

Strengthening Organizational Culture Through Transformational Leadership Model

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Abstract:

The transformation of the public relations role in crisis communication has become a strategic issue. A strong organizational culture is an essential factor in improving the quality of education and shaping the character of students in Islamic educational institutions. At MI Raudlatul Ulum, challenges still exist regarding the consistency of implementing Islamic values, teacher involvement in learning innovation, and suboptimal internal communication and collaboration. This study aims to analyze strategies for strengthening organizational culture through transformational leadership as an effort to enhance teacher professionalism, learning quality, and student character development. The research employs a qualitative approach with a case study design, involving participatory observation, in-depth interviews with the principal, teachers, and staff, as well as documentation of school activities. Data analysis was conducted thematically to identify strategies, challenges, and the impact of organizational culture strengthening. The findings show that the implementation of transformational leadership through strengthening the school's vision and mission, fostering Islamic morals and values, mentoring and empowering teachers, collaboration-based management, establishing effective communication systems, value-based performance evaluation, and recognition of active participation can reinforce a harmonious, productive, and Islamic organizational culture. These strategies increase the motivation, engagement, and loyalty of teachers and staff while creating a conducive learning environment for students. The implications of this study indicate that transformational leadership can serve as an effective model for other Islamic educational institutions in building a sustainable school culture oriented toward moral values, ethics, and academic achievement.

Kata Kunci: *organizational culture, transformational leadership, Islamic education*

INTRODUCTION

Education is a fundamental foundation in shaping the character, knowledge, and skills of the younger generation (Ahmad, Idrus, & Rijal, 2023; Sahri, 2022; Wenas & Verana, 2024). The success of an educational institution is not only determined by its curriculum and facilities but also by an organizational culture that supports the performance of all school members (Efeoglu & Ulum, 2017). Organizational culture encompasses the values, norms, and behaviors that guide daily activities, thereby shaping a harmonious and productive work environment (Hackett, 2017; Lourenço, Paiva, & Valente, 2025; Peong, Besli, & Iswanto, 2024). In the context of primary education institutions, a strong organizational culture influences teacher motivation, learning quality, and student satisfaction with the educational process. Therefore, building organizational culture becomes a strategic aspect that school leaders must prioritize. A healthy culture can create a conducive work climate and increase staff engagement in achieving institutional goals. Thus, educational success is measured not only by academic achievements but also by the quality of interaction, communication, and collaboration within the organization.

Transformational leadership is a leadership model that emphasizes the leader's ability to inspire, motivate, and awaken the potential of organizational members (Chitiga, 2018; Korejan & Shahbazi, 2016). A transformational leader not only directs tasks but also provides exemplary conduct, develops creativity, and builds a shared vision to achieve organizational goals (Chai, Hwang, & Joo, 2017; Chitiga, 2018). In educational institutions, transformational leadership is believed to enhance teacher commitment, staff performance, and student learning quality. Through this approach, teachers and education personnel feel valued, motivated to innovate, and possess a high sense of responsibility toward the school's vision. Effective leadership also fosters a positive organizational culture in which values of integrity, professionalism, and collaboration serve as guiding principles (ak Bujang, Alias, & Mansor, 2025; Kim & Lee, 2024). With the evolving challenges of modern education, this leadership model is increasingly relevant for addressing dynamic and competitive educational demands. Therefore, school leaders need to understand the principles of transformational leadership to maximize the potential of all organizational members.

A strong organizational culture supports the creation of a conducive work climate, while transformational leadership becomes a driving force in building such a culture (Bashori, Yusup, & Khan, 2022). The two are closely related, as

inspirational leadership helps instill organizational values consistently among members. Teachers and staff within a positive culture are more motivated, actively involved in school activities, and able to innovate in the teaching and learning process (Amtu, Makulua, Matital, & Pattiruhu, 2020; Fuad, Musa, & Hashim, 2022). Conversely, without proper leadership, organizational culture tends to stagnate and becomes difficult to develop, potentially hindering school performance. Thus, understanding the synergy between transformational leadership and organizational culture is essential for ensuring the continuity and success of educational institutions. This integrated approach is expected to create a professional, harmonious, and adaptable school environment. With a healthy organizational culture, all stakeholders will feel a sense of ownership and responsibility for the institution's progress.

At MI Raudlatul Ulum, despite relatively good academic quality, several challenges remain in terms of organizational culture and teacher motivation. Some teachers struggle to adapt to new programs, while certain staff members feel less involved in school decision-making. This indicates a gap between the school's vision and the implementation of organizational values in practice. Limited understanding of transformational leadership principles has resulted in a suboptimal organizational culture, preventing the full development of teacher and staff potential. The impact is seen in limited innovation, insufficient internal communication, and uneven teacher involvement in school programs. These issues may hinder efforts to strengthen organizational culture and reduce the effectiveness of achieving the school's vision. Therefore, a leadership strategy that encourages collaboration, motivation, and accountability among all school members is needed. In this context, the school leader holds a central role in addressing these challenges.

Research by Rahmatullah, Asep, et al. (2022) shows that organizational culture and transformational leadership have a positive and significant impact on organizational performance. Furthermore, organizational commitment has been proven to be an intervening variable that strengthens the relationship between these two factors and the improvement of organizational performance (Rahmatullah, Ramdansyah, Kambara, & Haryadi, 2022). Research conducted by Riyanto and Hapsari (2020) shows that transformational leadership, organizational culture, and compensation systems positively influence the strengthening of employees' organizational citizenship behavior (OCB). The study's results also confirm that these three variables simultaneously

can enhance extra-role behavior that supports organizational effectiveness(Riyanto & Hapsari, 2020).

Research conducted by Ayu (2024) shows that strengthening organizational culture, transformational leadership, self-efficacy, and work motivation can significantly improve teacher performance. These findings confirm that the combination of these four factors is an effective strategy in promoting the professionalism and productivity of educators(Ayu, 2024). Research conducted by Sularmi, Yusnita, and Sunaryo (2025) shows that organizational culture and transformational leadership have a positive effect on improving employee performance. The study also found that job satisfaction strengthens the influence of these two variables, allowing employee performance to improve more optimally(Sularmi, Yusnita, & Sunaryo, 2025).

Although many studies have explored the relationship between transformational leadership and organizational culture, research focusing on Islamic primary schools, particularly MI Raudlatul Ulum, remains limited. Most existing studies are general or conducted in secondary schools or non-Islamic educational institutions. This presents a research gap regarding the application of transformational leadership in strengthening organizational culture within Islamic educational settings that integrate religious values. This study aims to fill that gap by emphasizing leadership strategies that not only improve organizational effectiveness but also strengthen Islamic character among all school members. The novelty of this research lies in combining transformational leadership with concrete efforts to enhance Islamic organizational culture at MI Raudlatul Ulum.

Based on this background, this study aims to analyze strategies for strengthening organizational culture through transformational leadership at MI Raudlatul Ulum. Specifically, the study seeks to identify transformational leadership practices implemented by the principal, evaluate their impact on teacher motivation, engagement, and performance, and understand how Islamic organizational culture is formed and internalized in school activities. Additionally, the study aims to provide practical recommendations for leadership development and organizational culture enhancement in other Islamic educational institutions. The findings are expected to serve as a reference for principals, teachers, and stakeholders in improving school management effectiveness, building collaborative environments, and strengthening Islamic values in the educational process. Thus, this study is not only academic in nature

but also applicable for improving educational quality at MI Raudlatul Ulum.

RESEARCH METHOD

This study employs a qualitative approach with a case study method focusing on MI Raudlatul Ulum as the research site (Khilmiyah, 2016). The qualitative approach was chosen because it allows the researcher to understand phenomena in depth, including the behaviors, experiences, and perceptions of school members related to transformational leadership and organizational culture. The case study method is considered appropriate because it enables the exploration of the principal's leadership practices, teacher interactions, and the process of forming organizational culture in a specific and authentic context. This qualitative research emphasizes understanding phenomena from the participants' perspectives, so data are collected holistically and contextually. The focus of the study is not only on outcomes, but also on the processes, interactions, and values that shape the organizational culture at MI Raudlatul Ulum. Thus, this research is able to provide a comprehensive description of the relationship between transformational leadership and the strengthening of organizational culture in an Islamic primary school.

The data sources in this study consist of key informants selected purposively, including the school principal as a transformational leader, teachers, administrative staff, and representatives of students' parents. In addition, official school documents, activity reports, meeting notes, and visual evidence such as activity photos and internal communication media are used as supplementary data sources (Gunawan, 2013). Data collection techniques include in-depth interviews to explore the experiences and perceptions of informants, participatory observation to directly observe leadership practices and organizational culture, and document analysis to obtain supporting information and verify field data. The interviews were conducted semi-structured to allow informants to freely express their views, while observations focused on teacher interactions, the implementation of organizational values, and learning activities reflecting the school culture. A triangulation approach was used to increase data validity by comparing information from multiple sources and techniques.

The collected data were analyzed using a descriptive qualitative and thematic analysis approach, in which the researcher identified patterns, themes, and relationships between transformational leadership and the strengthening of organizational culture (Morgan, 2022). The analysis process was carried out

through data reduction, data presentation, and conclusion drawing so that the resulting information provides a systematic and in-depth understanding. The researcher also applied validity strategies such as source triangulation, technique triangulation, and member checking to ensure the accuracy of the information obtained from informants. Documentation and supporting evidence were also analyzed to reinforce the findings and connect the results of interviews and observations. Through this method, the study reveals effective transformational leadership practices, their impact on organizational culture, and the supporting and inhibiting factors in strengthening organizational values at MI Raudlatul Ulum. The findings are expected to provide deep insights and practical recommendations for leadership development and organizational culture in other Islamic schools.

RESULTS AND DISCUSSION

RESULT

A. Organizational Culture in Educational Institutions

Organizational culture is the fundamental foundation for carrying out every activity within an educational institution (Efeoglu & Ulum, 2017). The values, norms, and beliefs that apply within a school shape both individual and group behavior, creating patterns of interaction that are harmonious and productive. In the educational context, organizational culture is not only a formal guideline but also a reference framework for teachers, staff, and students in acting and making daily decisions. Robbins & Judge (2019) emphasize that a strong organizational culture can shape a positive work climate, increase motivation, and encourage innovation in the learning process. Schools with an established organizational culture foster a sense of belonging among their members, leading all parties to commit to shared goals. Through organizational culture, internal communication becomes clearer and conflicts can be minimized because shared norms and values serve as guidance. Therefore, organizational culture is an important instrument in building consistency and stability within educational institutions.

In Islamic educational institutions, organizational culture plays a more specific role because it must align with Islamic values. Values such as honesty, discipline, responsibility, and social care become the core of the school culture. Teachers and staff are responsible not only for academic achievement but also for shaping students' character according to Islamic

principles(Anggraeni, Muhaemin, & Sulistiani, 2025). A school environment strongly rooted in these values can shape students who are morally upright, disciplined, and capable of adapting to their social environment. Moreover, an Islamic culture also encourages collaborative practices among teachers and educational personnel, making teamwork more effective and innovative. Schools with consistent Islamic culture create a learning environment that is harmonious, conducive, and safe for all members. Therefore, school leaders must be able to internalize Islamic values into everyday organizational culture practices.

Organizational culture also influences teacher performance and staff involvement in institutional development. Teachers who work in an environment with a positive culture tend to be more motivated, creative, and loyal to the institution. They feel a moral responsibility to improve the quality of learning and support the school's vision and mission. Administrative staff also play an active role in carrying out procedures and programs aligned with organizational values. When organizational culture is applied consistently, every member has clear guidelines for accomplishing their tasks, minimizing miscommunication and internal conflict. A strong culture becomes an unwritten yet very effective mechanism of social control that guides member behavior. Therefore, strengthening organizational culture should be a strategic priority for school principals.

In addition to influencing the school internally, organizational culture also affects the public's perception of the educational institution. Schools with strong and consistent culture earn greater trust from the community, including parents and the surrounding society. This positive perception not only enhances the school's reputation but also facilitates collaboration with external parties such as government agencies, community organizations, and other educational institutions. Transparent and ethical organizational culture demonstrates the institution's integrity and helps create a professional image that supports long-term sustainability. On the other hand, weaknesses in organizational culture—such as inconsistent practices or lack of value implementation—can create public distrust. Therefore, school leaders and management teams must ensure that the culture they build is reflected in every policy, program, and interaction with the public.

Strengthening organizational culture in educational institutions also serves as the foundation for strategic decision-making. School principals and

management teams can use the values, norms, and cultural practices as references in designing learning programs, staff development, and educational innovation. A mature organizational culture enables schools to face external challenges—such as institutional competition, regulatory changes, and social dynamics with greater adaptability and resilience. In addition, an embedded organizational culture facilitates the integration of new teachers and staff, as they can easily adapt to the existing values. Thus, a deep understanding of organizational culture becomes a key to successful educational management, particularly in shaping an institution that is productive, innovative, Islamic, and sustainable. Schools that can maintain and strengthen their organizational culture will produce educators and students who are of high quality and possess strong character.

B. Leadership and Organizational Culture Synergy

The synergy between leadership and organizational culture is a crucial aspect in building an effective and productive educational institution (Paredes-Saavedra, Vallejos, Huancahuire-Vega, Morales-García, & Geraldo-Campos, 2024). Leaders, particularly school principals, hold strategic responsibility for instilling the organization's core values in all school members through consistent behavior, policies, and communication. Schein (2010) emphasizes that leaders act as agents of change who can shape the perceptions, attitudes, and work practices of organizational members, enabling the desired culture to become internalized. Transformational leadership, with its four main dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—is highly relevant in strengthening school culture. A principal who applies this model is able to encourage teachers and staff to actively participate in the development of educational programs and learning innovations. Through this synergy, every action and decision made by the leader becomes an example for the organization's members, ensuring that school culture is not merely theoretical but practiced daily.

The synergy between leadership and organizational culture also enhances the positive work climate within educational institutions. Teachers and staff who work in an environment where leadership aligns with cultural values tend to be more motivated, creative, and committed to the school's vision and mission. A transformational principal can create a collaborative and supportive atmosphere, allowing all organizational members to feel

valued and involved in decision-making processes. This is important because the active involvement of teachers and staff not only increases productivity but also strengthens their sense of ownership toward the school. Organizational culture that is internalized through transformational leadership encourages the emergence of professional, ethical, and innovative practices that align with educational objectives (Bashori et al., 2022). Thus, this synergy shapes individual behavior as well as overall group performance.

In addition to improving the work climate, the synergy between leadership and organizational culture impacts the quality of learning and student development. Principals who are able to integrate Islamic cultural values with transformational leadership principles foster the creation of meaningful, innovative educational programs that meet students' needs. The resulting collaborative and innovative culture enables teachers to design creative and participatory learning methods more easily. It also helps create a conducive learning environment in which students feel motivated, comfortable, and actively engaged in the learning process. The interconnectedness of culture and leadership ensures that character building and competence development progress in tandem with academic achievement, resulting in more optimal and sustainable educational outcomes.

The synergy between leadership and organizational culture also functions as a long-term strategy for the sustainability of educational institutions. Culture shaped through transformational leadership helps schools face external challenges, such as competition between institutions, regulatory changes, and social dynamics within the community. An adaptive principal can adjust cultural management strategies according to real conditions, ensuring that the organizational culture remains relevant and developing. Furthermore, this synergy facilitates the integration of new teachers and staff into the organization, as they can more easily understand the prevailing values and practices. With a consistent approach, organizational culture becomes not only an internal guideline but also a positive representation of the institution in the eyes of the public. Therefore, transformational leaders serve both as cultural enhancers and innovation drivers who uphold the school's quality, sustainability, and overall reputation.

C. Strategy for Strengthening Organizational Culture Through Transformational Leadership

Strengthening organizational culture through transformational leadership is an important approach in creating a harmonious, productive, and Islamic value-oriented school environment. Transformational leadership emphasizes the leader's ability to inspire, motivate, and empower all members of the organization so that they actively contribute to achieving the institution's vision and mission. In the context of education, school principals who apply this leadership style not only focus on academic achievement but also on developing students' character, ethics, and morals, as well as the professionalism of teachers and staff. This strategy encourages the creation of a positive work climate, effective communication, and harmonious collaboration among leaders, teachers, staff, and the school community. With consistent implementation, a strong organizational culture can be sustainably established in alignment with institutional values.

The strategy of strengthening organizational culture through transformational leadership highlights the importance of the leader's role as a role model and agent of change. School principals are expected to instill the organization's core values through concrete actions, persuasive communication, and decision-making that reflects moral principles and professionalism. This approach also promotes the active participation of organizational members in learning innovation, collective decision-making, and the reinforcement of Islamic culture that characterizes the institution. This strategy not only builds internal loyalty and motivation but also strengthens the school's reputation and credibility in the eyes of the public. As for the Strategies for Strengthening Organizational Culture through Transformational Leadership:

1. Strengthening the School's Vision and Mission

At MI Raudlatul Ulum, strengthening the school's vision and mission is a strategic step in building a strong, Islamic, and well-directed organizational culture. By clearly articulating the institution's goals and direction to all school members—including teachers, staff, and students—each individual gains a clear understanding of their roles and responsibilities in realizing a noble and high-quality educational vision. A consistently communicated vision and mission serve as guidelines for decision-making, learning program planning, and daily practices in both

classroom activities and extracurricular programs. This creates alignment between leadership policies and the actions of teachers and staff, ensuring that all activities at MI Raudlatul Ulum run in a coordinated and effective manner.

Furthermore, strengthening the vision and mission fosters a sense of belonging and engagement among all school members, as they clearly understand the shared goals and direction. Clear institutional vision and mission also make it easier to evaluate the performance of teachers, staff, and student achievements, enabling the institution to make continuous improvements and innovations. Thus, strengthening the vision and mission at MI Raudlatul Ulum becomes a fundamental foundation in shaping a harmonious, productive, and value-driven school culture aligned with the Islamic principles that define the institution.

2. Development of Morals and Islamic Values

Character development and the cultivation of Islamic values are central to strengthening organizational culture and shaping the character of students at MI Raudlatul Ulum. The school consistently instills Islamic moral and ethical values in all aspects of school life, from teacher–student interactions and classroom rules to administrative activities and learning processes. The integration of noble character is carried out not only through formal learning materials but also through extracurricular activities, worship routines, character-building programs, and daily practices that emphasize discipline, honesty, responsibility, and social awareness.

This approach not only shapes students' character but also fosters a professional and ethical work culture among teachers and staff, who serve as role models for the learners. In addition, character education strengthens MI Raudlatul Ulum's identity as an Islamic educational institution that upholds moral principles in all its policies and activities. Thus, character development and the cultivation of Islamic values at MI Raudlatul Ulum play a strategic role in creating a harmonious learning environment, reinforcing organizational culture, and forming a generation of students who excel academically and embody noble character.

3. Teacher Mentoring and Empowerment

Mentoring and empowering teachers serve as one of the key strategies for strengthening organizational culture while simultaneously improving the quality of education. The school regularly provides guidance, training, and assistance to teachers in order to enhance their professionalism, pedagogical skills, and understanding of the Islamic values that characterize the institution. This approach encourages teachers to be more proactive in designing innovative learning methods that align with students' needs as well as the vision and mission of MI Raudlatul Ulum.

In addition, teacher empowerment fosters a sense of responsibility, ownership, and engagement in building a positive and Islamic school culture. Empowered teachers become role models for students and act as change agents who inspire their colleagues to contribute actively. Effective mentoring also helps identify each teacher's potential and challenges, enabling optimal capacity development. Thus, the mentoring and teacher empowerment program at MI Raudlatul Ulum not only enhances the quality of teaching but also strengthens the organizational culture in a sustainable manner and in alignment with Islamic values.

4. Implementation of Collaboration-Based Management

The implementation of collaboration-based management becomes a key strategy in strengthening organizational culture through synergy among teachers, staff, and leadership. The school encourages teamwork in the planning, implementation, and evaluation of educational programs so that every member feels involved and responsible for the institution's success. This collaboration creates a supportive work environment, reduces potential conflicts, and accelerates accurate, consensus-based decision-making.

In addition, collaborative management enhances effective and transparent internal communication, ensuring that important information is clearly conveyed and that each individual understands their roles and contributions. This approach also facilitates the exchange of ideas, experiences, and innovative solutions for addressing various educational challenges. With strong cooperation, a positive, inclusive, and Islamic organizational culture can grow sustainably at MI Raudlatul Ulum. Therefore, collaboration-based management is not only an operational

mechanism but also a strategic foundation for building the commitment, loyalty, and active engagement of all school members.

5. Creating an Effective Communication System

At MI Raudlatul Ulum, establishing an effective communication system is an essential strategy for strengthening organizational culture and ensuring that the flow of information runs smoothly and transparently. The school provides open communication channels that allow teachers, staff, and leaders to express aspirations, give feedback, and coordinate efficiently. This system also functions as a feedback mechanism to evaluate program effectiveness, identify obstacles, and formulate solutions collectively.

In addition, structured and consistent communication helps ensure that all information aligns with the school's cultural values, including the Islamic principles that serve as core guidelines. This approach encourages active participation from all organizational members and fosters mutual trust and a sense of ownership toward the institution's goals. Thus, the effective communication system at MI Raudlatul Ulum not only facilitates information exchange but also strengthens cohesion, collaboration, and a sustainable positive culture within the school.

6. Value-Based Performance Evaluation

At MI Raudlatul Ulum, value-based performance evaluation is implemented as a key strategy to strengthen organizational culture by emphasizing moral, ethical, and school-aligned values rather than merely academic outcomes. This evaluation includes assessing teachers' and staff members' adherence to norms, Islamic character, discipline, and active participation in fostering a harmonious and productive school environment. With this approach, individuals are encouraged not only to focus on quantitative achievements but also on the quality of their behavior and integrity in carrying out their duties.

This value-based evaluation also serves as a basis for providing constructive feedback that supports continuous individual capacity development. A transparent and fair evaluation process enhances the sense of justice, motivation, and loyalty among organizational members toward the school's vision and mission. The approach helps cultivate a work culture that aligns with Islamic principles while also promoting innovation, collaboration, and social responsibility. Thus, value-based

performance evaluation at MI Raudlatul Ulum becomes a strategic tool for strengthening character, professionalism, and the overall organizational culture.

7. Recognition for Active Participation

Appreciation for active participation plays an important role in strengthening organizational culture by motivating teachers and staff to continuously contribute to the development of MI Raudlatul Ulum. By giving recognition to members who demonstrate initiative, creativity, and commitment in reinforcing the school's culture and advancing educational innovation, the school fosters a sense of being valued while encouraging positive performance. Forms of appreciation may include formal recognition, certificates, moral acknowledgment, or opportunities to be involved in the school's strategic projects.

This practice also inspires other members to be more active and consistent in building a harmonious, productive, and Islamic-based school culture. An environment that values contributions creates a supportive work climate, increases loyalty, and strengthens emotional attachment to the institution's vision and mission. Thus, appreciation for active participation is not merely acknowledgment but also an effective strategy for cultivating a collaborative, innovative, and sustainable culture at MI Raudlatul Ulum.

DISCUSSION

Strengthening the school's vision and mission at MI Raudlatul Ulum serves as the primary foundation for shaping an organized, harmonious, and Islamic-oriented organizational culture. This strategy ensures that all school members understand the institution's goals and their respective roles in achieving them, creating alignment between leadership policies and the daily practices of teachers and staff. With the vision and mission as guiding principles, decision-making, program planning, and performance evaluation can be carried out consistently and systematically. This approach also enhances active participation among all school members because they clearly understand the institution's direction and priorities. Furthermore, strengthening the vision and mission simplifies the assessment of educational programs and innovations implemented by the school. This demonstrates that transformational leadership is not merely about directing, but also about building collective commitment

toward achieving shared goals. Thus, strengthening the vision and mission is a key strategy for reinforcing the identity, culture, and sustainability of MI Raudlatul Ulum.

The cultivation of moral character and Islamic values is central to the development of organizational culture and student character at MI Raudlatul Ulum. The integration of noble character values into learning activities, extracurricular programs, daily routines, and administrative governance reinforces the school's identity as an Islamic-based institution. This strategy shapes students to be disciplined, honest, and responsible while fostering a professional, ethical, and inspirational work culture among teachers and staff. Character education helps create a conducive, harmonious, and safe school environment for all members. Moreover, Islamic values used as operational guidelines strengthen social cohesion and collaborative practices across the school community. This shows that character development not only impacts students but also strengthens the overall organizational culture. Thus, this strategy becomes a moral and ethical foundation that enhances synergy between leadership, teachers, and students.

Mentoring and teacher empowerment emphasize the strategic role of educators as agents of change in strengthening school culture. Regular guidance, training, and coaching programs enhance teachers' professional competencies, pedagogical skills, and understanding of Islamic values. This approach encourages teachers to design innovative learning methods that respond to student needs and align with the school's vision and mission. Teacher empowerment also fosters a sense of responsibility, ownership, and engagement in building a positive culture at MI Raudlatul Ulum. Empowered teachers serve not only as role models for students but also as sources of inspiration for colleagues through collaboration and innovation. Effective mentoring helps identify individual potential and challenges, ensuring optimal capacity development. Thus, this strategy enhances educational quality while strengthening the organizational culture sustainably.

The implementation of collaborative management and the creation of an effective communication system are key strategies in reinforcing an inclusive and harmonious organizational culture. Synergy among school members in planning, implementing, and evaluating programs builds a strong sense of ownership, responsibility, and engagement. Open and transparent communication ensures that information is delivered accurately and consistently in accordance with

Islamic values, while also facilitating coordination, feedback, and the exchange of innovative ideas. Strong collaboration enables collective problem-solving and enhances team productivity. The implementation of an effective communication system further strengthens organizational cohesion, builds trust, and minimizes potential internal conflicts. This strategy demonstrates that organizational culture is shaped not only by formal norms but also by practical behaviors that support cooperation and integrity. Thus, collaboration and communication serve as operational foundations as well as drivers of sustainable cultural strengthening.

Value-based performance evaluation and recognition of active participation act as strategic instruments in maintaining motivation, loyalty, and a positive work culture at MI Raudlatul Ulum. Evaluation not only assesses academic outcomes but also adherence to Islamic values, discipline, work ethics, and contributions to school development. Constructive feedback supports individual capacity building, while recognition of active participation encourages teachers and staff to continue innovating and contributing. This practice strengthens a supportive work climate, increases emotional attachment to the institution, and fosters pride in being part of the school. The strategy also underscores that strengthening organizational culture requires tangible appreciation for active and high-performing individuals. Thus, value-based evaluation and recognition serve as motivational mechanisms as well as reinforcements for a collaborative, innovative, and Islamic-based culture that is sustainable at MI Raudlatul Ulum.

CONCLUSION

This approach is effective in building a harmonious, productive, and Islamic school environment. The strengthening of the vision and mission, the cultivation of Islamic character and values, teacher mentoring and empowerment, collaborative management, effective communication systems, value-based performance evaluation, and recognition of active participation are all integrated to enhance the engagement, motivation, and professionalism of all school members. These strategies not only improve the quality of learning and student character development but also foster a positive, collaborative, and sustainable work culture. With transformational leadership as the main driving force, MI Raudlatul Ulum is able to create synergy between Islamic values and professional practices, making the school not only a center of academic education but also an institution that shapes a generation that is morally upright, creative,

and responsible.

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