

Building a Strong Organizational Culture: Development and Implementation of Values in the Islamic University of Kediri

Endah Kurniawati

Islamic University of Kediri

endahkurniawati@uniska-kediri.ac.id

Rafikhein Novia Ayuanti

Islamic University of Kediri

rafikhein@uniska-kediri.ac.id

Abstract

This research explores the creation of organizational culture at Islamic University of Kediri, focusing on the development and implementation of core values. The background of this study is based on the premise that a strong organizational culture improves the performance and morality of the institution. Objective of research: to know the process of development of organizational values, implementation and their impact on organizational culture at Islamic University of Kediri. Data sources: primary and secondary data, as well as thematic analysis to generate comprehensive insights into cultural dynamics at Islamic University of Kediri. Research results show that the university upholds values such as integrity, respect, and collaboration. However, the study also reveals the need for a more structured programme to effectively implant and strengthen these values. The significance of this study lies in its contribution to understanding the mechanisms through which values can be systematically integrated into the culture of educational institutions, which potentially become a blueprint for other universities who want to build a strong and effective organizational culture. It not only improves the ethical dimension of the institution, but also the overall academic and administrative effectiveness.

Keywords: culture, organizational, development, implementation, islamic university

DOI : <http://dx.doi.org/10.32503/jmk.v9i3.5858>

Article History : Article received (30 Aug 2024); revised (22 Sep 2024);
accepted (25 Sep 2024)

Email Co-Author : endahkurniawati@uniska-kediri.ac.id



This work is licensed under a Creative Commons
Attribution-ShareAlike 4.0 International License

Introduction

A strong organizational culture is the key to success for organizations, including in the higher education environment (Al-Alawneh et al., 2024; Alkhodary, 2023; Shoaib & Pathan, 2023). A strong organizational culture can help create a conducive working environment, encourage positive employee behavior, and improve overall organizational performance (Ekhsan et al., 2023; Komariyah et al., 2023; Zhang et al., 2023a). In the context of higher education, a strong organizational culture can support the achievement of the vision, mission, and objectives of the institution more (Al-Alawneh et al., 2024; Hmoud et al., 2023; Rojak et al., 2024).

One crucial aspect of building a resilient organizational culture is the development and implementation of organizational values (Azeem et al., 2021; Leso et al., 2023; Sumardjo & Supriadi, 2023). These values not only form the foundation for the behavior and decisions of organizational members, but also influence how members interact and collaborate with one another (Knein et al., 2020; Nabella et al., 2022; Nauman et al., 2022). By developing clear values and integrating them into the organization's strategy, an institution can build a strong understanding and commitment among its members (Olafsen et al., 2021). In addition, the consistent and sustainable implementation of those values by leaders and members of the organization is crucial to strengthening the desired organizational culture (Ababneh, 2021; Anning-Dorson, 2021). Overall, the development and implementation of organizational values are not just a formality, but are fundamental elements that support the creation of a strong and sustainable organizational culture.

Islamic University of Kadiri (UNISKA) as one of the higher education institutions in Indonesia, it faces significant challenges in building a strong organizational culture. The development and implementation of organizational values that align with the vision, mission, and goals of UNISKA can be an effective strategy to achieve this. It is important to ensure that UNISKA can play a role as an excellent and competitive institution, as well as provide optimal contributions to society. In this context, the development and implementation of organizational values are crucial aspects of building a strong organizational culture (Kalkan et al., 2020; Osei et al., 2023). However, there is still a gap between theory and practice in the implementation of organizational values.

One striking phenomenon is the lack of clarity regarding the core values of the organization at UNISKA. This results in a low consistency in the application of these values, as well as a lack of active involvement from leadership, faculty, and staff in the development and unification of the organization's values. Previous research has shown that clear organizational values integrated into institutional strategy can strengthen the commitment of organizational members (Olafsen et al., 2021), but this has not yet been fully implemented at UNISKA.

The research gap in this context lies in the lack of in-depth studies regarding the development of organizational values and their impact on organizational culture at UNISKA. Most existing research focuses more on theories and models of organizational culture in general, without specifically examining how these values are developed and applied within the context of Islamic educational institutions in Indonesia. Therefore, this study aims to fill that gap by conducting a thorough

analysis of the processes, application, and impact of organizational values at UNISKA.

The urgency of this research is very high considering the importance of a strong organizational culture to achieve the vision, mission, and goals of UNISKA. In the context of globalization and increasingly fierce competition in higher education, UNISKA needs to ensure that the values it upholds are not merely formalities, but are truly internalized by all members of the organization. This research is expected to provide valuable insights for the development of effective strategies in building a strong and sustainable organizational culture at UNISKA.

This research topic focuses on three main aspects: 1. The Process of Developing Organizational Values: Identifying how organizational values are developed at UNISKA. 2. The Application of Organizational Values: Analyzing how the developed values are applied in daily practices at UNISKA. 3. The Impact of Applying Organizational Values: Assessing the impact of these values on organizational culture and institutional performance.

Methodology

Research approach used in research: qualitative case studies. Research location: Islamic University of Kadiri. Data source: primary and secondary data. Primary data: observations and interviews with the leaders, lecturers, and staff of the Islamic University of Kadiri. Secondary data: documents related to the policies, regulations, and organizational activities of the Islamic University of Kadiri. Data collection techniques: observation, interview and study document. Observation: direct observations of the organizational activity and interaction at the Islamic University of Kadiri. Interviews: In-depth interview with the leadership, lecturer, and staff of the Islamic University of Kadiri. The informants involved in this research consist of: 5 (five) Unit Leaders : Individuals in leadership positions across various units of the university. 7 (seven) Lecturers: Faculty members responsible for teaching and academic responsibilities. 3 (three) Staff Members: Employees engaged in administrative or support roles. All selected informants have more than 10 (ten) years of service, providing them with a specific and comprehensive understanding of the university's intricacies. Study document: analysis of documents related to policies, rules, and organization activities of the Islamic University of Kadiri. Data Analysis Techniques: thematic analysis (Braun & Clarke, 2006). The thematic analysis process by Braun & Clarke involves the following steps: 1) Familiarization with Data: Researchers immerse themselves in the data by reading and re-reading it to gain a deep understanding. 2) Initial Coding: Identifying and labeling significant features of the data that relate to the research questions. 3) Searching for Themes: Grouping the identified codes into potential themes, which represent broader patterns in the data. 4) Reviewing Themes: Checking the themes against the entire dataset to ensure they accurately reflect the data. 5) Defining and Naming Themes: Clearly defining each theme and giving them appropriate names to clarify their meaning and scope. 6) Reporting: Writing a narrative or report that explains the research findings, using the identified themes to support conclusions. These steps provide a systematic framework for analyzing qualitative data and identifying meaningful patterns.

Result and Discussion

1. Organizational Values Development Process at Islamic University of Kadiri

The process of developing organizational values is an important first step in building a strong organizational culture (Azeem et al., 2021; Bagga et al., 2023). This process involves identifying the core values of the organization, formulating values clearly and comprehensibly for all members, as well as internalizing values into the members of the organisation (Kibret, 2021). An understanding of how the Islamic University of Kadiri carries out the process of developing the values of this organization will provide an initial overview of the efforts to build a strong organizational culture.

The process of developing organizational values at the Islamic University of Kadiri is carried out through three main stages, namely:

a. Identification of core organizational values

The development of organizational values begins with the identification of core values that are considered important and fundamental to the Islamic University of Kadiri (Isensee et al., 2020). The process carried out at Islamic University of Kadiri involves leaders, lecturers and staff to gain a comprehensive understanding of the values considered important. (Schein, 2004), the process of identifying the core values of organizations can be carried out through several approaches. The results of researchers' interviews with informants showed that the process of identifying the core values of organizations at Islamic University of Kadiri was carried out with several approaches, among others:

1. Explore the history and traditions of organizations undertaken by studying the history and tradition of the Islamic University of Kadiri. It is done to identify values that have long been followed and become part of the identity of the organization.
2. In-depth interviews with leaders and members of the organization were conducted with leaders, lecturers, and staff at the Islamic University of Kadiri. It is done to express the values that are considered important and fundamental to the organization.
3. Analysis of organizational documents. The analysis covers various official documents of the Islamic University of Kadiri, such as vision, mission, purpose, and policy, and can help identify the core values contained therein.
4. Observation of the behavior and interaction of members of the organization. Observations on the behavioral patterns and interactions of citizens on the campus of Islamic University Kadiri can provide an overview of the values that are reflected in day-to-day organizational practices.

b. Formulation of Organizational Values

After identifying the core values, Islamic University of Kadiri needs to formulate those values clearly, specifically, and understandably for all members of the organization (Mulyono et al., 2021; Rahman et al., 2022). This formulation

process should be participatory, involving various parties within the organization, such as leaders, lecturers, staff, and student representatives. The goal is to ensure that these values are accepted and shared by all the citizens of the university. (Wiśniewska & Grudowski, 2023).

The following procedures are used in the process of formulating organizational values at the Islamic University of Kadiri's:

1. **Formatting Formula Team.** The team to formulate organizational values involves representatives of leadership, lecturers, staff, and students (Schein, 2004; Wiśniewska & Grudowski, 2023). The team works in accordance with the decision of the Rektor responsible for facilitating the value-building process of the organization in a participatory way.
2. **Conduct Discussion through Focus Group Discussion (FGD).** FGD involves various stakeholders at the Islamic University of Kadiri and aims to gather the opinions of FGD participants from the results of the formulation of core values that have been previously identified by the formula team. In this FGD, previously identified core values can be discussed and formulated together (Sebello, 2021).
3. **Drafting of Organizational Values.** The team is drafting the organization's values based on the results of the discussions from the previously conducted Focus Group Discussion. This draft contains a formulation of values that are clear, specific, and understandable to all members of the organization (Zhang et al., 2023).
4. **Testing and Feedback.** The organizational values that have been drafted are being tested through various discussion forums and socialization within the Islamic University of Kadiri (Schein, 2004). Input and feedback from campus residents can be used to refine the formulation of those values.
5. **Establishment of Organizational Values.** After the trial and refinement process, the values of the Islamic University of Kadiri can be officially established by the leadership. This establishment aims to ensure that these values serve as a reference and a shared commitment for all members of the campus community (Syakur et al., 2020).

Through a participatory and comprehensive formulation process, it is hoped that the values of the Islamic University of Kadiri can be accepted, understood, and collectively embraced by all members of the organization (Schein, 2004).

The results of the identification have established the core values of the organization adhered to by members at Islamic University Kadiri are:

1. **Islam.** As an Islamic-based university, Islamic values such as fear, honesty, and integrity are the core values underlying all activities at Islamic University Kadiri (Alazmi, 2023; Suyadi et al., 2021). These values come from the teachings of Islam, which form the foundation of the vision, mission, and purpose of the organization.
2. **The academic quality of Islamic University Kadiri as an institution of higher education maintains the values of academic qualities such as excellence in teaching, research, and dedication to society (Idri, 2021; Mohammad,**

2022). These values encourage university citizens to constantly improve their competence and make the best contribution to institutional progress.

3. Professionalism. The values of professionalism, such as discipline, responsibility, and a high work ethos, are the foundation for all members of the Islamic University of Kadiri in carrying out their duties and responsibilities (Nor et al., 2024; Purnomo, 2024). These values ensure effectiveness and efficiency in achieving the goals of the organization.
4. Family. As a campus, the Islamic University of Kadiri nurtures family values such as mutual respect, care, and gotong royong among campus citizens (Pajarianto et al., 2022; Sirry et al., 2024; Slamet et al., 2021). These values create a conducive working environment and support the formation of a strong organizational culture.

c. Internalizing Organizational Values

The final stage of the process of developing the organizational values is to internalize those values into the members of Islamic University of Kadiri (Purnomo, 2024). This can be done through socialization, training, and coherence of leadership. The aim is to make these values part of the identity, behavior, and culture of the organization sustainably (Schein, 2004).

Strategies used by Islamic University of Kadiri in internalizing the organizational values, among others:

1. Socialization of Values. The socialization of organizational values has been carried out intensively and continuously to all campus members, including leaders, lecturers, staff, and students, through various means such as regular meetings, workshops, and internal communication media (Trenggono et al., 2024).
2. Training on organizational values. The organization conducts training aimed at equipping members with an understanding and skills to apply the organization's values (Mouboua et al., 2024). This training may include practical aspects of applying values in daily activities.
3. The leadership role is very important in the process of internalizing the values of the organization (Schein, 2004). Leaders must provide consistency by showing behavior and actions that are consistent with the values that have been established. This integrity will be a boost to all members of the organization.
4. The Islamic University of Kadiri implements a reward system for members of the organization who demonstrate behavior in line with the organization's values (Hadijaya et al., 2024). On the other hand, there are consequences for those who do not comply with or violate the organization's values. This can strengthen the members' commitment to the established values.

Through these strategies, it is hoped that the values of the Islamic University of Kadiri can be truly internalized into the entire citizens of the campus, thus becoming part of the culture and identity of the organization (Schein, 2004).

2. Implementation of organizational values at Islamic University of Kadiri

Strategies and practices in implementing organizational values

Implementation of organizational values involves strategies and practices carried out by leaders, lecturers, and staff in embedding these values into everyday behavior. An understanding of how Islamic University of Kadiri implements organizational values will provide information about organizational efforts in realizing the desired organizational culture.

Role of Leaders, Lecturers, and Staff in Implementation of Values at Islamic University of Kadiri

1. Leadership role as a leader, the management of Islamic University of Kadiri has a very important role in the implementation of organizational values (Schein, 2004). Some leadership roles in this, among others:
 - a. Leadership should be an example by showing behavior and actions that are consistent with the values of the organization.
 - b. Leadership needs to actively articulate and promote the values of the organization to the entire citizens of the campus through various means of communication.
 - c. Integrating values into policies and systems leadership plays a role in developing policies, systems, and organizational structures that support the implementation of values at Islamic University of Kadiri.
2. As a leading guard in the educational process, lecturers have an important role in implementing organizational values at Islamic University of Kadiri (Sulistiyorini, 2024), among others:
 - a. Being a role model for students. A lecturer can be an example by showing behavior and actions that are consistent with the organizational values in interaction with students.
 - b. Integrating values into the learning process. Lecturers can integrate organizational values in the preparation of curricula, teaching materials, as well as teaching practice in the classroom.
 - c. Promoting values in academic activities. Lecturers can promote organizational values through a variety of academic activity, such as research, publication, and community service.
3. The role of administrative and support staff at Islamic University of Kadiri also has an important role in the implementation of organizational values (Purnomo, 2022), among others:
 - a. Demonstrate behavior in accordance with the values staff can demonstrate behaviour and actions in conformity with the organizational values in the performance of day-to-day tasks.
 - b. Supporting the implementation of values staff can play an active role in supporting various programmes and initiatives aimed at implementing the values of the organization.

- c. Being an agent of change staff can be an agents of change by promoting and encouraging the implementation of values in their work environment.

Through a synergistic role between leadership, faculty, and staff, Islamic University of Kadiri is expected to be able to implement organizational values effectively and sustainably.

3. Impact of the development and implementation of values on organizational culture at Islamic University of Kadiri

Changes in behavior, attitudes, and habits of university citizens

The development and implementation of values within an educational organization such as Islamic University of Kadiri has a significant impact on the behavior, attitudes, and habits of campus citizens. It is based on the theory that strong and clear organizational values can influence how individuals within such organizations behave and interact with each other. When values such as integrity, honesty, and care are implemented, the behavior of university citizens will reflect those values. A strong organizational culture will encourage members of the organization to show behavior that is consistent with their values (Schein, 2004). For example, if a university emphasizes the value of honesty, then students and staff will be more likely to behave honestly and transparently in all their activities.

Improved performance and organizational climate

Implementation of positive values in organizational culture not only changes behavior but also contributes to improved organizational performance and climate. This performance improvement can occur due to a stronger sense of bond and higher motivation among the members of the organization to common goals. Stated that organizational values that are accepted well by all members can increase commitment, reduce conflict, and increase cohesion, all of which have an impact on increased productivity and work efficiency (Purnomo, 2022). For example, the value of collaboration and a strong team at Islamic University of Kadiri can help faculty, staff, and students to work more synergistically, which ultimately optimizes university operations and academic outputs. To enhance the implementation of positive values at the Islamic University of Kadiri (UNISKA), the following practical strategies are proposed: 1. Training and Workshops: Conduct regular training sessions and workshops for all organizational members, including leaders, lecturers, and staff. These should focus on developing skills in communication, collaboration, and conflict resolution. 2. Alignment of Values: Ensure that organizational values align with the university's vision and mission. Disseminate these values through various communication channels, such as newsletters, posters, and regular meetings. 3. Recognition and Rewards: Implement a system of recognition for individuals or teams that demonstrate commitment to organizational values. This recognition could be in the form of certificates, monthly awards, or publications in the university's internal media. 4. Mentoring and Support: Develop a mentoring program where senior members assist new members in understanding and internalizing the organizational values. 5. Evaluation and Feedback: Conduct periodic evaluations of the implementation of organizational values. Use surveys or focus group discussions to gather feedback from organizational members on how

these values are applied and perceived. 6. Team Activities and Collaboration: Encourage activities that promote teamwork and collaboration across departments, such as interdisciplinary projects or social events involving the entire university community. 7. Open Communication: Foster a culture of open communication where every member feels comfortable sharing their ideas and concerns. This can be achieved through regular discussion forums or online communication platforms. By implementing these strategies, UNISKA can more effectively embed positive values that support improved organizational performance and climate.

Conclusion

Research on the development and implementation of values within the organizational culture at Islamic University of Kadiri shows that strong and clear values can reinforce institutional identity as well as enhance performance and stakeholder satisfaction. A positive organizational culture supports the achievement of the university's vision and mission while creating a conducive academic environment. Through the active participation of all members of the organization in the process of developing values, the university can create a greater sense of ownership and responsibility towards shared goals.

Theoretical Implications: This research can serve as a reference for further studies on organizational culture in higher education institutions, particularly those based on Islamic values.

Practical Implications for Organizations:

1. Universities need to continuously communicate and internalize the established values so that all members of the organization understand and apply them in their daily activities.
2. Training and workshops on organizational values should be conducted regularly to enhance members' awareness and commitment to the organizational culture.

Suggestions for Future Researchers:

1. Subsequent research could explore the specific impacts of each implemented value on individual and overall organizational performance.
2. Future studies could also be conducted in other educational institutions to compare the effectiveness of implementing organizational cultural values in different contexts.

References

- Ababneh, O. M. A. (2021). The impact of organizational culture archetypes on quality performance and total quality management: the role of employee engagement and individual values. *International Journal of Quality & Reliability Management*, 38(6), 1387–1408. <https://doi.org/10.1108/IJQRM-05-2020-0178>
- Al-Alawneh, R., Othman, M., & Zaid, A. A. (2024). Green HRM impact on environmental performance in higher education with mediating roles of management support and green culture. *International Journal of Organizational Analysis*, 32(6), 1141–1164. <https://doi.org/10.1108/IJOA-02-2023-3636>
- Alazmi, A. A. (2023). School leadership in context: the influence of Islamic values and beliefs on Kuwaiti school principal practices. *International Journal of Leadership in*

- Education, 1–21. <https://doi.org/10.1080/13603124.2023.2292148>
- Alkhodary, D. A. (2023). Exploring the Relationship between Organizational Culture and Well-Being of Educational Institutions in Jordan. *Administrative Sciences*, 13(3). <https://doi.org/10.3390/admsci13030092>
- Anning-Dorson, T. (2021). Organizational culture and leadership as antecedents to organizational flexibility: implications for SME competitiveness. *Journal of Entrepreneurship in Emerging Economies*, 13(5), 1309–1325. <https://doi.org/10.1108/JEEE-08-2020-0288>
- Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. *Technology in Society*, 66, 101635. <https://doi.org/10.1016/j.techsoc.2021.101635>
- Braun, V., & Clarke, V. (2006). Using Thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Debebe Kibret, D. (2021). Factors Affecting Integration Strategic Planning & Leadership Effectiveness on Organizational Performance: A Case of Ambo University Guder Campus. *Advances in Sciences and Humanities*, 7(4), 112. <https://doi.org/10.11648/j.ash.20210704.12>
- Ekhsan, M., Daspar, Parashakti, R. D., & Perkasa, D. H. (2023). The Impact of Talent Management on Employee Performance Mediated by Employee Engagement. *East Asian Journal of Multidisciplinary Research*, 2(4), 1821–1834. <https://doi.org/10.55927/eajmr.v2i4.3913>
- Hadijaya, Y., Mujahid, T., Astika, L., & Ramadina, R. (2024). The Benefits of a Culture of Providing Rewards and Appreciations to Organization Members to Improve Performance. *Education Achievement: Journal of Science and Research*, 446–459. <https://doi.org/10.51178/jsr.v5i2.1919>
- Hmoud, H., Al-Adwan, A. S., Horani, O., Yaseen, H., & Zoubi, J. Z. Al. (2023). Factors influencing business intelligence adoption by higher education institutions. *Journal of Open Innovation: Technology, Market, and Complexity*, 9(3), 100111. <https://doi.org/10.1016/j.joitmc.2023.100111>
- Idri, I. (2021). Enhancement of Islamic higher education management: a study at Sunan Ampel State Islamic University Surabaya Indonesia and Canal Suez University Ismaili Egypt. *International Journal of Progressive Sciences and ...*, 259–271. [http://repository.uinsa.ac.id/id/eprint/1990/%0Ahttp://repository.uinsa.ac.id/id/eprint/1990/1/Idri_jurnal_Enhancement of Islamic Higher Education Management.pdf](http://repository.uinsa.ac.id/id/eprint/1990/%0Ahttp://repository.uinsa.ac.id/id/eprint/1990/1/Idri_jurnal_Enhancement%20of%20Islamic%20Higher%20Education%20Management.pdf)
- Isensee, C., Teuteberg, F., Griese, K.-M., & Topi, C. (2020). The relationship between organizational culture, sustainability, and digitalization in SMEs: A systematic review. *Journal of Cleaner Production*, 275, 122944. <https://doi.org/10.1016/j.jclepro.2020.122944>
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *SAGE Open*, 10(1), 215824402090208. <https://doi.org/10.1177/2158244020902081>
- Kaur Bagga, S., Gera, S., & Haque, S. N. (2023). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. *Asia Pacific Management Review*, 28(2), 120–131. <https://doi.org/10.1016/j.apmr.2022.07.003>

- Knein, E., Greven, A., Bendig, D., & Brettel, M. (2020). Culture and cross-functional cooperation: The interplay of organizational and national culture. *Journal of International Management*, 26(2), 100731. <https://doi.org/10.1016/j.intman.2019.100731>
- Komariyah, I., Prayudi, A., Edison, E., & Laelawati, K. (2023). The Relationship Between Organizational Culture and Competence with Organizational Commitment In Employess of BUMD Binjai, North Sumatra. *Jurnal Riset Bisnis Dan Manajemen*, 16(2), 210–218. <https://doi.org/10.23969/jrbm.v16i2.7572>
- Leso, B. H., Cortimiglia, M. N., & Ghezzi, A. (2023). The contribution of organizational culture, structure, and leadership factors in the digital transformation of SMEs: a mixed-methods approach. *Cognition, Technology & Work*, 25(1), 151–179. <https://doi.org/10.1007/s10111-022-00714-2>
- Mohammad, N. (2022). Islamic Leadership in Higher Education Institutions : Foundation , Traits and Principles (Universiti Islam Sultan Sharif Ali as a Model). 2(1), 8–14.
- Mulyono, M., Sholihah, T., Rusmingsih, D., Atanjungani, E. S., & Riadi, I. (2021). The Implementation of Qur’anic Management to Develop the Islamic Campus at UIN Malang Indonesia. *International Journal of Innovation, Creativity and Change*, 15(4), 528–545. <http://repository.uin-malang.ac.id/8083/>
- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, Sari, D. P., Luran, M. F., Amirullah, Saputra, E. K., Rizki, M., Sova, M., Sidik, M., Nurhayati, & Wulandari, K. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. *Journal of Educational and Social Research*, 12(5), 119–130. <https://doi.org/10.36941/jesr-2022-0127>
- Nauman, S., Bhatti, S. H., Imam, H., & Khan, M. S. (2022). How Servant Leadership Drives Project Team Performance Through Collaborative Culture and Knowledge Sharing. *Project Management Journal*, 53(1), 17–32. <https://doi.org/10.1177/87569728211037777>
- Nor, A., Yusuf, M., & Arabi, I. (2024). Strategies for Improving the Professionalism of Islamic Education Teachers at University. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(1), 40–61. <https://doi.org/10.31538/tijie.v5i1.774>
- Olafsen, A. H., Nilsen, E. R., Smedsrud, S., & Kamaric, D. (2021). Sustainable development through commitment to organizational change: the implications of organizational culture and individual readiness for change. *Journal of Workplace Learning*, 33(3), 180–196. <https://doi.org/10.1108/JWL-05-2020-0093>
- Osei, M. B., Papadopoulos, T., Acquaye, A., & Stamati, T. (2023). Improving sustainable supply chain performance through organisational culture: A competing values framework approach. *Journal of Purchasing and Supply Management*, 29(2), 100821. <https://doi.org/10.1016/j.pursup.2023.100821>
- Pajariantanto, H., Pribadi, I., & Sari, P. (2022). Tolerance between religions through the role of local wisdom and religious moderation. *HTS Teologiese Studies / Theological Studies*, 78(4), 1–8. <https://doi.org/10.4102/hts.v78i4.7043>
- Patricia Diane Mouboua, Fadeke Adeola Atobatele, & Olateju Temitope Akintayo. (2024). Cross-cultural competence in global HRD: Strategies for developing an inclusive and diverse workforce. *International Journal of Science and Research Archive*, 12(1), 103–113. <https://doi.org/10.30574/ijrsra.2024.12.1.0765>

- Purnomo, H. (2022). Organizational commitment in Islamic boarding school: the implementation of organizational behavior integrative model. *Perspektivy Nauki i Obrazovania*, 57(3), 354–371. <https://doi.org/10.32744/pse.2022.3.20>
- Purnomo, H. (2024). Education Management Professionalism of Islamic. 14(1), 97–107.
- Rahman, A., Dzunur'aini, R., & Nur'aini, I. (2022). Knowledge Management as an Effort to Develop Learning Organizations in Islamic Educational Institutions. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 7(1), 92–102. <https://doi.org/10.31538/ndh.v7i1.2065>
- Rojak, J. A., Sanaji, S., Witjaksono, A. D., & Kistyanto, A. (2024). The Influence of Transformational Leadership and Organizational Culture on Employee Performance. *Edukasia: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 977–990. <https://doi.org/10.62775/edukasia.v5i1.926>
- Schein, E. H. (2004). *Organisation, culture and leadership* (Third Edit). Published by Jossey-Bass A.
- Sebello, A. C. (2021). State College Culture And Arts Program Implementation : A Basis For Program Enhancement And Policy Development Bicol State College of Applied Sciences and Technology. 12(7), 2187–2199.
- Shoab, M., & Pathan, K. (2023). Assessing the mediating role of job satisfaction in the relationship between organizational culture and employee commitment. *International Research Journal of Education and Innovation*, IV(1), 1–11. www.irjei.com
- Sirry, M., Suyanto, B., Sugihartati, R., Tri Kartono, D., & Yani, M. T. (2024). Teachers' perspectives on tolerance education in Indonesian high schools. *British Journal of Religious Education*, 1–15. <https://doi.org/10.1080/01416200.2024.2345213>
- Slamet Setiawan, Agung Ari Subagyo, M. T. Y. (2021). The Model of Character Building Education Based on Islamic Boarding Campus. *Psychology and Education Journal*, 58(1), 3232–3250. <https://doi.org/10.17762/pae.v58i1.1264>
- Sulistiyorini. (2024). The Urgency of Organizational Culture for The Development of Islamic Educational Institutions. 02(01).
- Sumardjo, M., & Supriadi, Y. N. (2023). Perceived organizational commitment mediates the effect of perceived organizational support and organizational culture on organizational citizenship behavior. *Calitatea*, 24(192), 376–38.
- Suyadi, S., Susilowati, S., & Supriyatno, T. (2021). Islamic Character Education for Student of Public Higher Education in Indonesia. 591–598. <https://doi.org/10.2991/assehr.k.210421.086>
- Syakur, Abd., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of Communication, Organizational Culture, Cooperation, Trust and Leadership Style for Lecturer Commitments in Higher Education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1325–1335. <https://doi.org/10.33258/birci.v3i2.980>
- Trenggono, N., Sulistyarini, D., Wardhani, A. C., Zainal, A. G., & . S. (2024). Leaders in Communicating and Maintaining Sustainable Academic Culture Toward the Top Ten Universities in Indonesia. *Journal of Ecohumanism*, 3(4), 695–708. <https://doi.org/10.62754/joe.v3i4.3536>
- Wiśniewska, M. Z., & Grudowski, P. (2023). The culture of excellence and its dimensions in higher education. *The TQM Journal*, 36(2), 593–615.

<https://doi.org/10.1108/TQM-11-2022-0325>

Zhang, W., Zeng, X., Liang, H., Xue, Y., & Cao, X. (2023a). Understanding How Organizational Culture Affects Innovation Performance: A Management Context Perspective. *Sustainability (Switzerland)*, 15(8). <https://doi.org/10.3390/su15086644>

Zhang, W., Zeng, X., Liang, H., Xue, Y., & Cao, X. (2023b). Understanding How Organizational Culture Affects Innovation Performance: A Management Context Perspective. *Sustainability (Switzerland)*, 15(8). <https://doi.org/10.3390/su15086644>