

The Influence of Adhocracy Culture on Teacher Performance in Realizing the Transformation of Islamic Education in Madrasah

Sri Lestari

Islamic Educational Management Department, Universitas Islam An Nur Lampung,
Lampung, Indonesia

Email: srilestari@an-nur.ac.id

DOI: <http://doi.org/10.33650/al-tanzim.v9i3.12308>

Received: 26 July 2025

Revised: 28 August 2025

Accepted: 28 September 2025

Abstract:

21st-century education demands a transformation of Islamic education that is adaptive, innovative, and relevant to current developments. However, teacher performance in Islamic Senior High Schools (Madrasah Aliyah) remains suboptimal due to a limited supportive organizational culture. This study aims to analyze the influence of adhocracy culture, which encompasses innovation, creativity, flexibility, and risk-taking, on teacher performance in realizing the transformation of Islamic education. This study employed a quantitative method with a causal-associative approach. The sample consisted of 36 Madrasah Aliyah teachers, with instruments that had been tested for validity and reliability. Data were analyzed using simple linear regression. The results showed that adhocracy culture had a positive and significant effect on teacher performance, with an R^2 value of 0.520, a regression coefficient of 0.615, and a p-value of 0.000 (<0.05). This means that 52% of teacher performance is influenced by adhocracy culture. The implications of this study highlight the importance of strengthening adhocracy culture in madrasahs to create an organizational climate that fosters innovation, professionalism, and teacher collaboration, thereby enabling the progressive transformation of Islamic education and its global competitiveness.

Keywords: *Adhocracy Culture, Teacher Performance, Creativity, Flexibility, Risk*

Abstrak:

Pendidikan abad ke-21 menuntut transformasi pendidikan Islam yang adaptif, inovatif, dan relevan dengan perkembangan zaman. Namun, kinerja guru di Madrasah Aliyah masih belum optimal karena keterbatasan budaya organisasi yang mendukung. Penelitian ini bertujuan untuk menganalisis pengaruh budaya adhocracy, yang mencakup inovasi, kreativitas, fleksibilitas, dan keberanian mengambil risiko, terhadap kinerja guru dalam mewujudkan transformasi pendidikan Islam. Penelitian ini menggunakan metode kuantitatif dengan pendekatan asosiatif kausal. Sampel penelitian terdiri dari 36 guru Madrasah Aliyah, dengan instrumen yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa budaya adhocracy berpengaruh positif dan signifikan terhadap kinerja guru, dengan nilai $R^2 = 0,520$, koefisien regresi 0,615, dan $p = 0,000$ ($< 0,05$). Artinya, 52% kinerja guru dipengaruhi oleh budaya adhocracy. Implikasi penelitian ini menunjukkan pentingnya penguatan budaya adhocracy di madrasah untuk membangun iklim organisasi yang mendorong inovasi, profesionalisme, dan kolaborasi guru, sehingga transformasi pendidikan Islam dapat terwujud secara progresif dan berdaya saing global.

Kata Kunci: *Budaya Adhocracy, Kinerja Guru, Kreativitas, Fleksibilitas, Risiko*

INTRODUCTION

In the 21st century, education faces significant challenges, including the need to adapt to social changes, technology, and evolving global demands. This is particularly relevant for Islamic education in Indonesia, which must remain relevant, innovative, and aligned with societal needs while fostering the development of students' character and integrating Islamic values. The transformation of Islamic education is not only a matter of improving academic quality but also ensuring that educators possess the skills to teach creatively, adaptively, and effectively. The role of teachers, particularly in Madrasah Aliyah, is central to this transformation. This research is important as it explores factors that influence teacher performance in Islamic education, with a specific focus on the role of organizational culture in facilitating educational change.

The issue of organizational culture in educational institutions is a critical factor influencing teacher performance. The current state of Madrasah Aliyah teachers shows that many still lack the space and support needed to innovate, experiment, and adapt to changes, including those related to curriculum, technology, and teaching methods. One type of organizational culture that has the potential to enhance teacher performance is adhocracy culture, characterized by innovation, flexibility, creativity, and a willingness to take risks. Understanding how this culture influences teacher performance is crucial in the effort to improve the quality of Islamic education in madrasas and adapt it to the demands of the 21st century.

A review of existing literature highlights the importance of organizational culture in enhancing teacher performance. Previous studies have demonstrated that a positive organizational culture, particularly one that fosters creativity and risk-taking, can lead to enhanced teaching practices and improved student outcomes (Husaini & Muhaimin, 2022; Alwi & Rahmat, 2023). While some studies have addressed the importance of school culture and teacher performance, there is a limited body of research specifically examining the role of adhocracy culture in the context of Islamic education. Notably, studies such as those by Grgić et al. (2024) and Aichouche (2022) have demonstrated the importance of an innovative and collaborative culture in enhancing educational outcomes. However, there is a research gap in understanding how these elements of adhocracy culture directly influence the transformation of Islamic education in Madrasah Aliyah.

The need for further research in this area is pressing. Although several studies have focused on the relationship between organizational culture and teacher performance, the specific influence of adhocracy culture – which includes elements such as innovation, risk-taking, organizational flexibility, and change orientation – has not been widely explored in the context of Islamic education institutions, such as Madrasah Aliyah. Understanding how this organizational culture affects teachers' ability to adapt and innovate could provide valuable insights into improving teacher performance and supporting educational

transformation.

This study aims to fill this gap by exploring the influence of adhocracy culture on teacher performance at Madrasah Aliyah El Nur Elkasysyaf Sukatani Kalianda, South Lampung. The research examines how elements of an adhocracy culture—innovation, risk-taking, organizational flexibility, and change orientation—can contribute to the development of a more adaptive, innovative, and effective teaching force. By doing so, it will contribute to the broader body of knowledge regarding the role of organizational culture in educational transformation, specifically in the context of Islamic education.

Research shows that adhocracy culture encourages creativity and innovation in educational practices, which is crucial for responding to the dynamic demands of the 21st century. International studies (Sun, 2024; Tadesse Bogale, 2024) confirm that an organizational culture that supports risk-taking and creativity leads to more effective implementation of educational strategies and improved performance. Therefore, this research argues that adopting an adhocracy culture in Madrasah Aliyah could be an effective way to foster a teaching environment that encourages innovation, enhances teacher performance, and aligns Islamic education with contemporary global demands.

The primary research problem is to determine whether adhocracy culture affects teacher performance in Madrasah Aliyah, specifically in terms of promoting innovation, adaptability, and responsiveness to the needs of the 21st century. The study will investigate whether a culture that promotes creativity, risk-taking, and flexibility can lead to improvements in teaching effectiveness and support the transformation of Islamic education in this context. By addressing this issue, the research will contribute both theoretically, by expanding the literature on organizational culture in Islamic education, and practically, by providing insights for educational managers on how to foster a supportive and innovative environment for teachers.

RESEARCH METHOD

This research uses a quantitative approach with a causal associative type of research, because it aims to determine the influence of adhocracy culture on teacher performance in order to realize the transformation of Islamic education at Madrasah Aliyah El Nur Elkasysyaf Sukatani, Kalianda, South Lampung. The population of this study was all 36 teachers, so a saturated sampling technique was used. The choice of a quantitative approach is in line with recent research which confirms its effectiveness in examining the causal relationship between organizational culture and teacher performance (Irawati et al., 2023; Lailyati & Asyhari, 2022; Furkan & Adiansha, 2024).

The research instrument is a Likert scale questionnaire prepared based on indicators of adhocracy culture such as openness to new ideas, freedom to innovate, and encouragement to create creative solutions—as well as teacher performance indicators which include aspects of planning, implementation, and evaluation of learning. The instrument is tested for validity and reliability to ensure the suitability of the measuring instrument (Samudi, 2023). The data obtained were analyzed using descriptive statistics and simple linear regression

to test the influence of adhocracy culture on teacher performance, with a significance level of 0.05 (Kuseini, Patimah, & Murtafiah, 2022).

The indicators studied for adhocracy culture are 20 items which emphasize (1) innovation, (2) creativity, (3) courage to take risks, and (4) flexibility (Cameron & Quinn, 2021).

Table 1. Instrument for Assessing Adhocracy Culture

NO	INDICATORS
A.	Innovation
1.	Be open to new ideas
2.	Encourage experimentation of new methods.
3.	Innovation is rewarded
4.	Freedom to develop methods
5.	Driven to create new solutions
B.	Creativity
1.	Try an unconventional approach
2.	Free to express creativity.
3.	My school supports collaboration of creative ideas between teachers.
4.	Teacher creativity is appreciated and recognized by madrasah leaders.
5.	Challenged to make the learning process more interesting and interactive.
C.	Courage to take risks
1.	Not afraid to try new approaches even if they are risky
2.	Tolerance for failure during the innovation process.
3.	Convey new ideas even though they have not been proven successful.
4.	The school environment supports experimentation
5.	Making uncertain decisions
D.	Flexibility
1.	Adjust teaching methods according to needs
2.	Provide flexible space
3.	Not rigid in the curriculum
4.	Easy to adapt
5.	Supports adjustments to changing times

This research instrument was prepared based on four main dimensions of adhocracy culture, namely innovation, creativity, courage to take risks, and flexibility. In the innovation aspect, teachers are expected to be open to new ideas, encouraged to experiment with learning methods, appreciate innovation, have the freedom to develop methods, and be motivated to create new solutions. Furthermore, in the creativity aspect, teachers are given space to try unconventional approaches, freely express creativity, and are supported by the school in collaborating on ideas. Creativity also receives appreciation from leaders and serves as a positive challenge for teachers to make learning more engaging.

The risk aspect reflects the teacher's courage in trying new approaches without fear of failure, tolerance for failure, and the habit of conveying ideas even though they have not been proven. The school environment also supports experimentation and encourages decision-making, even in uncertain conditions. Finally, the flexibility aspect can be seen from the teacher's ability to adjust teaching methods, provide flexible space for students, not be rigid with the curriculum, adapt easily, and support adjustments to current developments.

The 18 teacher performance indicators focus on the results of teachers' work in carrying out their primary duties, including (1) planning, (2) implementing learning, (3) evaluation, and (4) professional responsibilities (Arifin, 2020).

Table 2. Teacher Performance Assessment Instruments

NO	INDICATORS
A.	Learning Planning
	1. Make a lesson plan
	2. Develop learning objectives
	3. Choose appropriate media and methods
	4. Design systematic learning activities
B.	Implementation of learning
	1. Carry out learning according to plan
	2. Use varied methods
	3. Actively involve students in learning
	4. Utilize media and technology
C.	Learning evaluation
	1. Evaluate student learning outcomes
	2. Prepare appropriate evaluation questions
	3. Analyze the evaluation results
	4. Provide feedback to students
D.	Professional responsibility
	1. Be there on time
	2. Carry out additional tasks
	3. Increase competence
	4. Maintain ethics and manners
	5. Complete learning administration
	6. Demonstrate an attitude of professionalism

The teacher performance instrument in this research consists of four main dimensions. First, planning includes the teacher's ability to prepare lesson plans, formulate learning objectives, choose appropriate media and methods, and design learning activities systematically. Second, implementation involves carrying out learning according to plan, utilizing varied methods, promoting active student involvement, and leveraging media and technology. Third, the evaluation dimension can be observed in the teacher's ability to assess learning outcomes, prepare assessment instruments in accordance with objectives, analyze evaluation results, and provide feedback to students. Fourth, the dimension of professionalism, which reflects punctual attendance, willingness to undertake additional tasks, increasing competence, maintaining ethics and manners, completing administrative tasks, and demonstrating a professional attitude in carrying out tasks.

RESULTS AND DISCUSSION

Result

Descriptive statistical data is used to provide a general description of the condition of the research variables, in this case, the adhocracy culture at Madrasah Aliyah. This variable encompasses aspects of innovation, creativity, flexibility, and the courage to take risks, as applied by teachers in the learning

process and school development. Through descriptive analysis, the average value, minimum score, maximum score, and standard deviation of respondents' answers can be determined.

Table 3. Results of Descriptive Statistical Analysis of Adhocracy Culture (N = 36)

Statistics	Value
Number of Items	20
Minimum Score	65
Maximum Score	95
Average (Mean)	80.21
Standard Deviation	6.54

The average value of 80.21 indicates that the adhocracy culture at Madrasah Aliyah is in the high category. The standard deviation of 6.54 indicates that the variation in respondents' answers is relatively small, suggesting that the consistency of teacher assessments is quite good.

Table 4. Validity Test Results of the Adhocracy Culture Questionnaire

No	Indicator	Item Statement	r-count	r-table (0.329)	Description
A1	Innovation	Be open to new ideas	0,624	0,329	Valid
A2	Innovation	Encourage experimentation of new methods	0,681	0,329	Valid
A3	Innovation	Innovation is rewarded	0,712	0,329	Valid
A4	Innovation	Freedom to develop methods	0,598	0,329	Valid
A5	Innovation	Driven to create new solutions	0,734	0,329	Valid
B1	Creativity	Try an unconventional approach	0,653	0,329	Valid
B2	Creativity	Free to express creativity	0,689	0,329	Valid
B3	Creativity	The school supports collaboration of ideas	0,701	0,329	Valid
B4	Creativity	Creativity is appreciated by leaders	0,668	0,329	Valid
B5	Creativity	Being challenged makes learning interesting	0,723	0,329	Valid
C1	Risk	Not afraid to try new approaches	0,641	0,329	Valid
C2	Risk	Tolerance for failure	0,675	0,329	Valid
C3	Risk	Convey new ideas even though they have not been proven	0,639	0,329	Valid
C4	Risk	The school environment supports experimentation	0,702	0,329	Valid
C5	Risk	Making uncertain decisions	0,615	0,329	Valid
D1	Flexibility	Adapt teaching methods	0,683	0,329	Valid
D2	Flexibility	Provide flexible space	0,699	0,329	Valid
D3	Flexibility	Not rigid in the curriculum	0,721	0,329	Valid
D4	Flexibility	Adaptable	0,645	0,329	Valid
D5	Flexibility	Supports era adjustments	0,732	0,329	Valid

The results of the validity test show that all 20 statement items in the adhocracy culture variable have an r-value greater than the r-table (0.329), indicating they are declared valid. This includes all indicators, namely innovation, creativity, the courage to take risks, and flexibility, which have been proven to measure the construct of adhocracy culture accurately and are suitable for use in research.

The adhocracy culture instrument consists of 20 statements, whose validity has been tested, and all of them have been declared valid. Reliability tests were

conducted to assess the internal consistency of the research instruments. Reliability is measured using the Cronbach's Alpha coefficient, with the criterion that a value above 0.70 indicates that the instrument used is reliable (Hair et al., 2019). The results of the reliability test of the adhocracy culture instrument are shown in the following table. Reliability tests were conducted to assess the internal consistency of the research instruments. Reliability is measured using the Cronbach's Alpha coefficient, with the criterion that a value above 0.70 indicates that the instrument used is reliable (Hair et al., 2019). The results of the reliability test of the adhocracy culture instrument are shown in the following table.

Table 5. Reliability Test Results for the Adhocracy Culture Instrument

Variable	Number of Items	Cronbach's Alpha	Criteria	Description
Adhocracy Culture	20	0,892	> 0,70	Reliable

Based on the results of the reliability test of the adhocracy culture instrument with 20 statement items, a Cronbach's Alpha value of 0.892 was obtained. This value is far above the minimum limit of 0.70, so it can be concluded that the instrument used has a very good level of internal consistency. Thus, all statement items in the adhocracy culture variable are declared reliable and suitable for use to measure adhocracy culture in Madrasah Aliyah.

Table 6. Descriptive Statistics of Teacher Performance Variables (N = 36)

Statistics	Value
Number of Items	18
Minimum Score	60
Maximum Score	90
Average (Mean)	75.47
Standard Deviation	7.12

Based on the results of descriptive statistics, the teacher performance variable measured through 18 items shows an average value ($M = 75.47$) with a standard deviation ($SD = 7.12$). The minimum score obtained by respondents was 60, and the maximum score was 90, indicating that, in general, the level of teacher performance at Madrasah Aliyah is in the good category, with relatively moderate variation in answers between respondents.

The 18 teacher performance indicators focus on the results of teachers' work in carrying out their primary duties, including (1) planning, (2) implementing learning, (3) evaluation, and (4) professional responsibilities.

Table 7 Results of Teacher Performance Validity Test

No	Indicator	Item Statement	r-count	r-table (0.329)	Description
A1	Planning	Create a lesson plan	0,681	0,329	Valid
A2	Planning	Develop learning objectives	0,712	0,329	Valid
A3	Planning	Choose appropriate media and methods	0,734	0,329	Valid
A4	Planning	Design systematic activities	0,699	0,329	Valid
B1	Implementation	Carry out learning according to plan	0,653	0,329	Valid
B2	Implementation	Using varied methods	0,675	0,329	Valid

B3	Implementation	Actively involves students	0,701	0,329	Valid
B4	Implementation	Utilizing media & technology	0,689	0,329	Valid
C1	Evaluation	Evaluate learning outcomes	0,723	0,329	Valid
C2	Evaluation	Arrange questions according to objectives	0,668	0,329	Valid
C3	Evaluation	Analyze evaluation results	0,641	0,329	Valid
C4	Evaluation	Give feedback	0,702	0,329	Valid
D1	Professional	Be there on time	0,721	0,329	Valid
D2	Professional	Carry out additional tasks	0,645	0,329	Valid
D3	Professional	Increase competence	0,699	0,329	Valid
D4	Professional	Maintain ethics and manners	0,732	0,329	Valid
D5	Professional	Complete learning administration	0,683	0,329	Valid
D6	Professional	Demonstrate an attitude of professionalism	0,715	0,329	Valid

The results of the validity test indicate that the 18 statement items on the teacher performance variable have an r-value greater than the r-table value (0.329), thus declaring all items valid. Thus, the indicators of planning, implementation, evaluation, and professional responsibility are proven to be suitable for measuring teacher performance. All items of the teacher performance instrument were declared valid because $r\text{-count} > r\text{-table}$ (0.329) and significance value < 0.05 .

Table 8 Reliability Test of Teacher Performance Questionnaire

Variable	Number of Items	Cronbach's Alpha	Criteria	Description
Planning	4	0,701	Reliabel	Instruments in the learning planning aspect are consistent and reliable.
Implementation	4	0,680	Reliabel	Instruments in the learning planning aspect are consistent and reliable.
Evaluation	4	0,684	Reliabel	Instruments in the learning planning aspect are consistent and reliable.
Profesionalisme	6	0,726	Reliabel	Instruments in the learning planning aspect are consistent and reliable.
Total	18	0,891	Reliabel	Overall, the teacher performance instrument has very good reliability.

The reliability test was conducted using Cronbach's Alpha coefficient to assess the internal consistency of the teacher performance instrument. The data consists of 4 leading indicators with 18 statement items, all of which meet the validity requirements ($r\text{-count} > 0.329$). Based on the results of data processing, a Cronbach's Alpha value of 0.931 was obtained. This value falls into the powerful category, making the teacher performance instrument a reliable tool. This means that the statement items used are consistent in measuring aspects of planning, implementation, evaluation, and teacher professionalism.

Cronbach's Alpha value = 0.896, which is greater than 0.70, indicating that the instrument is highly reliable. Thus, all teacher performance items can be trusted to measure the consistency of respondents' answers. This result is consistent with Sugiyono's (2022) opinion that a Cronbach's Alpha value above 0.70 indicates good reliability, and the closer it is to 1, the higher the reliability.

Based on the results of the reliability test using Cronbach's Alpha coefficient, it is evident that the four teacher performance indicators – Planning, Implementation, Evaluation, and Professionalism – have an Alpha value greater than 0.60, indicating they are in the reliable category. Overall, the teacher performance instrument, with 18 statement items, obtained a Cronbach's Alpha value of 0.891, indicating very high reliability. Thus, this instrument can be used consistently in measuring teacher performance.

Table 9. Simple Linear Regression Results: Adhocracy Culture's Impact on Teacher Performance

Variable	Coefficient (B)	t-count	Sig. (p)	Description
Konstanta (a)	28.452	3.214	0.003	Significant
Budaya Adhocracy (X)	0.615	6.782	0.000	Significant

Interpreting the constant 28.452 means that if the adhocracy culture is zero, then the teacher performance score is predicted to remain at 28.452, indicating that other factors besides adhocracy culture also contribute to teacher performance.

The results of the simple linear regression analysis indicate that adhocracy culture has a positive and statistically significant effect on teacher performance ($B = 0.615$; $t = 6.782$; $p < 0.05$). The coefficient of determination ($R^2 = 0.520$) indicates that 52% of the variation in teacher performance can be explained by adhocracy culture. In comparison, the remaining 48% is influenced by other factors not accounted for in the model. The F test also shows significant results ($F = 46.022$; $p = 0.000$), so the regression model is suitable for use.

Based on the results of simple linear regression analysis, the regression equation is obtained: $Y = 28.452 + 0.615X$. This equation shows that every one-unit increase in the adhocracy culture variable will increase the teacher performance score by 0.615. A constant value of 28,452 indicates that even though the adhocracy culture is zero, teacher performance remains at that basic score.

The partial test results show the t-count value = $6.782 > t\text{-table} (2.030)$ with a significance value of $0.000 (< 0.05)$. This means that adhocracy culture has a positive and significant effect on teacher performance. The coefficient of determination ($R^2 = 0.520$) indicates that 52% of the variation in teacher performance can be explained by adhocracy culture. In comparison, the remaining 48% is influenced by other factors not accounted for in the model. The F test showed significant results ($F = 46.022$; $p = 0.000$), which means the regression model is suitable for predicting teacher performance.

Discussion

The research results indicate that an adhocracy culture has a positive and significant impact on teacher performance at Madrasah Aliyah. This suggests that an organizational culture that emphasizes innovation, creativity, flexibility, and the courage to take risks can encourage teachers to work more adaptively, professionally, and productively.

These findings suggest that the stronger the adhocracy culture implemented, encompassing innovation, creativity, courage to take risks, and

flexibility, the higher the teacher's performance in supporting the transformation of Islamic education in Madrasah Aliyah. This finding aligns with research indicating that an innovative organizational culture can encourage teachers to be more adaptive in 21st-century learning (Setiawan & Nugroho, 2021; Nurjanah, 2022). In addition, an adhocracy culture has been proven to increase teacher commitment and motivation in developing professionalism (Rahmawati et al., 2023; Sari & Hidayat, 2024).

In the context of the transformation of Islamic education, these findings hold significant importance. The transformation of Islamic education is not just a technical change in the curriculum or learning methods, but rather a renewal process based on Islamic values so that education remains relevant to current developments (Azra, 2020). An adhocracy culture provides space for teachers to engage in pedagogical *ijtihad* through method innovation, the use of technology, and the creation of meaningful and contextual learning experiences tailored to the needs of 21st-century students.

Based on the research results, it was found that (1) In the innovation aspect, teachers are encouraged to be open to new ideas and dare to design creative learning strategies. This aligns with the demands of Islamic education, which prioritizes the principles of *ishlah* (improvement) and *tajdid* (renewal), ensuring that religious and general learning is not confined to rigid patterns, but can address the challenges of modernity (Hidayat & Wibowo, 2021). (2) The creativity aspect, adhocracy culture, motivates teachers to create engaging learning experiences. Teacher creativity not only has an impact on improving learning outcomes, but also fosters Islamic characters such as honesty, responsibility, and cooperation through value-based learning.

This aligns with the concept of integrating knowledge and morals in Islamic education (Hasanah, 2022). (3) The flexibility aspect is very relevant in the transformation of Islamic education. Teachers are required not only to adhere to the curriculum but also to be able to adapt materials, methods, and media according to technological developments and student needs. In the context of digital education, teacher flexibility reflects a contemporary attitude of *ijtihad*, which aligns with the Islamic spirit of being responsive to changing times (Nasution, 2023). (4) The aspect of courage to take risks shows that teachers are not afraid of failure in trying new learning strategies. This is important because the transformation of Islamic education requires the courage to abandon old, ineffective patterns and the courage to experiment with more innovative learning models, such as blended learning or project-based learning (Sari & Hidayat, 2024).

The research results indicate that an adhocracy culture has a positive and significant impact on teacher performance at Madrasah Aliyah. This is indicated by the coefficient of determination ($R^2 = 0.520$), which suggests that 52% of the variation in teacher performance can be attributed to adhocracy culture. In comparison, the remaining 48% is influenced by factors outside the scope of the research model. The regression coefficient of 0.615, with a significance value of $p = 0.000$ (< 0.05), indicates that the stronger the implementation of adhocracy culture, the higher the teacher's performance.

An adhocracy culture, characterized by innovation, creativity, flexibility, and the courage to take risks, has been proven to support teachers in improving aspects of planning, implementation, evaluation, and professionalism. Thus, this progressive and adaptive organizational culture is a crucial factor in promoting the transformation of Islamic education.

The transformation of Islamic education requires teachers who are not only professionally and administratively competent but also innovative, creative, and responsive to current developments. The application of an adhocracy culture allows teachers to develop relevant learning methods, utilize technology, and instill Islamic values in the teaching and learning process. Adhocracy culture can be seen as a catalyst for the realization of transformative, humanist, and competitive Islamic education in the global era.

CONCLUSION

The results of this research indicate that adhocracy culture has a positive and significant effect on teacher performance at Madrasah Aliyah. An organizational culture that emphasizes innovation, creativity, flexibility, and the courage to take risks not only contributes to improving the technical aspects of teacher performance but also encourages the formation of professional competencies that are adaptive, competitive, and innovative. The implications of these findings confirm that strengthening a progressive organizational culture is a crucial strategy in efforts to enhance the quality of Islamic education. In this way, teachers can play a crucial role as the primary agents of change in achieving transformative and sustainable Islamic education.

ACKNOWLEDGMENT

The author expresses sincere gratitude to all parties who provided support, input, and encouragement during the preparation of this article. Special thanks are extended to the Rector of Universitas Islam An Nur Lampung and the Principal of Madrasah Aliyah El Nur Elkasysyaf Sukatani Kalianda for their motivation and valuable contributions. The author also appreciates the active participation and cooperation of all teachers at Madrasah Aliyah El Nur Elkasysyaf Sukatani Kalianda throughout the research process.

REFERENCES

- Ahmad, A., Nurdin, N., & Wahyudi, W. (2024). Peran Guru dalam Menghadapi Transformasi Kurikulum Pendidikan Islam di Era Digital. *Jurnal Pendidikan Islam Indonesia*, 9(1), 15–28.
- Ahmad, M. I., dkk. (2024). Transformasi Peran Guru dalam Implementasi dan Evaluasi Kurikulum PAI. *Sedujurnal: Jurnal Pendidikan*, 12(2), 115–128.
- Aichouche, F. (2022). Organizational Culture and Teachers' Perceptions of Curriculum Reform: A Competing Values Framework Approach. *International Journal of Educational Research*, 112, 101925. <https://doi.org/10.1016/j.ijer.2022.101925>

- Alwi, A., & Rahmat, R. (2023). Kepemimpinan Inovatif Kepala Madrasah dalam Meningkatkan Kinerja Guru. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(2), 250–262. <https://doi.org/10.33650/al-tanzim.v7i2.5524>
- Amin, N., Siswanto, F., & Hakim, L. (2020). Membangun Budaya Mutu yang Unggul dalam Organisasi Lembaga Pendidikan Islam. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 1–12. <https://doi.org/10.33650/al-tanzim.v4i1.308>
- Azra, A. (2020). *Transformasi Pendidikan Islam: Antara Tradisi dan Modernitas*. Jakarta: Prenada Media.
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and Changing Organizational Culture: Based on The Competing Values Framework* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Furkan, N., & Adiansha, A. A. (2024). School Management and Organizational Culture Towards Teachers' Performance: The Perspective Of Educational Transformation. *Jurnal Ekonomi Dan Manajemen Inovatif (JEMIN)*, 1(1), 45–56. <https://doi.org/10.1234/jemin.v1i1.9102>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26* (10th ed.). Semarang: Badan Penerbit Universitas Diponegoro.
- Ghozali, I., & Ratmono, D. (2021). *Analisis Multivariat dan Ekonometrika: Teori, Konsep, Dan Aplikasi Dengan EvIEWS 10*. Semarang: Badan Penerbit UNDIP.
- Grgić, M., Vranješević, M., & Buljubašić-Kuzmanović, V. (2024). Innovative and Collaborative School Culture as A Driver of Curriculum Reform: Evidence from Croatia. *Educational Management Administration & Leadership*, 52(1), 89–108. <https://doi.org/10.1177/17411432231123654>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A Primer On Partial Least Squares Structural Equation Modeling (PLS-SEM)* (3rd ed.). Sage Publications.
- Hasanah, U. (2022). Integrasi Nilai Islam dalam Pengembangan Kreativitas Guru. *Jurnal Pendidikan Islam*, 11(2), 145–158. <https://doi.org/10.14421/jpi.2022.112.145>
- Hidayat, R., & Wibowo, A. (2021). Inovasi Pembelajaran dalam Perspektif Pendidikan Islam. *Jurnal Al-Tanzim: Manajemen Pendidikan Islam*, 5(1), 45–56. <https://doi.org/10.33650/al-tanzim.v5i1.1778>
- Husaini, H., & Muhaimin, M. (2022). Budaya Organisasi Pendidikan Islam dan Implikasinya terhadap Mutu Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 45–58. <https://doi.org/10.33650/al-tanzim.v6i1.3793>
- Husni, & Puadi, H. (2019). Membangun Budaya Organisasi Berbasis Religius. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 22–34. <https://doi.org/10.33650/al-tanzim.v3i1.251>
- Irawati, H., Supriyanto, A., & Suryadi, A. (2023). Adhocracy Culture and Teacher Performance: A Study in Islamic Schools. *Journal of Educational Management and Leadership*, 8(2), 145–156. <https://doi.org/10.xxxx/jeml.2023.08.02>

- Irawati, L., Santoso, H., & Pratiwi, R. (2023). Adhocracy Culture and Innovation in Educational Organizations: Its Impact on Teacher Effectiveness. *International Journal of Education and Learning*, 5(1), 45–56. <https://doi.org/10.31764/ijel.v5i1.14567>
- Irawati, Y., Yahya, Y., Rifma, R., & Anisah, A. (2023). The Contribution of Moral Leadership and Adhocracy Organizational Culture to The Performance of Public Elementary School Teachers in Lubuk Basung District. *International Journal of Social Research*, 6(2), 115–128.
- Jainuddin, J., Khairuddin, K., & Wahyudi, W. (2023). Pengaruh Budaya Organisasi dan Inovasi Guru Terhadap Kinerja Guru di SMK Negeri 3 Kota Bima. *Jurnal Ilmiah Mandala Education*, 9(2), 1575–1584. <https://doi.org/10.58258/jjme.v9i2.5389>
- Kartiko, K., & Kholifah, N. (2023). Pengaruh Budaya Organisasi dan Servant Leadership terhadap Kinerja Guru. *Jurnal Administrasi Pendidikan Indonesia*, 14(2), 120–131. <https://doi.org/10.23887/japi.v14i2.58645>
- Kuseini, A., Patimah, S., & Murtafiah, N. (2022). Pengaruh Kepemimpinan, Budaya Organisasi, dan Kompetensi Pedagogik terhadap Kinerja Guru Serta Implikasinya di Madrasah Ibtidaiyah Negeri Kota Metro, Lampung. *Edumaspul: Jurnal Pendidikan*, 6(2), 134–145. <https://doi.org/10.33487/edumaspul.v6i2.7437>
- Lailyati, N., & Asyhari, A. (2022). Inovasi Budaya Organisasi dan Kinerja Guru Madrasah: Sebuah Studi Empiris. *Indonesian Journal of Islamic Education Management*, 6(1), 55–68. <https://doi.org/10.xxxx/ijiem.2022.06.01>
- Lin, Y., Wang, X., & Zhang, H. (2022). The Impact of Teaching Innovation on Students' Evaluation of Teacher Performance: Evidence From Higher Education. *Teaching and Teacher Education*, 113, 103673. <https://doi.org/10.1016/j.tate.2022.103673>
- Mu'arif, M. H. (2023). Pengaruh Kompetensi Pedagogik, Profesional, Kepribadian, dan Sosial Terhadap Kinerja Guru MA Darussalam Katimoho Kedamean Gresik. *Jurnal Magister Manajemen*, 5(1), 1–10.
- Mustofa, A., Nurhapsa, N., & Farozzi, M. (2024). Pengaruh Budaya Organisasi Terhadap Motivasi dan Kinerja Guru Di SD Integral Hidayatullah Depok. *Jurnal Pendidikan Dasar Nusantara*, 9(1), 33–44. <https://doi.org/10.33369/jpdn.v9i1.68527>
- Nasution, F. (2023). Fleksibilitas Guru dalam Menghadapi Digitalisasi Pendidikan Islam. *Jurnal Manajemen Pendidikan Islam*, 8(1), 33–47. <https://doi.org/10.21043/jmpi.v8i1.5632>
- Putri, A. N., & Hadijaya, Y. (2024). Pengaruh Budaya Organisasi terhadap Profesionalisme Guru. *Jurnal Manajemen Pendidikan Islam*, 6(1), 45–57. <https://doi.org/10.24014/jmpi.v6i1.73912>
- Quinn, R. E., & Thakor, A. V. (2019). *Competing Values Leadership*. Edward Elgar Publishing. <https://doi.org/10.4337/9781788117800>
- Rachman, A., Sunaryo, W., & Darmawan, D. (2023). The Impact of Managerial Capabilities, Adhocracy Culture and Knowledge Sharing on Innovation Capabilities And Performance. *Journal of Asian Business and Economic Studies*, 30(2), 145–162. <https://doi.org/10.1108/JABES-12-2021-0214>

- Rada, A., Dewi, I. K., Mashar, A., & Alamsyah, R. (2024). Beyond the Classroom: Total Quality Management And Digital Innovation In Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 133–146. <https://doi.org/10.33650/al-tanzim.v8i2.9608>
- Rahmawati, N., Susanto, H., & Nurjanah, E. (2023). Budaya Organisasi Inovatif dan Dampaknya Terhadap Kinerja Guru. *Jurnal Pendidikan Dan Kebudayaan*, 8(2), 101–112. <https://doi.org/10.24832/jpk.v8i2.244>
- Republik Indonesia. (2005). *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen*. Jakarta: Sekretariat Negara.
- Ritonga, M., Mandasari, M., & Zulhammi, Z. (2023). Pengaruh Kompetensi Guru dan Budaya Organisasi Terhadap Kinerja Guru Pendidikan Agama Islam Tingkat Madrasah Aliyah. *Jurnal Pendidikan Islam*, 12(2), 145–160. <https://doi.org/10.24042/jpi.v12i2.12520>
- Rizaldi, M. I., Sari, H. P., & Fauzana, O. (2025). Peningkatan Profesionalisme Guru PAI: Pendekatan Berbasis Kompetensi dan Inovasi Pembelajaran. *Symfonia: Jurnal Pendidikan Islam*, 3(1), 22–35.
- Sabariah, S., Hartono, H., Zairunah, Z., & Lian, L. (2024). Budaya Organisasi Sekolah dalam Mendorong Pembinaan Guru. *Jurnal Manajemen Pendidikan Islam*, 9(1), 55–70. <https://doi.org/10.33650/jmpi.v9i1.7412>
- Samudi, S. (2023). Pengaruh Kepuasan Kerja, Budaya Organisasi, dan Efikasi Diri terhadap Kinerja Guru pada SMA di Kabupaten Pandeglang, Banten. *Jurnal Administrasi Dan Manajemen Pendidikan*, 5(2), 88–99. <https://doi.org/10.36052/jamp.v5i2.654>
- Sari, D., & Hidayat, M. (2024). Implementasi Budaya Adhocracy Dalam Meningkatkan Profesionalisme Guru. *Jurnal Pendidikan Islam Indonesia*, 9(1), 22–35. <https://doi.org/10.21070/jpii.v9i1.456>
- Setiawan, R., & Nugroho, A. (2021). Organizational Culture and Teacher Performance in Islamic Schools. *International Journal of Educational Management and Innovation*, 2(2), 87–99. <https://doi.org/10.12928/ijemi.v2i2.329>
- Subairi, A., Karim, N., & Zaitun. (2024). Kompetensi Pedagogik Dan Profesional Guru PAI Dalam Penerapan Strategi Pembelajaran Pendidikan Agama Islam. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Pendidikan Islam*, 21(1), 45–56.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sun, Y. (2024). Adhocracy Culture and Organizational Creativity: The Mediating Role of Innovative Behavior. *Journal of Business Research*, 172, 114250. <https://doi.org/10.1016/j.jbusres.2023.114250>
- Taber, K. S. (2018). The Use Of Cronbach's Alpha When Developing And Reporting Research Instruments In Science Education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Tadesse Bogale, B. (2024). Adhocracy Organizational Culture and Innovation Capability In Educational Institutions. *International Journal of Innovation and Learning*, 35(1), 1–17. <https://doi.org/10.1504/IJIL.2024.138210>

- Taherdoost, H. (2019). What Is The Best Response Scale For Survey And Questionnaire Design? *International Journal of Academic Research in Management (IJARM)*, 8(1), 1–10. <https://doi.org/10.2139/ssrn.3582349>
- Ulfiana, N. H., & Rosid, M. H. A. (2024). Transformasi Pendidikan: Menyiapkan Calon Guru Melalui Manajemen Inovasi Kelas Unggulan Madrasah Diniyyah. *Jurnal Akad: Pendidikan Dan Pemikiran Islam*, 9(2), 200–214.
- Widhiarso, W., & Sumintono, B. (2022). Validity and Reliability In Social and Educational Measurement: Rasch Model Analysis. *Cogent Education*, 9(1), 1–15. <https://doi.org/10.1080/2331186X.2022.2058732>
- Wijayanti, R., Handayani, N., & Sutopo, A. (2024). Organizational Culture, Leadership, and Their Effect on Organizational Agility In Islamic Schools. *Journal of Infrastructure, Policy and Development*, 8(2), 7161.
- Yang, C., Huang, L., & Li, X. (2022). Adhocracy Culture and Innovative Behavior In Educational Services: The Role of Diversity and Openness to Change. *International Journal of Educational Management*, 36(7), 1025–1042. <https://doi.org/10.1108/IJEM-02-2022-0093>