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Change Management in Madrasahs: An Analysis of the Influence of Organizational Culture on Readiness for Innovation

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Abstract

This study aims to examine the extent to which organizational culture influences innovation readiness within the framework of change management in madrasahs. The ever-changing landscape of education requires madrasahs to adapt through the continuous implementation of innovations. In this context, innovation readiness is inextricably linked to the conditions and characteristics of the organizational culture within the institution. This study employs a quantitative approach using a survey method involving educators and educational staff at several madrasahs. Sampling was conducted using purposive sampling, while the research instrument consisted of a questionnaire that had undergone validity and reliability testing. The findings indicate that organizational culture exerts a positive and significant influence on innovation readiness in madrasahs. Values that encourage cooperation, openness to change, and a participatory leadership style have proven capable of enhancing both individual and institutional readiness to accept and implement innovation. Therefore, strengthening an adaptive organizational culture is a crucial aspect in supporting the success of change management in madrasahs. It is hoped that the results of this study can serve as a practical reference for education administrators in designing strategies based on organizational culture to improve innovation readiness in the face of the dynamics of modern education. **Keywords:** change management; organizational culture; innovation readiness; madrasah; quantitative research.

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Introduction

Change is inevitable and will always occur. It is an integral part of the dynamics of educational institutions, including madrasahs, which are required to adapt to technological advancements and the need for learning innovation. In managing change, educational institutions such as madrasahs must understand that change does not happen instantly but rather through a complex process that often involves interactions between various internal and external factors. Change is an inherent part of the development of educational organizations, including madrasahs, which are required to continuously adapt to technological advancements and the need for learning innovation. In such situations, change management becomes a crucial element that plays a role in determining the institution's success in facing various challenges. A number of studies indicate that the effectiveness of change depends heavily on the organization's level of readiness and the internal culture that has developed (Wibowo & Kussuma, 2026).

Organizational culture serves as the foundation that shapes the way all members of the madrasah think and act in response to change. Recent research findings indicate that a culture that emphasizes collaboration and continuous learning can significantly enhance innovation readiness (Cahyaningrum & Yuliejantiningasih, 2019; Readiness et al., 2026). Organizational culture plays a crucial role in shaping an institution's response to the dynamics of change. Work environments that foster values of openness, collaboration, and innovation tend to be better prepared to embrace change. Conversely, rigid and inflexible cultures have the potential to slow down the process of change. Research findings indicate that strengthening organizational culture can have a positive impact on the effectiveness of learning management and the improvement of educational quality in madrasahs (Nurbaya & Zuhri, 2026). In madrasah institutions, organizational culture is inextricably linked to Islamic values, which form the foundation of the educational system. These values not only serve as moral guidelines but also influence how the organization responds to change. Several studies indicate that the integration of religious values and modern management approaches can create an environment that fosters continuous innovation. In the context of change management in madrasahs, leadership plays a strategic role in building an organizational culture that supports innovation. Leaders who are able to inspire and empower organizational members will find it easier to instill the values of change and create a work environment that is open to renewal. Thus, organizational culture is essentially the result of a focused and continuous leadership process.

Furthermore, innovation readiness serves as a key indicator of the extent to which madrasahs are able to optimally adopt change. This readiness encompasses various aspects, ranging from the competencies of educators and the availability of facilities and infrastructure to the support of a conducive organizational culture. In addition to these factors, social relationships within the organization also play a crucial role. A work environment grounded in trust, effective communication, and collaboration fosters collective innovation. In other words, innovation depends not only on individuals but also on the quality of interactions among organizational members. Several studies reveal that barriers to innovation often arise due to an unsupportive organizational culture, resistance to change, and limitations in technology utilization. Furthermore, the implementation of the learning organization concept contributes to enhancing innovation readiness. Madrasahs that foster a culture of collective learning will be more adaptable to change because all members of the organization are involved in a continuous capacity-building process. This enables the emergence of innovation, both in teaching methods and in educational management (Listiyani & Mariyam, 2026).

However, the change process does not always go smoothly due to resistance from within the organization. Resistance to change is often caused by deeply ingrained work

cultures, a lack of understanding, or concerns about new things. Therefore, change management approaches need to take cultural and psychological aspects into account so that innovations can be adopted more effectively. In the digital age, innovation readiness is also closely linked to an organization's ability to adopt technology. An organizational culture that supports the use of technology will accelerate digital transformation in madrasahs. Conversely, a less adaptive culture can become an obstacle to the implementation of technology-based innovation. Overall, innovation readiness in madrasahs is the result of the interaction of various interrelated factors, particularly organizational culture. Therefore, effective change management must take cultural aspects into account comprehensively so that innovation can develop optimally (Dima Noor Ziehad, Adi Rosadi, 2026).

Methods

This study employs a quantitative approach using an explanatory survey design aimed at analyzing the influence of organizational culture on innovation readiness in the context of change management at madrasahs. This approach was chosen because it can objectively explain causal relationships between variables based on empirical data, thereby enabling the research findings to provide a measurable picture of the relationship between organizational culture and innovation readiness. The population in this study consists of all teaching and non-teaching staff at several madrasahs serving as the research sites. Sampling was conducted using purposive sampling, which involves selecting respondents based on specific criteria, such as having at least one year of service and being actively involved in madrasah organizational activities. The sample size in this study ranges from 30 to 35 respondents, considered representative for statistical analysis and capable of reflecting the general conditions of the population.

The research instrument used is a closed-ended questionnaire designed based on indicators for each research variable. The organizational culture variable encompasses aspects of cooperation, organizational communication, openness to change, and participatory leadership. Meanwhile, the innovation readiness variable includes individual readiness, organizational support, technology utilization, and the ability to adapt to change. The questionnaire uses a five-point Likert scale, ranging from strongly disagree to strongly agree. Prior to use, the instrument was tested for validity and reliability. Validity testing was conducted by examining the outer loading values, which met the criterion of being above 0.70, while reliability testing used Cronbach's Alpha and Composite Reliability values, both of which yielded results above 0.70, thereby deeming the instrument suitable for use.

Data collection was conducted through the distribution of questionnaires, both in person and online, to the pre-selected respondents. Additionally, documentation techniques were used to obtain relevant supporting data for the study, such as madrasah profiles and data related to organizational activities. Data analysis was performed using the Partial Least Squares (PLS)-based Structural Equation Modeling method with the assistance of the SmartPLS application. The analysis process began with testing the measurement model to ensure the validity and reliability of the indicators, followed by testing the structural model to examine the relationships among variables. Hypothesis testing was conducted by considering T-statistic values greater than 1.96 and P-values less than 0.05 as indicators of a significant effect. Through this analysis, the patterns of relationships and the magnitude of the influence of organizational culture on innovation readiness in change management at madrasahs can be determined.

Result and Discussion

Result

Based on the results of data analysis using the SmartPLS application, the validity and reliability tests of the research instruments showed that all indicators of the organizational culture and innovation readiness variables met the criteria for validity and reliability. The outer loading values for all indicators were above 0.70, and the Average Variance Extracted (AVE) values for each variable were above 0.50. Thus, all indicators are deemed suitable for use in the research analysis. In addition to the validity test, the reliability test also showed that all research variables have a good level of internal consistency. This is indicated by Cronbach's Alpha and Composite Reliability values above 0.70. The results of the structural equation modeling analysis indicate a positive relationship between organizational culture and innovation readiness in madrasahs. Based on the bootstrapping results, a T-statistic value of 11.321 and a P-value of 0.000 were obtained. These values indicate that the relationship between variables is significant at the 5% significance level. The path coefficient values indicate a positive relationship between organizational culture and innovation readiness. This suggests that an increase in organizational culture is followed by an increase in innovation readiness at madrasahs. Additionally, the results of the descriptive analysis show that the indicators of openness to change and organizational cooperation obtained the highest average scores among the organizational culture variables. Meanwhile, among the innovation readiness variables, the indicator of adaptability to change showed a dominant score compared to the other indicators.

The results of the study indicate that organizational culture has a positive and significant influence on innovation readiness in change management at madrasahs. These findings suggest that an organizational environment that fosters collaboration, open communication, and participatory leadership is associated with increased individual and organizational readiness to embrace change and innovation (Kesek et al., 2024). These findings are consistent with organizational culture theory, which states that values, norms, and patterns of interaction within an organization play a crucial role in shaping members' attitudes toward change. An adaptive organizational culture fosters a conducive work environment, enabling educators to be better prepared to address the demands of educational innovation and changes in education policy (Wicaksono et al., 2023).

The findings of this study also support previous research indicating that organizational culture influences the effectiveness of change management and readiness for innovation in educational institutions. Research by Cahyaningrum and Yuliejantiningasih (2019) shows that a collaborative culture can increase organizational members' engagement in the change process. Furthermore, research by Nurbaya and Zuhri (2026) found that a positive organizational culture contributes to improving educational quality through the strengthening of innovation and technological adaptation. In the context of madrasahs, organizational culture is not only related to formal work systems but is also influenced by religious values that define Islamic educational institutions. These religious values can serve as supporting factors in fostering discipline, responsibility, and openness to innovation. Therefore, the integration of modern organizational culture and Islamic values is a crucial element in supporting the success of change management in madrasahs (Muafi, 2011).

The research findings also show that the indicator of openness to change received the highest score in the organizational culture variable. This indicates that respondents tend to

accept updates and innovations in the education system. Meanwhile, in the innovation readiness variable, the adaptability indicator received the highest score, indicating that educators and educational staff have the ability to adapt to organizational changes and developments in educational technology (Diwanti et al., 2021). Nevertheless, this study has several limitations. First, the sample size is relatively small, so the findings cannot yet be generalized to all madrasahs in Indonesia. Second, the study employed only a quantitative approach, so it does not provide an in-depth description of the respondents' experiences and perspectives regarding organizational culture and innovation. Third, the research variables are still limited to organizational culture and innovation readiness, while other factors such as transformational leadership, work motivation, and digital competence have not been analyzed further (Fatmawati et al., 2025). Therefore, future research is recommended to use mixed methods in order to obtain more comprehensive results. Future studies could also increase the number of respondents and include additional variables related to change management in Islamic educational institutions.

Table 1. Validity of Test Results (Outside Loading)

Variable	Indicator	External Loading	AVE	Description
Organizational Culture (X)	X1	0,816	0,669	Valid
	X2	0,830	0,669	Valid
	X3	0,852	0,669	Valid
	X4	0,740	0,669	Valid
	X5	0,838	0,669	Valid
	X6	0,810	0,669	Valid
	X7	0,812	0,669	Valid
	X8	0,838	0,669	Valid
Innovation Readiness (Y)	Y1	0,874	0.724	Valid
	Y2	0.911	0.724	Valid
	Y3	0.894	0.724	Valid
	Y4	0.734	0.724	Valid
	Y5	0.841	0.724	Valid
	Y6	0.841	0.724	Valid
	Y7	0.806	0.724	Valid
	Y8	0.893	0.724	Valid

Source: Primary Data Processing (2026)

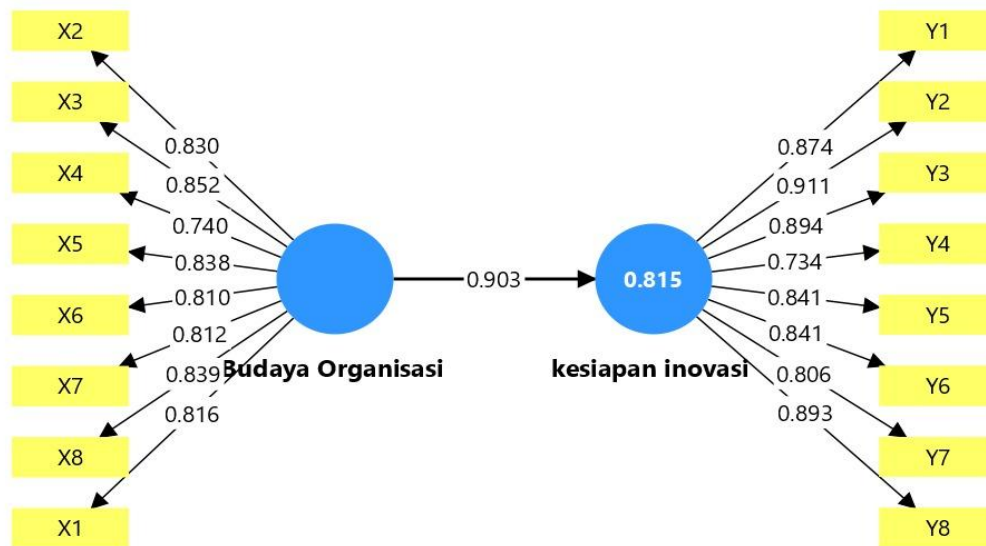


Figure 1. Structural Equation Modeling (SEM) Algorithm
Source: SmartPLS Data Analysis Results (2026)

Table 2. Hypothesis Testing Resultts (path Coeffclcents)

<i>Hipotesis</i>	<i>Ralationship Pathway</i>	<i>T-Statistic</i>	<i>P-Values</i>	<i>Verdict</i>
<i>H1</i>	<i>Organizational Culture- Innovation Readiness</i>	<i>11.321</i>	<i>0.000</i>	<i>Supported</i>

Discussion

Based on the results of the analysis of the research structural model, organizational culture was found to have a very strong influence on innovation readiness in madrasahs. This is evident from the path coefficient value of 0.903, which indicates a positive relationship between organizational culture and innovation readiness. Furthermore, a T-statistic value of 11.321 and a P-value of 0.000 indicate that this influence is statistically significant, thus supporting the research hypothesis. These findings suggest that the stronger the organizational culture established within the madrasah environment, the higher the readiness of the madrasah community to accept, support, and implement various forms of educational innovation.

The R-square value of 0.815 for the innovation readiness variable also indicates that organizational culture accounts for 81.5% of the variation in innovation readiness within the madrasah. This percentage falls into the “very strong” category, indicating that organizational culture can be understood as the primary factor determining the success of innovation in

Islamic educational institutions. Meanwhile, the remaining 18.5% is influenced by other factors outside the scope of this study, such as the madrasah principal's leadership style, human resource competencies, technological support, infrastructure, and institutional policies. Furthermore, all indicators within each variable showed outer loadings above 0.70. These values indicate that each indicator is valid and capable of adequately representing the research construct. Thus, the results of this study reinforce the assumption that organizational culture is a crucial foundation for building innovation readiness within the madrasah environment.

Substantively, the findings of this study imply that a positive organizational culture can foster a work environment that supports educational change and renewal. Organizational culture in madrasahs is reflected through collaboration among school community members, open communication, commitment to the institution's vision, discipline, and support for the development of new ideas. When these values grow consistently, teachers and educational staff will be better prepared to face changes, whether in the areas of learning, administration, or the digital transformation of Islamic education. Conversely, a weak organizational culture tends to foster resistance to change because members of the organization lack the necessary mental readiness and adaptive capabilities. From a change management perspective, the findings of this study align with Kurt Lewin's theory of organizational change, which explains that organizational change occurs through three stages: unfreezing, changing, and refreezing.

During the unfreezing stage, the organization must foster a shared awareness of the importance of change. In the context of madrasahs, an open and adaptive organizational culture can help madrasah members embrace the need for change more positively. The changing stage occurs when innovations begin to be implemented, such as the use of learning technologies, curriculum updates, or the strengthening of digital administrative systems. Subsequently, the refreezing stage is carried out to instill new habits so that they become a permanent work culture within the madrasah organization. This explanation aligns with research on the application of Kurt Lewin's change model in madrasahs, which indicates that change will proceed effectively if supported by an adaptive and participatory organizational culture (Tanjiah et al., 2025).

The findings of this study are also consistent with Edgar H. Schein's theory of organizational culture, which asserts that organizational culture is a set of values, beliefs, and basic assumptions that influence the behavior of organizational members in carrying out their activities. In a madrasah setting, a strong organizational culture can shape collective behavior that supports innovation, collaboration, and improvements in educational quality. When organizational values are understood and applied collectively, the process of change will be more readily accepted by the entire madrasah community. The findings of this study are also supported by several previous studies that explain that organizational culture is closely related to educational innovation in madrasahs. Research on madrasah organizational culture shows that educational institutions with a strong work culture tend to more easily produce educational innovations that are in line with the times (Utamirohmahsari, 2024).

In addition, research on transformational leadership among madrasah principals indicates that a religious, collaborative, and innovative organizational culture can enhance teachers' work motivation and improve the quality of management in Islamic educational institutions (Sriwahyuni et al., 2026). Other studies have also shown that developing organizational culture can help educational institutions adapt to change and improve the effectiveness of educational management (Zulkarnain, 2025). In practice, the influence of organizational culture on innovation readiness has a significant impact on madrasah

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development. An organizational culture that supports innovation can enhance teachers' readiness to use educational technology, strengthen collaboration among educational staff, and foster a learning environment that is more adaptable to change. Furthermore, a positive organizational culture can also enhance teachers' professionalism, as madrasah members feel a shared sense of responsibility in achieving the institution's goals. This is particularly important in the digital age, when madrasahs are required to adapt to technological advancements and the ever-changing needs of society.

On the other hand, the results of this study indicate that the success of innovation in madrasahs does not depend solely on the policies of the madrasah principal but also requires the support of a healthy and sustainable organizational culture. Madrasahs with a collaborative organizational culture tend to find it easier to build readiness for change compared to institutions that still maintain rigid work patterns and are closed to innovation. Therefore, organizational culture must be strengthened by instilling values of cooperation, effective communication, and participatory leadership, as well as by enhancing human resource capacity. Nevertheless, this study still has several limitations. First, the study focuses solely on the influence of organizational culture on innovation readiness, thus failing to examine other factors that may also influence change readiness in madrasahs, such as transformational leadership, work motivation, or technological support. Second, the study's limited scope to specific madrasahs means the findings cannot be broadly generalized to all Islamic educational institutions in Indonesia. Third, the research data was obtained through a questionnaire, so the respondents' answers remain subjective based on each individual's perception. Fourth, the quantitative approach in this study emphasizes statistical relationships, so it has not been able to explore the in-depth experiences of madrasah members in facing organizational change. Therefore, future research is expected to use a mixed-methods or qualitative approach to produce a more comprehensive understanding of organizational culture and innovation readiness in the context of change management in madrasahs.

Conclusion

This study shows that organizational culture has a strong and significant influence on innovation readiness in change management at madrasahs. A work environment built on cooperation, open communication, participatory leadership, and openness to change can enhance the readiness of teachers and educational staff to embrace educational innovation. Furthermore, the integration of an adaptive organizational culture with Islamic values is a critical factor in supporting the success of change in madrasahs. The research findings also confirm that the success of innovation does not solely depend on leadership policies but requires an organizational culture that supports collaboration and continuous learning. Therefore, education administrators and policymakers are advised to strengthen organizational culture through improved leadership quality, teacher competency development, digital literacy training, and the provision of facilities and infrastructure to support innovation. Nevertheless, this study has limitations due to the limited number of respondents and the use of a quantitative approach that was unable to explore respondents' experiences in depth. Therefore, future research is advised to use mixed methods, expand the sample size, and include additional variables such as transformational leadership, work motivation, and digital competencies to make the research findings more comprehensive.

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