involves modifications in structures, policies, management systems, academic programs, technology utilization, and service delivery mechanisms. However, the success of these changes depends heavily on whether organizational members are prepared to accept and implement new practices.

The literature analysis shows that organizational culture can function as either a supporting factor or a barrier in institutional transformation. A culture characterized by openness, collaboration, innovation, and continuous learning tends to facilitate organizational change. Conversely, rigid cultural patterns, resistance to new ideas, and attachment to existing practices may slow down or prevent transformation processes.

In educational institutions, transformation requires changes not only at the structural level but also at the behavioral and cultural levels. Changes in curriculum, educational technology, governance systems, and institutional strategies require organizational members to develop new competencies and adapt their working patterns. Therefore, cultural readiness becomes an essential condition for ensuring that institutional reforms can be implemented effectively.

The findings also indicate that institutional transformation requires consistency between formal changes and informal cultural practices. Organizational policies and structural reforms will have limited impact if they are not supported by daily behaviors and shared values among institutional members. This shows that organizational culture functions as a mechanism that connects institutional strategies with practical implementation.

3. Adaptive Organizational Culture in Islamic Educational Institutions

The findings demonstrate that adaptive culture is an important component in enabling Islamic educational institutions to respond to internal and external changes. Adaptive culture refers to the ability of organizations to recognize environmental changes, develop appropriate responses, and continuously improve their practices. In the context of Islamic education, adaptive culture enables institutions to respond to modernization while maintaining their religious and educational missions.

The literature synthesis identifies several characteristics of adaptive organizational culture, including openness toward change, continuous learning, innovation, effective communication, collaboration, and evaluation practices. These characteristics allow institutions to develop flexible responses to technological developments, educational policies, social expectations, and increasing demands for institutional quality.

Islamic educational institutions face unique challenges because they must integrate contemporary developments with Islamic values. The findings show that adaptive culture does not require institutions to abandon their identity but encourages them to reinterpret institutional values in response to changing environments. Through adaptive culture, Islamic educational institutions can maintain their foundational principles while improving organizational effectiveness.

The analysis further indicates that adaptive culture is closely connected with institutional sustainability. Institutions that develop learning-oriented cultures are more capable of managing uncertainty and implementing continuous improvement strategies.

Therefore, adaptive culture becomes an important foundation for achieving long-term institutional development.

4. Supporting and Inhibiting Factors of Cultural Change

The literature analysis identifies several factors that influence the success of organizational culture change in educational institutions. Supporting factors include effective leadership, clear communication, stakeholder involvement, organizational commitment, and systematic management processes. These factors create conditions that encourage acceptance and participation during cultural transformation.

Leadership emerges as one of the most important supporting factors in cultural change. Leaders influence organizational direction by communicating change objectives, providing examples of desired behaviors, and encouraging members to participate in transformation processes. In educational institutions, leaders also play a role in ensuring that changes remain aligned with institutional values and educational missions.

In addition to supporting factors, several barriers may hinder organizational culture change. The findings identify resistance to change, limited human resource capacity, insufficient organizational communication, financial limitations, and weak change management strategies as common challenges. Resistance often occurs when organizational members perceive change as threatening existing practices, roles, or organizational stability.

The findings suggest that successful cultural transformation requires institutions to manage both supporting and inhibiting factors simultaneously. Cultural change cannot be achieved only through formal policies but requires continuous communication, participation, evaluation, and organizational learning. Therefore, managing organizational culture change requires a comprehensive approach that integrates leadership, human resource development, and institutional commitment.

The literature analysis reveals four main findings. First, organizational culture is a fundamental element influencing institutional identity, behavior, and change processes. Second, organizational culture has a reciprocal relationship with institutional transformation because it can either support or hinder organizational development. Third, adaptive culture enables Islamic educational institutions to respond to contemporary challenges while maintaining their religious identity. Fourth, successful cultural change depends on the interaction between leadership, communication, stakeholder involvement, and organizational commitment.

These findings indicate that organizational culture change management is an essential component of sustainable transformation in Islamic educational institutions. Cultural transformation provides the foundation for institutions to adapt, innovate, and improve their performance while preserving their core educational values.

DISCUSSION

The findings of this study demonstrate that organizational culture represents a fundamental mechanism in managing institutional transformation within Islamic educational institutions. The results indicate that cultural change is not merely an adjustment of organizational practices but involves a deeper transformation of values, behaviors, assumptions, and collective commitment among institutional members. In educational contexts, particularly Islamic educational institutions, organizational change requires alignment between institutional development goals and the values that shape organizational identity. Therefore, this discussion interprets the findings by examining the role of organizational culture as a foundation for institutional change, the mechanisms through which culture influences transformation, and its implications for sustainable development of Islamic educational institutions.

1. Organizational Culture as a Foundation of Institutional Change

The findings reveal that organizational culture functions as a fundamental foundation that determines the readiness and sustainability of institutional change. Culture influences how organizational members understand problems, respond to challenges, and participate in transformation processes (Pop, 2026; Sukanti & Fiyul, 2026; Süzen & Yakupoğlu, 2026). In educational institutions, changes in structure, policies, curriculum, or management systems cannot achieve sustainable outcomes without corresponding cultural adaptation. Schein (2016) explains that organizational culture consists of underlying assumptions, shared values, and visible practices that guide organizational behavior. Therefore, cultural transformation becomes an essential component of institutional change because it determines whether new practices can be accepted and embedded within organizational routines. This perspective indicates that organizational culture is not merely a supporting element of change but an active force that shapes the direction and effectiveness of transformation.

The relationship between organizational culture and institutional change can be understood through the interaction between stability and adaptation. Strong organizational cultures provide institutions with identity, cohesion, and shared direction, but excessive attachment to existing practices may create resistance toward change. Cameron & Quinn (2011) argue that organizational effectiveness depends on the ability of institutions to balance internal stability with external flexibility. Within Islamic educational institutions, this balance becomes particularly important because organizations must preserve religious and ethical foundations while responding to modernization, technological development, and increasing quality demands (Ariffudin et al., 2026; Khan et al., 2025). The findings suggest that successful cultural change does not require eliminating existing institutional values but rather reinterpretation and adaptation of those values to new organizational contexts. Thus, cultural transformation represents a process of renewal rather than replacement of institutional identity.

From the perspective of organizational development, culture provides the social infrastructure that enables institutional transformation. The implementation of new strategies, technologies, or management systems requires changes in collective behavior and organizational mindset. Denison (1990) emphasizes that organizational culture contributes to effectiveness through involvement, consistency, adaptability, and mission orientation. These dimensions demonstrate that institutions with adaptive cultures possess greater capacity to respond to environmental changes while maintaining organizational coherence. In Islamic educational institutions, adaptive cultural development can support continuous improvement while ensuring that institutional transformation remains connected with educational and religious missions. Therefore, organizational culture becomes a bridge between strategic objectives and everyday organizational practices.

The findings also reinforce the importance of viewing institutional change as a planned and gradual process rather than an immediate structural intervention. Lewin (1947) change model explains that successful change requires three stages: unfreezing existing conditions, implementing new practices, and stabilizing the new organizational state. This perspective highlights that cultural preparation must occur before institutional reforms are implemented. Similarly, Kotter (2012) emphasizes that successful transformation requires vision creation, communication, stakeholder engagement, and reinforcement of new behaviors. In Islamic educational institutions, these processes are essential because organizational members often maintain strong emotional and value-based connections with institutional traditions (Alwan & Sholihin, 2026; Fadhillah et al., 2026). Therefore, cultural readiness becomes a critical condition

for ensuring that transformation initiatives receive collective acceptance.

Furthermore, the role of organizational culture in educational transformation is closely related to the concept of learning organizations. Educational institutions operate in environments characterized by continuous knowledge development, changing social expectations, and increasing demands for innovation. Senge (1990) explains that learning organizations develop the capacity to adapt through continuous learning, shared vision, and collective intelligence. This perspective is relevant for Islamic educational institutions because sustainable development requires institutions to combine traditional educational values with innovative organizational practices. The findings indicate that adaptive organizational culture enables institutions to maintain their Islamic identity while developing responsiveness toward contemporary challenges. Therefore, organizational culture serves as a strategic foundation for achieving sustainable institutional transformation.

2. Change Management Strategies in Transforming Islamic Educational Institutions

The findings indicate that organizational transformation in Islamic educational institutions requires a structured change management strategy that integrates cultural adaptation, leadership direction, and organizational participation. Institutional change is not achieved merely through the implementation of new policies, technologies, or management systems because these changes require acceptance and internalization among organizational members. In educational institutions, change processes involve complex interactions between organizational structures, professional values, and established cultural practices (Drazina, 2026; Efendi et al., 2026). Therefore, change management functions as a strategic approach to guide institutions in navigating uncertainty and ensuring that transformation produces sustainable outcomes (Bano & Shonik, 2025; Phillips & Klein, 2023). This finding confirms that successful institutional transformation depends on the ability of organizations to manage both technical changes and human responses to change.

The analysis demonstrates that change management should be understood as a planned process consisting of preparation, implementation, and institutionalization of new practices. Lewin's (1951) change theory explains that organizational transformation occurs through three stages: unfreezing, changing, and refreezing. The unfreezing stage involves creating awareness regarding the necessity of change and reducing resistance from organizational members. The changing stage involves implementing new approaches, behaviors, and systems, while the refreezing stage ensures that new practices become part of

organizational culture. In Islamic educational institutions, these stages are particularly relevant because institutional members often have strong connections with existing traditions and values. Therefore, change initiatives must be carefully managed to ensure that modernization processes remain aligned with institutional missions and Islamic principles.

The findings further show that resistance to change represents one of the main challenges in transforming educational institutions. Resistance may emerge when organizational members perceive change as a threat to established routines, professional identities, or institutional traditions. According to Kotter (2012), overcoming resistance requires strong leadership commitment, clear communication, and active involvement of organizational members throughout the change process. Similarly, Armenakis et al. (1993) and Armenakis & Bedeian (1999) emphasize that organizational readiness for change depends on how effectively institutions communicate the necessity, benefits, and direction of transformation. In Islamic educational institutions, reducing resistance requires a participatory approach that respects existing values while gradually introducing improvements. Therefore, effective change management requires the integration of strategic planning and cultural sensitivity.

Furthermore, institutional transformation requires the development of organizational readiness and learning capacity. Educational institutions operate as knowledge-based organizations where sustainable change depends on continuous learning among teachers, administrators, and other stakeholders. Fullan (2016) argues that educational change requires collective capacity building because transformation cannot be achieved through individual efforts alone. This perspective highlights the importance of developing professional competencies, collaborative practices, and reflective organizational cultures. In Islamic educational institutions, organizational learning should be connected with ethical and spiritual values to ensure that institutional development remains consistent with educational objectives. Thus, change management becomes a process of developing collective capacity rather than simply implementing administrative reforms.

The findings also suggest that successful change management requires maintaining alignment between institutional vision, organizational culture, and transformation strategies. Nohria & Beer (2000) explain that organizational change requires balancing economic and human dimensions because excessive focus on structural efficiency without cultural consideration may reduce organizational commitment. This perspective is relevant for

Islamic educational institutions, where organizational identity is strongly influenced by values, traditions, and social missions. Therefore, transformation strategies should combine managerial effectiveness with value-based approaches. By integrating systematic change management with organizational culture development, Islamic educational institutions can achieve sustainable transformation while preserving their distinctive identity.

3. Leadership and Communication as Drivers of Cultural Transformation

The findings indicate that leadership and communication are critical mechanisms in facilitating organizational culture transformation within Islamic educational institutions. Organizational culture does not change only through formal policies or structural reforms, but through the continuous influence of leaders who shape values, behaviors, and collective understanding. Leaders play an important role in interpreting organizational challenges, establishing transformation goals, and encouraging members to participate in change processes. In educational institutions, particularly Islamic educational institutions, leadership involves not only managerial responsibility but also moral responsibility because leaders are expected to represent institutional values and educational missions. Therefore, effective leadership becomes a central factor in ensuring that cultural transformation is accepted and implemented throughout the organization.

Transformational leadership provides an important perspective for understanding the role of leaders in organizational culture change. Bass & Avolio (1994) explain that transformational leaders influence organizational members by developing a shared vision, inspiring commitment, encouraging intellectual development, and providing individual support. These characteristics are relevant to Islamic educational institutions because transformation requires leaders who can connect organizational improvement with institutional values and collective aspirations. The findings suggest that leaders who demonstrate consistency between words and actions can strengthen trust among organizational members. Consequently, leadership effectiveness is not only determined by administrative competence but also by the ability to become a role model in implementing desired cultural values.

The discussion also highlights the importance of communication as a strategic instrument in managing cultural transformation. Organizational change often creates uncertainty because members may not fully understand the reasons, objectives, and consequences of transformation initiatives. Effective communication helps organizations create shared understanding, reduce resistance, and increase commitment toward change. According to

Armenakis & Bedeian (1999), change communication influences organizational readiness by shaping perceptions regarding the necessity, appropriateness, and benefits of change. In Islamic educational institutions, communication processes should consider both managerial clarity and cultural sensitivity because institutional members often maintain strong connections with organizational traditions and values. Therefore, transparent and participatory communication becomes essential for developing acceptance toward cultural transformation.

Furthermore, leadership and communication contribute to the development of participatory organizational cultures. Educational institutions consist of diverse stakeholders, including teachers, academic staff, students, and community members, whose involvement influences the success of institutional transformation. Spillane (2012) emphasizes that leadership in educational organizations is not limited to individual authority but can emerge through distributed practices involving multiple organizational actors. This perspective is particularly relevant for Islamic educational institutions because collective participation reflects values such as cooperation, consultation (*musyawarah*), and shared responsibility. Therefore, cultural transformation becomes more sustainable when leadership encourages collaboration rather than relying solely on hierarchical control.

The findings demonstrate that leadership and communication should be integrated into broader change management strategies to create sustainable organizational transformation. Kotter (2012) emphasizes that leaders must establish a sense of urgency, develop a clear vision, communicate change initiatives, and reinforce new organizational practices. Similarly, Fullan (2016) argues that educational change requires leaders who can build collective capacity and create environments that support continuous learning. In Islamic educational institutions, effective leadership should balance professional management approaches with ethical and spiritual commitments. Therefore, leaders who successfully integrate vision, communication, participation, and institutional values can strengthen organizational culture and support sustainable educational transformation.

4. Adaptive Culture as a Strategy for Sustainable Islamic Educational Development

The findings demonstrate that adaptive organizational culture is a critical factor in ensuring the sustainability of Islamic educational institutions amid continuous environmental changes. Educational institutions currently face various challenges, including technological development, changing educational policies, increasing quality expectations, and evolving societal needs. These challenges require institutions to develop the capacity to adjust their strategies, practices, and

organizational behaviors while maintaining their fundamental identity. Adaptive culture enables organizations to respond to change through continuous learning, innovation, collaboration, and improvement-oriented practices. Therefore, adaptive culture should not be understood merely as organizational flexibility but as a strategic capability that supports long-term institutional sustainability.

Adaptive culture is closely associated with the concept of organizational learning, where institutions continuously develop knowledge and improve their practices based on changing circumstances. Senge (1990) explains that learning organizations are characterized by shared vision, collective learning, and the ability to transform experiences into organizational knowledge. This perspective is relevant to Islamic educational institutions because sustainable development depends on their ability to combine established educational traditions with new approaches. The findings suggest that institutions with adaptive cultures are better positioned to respond to technological transformation, pedagogical innovation, and management challenges. Thus, organizational learning becomes an important mechanism through which Islamic educational institutions maintain relevance in dynamic educational environments.

The development of adaptive culture in Islamic educational institutions requires a balance between modernization and preservation of institutional identity. Unlike organizations that focus solely on efficiency and competitiveness, Islamic educational institutions carry religious, ethical, and social responsibilities as part of their mission (Dian et al., 2026; Rizza et al., 2026; Saputra et al., 2026). Therefore, adaptation should not result in the elimination of Islamic values but should encourage reinterpretation of these values in contemporary contexts. Attas (1995) emphasizes that Islamic education should maintain a worldview based on the integration of knowledge and moral values. This indicates that adaptive culture in Islamic educational institutions should be value-oriented, where innovation and modernization are guided by ethical and spiritual foundations.

Furthermore, adaptive culture requires institutional capacity to encourage innovation and continuous improvement. Denison (1990) highlights that organizational adaptability is closely related to involvement, consistency, adaptability, and mission orientation. These dimensions demonstrate that sustainable institutions require both internal cohesion and external responsiveness. In Islamic educational institutions, adaptive capacity can be developed through professional development, collaborative learning, technology adoption, and improvement of educational services (Agustina et al., 2026; Fahrurrozi & Abidin, 2026; Sidiq et al., 2026). The findings indicate that institutions that cultivate openness and innovation are more capable of

managing uncertainty and implementing transformation initiatives. Therefore, adaptive culture becomes an essential strategy for strengthening institutional resilience.

The development of adaptive culture also has important implications for the future management of Islamic educational institutions. Organizations that successfully integrate adaptive practices can maintain their historical values while responding effectively to contemporary challenges. Fullan (2016) argues that sustainable educational change requires collective capacity, continuous learning, and commitment from organizational members. Similarly, Schein (2017) emphasizes that cultural transformation must become embedded within organizational assumptions and practices to achieve long-term sustainability. Therefore, Islamic educational institutions should develop adaptive cultures that combine professional management, innovation, collaboration, and Islamic values. Through this approach, institutional transformation can be sustained while preserving the distinctive identity and mission of Islamic education.

5. Implications for Islamic Educational Management

The findings of this study provide several implications for the management and development of Islamic educational institutions, particularly regarding the importance of organizational culture as a strategic foundation for institutional transformation. The analysis demonstrates that sustainable change requires more than structural improvement because it depends on the ability of institutions to develop shared values, adaptive behaviors, and collective commitment among organizational members. Therefore, Islamic educational leaders should consider cultural transformation as an essential component of institutional development strategies (Mundzir, 2025; Yakin et al., 2025). Change initiatives that focus only on administrative reforms without addressing organizational culture may face difficulties in achieving long-term effectiveness. Consequently, organizational culture management should become an integral part of Islamic educational management practices.

One important implication is the need for Islamic educational institutions to develop value-based organizational cultures that integrate professional management principles with Islamic ethical foundations. The findings indicate that Islamic identity should not be viewed as a barrier to organizational adaptation but as a foundation for developing responsible and meaningful transformation. Institutions should strengthen values such as integrity, accountability, collaboration, and continuous learning as part of their organizational culture (Ahsan, 2024; Vasumathi et al., 2025). According to Yukl (2013), effective organizational leadership requires the ability to align organizational values, strategic goals, and member

behaviors. Therefore, Islamic educational leaders need to ensure that institutional values are translated into daily practices, decision-making processes, and organizational policies.

Another implication relates to leadership development in managing cultural transformation. The findings show that leaders play a central role in communicating change objectives, building trust, and encouraging stakeholder participation. Islamic educational institutions require leaders who are not only administratively competent but also capable of becoming cultural role models. Leadership development programs should therefore emphasize transformational leadership, communication skills, strategic thinking, and ethical responsibility (Dwinata G & Martini, 2025; Ibrahim et al., 2024). As educational organizations become increasingly complex, leaders must develop the capacity to manage change while maintaining institutional coherence and commitment.

The findings also suggest that Islamic educational institutions should strengthen organizational learning systems to support sustainable transformation. Continuous improvement requires institutions to create environments where members can develop new competencies, share knowledge, and innovate in response to changing conditions (Cristache et al., 2025; Matlhaba, 2025). Learning-oriented organizations are more capable of adapting to technological development, policy changes, and social expectations (Dhuper, 2022; Wang & Ahmed, 2007). Therefore, institutions should invest in professional development, collaborative practices, and evaluation mechanisms to strengthen adaptive capacity. This approach allows Islamic educational institutions to maintain relevance while preserving their educational mission.

Furthermore, the study highlights the importance of developing integrated change management frameworks for Islamic educational institutions. Transformation should be planned through interconnected strategies involving culture development, leadership strengthening, communication improvement, and institutional learning. Rather than adopting change models without considering organizational context, Islamic educational institutions need approaches that accommodate their unique religious, social, and educational characteristics. Thus, effective Islamic educational management requires the integration of modern organizational management principles with Islamic values to achieve sustainable institutional development.

6. Research Limitations and Future Directions

This study has several limitations that should be considered when interpreting the

findings. First, this research employed a literature review approach, meaning that the analysis was based on existing academic sources rather than direct empirical data from Islamic educational institutions. Although the literature-based approach provides a broad conceptual understanding of organizational culture change management, it does not capture the specific experiences, perceptions, and challenges faced by institutional actors during actual transformation processes. Therefore, the findings should be understood as a conceptual synthesis rather than a direct evaluation of organizational practices.

Second, the study focuses primarily on general discussions regarding organizational culture change management in Islamic educational institutions. Variations among different types of Islamic educational institutions, such as pesantren, madrasahs, Islamic schools, and Islamic higher education institutions, may influence how cultural transformation is implemented. Differences in leadership structures, organizational traditions, resources, and institutional environments may produce different change experiences. Future research should therefore conduct comparative studies across various Islamic educational institutions to identify contextual factors influencing successful cultural transformation.

Future studies may also develop empirical models to examine the relationship between organizational culture, leadership, change readiness, and institutional performance. Mixed-method research involving surveys, interviews, and organizational observations would provide deeper insights into how cultural transformation occurs in practice. Further research may also explore how Islamic values influence adaptive capacity and innovation within educational organizations. Such studies would contribute to developing more context-sensitive models of organizational change management for Islamic educational institutions.

CONCLUSION

This study concludes that organizational culture change management is a fundamental component in supporting sustainable transformation within Islamic educational institutions. The findings demonstrate that organizational culture is not merely a collection of shared values and practices but functions as a strategic mechanism that influences how institutions understand, accept, and implement change. Institutional transformation requires cultural alignment because structural reforms, technological developments, and management improvements cannot achieve sustainable outcomes without the support of organizational members. Therefore, organizational culture serves as the foundation that connects institutional

vision with daily organizational practices.

The study further concludes that effective change management in Islamic educational institutions requires a systematic approach involving cultural preparation, strategic planning, leadership commitment, and continuous evaluation. Change processes should not be viewed only as administrative interventions but as comprehensive transformations involving organizational values, behaviors, and collective mindsets. The findings indicate that resistance to change can be minimized when institutions develop effective communication systems, encourage stakeholder participation, and create shared understanding regarding transformation objectives.

Furthermore, this study highlights that leadership and communication play essential roles in driving cultural transformation. Leaders in Islamic educational institutions function not only as managers but also as cultural agents who translate institutional missions into organizational practices. Transformational and value-based leadership approaches enable institutions to develop trust, commitment, and collective responsibility among organizational members. In addition, adaptive organizational culture allows Islamic educational institutions to respond to technological, social, and educational changes while maintaining their religious identity and institutional values.

The theoretical contribution of this study lies in providing an integrated understanding of the relationship between organizational culture, change management, leadership, and adaptive capacity within Islamic educational contexts. This study proposes that sustainable institutional transformation occurs through the interaction between cultural readiness, effective change strategies, and organizational learning capabilities. Practically, the findings provide implications for Islamic educational leaders to strengthen value-based cultures, develop adaptive management systems, and create learning-oriented organizations.

However, this study is limited by its reliance on literature-based analysis without direct empirical investigation of specific Islamic educational institutions. Future research should examine organizational culture change processes through field studies, comparative institutional analysis, and mixed-method approaches to develop a more comprehensive understanding of how cultural transformation occurs in practice. Such research would contribute to the development of context-sensitive change management models for Islamic educational institutions facing continuous organizational challenges.

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