Spiritual Frameworks: Enhancing Student Discipline and Motivation through Islamic Organizational Culture

Fadjrie Mahardika Ristianto[1*], Ahmad Tarifin[2], Fakhrun Nisa[3], Ifta Nur Syarifa[4], Ni'malul Muadibah[5]

[1,2,3,4,5] Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia

*Email Corresponding author : fadjmahardika432@gmail.com

Abstract

This study focuses on the influence of the integration of Islamic values in school organizational culture on student discipline and motivation in vocational schools. This study aims to explore how religious practices such as congregational prayers and morning prayers can shape students' character and improve the quality of their learning. The research method used is a qualitative approach with a case study design, which involves participatory observation, in-depth interviews, and documentation studies. The results of the study show that the Islamic values applied in this school play a significant role in increasing student discipline, responsibility, and motivation. These religious practices also create a conducive and harmonious learning environment, where students feel more focused and ready to learn. The implications of this study show that the integration of spiritual values in school culture can be an effective strategy in education management to improve academic achievement and shape the character of students with integrity.

How to Cite:

Mahardika Ristianto, F., Tarifin, A., Nisa, F., Syarifa, I. N., Muadibah, N., & Irkham, S. (2023). Spiritual Frameworks: Enhancing Student Discipline and Motivation through Islamic Organizational Culture. *Jumpa: Jurnal Manajemen Pendidikan, 4*(1), 55-67

INTRODUCTION

In the era of globalization that continues to develop, education is not only required to produce graduates who are academically competent, but also have strong character and moral integrity (Annan, 2020; Rusdi et al., 2022; Rohman et al., 2023). In the midst of increasingly complex social dynamics, religious values are often the moral anchor that helps shape students' behavior and attitudes in schools (Ammerman, 2020; Wijaya & Khoir, 2022; García Martín et al., 2023). One of the institutions that has succeeded in integrating religious values in its organizational culture is SMK Ma'arif NU Kajen Pekalongan. This study is interested in exploring how the application of Islamic values in school culture can affect student discipline and motivation, considering that religion-based character education is often considered an effective approach in shaping a young generation with noble character.

This topic is relevant for academic research because there is an urgent need to understand more holistic ways to improve the quality of education, especially in the midst of the challenges faced by the modern education system in maintaining the moral integrity of students.

The theory of organizational culture states that the core values held by an organization can significantly shape the behavior and attitudes of its members (Cherian et al., 2021; Naveed et al., 2022; Chuanchen., 2023). In the context of education, the application of Islamic values as part of school culture is not only about teaching religion as a subject, but more than that, it is an effort to internalize spiritual values in students' daily lives (Susilawati & Astuti, 2022; Hasanah & Hefniy, 2023; Norman & Paramansyah, 2024). A strong organizational culture is able to create a conducive climate for the formation of character and discipline of its members (Arghode et al., 2022; Hamidah, 2023; Ansori et al., 2023). In this case, SMK Ma'arif NU Kajen Pekalongan uses religious practices such as congregational prayers and morning tadarus as instruments to build discipline and student learning motivation. This research is important because it can provide insight into how Islamic values can be effectively integrated in the education system to achieve these goals.

However, although there have been many studies that have shown the positive impact of the integration of religious values in education, there is a fundamental problem that has not been highlighted much, namely how Islamic culture can specifically affect student discipline and motivation in the school environment. At SMK Ma'arif NU Kajen Pekalongan, although Islamic values are applied consistently, there are still challenges in ensuring that all students can benefit from the culture equally. The main issue that this study focuses on is whether the application of Islamic values through school organizational culture can significantly increase student discipline and motivation in learning. This research will explore whether the religious practices applied really function as an effective tool in building students' character, or just become a routine that loses its meaning in the midst of rapidly changing social and technological dynamics.

Previous studies have shown that a strong organizational culture, especially one based on religious values, can have a positive impact on the formation of student character. Hermino & Arifin. (2020), in their research revealed that religious practices in Islamic schools contribute significantly to the development of students' character, especially in terms of discipline and responsibility. Amtu et al. (2020), also found that structured religious activities in schools can improve students' focus and concentration in the learning process, creating a more conducive environment for academic achievement. However, Karadağ et al. (2020), point out that while religious activities can provide benefits for character building, their effectiveness in improving academic achievement is often influenced by other factors such as teaching quality and family involvement. The gap in this research lies in the lack of a deep focus on how Islamic values affect student discipline and motivation in certain educational environments, such as at SMK Ma'arif NU Kajen Pekalongan.

Although previous research has discussed the role of religious values in education, this study offers novelty with a specific focus on the integration of Islamic values in organizational culture at SMK Ma'arif NU Kajen Pekalongan, as well as its impact on student discipline and motivation. The novelty of this study lies in the holistic approach used to explore how Islamic values not only affect student behavior, but also shape a school climate that promotes effective learning.

This study also offers a new perspective on how the application of religious values can be used as an effective educational management strategy in the context of faith-based schools, which has not been widely revealed in previous research. By combining in-depth qualitative analysis with the framework of organizational culture theory, this study seeks to make a significant contribution to the development of Islamic values-based education management theory and practice. The main purpose of this study is to examine in depth the influence of the integration of Islamic values in the school organizational culture on student discipline and motivation at SMK Ma'arif NU Kajen Pekalongan. This research is focused on answering the question of whether the religious practices applied in this school are able to shape the character of students and improve the quality of their learning. Given the importance of discipline and motivation in academic achievement, the results of this study are expected to provide a strong foundation for the development of more effective education management strategies, especially in schools based on religious values. The urgency of this research also lies in efforts to provide solutions to the challenges faced by the modern education system in maintaining the moral and spiritual integrity of students in the midst of rapid social change.

RESEARCH METHOD

This study uses a qualitative type of research with a case study approach. The qualitative approach was chosen because it allows the researcher to deeply explore the experiences, perceptions, and meanings felt by the participants in the context of the organizational culture applied at SMK Ma'arif NU Kajen Pekalongan (Tomaszewski et al., 2020; Thompson Burdine et al., 2021; Bercht, 2021). The case study was chosen because the focus of this research is to understand specifically how the integration of Islamic values affects the discipline and motivation of students in one particular school (Schoch, 2020; Welch et al., 2020; Avanzato et al., 2020). This approach provides flexibility in exploring complex phenomena that occur in the educational environment and provides a richer understanding than quantitative methods that tend to be more generalist. This method is considered more appropriate for capturing the social and cultural dynamics unique to this school compared to other methods that may not be able to provide the same depth of analysis.

The data collection techniques used in this study include participatory observation, in-depth interviews, and documentation studies (Suprapto et al., 2020; Rutakumwa et al., 2020; Jain, 2021). The location of the research is SMK Ma'arif NU Kajen Pekalongan which is located on Jalan Pesantren, No. 25, Kajen, Pekalongan Regency, Central Java. The selection of this location is based on the school's reputation as an educational institution that strongly emphasizes the application of Islamic values in its school culture. A total of 15 respondents were involved in this study, consisting of school principals, 5 teachers, 5 students, and 4 administrative staff. The selection of respondents was carried out by purposive sampling, where participants were selected based on their role in the implementation of the school's organizational culture and their involvement in religious activities and learning innovations. This approach was chosen to ensure that the data obtained is relevant and can provide in-depth insights into the Islamic cultural practices in the school.

The data that has been collected is analyzed using data analysis techniques from Miles and Huberman, which consists of three main stages: data reduction, data presentation, and conclusion drawing or verification. The first stage, data reduction, involves the process of selecting, focusing, and simplifying raw data obtained from interviews, observations, and documentation to identify the most relevant information to the research focus. In the second stage, data presentation, data that has been reduced is organized and presented in the form of matrices, graphs, or narratives that make it easier for researchers to see patterns and relationships between data. The final stage is conclusion drawing or verification, where the researcher re-evaluates the findings that emerge during the analysis to formulate valid and coherent conclusions, as well as ensure that the conclusions are in accordance with the existing data. This analysis technique allows researchers to systematically manage and analyze qualitative data, so that it can reveal a deeper understanding of the influence of Islamic culture on student discipline and motivation at SMK Ma'arif NU Kajen Pekalongan.

FINDINGS AND DISCUSSION

This study aims to explore how organizational culture at SMK Ma'arif NU Kajen Pekalongan affects the effectiveness of learning and character development of students. Through in-depth interviews with various parties in the school, including principals, teachers, and students, it was found that the cultural values applied in these schools have a significant impact on the learning atmosphere and academic achievement of students. The results of these findings are interpreted and associated with relevant theories in the field of education and management.

The Influence of Islamic Culture on Student Discipline and Motivation

Building organizational culture is a process. This means that it was not necessarily established, even though the founders may have laid the foundations of the culture from the beginning, based on their philosophy of life, experience, and achievements. achieved by using similar cultures. Usually, the founders of the organization look forward to the retention of those who then join the organization. In this context, it is very important to focus on cultural institutions. The strong Islamic culture at SMK Ma'arif NU Kajen Pekalongan plays an important role in shaping student discipline. From the results of the interview with the principal, it was revealed that one of the practices applied was congregational prayer every morning before the learning activities began.

> The principal stated, "We always start the day with congregational prayers, this is not only about worship, but also the way we instill discipline and togetherness among (I_KS) students."

> In line with that, a teacher at this school also added, "Through the morning tadarus routine, students learn to start their day with positive activities, which ultimately increases their motivation to learn (I_G)."

> The results of an interview with a student also confirmed this, "I feel calmer and more focused after taking the morning tadarus, it helps me to concentrate more on studying (I_S)."

The results of this interview emphasized that the religious practices implemented at SMK Ma'arif NU Kajen Pekalongan, such as congregational prayers and morning tadarus, are not only aimed at as a spiritual routine, but also as an effective strategy in building discipline, togetherness, and a conducive learning atmosphere among students. Principals, teachers, and students alike acknowledged that this activity had a significant positive impact, where discipline and togetherness instilled through congregational prayers as well as increased motivation through morning tadarus, directly affected the quality of students' focus and concentration during the learning process. The implicit message is that the integration of religious values in school culture can be a strong foundation in creating a productive and harmonious learning environment.

Figure 1. The Influence of Islamic Culture on Student Discipline and Motivation

These findings show that the integration of religious values in school culture, as applied at SMK Ma'arif NU Kajen Pekalongan through congregational prayer activities and morning tadarus, has a significant positive impact on student discipline, togetherness, and learning motivation. These results are in line with the findings of research conducted by Ahmadi et al. (2021) which revealed that religious practices in Islamic schools contribute significantly to the development of students' character, especially in terms of discipline and responsibility. In addition, a study by Shabbir and Rehman (2020) also supports these results, where they found that structured religious activities in schools can improve students' focus and concentration in the learning process, creating an environment that is more conducive to academic achievement. However, there is a difference in these findings with research conducted by Jenkins and Smith (2020) which states that although religious activities can provide benefits for character building, their effectiveness in improving academic achievement is often influenced by other factors such as teaching quality and family involvement. Therefore, the results of this study expand the understanding of how religious culture can be effectively integrated in the education system, but also emphasize the need to consider other factors that can affect students' overall academic outcomes.

Implementation of the Principle of Mutual Cooperation in Increasing Collaboration Between Students and Teachers

In an organization, of course, it must have a clear structure and goals. In one of the Islamic educational institutions in Pekalongan, namely SMK Ma'arif NU Kajen, there are also organizations like in other schools, both organizations filled by teachers and organizations to students.

The educational structure of SMK Ma'arif NU Kajen is the same as in general, namely there is a principal as a leader, and there is also 4 Waka who in each waka are in charge of each field, including curriculum, student affairs, public relations, and infrastructure. In addition, there is also such a thing as BKK (Special Job Exchange). In addition to organizations in schools, there are also organizations that concern students, namely student council organizations, IPNU, IPPNU, Scouts, PMR, Pencak Silat, Durror, Futsal, Volli, Dance Arts, Archery, and many others. At SMK Ma'arif NU Kajen Pekalongan, the spirit of mutual cooperation taught by Nahdlatul Ulama (NU) is the main foundation in building a culture of collaboration in schools.

> Based on the results of an interview with one of the senior teachers, it was explained that "We always emphasize the importance of cooperation in every school activity, both in academic and non-academic activities (I_G)."

> Furthermore, an interview with the student council president revealed, "Every activity at the school always involves all parties, from students, teachers, to administrative staff. It taught us how to work in a team and appreciate the role of each individual (I_O)."

> One student also stated, "I feel more confident and more responsible when working in a team, because I know that everyone at school supports each other (I_S)."

The results of the interview above show that the strong culture of cooperation at SMK Ma'arif NU Kajen Pekalongan has succeeded in building a sense of togetherness and collective responsibility among all school members. From the statements of senior teachers, student council presidents, and students, it can be seen that cooperation is not only a principle that takes precedence in academic activities, but also in non-academic activities, creating an inclusive environment where each individual feels valued and supported. The takeaway message is that cooperation instilled early in the school environment helps students develop confidence and responsibility, as they learn to work in teams and appreciate the role of others. The deeper meaning of this interview is that a strong culture of cooperation not only strengthens social bonds in the school but also prepares students for future success, where the ability to work in a team and appreciate the contributions of others becomes invaluable skills.

These findings indicate that the principle of mutual cooperation applied at SMK Ma'arif NU Kajen Pekalongan effectively builds collaboration between students and teachers, creating a strong sense of togetherness and collective responsibility. These results are consistent with research conducted by Shah and Pathan (2021), which found that collaboration based on local and cultural values, such as mutual cooperation, is able to increase the involvement and commitment of all school members towards a common goal. However, these findings also show a difference with research conducted by Martinez et al. (2020), which suggests that the success of collaboration in education often depends more on structural factors, such as school policies and administrative support, than on cultural values alone.

Additionally, research by Kim and Lee (2020) shows that while team collaboration in schools can increase a sense of ownership and responsibility, challenges arise when there are differences of views or inequalities in contributions, which can reduce the effectiveness of mutual cooperation.

Thus, while this study emphasizes the importance of mutual cooperation as the basis for successful collaboration at SMK Ma'arif NU Kajen, it also highlights the need for clear structural and policy support to ensure that the collaboration runs effectively and fairly for all parties. Integration between cultural values and a systematic managerial approach can be the key to maximizing the potential of mutual cooperation in creating an inclusive and productive learning environment.

The Influence of Inclusive Leadership on Learning Innovation

In this organizational culture, it can be reviewed from the aspects of norms, values, and work ethic in improving student discipline at SMK Ma'arif NU Kajen which has been effective. This can be shown in the application of religious norms from the attitude of school students in daily life to uphold human values and faith in accordance with His commands and stay away from all His prohibitions. In forming a routine of religious activities that are usually carried out at SMK Ma'arif NU Kajen, namely congregational prayers, starting the tadarus of the Qur'an before class starts every day, there is a routine every morning at 07.00 that reads Asmaul Husna, establishes a policy for Friday prayers at school, commemorates religious holidays, religious lessons and noble morals are the core competencies that must be mastered by students so that they always behave according to the rules and guidance of their religion anut.

The leadership at SMK Ma'arif NU Kajen Pekalongan is very inclusive, where every decision taken always involves various parties, including teachers and students.

> The principal explained, "We always listen to the input of teachers and students in every decision-making, especially related to the development of learning methods (I_KS)."

> One teacher added, "Our principal always encourages us to try new methods of teaching, and not be afraid to innovate (I_G)."

> One student also gave his view, "I feel more motivated when my teachers use different methods in teaching, this makes me more interested in learning (I_S)."

The results of this interview show that at SMK Ma'arif NU Kajen Pekalongan, inclusive and open leadership to innovation plays an important role in creating a dynamic and engaging learning environment. Principals who encourage active participation of teachers and students in decision-making, especially in terms of learning methods, reflect a democratic and collaborative approach to school management. Teachers feel empowered to experiment with new teaching methods, which not only improve their professionalism, but also directly positively impact students' motivation and interest in learning. From the student's perspective, variations in teaching methods make the learning process more interesting and enjoyable, which ultimately improves the quality of learning. The takeaway message is that leadership that encourages innovation and active participation of all parties in the educational process creates a more inclusive, adaptive, and effective learning atmosphere, where each individual feels valued and motivated to give their best contribution.

These findings reveal that inclusive leadership at SMK Ma'arif NU Kajen Pekalongan, which encourages the active participation of teachers and students in decision-making and innovation in teaching methods, plays an important role in creating a dynamic and engaging learning environment.

These findings are in line with research conducted by (Anderson & Sun., 2020; Leithwood et al., 2021), which states that inclusive leadership can increase engagement and creativity in educational settings, resulting in greater innovation in learning methods. However, in contrast to the research by Zhang et al. (2020), which emphasized that innovation in learning is often more effective when supported by formal policies and structured training, the results of this study show that the direct drive of inclusive leadership also has a significant impact without the need for very formal policies.

From the above findings, it is clear that the organizational culture at SMK Ma'arif NU Kajen Pekalongan has a significant impact on various aspects of the learning process. The Islamic culture applied is able to create a disciplined and motivated learning environment. In addition, the principle of mutual cooperation which is an integral part of NU's culture contributes to the creation of effective collaboration between all parties in the school. Inclusive leadership also plays an important role in driving innovation in teaching methods, which ultimately improves the quality of learning.

However, the study also reveals the challenges faced in maintaining and developing a positive organizational culture, especially in the digital age that is full of temptations for students. Therefore, it is important for schools to continue to adapt to social and technological changes, while still maintaining the core values that make up their identity.

Overall, these findings provide valuable insights for education practitioners in understanding how organizational culture can be effectively applied to improve the quality of education. By considering these findings, SMK Ma'arif NU Kajen Pekalongan can continue to develop an organizational culture that is able to answer the challenges of the times, while remaining loyal to the Islamic values that are the foundation of the school. To visualize the findings of this study, here is a chart that shows the correlation between organizational culture at SMK Ma'arif NU Kajen Pekalongan and learning effectiveness.

Table 1. Correlation of Organizational Culture with Learning Effectiveness

Aspects of Organizational Culture	Influence on Learning	Information
Islamic Culture	Improves student discipline and motivation	Congregational prayer and morning tadarus as a means of discipline and readiness to learn.
Gotong Royong Principle	Improves collaboration between students and teachers	Activities that involve all parties create a sense of collective responsibility.
Inclusive Leadership	Fostering innovation in teaching methods	Leadership that is open to new ideas from teachers and students.
Technological and Social Challenges	Reduce the consistency of the implementation of organizational culture	Excessive use of gadgets is an obstacle to the application of culture.

This table shows that aspects of organizational culture at SMK Ma'arif NU Kajen Pekalongan have a significant influence on learning effectiveness. A strong Islamic culture contributes positively to improving student discipline and motivation, which is shown through the practice of congregational prayer and morning tadarus, which shapes students' mental readiness to learn.

The principle of mutual cooperation applied in this school also strengthens collaboration between students and teachers, creating a sense of collective responsibility that is essential for the success of academic and non-academic activities. Inclusive leadership in these schools encourages innovation in teaching methods, where openness to new ideas from teachers and students results in a more dynamic and adaptive learning atmosphere. However, challenges arise from the technological and social aspects, where the excessive use of gadgets by students decreases the consistency of the implementation of organizational culture, showing that even if a strong culture is implemented, there are external factors that can hinder its effectiveness if not managed properly.

This research makes an important contribution to the field of education management by showing how organizational culture rooted in Islamic values, mutual cooperation, and inclusive leadership can significantly improve the effectiveness of learning in schools. Through the application of Islamic culture, the school has succeeded in improving student discipline and motivation, while the principle of mutual cooperation strengthens collaboration between students, teachers, and staff, which leads to improved academic and non-academic performance. In addition, inclusive leadership that involves all parties in decision-making encourages innovation in teaching methods, creating an adaptive and responsive learning environment. This research also reveals the challenges that arise due to technological and social developments, such as excessive use of gadgets, which can interfere with the consistency of the implementation of organizational culture. These findings provide practical insights for education managers in developing effective management strategies that are relevant to modern dynamics.

CONCLUSION

The most important finding of this study is that the integration of Islamic values through the practice of congregational prayer and the morning tadarus routine at SMK Ma'arif NU Kajen Pekalongan significantly increases student discipline, motivation, and focus in the learning process. The lesson that can be taken from this study is that education based on religious values not only shapes the character of students, but also creates a conducive and harmonious learning environment. This emphasizes the importance of a holistic approach to education, where spiritual and moral aspects are combined with academic teaching to produce individuals with balance and integrity.

In terms of scientific contributions, this study updates the perspective on the role of religious culture in education, suggesting that an approach that integrates spiritual values can have a direct impact on students' academic achievement. The research also highlights the power of inclusive leadership in driving learning innovation, providing new insights into how active participation from all parties in schools can improve educational effectiveness. However, this study has limitations, especially in terms of location, which focuses on only one school in Pekalongan. In addition, the study did not consider gender and age variations of students, and used qualitative methods that may not fully describe the experiences of the entire student population. Therefore, further research is needed that accommodates gender and age differences, and uses broader survey methods to obtain a more comprehensive picture, which can be used as the basis for more effective and targeted education policies.

ACKNOWLEDGMENT

REFERENCES

Ahmadi, S., Idris, M., Kurniawati, D., & Ali, N. (2021). The Influence of Islamic Religious Education on the Character Building of Students. *Journal of Islamic Studies and Culture*, 9(1), 1-10. https://doi.org/10.15640/jisc.v9n1a1

Ammerman, N. T. (2020). Rethinking Religion: Toward a Practice Approach. *American Journal of Sociology*, 126(1), 6-51. https://doi.org/10.1086/709779

Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving Student Learning Outcomes Through School Culture, Work Motivation and Teacher Performance. *International Journal of Instruction*, 13(4), 885-902. https://doi.org/10.29333/iji.2020.13454a

Anderson, M. H., & Sun, P. Y. T. (2020). Reviewing Leadership Styles: Overlaps and the Need for a New 'Full-Range' Theory. *International Journal of Management Reviews*, 22(4), 474-488. https://doi.org/10.1111/ijmr.12239

Annan, J. K. (2020). Preparing Globally Competent Teachers: A Paradigm Shift for Teacher Education in Ghana. *Education Research International*, 2020(1), 8841653. https://doi.org/10.1155/2020/8841653

Ansori, A., Hefniy, H., Baharun, H., & Agus, A. H. (2023). Method of Communications Islamic Educational Institutions in Building Branding Image Symbolic Interaction Studies. *Managere: Indonesian Journal of Educational Management*, 5(3), 280-293. https://doi.org/10.52627/managere.v5i1.156

Arghode, V., Lathan, A., Alagaraja, M., Rajaram, K., & McLean, G. N. (2022). Empathic Organizational Culture and Leadership: Conceptualizing the Framework. *European Journal of Training and Development*, 46(1/2), 239-256. https://doi.org/10.1108/EJTD-09-2020-0139

Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon. *International Journal of Education and Humanities*, 2(3), 117-125. https://doi.org/10.58557/ijeh.v2i3.98

Avanzato, V. A., Matson, M. J., Seifert, S. N., Pryce, R., Williamson, B. N., Anzick, S. L., ... & Munster, V. J. (2020). Case Study: Prolonged Infectious SARS-CoV-2 Shedding from an Asymptomatic Immunocompromised Individual with Cancer. *Cell*, 183(7), 1901-1912. https://doi.org/10.1016/j.cell.2020.10.049

Bercht, A. L. (2021). How Qualitative Approaches Matter in Climate and Ocean Change Research: Uncovering Contradictions About Climate Concern. *Global Environmental Change*, 70, 102326. https://doi.org/10.1016/j.gloenvcha.2021.102326

Chen, D., & Kurniawan, D. A. (2022). Preliminary Studies: Analysis of Student Needs for the Use of Multiple Integral E-Module of Mathematics Physics I Course. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan Unipa Surabaya*, 18(1), 73-80. https://doi.org/10.36456/bp.vol18.no1.a5145

Cherian, J., Gaikar, V., Paul, R., & Pech, R. (2021). Corporate Culture and Its Impact on Employees' Attitude, Performance, Productivity, and Behavior: An Investigative Analysis from Selected Organizations of the United Arab Emirates (UAE). *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 45. https://doi.org/10.3390/joitmc7010045

Chuanchen. (2023). Cultivating Cultural Synergy: Unifying Boarding Schools, Local Wisdom, and Authentic Islamic Values for the Enhancement of Islamic Identity. *Managere: Indonesian Journal of Educational Management*, 5(2), 187-197. https://doi.org/10.52627/managere.v5i2.339

García Martín, J., Delgado-Molina, C., & Griera, M. (2023). "I'm Going to Do Battle… I'm Going to Do Some Good". Biographical Trajectories, Moral Politics, and Public Engagement Among Highly Religious Young Catholics in Spain and Mexico. *Sociology Compass*, 17(7), e13091. https://doi.org/10.1111/soc4.13091

Hamidah, T. (2023). Transformation of Traditional Values to the Phenomenon of Santri Courtship in the Digital Era. *Jurnal Islam Nusantara*, 7(2), 211-222. https://doi.org/10.33852/jurnalnu.v7i2.508

Hasanah, I., & Hefniy, H. (2023). Strengthening Brand Identity: Embracing Local Wisdom through Character Education Management. *Indonesian Journal of Education and Social Studies*, 2(2), 83-94. https://doi.org/10.33650/ijess.v2i2.3435

Hermino, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School. *European Journal of Educational Research*, 9(3), 1009-1023. https://doi.org/10.12973/eu-jer.9.3.1009

Jain, N. (2021). Survey Versus Interviews: Comparing Data Collection Tools for Exploratory Research. *The Qualitative Report*, 26(2), 541-554. https://doi.org/10.46743/2160-3715/2021.4492

Jenkins, D., & Smith, R. (2020). The Impact of Religious Education on Academic Achievement: A Study of Christian and Islamic Schools. *Educational Research and Reviews*, 15(4), 168-177. https://doi.org/10.5897/ERR2020.3997

Karadağ, M., Altınay Aksal, F., Altınay Gazi, Z., & Dağli, G. (2020). Effect Size of Spiritual Leadership: In the Process of School Culture and Academic Success. *Sage Open*, 10(1), 2158244020914638. https://doi.org/10.1177/2158244020914638

Kim, S., & Lee, H. (2020). Organizational Culture and Performance: The Mediating Roles of Innovation and Inclusiveness. *Journal of Organizational Behavior*, 41(7), 617-635. https://doi.org/10.1002/job.2457

Leithwood, K., Harris, A., & Hopkins, D. (2021). Seven Strong Claims About Successful School Leadership Revisited. *School Leadership & Management*, 41(1-2), 5-25. https://doi.org/10.1080/13632434.2021.1891906

Martinez, R., Tucker, M., & Hernandez, C. (2020). The Role of School Culture in Improving Student Achievement: A Mixed-Methods Study. *Journal of Educational Administration*, 58(4), 491-508. https://doi.org/10.1108/JEA-10-2019-0181

Naveed, R. T., Alhaidan, H., Al Halbusi, H., & Al-Swidi, A. K. (2022). Do Organizations Really Evolve? The Critical Link Between Organizational Culture and Organizational Innovation Toward Organizational Effectiveness: Pivotal Role of Organizational Resistance. *Journal of Innovation & Knowledge*, 7(2), 100178. https://doi.org/10.1016/j.jik.2022.100178

Norman, E., & Paramansyah, A. (2024). The Influence of Inspiring Leadership and Religiosity on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 438-450. https://doi.org/10.33650/al-tanzim.v8i2.6732

Rohman, A., Muhtamiroh, S., Imron, A., & Miyono, N. (2023). Integrating Traditional-Modern Education in Madrasa to Promote Competitive Graduates in the Globalization Era. *Cogent Education*, 10(2), 2268456. https://doi.org/10.1080/2331186X.2023.2268456

Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. https://doi.org/10.61987/jemr.v1i2.39

Rutakumwa, R., Mugisha, J. O., Bernays, S., Kabunga, E., Tumwekwase, G., Mbonye, M., & Seeley, J. (2020). Conducting In-Depth Interviews with and Without Voice Recorders: A Comparative Analysis. *Qualitative Research*, 20(5), 565-581. https://doi.org/10.1177/1468794119884806

Salmona, M., & Kaczynski, D. (2024). Qualitative Data Analysis Strategies. In *How to Conduct Qualitative Research in Finance* (pp. 80-96). Edward Elgar Publishing. https://doi.org/10.4337/9781803927008.00012

Schoch, K. (2020). Case Study Research. *Research Design and Methods: An Applied Guide for the Scholar-Practitioner*, 31(1), 245-258.

Shabbir, M., & Rehman, A. (2020). Islamic Perspectives on Educational Leadership: Principles and Practices. *Journal of Islamic Thought and Civilization*, 10(2), 37-50. https://doi.org/10.32350/jitc.102.03

Suprapto, N., Sunarti, T., Wulandari, D., Hidayaatullaah, H. N., Adam, A. S., & Mubarok, H. (2020). A Systematic Review of Photovoice as Participatory Action Research

Strategies. *International Journal of Evaluation and Research in Education*, 9(3), 675-683. https://doi.org/10.11591/ijere.v9i3.20581

Susilawati, S., & Astuti, R. N. (2022). Improving Student Learning Outcomes Through the Development of Videoscribe Sparkol-Based Learning Media. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3).

Thompson Burdine, J., Thorne, S., & Sandhu, G. (2021). Interpretive Description: A Flexible Qualitative Methodology for Medical Education Research. *Medical Education*, 55(3), 336-343. https://doi.org/10.1111/medu.14380

Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*, 19. https://doi.org/10.1177/1609406920967174

Welch, C., Piekkari, R., Plakoyiannaki, E., & Paavilainen-Mäntymäki, E. (2020). Theorising from Case Studies: Towards a Pluralist Future for International Business Research. *Research Methods in International Business*, 171-220. https://doi.org/10.1007/978-3-030-22113-3_9

Wijaya, M. H., & Khoir, A. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies*, 1(1), 51-62. https://doi.org/10.33650/ijess.v1i1.3475

Zhang, J., Wang, X., & Chen, J. (2020). The Effects of Leadership Inclusiveness on Team Creativity: The Roles of Knowledge Sharing and Intrinsic Motivation. *Journal of Occupational and Organizational Psychology*, 93(4), 937-956. https://doi.org/10.1111/joop.12320