

Organizational Culture as a Catalyst for Literacy Development in Islamic Boarding School

Rifan Humaidi

Islamic Educational Management Department, Universitas Islam Negeri KH Achmad Shiddiq,
Jember, East Java, Indonesia

Email : humaidirifan79@gmail.com

DOI: <http://doi.org/10.33650/al-tanzim.v8i3.9121>

Received: 22 July 2024

Revised: 4 August 2024

Accepted: 18 August 2024

Abstract:

Organizational culture in Islamic boarding schools plays a crucial role in improving students' literacy. Identifying the most influential cultural elements can help develop strategies to strengthen literacy skills among students. This study aims to analyze the role of organizational culture in promoting students' literacy in Islamic boarding schools. The research method used is qualitative, with a case study approach involving interviews, observations, and documentation. Data analysis using the Miles and Huberman model includes data reduction, systematic data presentation, and conclusion. The results of this study indicate that a conducive learning environment in Islamic boarding schools, strengthening sustainable literacy programs, effective collaboration with external partners, and developing values and norms by Islamic boarding school principles significantly contribute to improving students' literacy. These findings emphasize the importance of a holistic approach involving various aspects of organizational culture to achieve better student literacy outcomes. This study provides implications for Islamic boarding school management's importance in strengthening cultural elements that support literacy. In addition to providing new insights, this study contributes significantly to educational policies in Islamic boarding schools.

Keywords: *Organizational Culture, Literacy, Learning Environment, Collaboration*

Abstrak:

Budaya organisasi di pesantren memainkan peran krusial dalam meningkatkan literasi santri. Identifikasi elemen-elemen budaya yang paling berpengaruh dapat membantu mengembangkan strategi untuk memperkuat kemampuan literasi di kalangan santri. Penelitian ini bertujuan untuk menganalisis tentang peran budaya organisasi dalam mendorong literasi santri di pondok pesantren. Metode penelitian yang digunakan adalah kualitatif, dengan pendekatan studi kasus yang melibatkan wawancara, observasi, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman meliputi reduksi data, penyajian data secara sistematis, serta penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa lingkungan belajar yang kondusif di pesantren, penguatan program literasi yang berkelanjutan, kolaborasi yang efektif dengan mitra eksternal, serta pengembangan nilai dan norma yang sesuai dengan prinsip-prinsip pesantren, secara signifikan berkontribusi terhadap peningkatan literasi santri. Temuan ini menekankan pentingnya pendekatan holistik yang melibatkan berbagai aspek budaya organisasi untuk mencapai hasil literasi yang lebih baik di kalangan santri. Penelitian ini memberikan implikasi tentang pentingnya manajemen pondok pesantren untuk memperkuat unsur budaya yang mendukung literasi. Selain memberikan wawasan baru, penelitian ini juga berkontribusi signifikan terhadap kebijakan pendidikan di pondok pesantren.

Kata Kunci: *Budaya Organisasi, Literasi, Lingkungan Belajar, Kolaborasi*

Please cite this article in APA style as:

Humaidi, R. (2024). Organizational Culture as a Catalyst for Literacy Development in Islamic Boarding School. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(3), 859-873.

INTRODUCTION

A strong and supportive culture can increase reading interest and literacy skills, ultimately contributing to students' holistic intellectual development. Organizational culture in Islamic boarding schools has a significant role in shaping the character and abilities of students (Arpinal et al., 2023). In the context of Islamic boarding school education, literacy includes the ability to read and write and involves critical understanding and application of knowledge in everyday life. (Marlin et al., 2024). Although Islamic boarding schools are known for their solid religious curriculum, academic literacy often needs more attention. This raises an urgent need to examine how Islamic boarding school organizational culture can influence and encourage student literacy.

Organizational culture theory by Edgar Schein states that organizational culture includes the values, assumptions, and norms that shape the behavior of organizational members. In the context of Islamic boarding schools, this culture can cover various aspects, from teaching methods to daily interactions between students and teachers (Nurhayati & Hindun, 2024). Schein identified that organizational culture directly impacts how individuals behave and develop within an organization. Therefore, understanding the organizational culture of Islamic boarding schools is very important to know how this can influence student literacy. The main problem in this research is the need for more understanding of how Islamic boarding school organizational culture influences student literacy. Even though many Islamic boarding schools have strong traditions and norms, there has yet to be an in-depth study that specifically explores the relationship between organizational culture and academic literacy.

This research aims to identify elements of Islamic boarding school organizational culture that contribute to student literacy development. The issues to be studied include how cultural norms and practices in Islamic boarding schools support or hinder academic literacy. For example, Islamic boarding schools' solid religious traditions and unique teaching methods influence students' motivation to read and write. This research will also examine whether there are differences in the influence of organizational culture on literacy in different Islamic boarding schools, as well as how different approaches to organizational culture can influence literacy outcomes.

Explains how various aspects of organizational culture in Islamic schools influence literacy development. This research found that a cultural environment that supports independent learning can improve students' literacy skills (Eguchi et al., 2021). This finding is relevant to this study because it shows the relationship between organizational culture and literacy (Kaur & Parlindungan, 2022) – the impact of organizational culture on educational outcomes in Islamic boarding schools. The results of this research show that a culture that supports the active involvement of students in learning is positively related to educational outcomes, including literacy. This research provides a basis for analyzing how specific cultural elements in Islamic boarding schools influence literacy (Chuanchen & Zaini, 2023). This research reveals how organizational culture in religious schools

can improve literacy skills. This research identifies that a culture that encourages continuous learning and active use of resources can contribute to increased literacy (Dewi et al., 2023). These findings provide insight into cultural practices that can be implemented to improve santri literacy.

Although previous research explores the relationship between organizational culture and literacy, studies specifically need to examine the influence of Islamic boarding school organizational culture on student literacy in Indonesia. Most studies focus on Islamic schools in general or in other countries. This research will fill the gap by providing an in-depth analysis of Islamic boarding school organizational culture elements that influence Santri literacy in the Indonesian context, considering the unique traditions and practices.

The novelty of this research lies in its specific focus on Islamic boarding schools in Indonesia and the use of organizational culture theory to explore the influence of culture on Santri literacy. This research will provide a new contribution to understanding how unique cultural elements in Islamic boarding schools, such as religious traditions and teaching methods, can influence students' literacy abilities. With this approach, this research will enrich academic literature with deeper insights into the role of organizational culture in the context of Islamic boarding school education.

This research identifies and analyzes how organizational culture in Islamic boarding schools influences student literacy. This research aims to reveal elements of organizational culture that support or hinder literacy development and provide recommendations for improving cultural practices that can improve literacy outcomes. Through this research, effective strategies can be found to utilize Islamic boarding school organizational culture in promoting literacy and supporting the overall academic development of students.

RESEARCH METHODS

This research uses a qualitative method with a case study approach to explore the role of organizational culture in encouraging literacy among Islamic boarding school students. This approach was chosen because it allows researchers to understand the dynamics of organizational culture and its impact on Santri literacy in the specific context of Islamic boarding schools. The case study method will allow researchers to explore this phenomenon comprehensively, focusing on one or several Islamic boarding schools that are the object of research.

Data collection techniques used in this research include in-depth interviews, observation, and document study. In-depth interviews were conducted with Islamic boarding school administrators, teachers, and students to gain different perspectives on organizational culture and its influence on literacy (Mahdi et al., 2024). Observations were carried out to see the cultural practices implemented in Islamic boarding schools and the interactions between students and teachers in the learning process. The document study analyzes teaching materials and internal Islamic boarding school policies relevant to literacy. The research location was at the Nurul Islam Antirogo Jember Islamic boarding school, Jember Regency, East Java, Indonesia.

The collected data will be analyzed using thematic analysis techniques. This technique will help identify the central themes and patterns from interview data, observations, and documents. The analysis process began with the transcription of interview data and observation notes; then, coding was carried out to identify initial themes. These themes will be grouped and analyzed to understand how Islamic boarding school organizational culture influences student literacy. The analysis results will be used to draw conclusions regarding the role of organizational culture in encouraging literacy and provide recommendations for better practices in Islamic boarding schools.

RESULTS AND DISCUSSIONS

This research shows several key findings regarding the role of Islamic boarding school organizational culture in promoting literacy, which can be compared with previous studies to provide a deeper understanding. First, creating conducive learning is an essential element in increasing literacy, which emphasizes that a supportive learning environment significantly influences students' literacy development. This research found that Islamic boarding schools that implement flexible teaching methods and are responsive to students' needs tend to have higher literacy levels, supporting the theory that favorable learning conditions can strengthen literacy skills. Second, strengthening literacy programs in Islamic boarding schools shows results consistent with those of Heffernan et al. (2022), which shows that programs that are well structured and supported by a robust organizational culture can improve educational outcomes.

This research reveals various essential aspects of Islamic boarding school organizational culture that influence student literacy. These findings were obtained through in-depth interviews with Islamic boarding school administrators, teachers, and students and direct observation. The research results are divided into several essential sub-sections, each connecting the findings with the interviews conducted.

Creating Conducive Learning

Creating conducive learning involves creating an environment that effectively supports and facilitates the learning process. This includes a comfortable classroom arrangement, implementing interactive teaching methods, and providing adequate resources. A conducive environment also involves psychological aspects, such as reducing stress and creating a pleasant atmosphere so students feel motivated and more focused on learning (Palah & Maryono, 2024). With these supportive conditions, students can more easily absorb lesson material and develop their literacy skills optimally. By the results of the joint interview, Rizal who showed that creating a conducive learning environment has a significant positive impact on Santri's literacy, said, "We try to create a comfortable and stress-free classroom atmosphere, which makes it easier for Santri to focus on learning. Providing adequate facilities and emotional support from teachers ensures that every student feels valued and motivated to learn optimally."

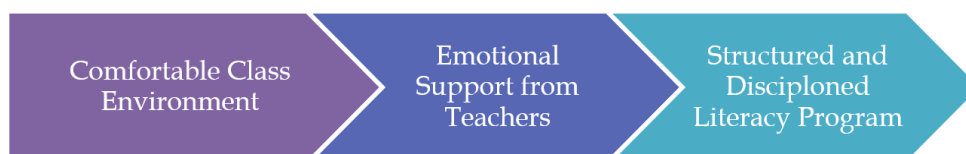
The results of this interview show that creating a comfortable and stress-free learning environment is a critical factor in increasing students' focus. The creation of a supportive classroom atmosphere, adequate facilities, and emotional

support from teachers prove that the learning environment's physical and psychological aspects play an essential role in the learning process. The emphasis on comfort and stress reduction facilitates students' concentration and increases their motivation and engagement in the learning process. This shows that an effective classroom management strategy must include attention to elements that can influence the well-being of students so that they can achieve their best academic potential. This research supports the finding that a supportive environment and personal attention from educators contribute significantly to the development of students' literacy skills. This statement reflects the Islamic boarding school's efforts to provide a space that supports effective learning.

Then it is also in line with Cahyani's statement, namely that an active student stated, "The calm environment and support from the teacher helped me improve my reading skills. Not only was the classroom comfortable, but the teacher's personal attention made me more confident and enthusiastic about facing existing literacy challenges."

It can be seen from the results of the interview above that a calm environment and support from teachers play an essential role in developing students' reading skills. A supportive classroom environment and personal attention from teachers strengthen students' self-confidence and enthusiasm for learning. This indicates positive learning experiences and supportive interactions between students and teachers can influence literacy outcomes. This research clarifies that psychological and social factors in learning, such as emotional support and positive interactions with educators, are critical in improving reading skills. These findings emphasize the need to create a safe and supportive environment to optimize students' learning process and academic achievement.

Then, Putri Faradilla, an active student, also stated, "The literacy program that we run regularly has had a big influence on the development of my reading skills. Additional support such as personal study sessions and access to a variety of reading materials makes the learning process more interesting and effective ." This interview highlights how routine and structured literacy programs can influence the development of students' reading skills. Additional support through personal learning sessions and access to varied reading materials increases Santri's involvement in learning. This shows that diverse approaches in delivering material and individual guidance can enrich students' learning experiences and improve their literacy outcomes. This research supports the idea that diversity in learning methods and materials can stimulate students more. With an organized literacy program and personal support, students can be more motivated and develop their reading skills more easily.



Figures 1. Literacy Skills

The findings above show that a comfortable and safe physical environment can increase student concentration and engagement. A supportive environment

helps reduce distractions and stress, allowing students to focus on learning. Creating a comfortable and stress-free classroom atmosphere contributes to students' focus on learning. This is consistent with the theory that a supportive learning environment can improve literacy outcomes (Subhan & Afiyah, 2024). Clean, quiet classrooms with adequate facilities increase students' comfort and enable them to study more effectively. This support helps students feel more appreciated and encouraged in the learning process. Emotional support from teachers strengthens students' self-confidence and enthusiasm for learning. This supports the theory that positive interactions with educators can influence literacy skills. Teachers who provide personal attention and emotional support increase students' motivation, reflected in their involvement in literacy activities (Yahyuni et al., 2023). A systematic and integrated literacy program can significantly improve students' reading and writing skills.

The program should include a variety of methods and materials to meet the needs of diverse students (Lestari et al., 2024). A structured and routine literacy program positively impacts students' reading skills. This is due to the theory that a good program structure and individual guidance can improve literacy skills (A'yuni & Muhammad, 2023). Within the scope of Islamic boarding schools, various reading materials and different learning techniques are used, which enrich the students' learning experience and help them develop literacy skills. Apart from that, teachers actively provide emotional support, including positive feedback and exceptional attention to students who need it (Warranty & Rigianti, 2023). The literacy program at both Islamic boarding schools is well structured, with special sessions for reading and writing tailored to the student's ability level. These elements contribute to more effective learning and improve students' literacy skills (Kim et al., 2021; Hudson et al., 2021).

Strengthening Literacy Programs

Strengthening literacy programs in the context of organizational culture refers to systematic and structured efforts to strengthen and integrate literacy activities into organizational routines and values (Barrenechea et al., 2023). In an educational organization such as an Islamic boarding school, this means designing and implementing programs that not only focus on teaching reading and writing but also prioritize literacy as a fundamental value in the organization's culture (Prawoto et al., 2024). Ahmad Lutfi's statement, as part of the Islamic boarding school, said, "Our literacy program is designed to actively involve students with routine activities that support learning to read and write. We integrate various types of reading material and interactive teaching methods to maximize engagement and learning effectiveness."

The interview results reveal the strategic approach implemented in the literacy program to increase the involvement of students in learning to read and write. This literacy program aims to actively involve students through routine activities, reflecting a commitment to creating a dynamic and participatory learning experience. The approach includes integrating various types of reading material, which shows an effort to introduce students to a broad and relevant reading spectrum. These can include a variety of texts from different genres, diverse topics, and different levels of difficulty, thus providing diverse contexts

for learning and accommodating students' varying interests and learning needs. In this way, students are encouraged to explore different types of reading, broadening their knowledge and improving their overall reading skills. The interactive teaching methods applied are also a key element in this strategy.

Then, it is also in harmony with the expression Wahyutini Ekowati; as Diniyah's teacher said, "With the literacy program integrated into the curriculum, we see a clear improvement in the students' literacy skills. We implement a variety of approaches, including shared reading, group discussions, and writing assignments, which support the development of skills they." The results of this interview confirm the empirical results of the implementation of the program. This shows that the approaches implemented in literacy programs, such as reading together, group discussions, and writing assignments, have effectively improved students' literacy skills. This increase reflects the success of teaching strategies in creating a deep and comprehensive learning experience. The diverse approaches, including shared reading, group discussions, and writing assignments, reflect the use of multi-faceted teaching methods that focus on the active involvement of students. Shared reading allows students to practice reading skills socially, while group discussions encourage deep understanding and critical thinking. Having writing assignments supports the ability to express and apply literacy skills in a more creative context.

This is also confirmed by the statement of Eko Wahyudi, who expressed his opinion, "The activities we have designed in the literacy program, such as individual and group learning sessions, have shown very positive results. Santri are more motivated and show significant progress in their reading and writing abilities after participating in these activities." This interview revealed that activities in the literacy program, such as individual and group learning sessions, clearly impacted students' literacy skills. Well-designed activities increase motivation and accelerate students' progress in reading and writing. These findings support the theory that structured and personalized educational interventions can effectively improve learning outcomes. This research shows that individual and group approaches in literacy programs can motivate students and accelerate the development of their literacy skills.

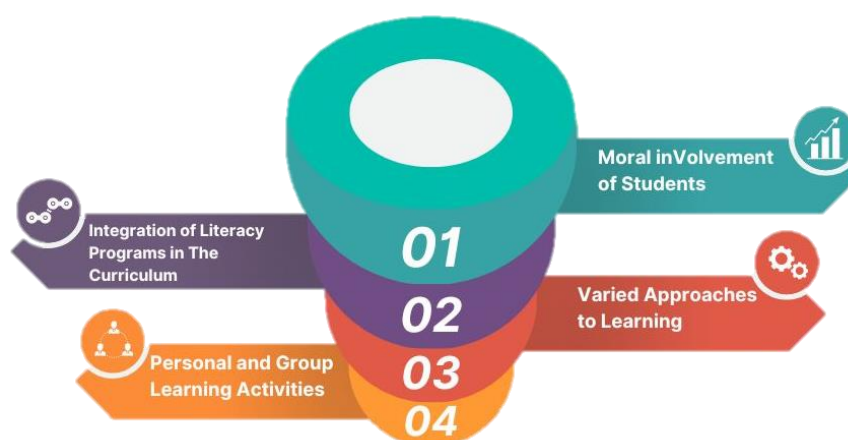


Figure 2. Literacy Program

With these findings, it can be understood theoretically that active learning involvement, including interactive activities, improves students' learning outcomes. Active engagement can improve understanding and retention of information. Literacy programs involving students with various reading materials and teaching methods support this theory. Discussions and shared reading exercises increase student involvement through interview results and active learning theory. A curriculum that includes systematic literacy activities can improve student learning outcomes. Integrating literacy programs into the curriculum led to an apparent increase in Santri's literacy skills. These findings indicate that a curriculum that includes various literacy activities positively impacts Santri's skills (Sudirman et al., 2024). Likewise, varied learning theory, which uses various methods and activities in learning, can increase engagement and learning effectiveness. Variations in teaching methods can meet various student learning styles (El-Sabagh, 2021). The use of various methods in literacy programs, such as reading together, group discussions, and writing assignments, shows an increase in students' literacy skills. The teaching approach helps enrich the student's learning experience, supporting the theory that diverse methods can improve literacy outcomes. Individual and group activities in literacy programs positively impact students' reading and writing abilities (Helmalia et al., 2024).

Thus, the literacy program is designed with various methods that support active learning in the classroom. It is equipped with a variety of reading materials and interactive activities such as discussions and regular writing sessions. In addition, personal and group learning sessions effectively improve students' skills. The literacy program integrated into the curriculum functions well, positively impacting the development of students' literacy skills. These results are consistent with interview findings and support the application of structured and varied methods in literacy programs.

Collaboration with External Partners

In organizational culture, collaboration with external partners often aims to broaden the horizons of knowledge and resources available to the organization (Köhler et al., 2022). These may include implementing new teaching methods, utilizing additional educational materials, or access to training and professional development not available internally. This Collaboration introduces new and innovative perspectives, which can enrich existing practices and policies within the organization. An Islamic boarding school administrator, Muti'ah, explained, "Collaboration with external institutions helps us introduce new methods and resources that enrich the santir's learning experience. We gain access to various innovative teaching techniques and useful learning materials, which not only broaden the santir's horizons but also increase the effectiveness of the learning process."

The results of this interview highlight the significant benefits of Collaboration with external institutions in the context of Islamic boarding school education. This Collaboration serves as a catalyst that introduces new methods and additional resources that enrich the student's learning experience. Through this partnership, Islamic boarding schools gain access to various innovative teaching techniques and learning materials that are not available internally.

Adding these new teaching techniques plays a vital role in increasing the effectiveness of the learning process. Innovative methods introduced by external institutions offer a different approach better suited to students' learning needs than previously used traditional methods. In addition, access to diverse learning materials broadens students' horizons, giving them a broader and deeper perspective on the topics studied.

In addition, Cahyani, who is an active Santri, also added, "Programs held with external institutions provide new perspectives and additional materials that are very useful for my learning. With training and workshops organized by external partners, we obtain new tools and strategies that greatly support our academic progress and practical skills."

The results of joint interviews with this informant reveal that Collaboration with external institutions significantly contributes to student learning through new perspectives and additional materials. These interviews show that programs organized by external partners, such as training and workshops, bring real benefits through new tools and strategies that support academic progress and practical skills. Interpretation of the interview results shows that external institutions' involvement broadens the horizons of students' knowledge and skills. Programs held with external partners introduce new material and provide innovative learning approaches and methods. This aligns with the theory of experience-based learning, which states that exposure to various sources of knowledge and learning techniques can improve students' understanding and skills.

Then, it is also in harmony with the expression Qosidi, which reveals that "Collaboration with outside institutions allows us to access previously unavailable networks and resources, including subject matter experts and the latest educational materials. This helps us broaden our learning horizons and improve the quality of the education we receive." From the results of this interview, the emphasis is on the benefits of Collaboration with external institutions in improving the quality of education by providing access to networks and resources that were previously unavailable. This Collaboration allows students to connect with experts in various fields and obtain the latest educational materials, broadening their learning horizons. This interpretation of the interview results underscores the importance of access to external resources and professional networks in education. By connecting with experts and getting the latest educational materials, students can gain more relevant and up-to-date knowledge and skills that may be outside the traditional curriculum. This aligns with educational theory, emphasizing the importance of additional resources and network-based learning in enriching students' educational experiences. Collaboration with external institutions also enables the integration of new perspectives and innovative techniques in the learning process. According to social network theory and collaborative learning, access to various resources and expertise can improve the quality of education by providing various views and learning methods that enrich the learning experience.

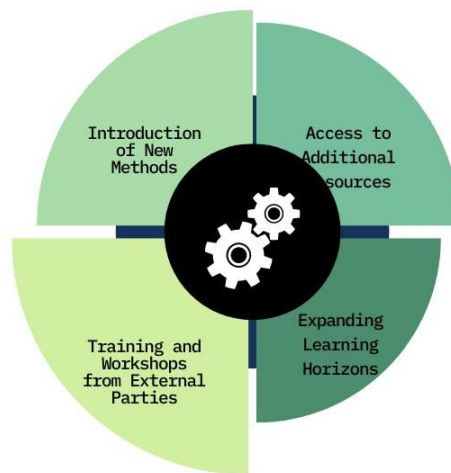


Figure 3. Horizon of Knowledge

The findings above show that collaboration with external institutions can introduce new and innovative teaching methods that enrich the learning process. This new method can provide a different approach to addressing various educational challenges. Collaboration with external institutions introducing new methods shows that this approach enriches the student's learning experience (Lestari et al., 2024). Collaboration with external partners can provide access to additional resources not available internally. This includes educational materials, training, and tools that support learning (Muhammad et al., 2020). Then, additional resources through collaboration with external institutions provide direct benefits in improving the quality of learning. Training and workshops from external partners can enrich the skills and knowledge of educators and students. This training provides new strategies and insights that support improving the quality of education. Training programs and workshops organized by external partners demonstrate improvements in students' skills and the quality of learning. Collaboration with external institutions broadens students' learning horizons by providing access to experts and the latest materials (Jahidin, 2023).

Thus, collaboration with external institutions provides access to various new teaching methods, additional materials, and valuable training. Programs with external institutions are seen to have a significant positive impact, including training that improves students' skills and broadens their horizons. The existence of materials and techniques introduced by external partners enriches the learning experience and helps students achieve better academic progress. These results are consistent with interview findings and support the theory that external collaboration can improve educational quality by providing additional resources and expertise.

Development of Values and Norms

The development of values and norms in organizational culture refers to establishing and strengthening the basic principles and rules of behavior that regulate the interactions and activities of organizational members. Values are fundamental beliefs that an organization considers necessary and underlie the decisions and actions of individuals within it. Meanwhile, norms are unwritten rules or habits that direct daily behavior, creating a framework that guides

members in carrying out tasks and interacting with each other. Budiman is a teacher who stated, "We instill important values about reading and writing in students' daily lives, which makes them more motivated to learn. By integrating literacy activities into their daily routine, students gain new skills and develop habits that support their ongoing academic growth."

It can be understood from the results of this interview that it underlines the importance of instilling the values of reading and writing in students' daily lives as a strategy to increase their motivation and learning skills. By integrating literacy activities into daily routines, students gain new skills and develop habits that contribute to long-term academic growth. Integrating literacy values into daily activities is very effective in motivating students. This approach creates a consistent and structured learning environment where reading and writing become part of the daily routine. Repetition of activities in everyday contexts can form habits that support skill growth and motivation. In this case, instilling literacy values in daily life helps students build positive habits that strengthen their academic skills. Also, in line with the expression of Dewi Puspita, a student who expressed her opinion, "The norms in Islamic boarding schools support the habit of reading as part of everyday life, which helps me. Learning programs that emphasize literacy's importance and provide special reading and writing time have strengthened my motivation and skills in this area."

Interpretation of the results of this interview underscores the critical role of norms and culture in supporting literacy habits. By making reading a routine activity valued and encouraged within the Islamic boarding school environment, students are exposed to consistent literacy practices and feel more motivated to participate in reading and writing activities. This aligns with motivation and learning theory, which states that a supportive environment and positive social norms can increase student engagement and academic achievement. The results of this interview show that norms in Islamic boarding schools that support reading habits significantly contribute to the development of students' literacy skills. The norms in Islamic boarding schools, which integrate reading habits as part of daily life, have proven effective in strengthening students' motivation and improving their reading and writing skills.

Hudi Setiawan, as a teacher, also added, "In the process of developing values and norms, we also adopted an approach that involves active participation of students in literacy activities. This includes group discussions and joint reading, which encourages them to appreciate better and enjoy the process of reading and writing." The interpretation of the results of this interview reveals that in efforts to develop values and norms in Islamic boarding schools, approaches that involve the active participation of students in literacy activities, such as group discussions and shared reading, play an important role. This approach aims to encourage students to appreciate and enjoy the process of reading and writing more. Interpretations from these interviews indicate that active participation in literacy activities strengthens students' reading and writing skills and contributes to the internalization of literacy values and norms. By involving students in group discussions and reading together, developing literacy values becomes more dynamic and in-depth. This aligns with the active involvement theory, which

states that direct participation in learning activities can increase interest and appreciation for the subject matter (Lombardi et al., 2021; Malone & Lepper, 2021). In addition, activities such as group discussions and shared reading allow students to interact and discuss literacy material, which not only strengthens their understanding but also reinforces the values associated with literacy, such as the importance of sharing knowledge and learning collaboratively.

Based on the findings above, it can be understood that instilling literacy values in students' daily activities helps build habits that support their academic growth. Social norms and a supportive environment can influence students' learning habits and motivation. Norms that support literacy can strengthen students' motivation and skills (Tegmark et al., 2024). Supporting norms in Islamic boarding schools that promote reading habits is a motivational tool and supports students' literacy skills. Active participation in learning activities increases appreciation and engagement with the material (Falah et al., 2023). Literacy activities that actively involve students support the development of literacy skills and values. Active participation in literacy activities, such as group discussions and shared reading, strengthens literacy values and norms among students. Participation in activities that involve intrinsic interests and desires supports the development of skills and habits (Zarrett et al., 2021). Active participation in literacy activities encourages interest and skill development. Literacy activities involving students, such as shared reading and discussions, support the development of literacy habits and their motivation. This shows that literacy values integrated into students' daily lives positively impact their motivation and skills. Reading and writing habits encouraged by Islamic boarding school norms have strengthened literacy skills. Literacy activities that actively involve students, such as group discussions and shared reading, have also been proven to improve their appreciation and skills.

CONCLUSION

This research provides significant insight into the role of Islamic boarding school organizational culture in increasing student literacy. The most important findings of this research highlight that creating a conducive learning environment, strengthening literacy programs, collaborating with external partners, and developing values and norms integrally can effectively influence students' literacy skills. The lessons learned from this research show that the integration of various elements of organizational culture in Islamic boarding school management has great potential to support literacy development. This emphasizes the importance of a holistic and sustainable approach to increasing literacy in the Islamic boarding school education environment.

In terms of the strength of the article, this research makes an essential contribution to scientific studies by updating the perspective on the influence of organizational culture on literacy. This research's qualitative method and case study offer an in-depth and contextual approach, providing a new perspective on influential variables. However, this study also has limitations, including a focus on a specific location and a limited sample, which may only cover some variations in Islamic boarding schools in Indonesia. In addition, this study did not consider gender and age factors in depth. Therefore, further research that uses survey

methods involving various locations and considers gender and age variables is needed to obtain a more comprehensive picture. It is hoped that further research will provide broader and more accurate data, which can be used as a basis for more effective and targeted education policies.

ACKNOWLEDGEMENT

My deepest gratitude goes to the editorial team of Al-Tanzim Journal for the opportunity to provide guidance that is part of the process until this article can be published. Reviewers have enriched and perfected this work for the time given to give corrections, input and constructive suggestions. Nurul Islam Islamic Boarding School Institution, Antirogo Jember, has supported facilities and resources during the research process. This article can contribute to the development of science and for readers.

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