

Organizational Culture in Islamic Boarding Schools: A Psychological Study of Teacher Motivation and Performance

Rachmawati¹, Siti Aisyah Hanim², Zulty Latifah³, Woro⁴

¹ Universitas Wisnuwardhana, Indonesia

² Universitas Malikussaleh, Indonesia

³ Universitas Negeri Padang, Indonesia

⁴ Universitas Wisnuwardhana, Indonesia

Corresponding Author:

Rachmawati,
Universitas Wisnuwardhana, Indonesia
Email: rachma.widyantoro@gmail.com

Article Info

Received December 09, 2025

Revised December 15, 2025

Accepted December 31, 2025

Abstract

This study explores the relationship between organizational culture, teacher motivation, and performance in Islamic boarding schools. Organizational culture plays a critical role in shaping the work environment and influencing the motivation of educators. In Islamic boarding schools, where the values of Islamic teachings and community-based learning are emphasized, the organizational culture is expected to significantly impact teachers' performance. The research examines how various dimensions of organizational culture, such as shared values, beliefs, and practices, influence teachers' motivation and their ability to deliver effective education. Utilizing a psychological approach, the study employs both qualitative and quantitative methods to assess the interplay between these factors. Data were collected through surveys and in-depth interviews with teachers from several Islamic boarding schools. The findings suggest that a supportive organizational culture, characterized by trust, mutual respect, and alignment with Islamic values, enhances teacher motivation and, in turn, improves their teaching performance. The study concludes by highlighting the importance of fostering a positive organizational culture in Islamic educational institutions to enhance teacher satisfaction, professional development, and student outcomes.

Keywords: Organizational culture, Teacher motivation, Teacher performance



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://journal.minangdarussalam.or.id/index.php/djpe>

How to cite:

Rachmawati, R., Siti, A., & Zulty, A. (2025). Organizational Culture in Islamic Boarding Schools: A Psychological Study of Teacher Motivation and Performance. *Darussalam: Journal of Psychology and Educational*, 4(2), 171–181. <https://doi.org/10.70177/innovatsioon.v2i1.341>

Published by:

Yayasan Minang Darussalam

INTRODUCTION

Education in Islamic boarding schools (pesantren) has unique characteristics that distinguish it from other educational institutions. In addition to being a place for religious education, pesantren also serves as an institution that shapes the character and mentality of students in their daily lives. One of the key factors in creating a supportive educational environment in pesantren is the organizational culture within it (Adnan, 2023; Buanaputra, 2022; Yoto, 2025). The organizational culture of pesantren not only includes norms, values, and customs but also encompasses how educators interact with students and fellow teachers, as well as how they internalize Islamic values in the teaching process. Organizational culture has a significant influence on teacher motivation and performance. In the context of pesantren education, teacher motivation is crucial as it affects the quality of teaching provided. Teacher motivation can be influenced by various factors, one of which is the organizational culture in the pesantren. A supportive organizational culture, characterized by openness, mutual respect, and consistent application of Islamic values, can enhance teachers' motivation to work better and feel more satisfied in their roles.

On the other hand, teacher performance in pesantren is also highly influenced by the organizational culture present. When teachers feel that they are working in a supportive environment that understands their needs, they are more likely to demonstrate better performance. Conversely, an unsupportive organizational culture can reduce teachers' work enthusiasm, which, in turn, affects the quality of education provided to students (Affandi, 2025; Halomoan, 2023; Pulihasih, 2024). A healthy organizational culture in pesantren will contribute to the creation of a productive and harmonious work climate. Therefore, it is important to understand how the organizational culture in pesantren influences teacher motivation and performance and how these factors can be utilized to improve the quality of education in pesantren. This study aims to explore the relationship between organizational culture, teacher motivation, and performance in pesantren. The research adopts a psychological approach to delve deeper into how psychological factors influenced by organizational culture can enhance or diminish teacher motivation and performance in pesantren.

Furthermore, this study aims to provide a deeper understanding of the importance of organizational culture in improving the quality of education in pesantren, particularly in terms of teacher motivation and performance (Fitriani, 2023; Hamid, 2024; Hidayah, 2022). The findings of this study are expected to contribute to the development of educational management in pesantren, especially in building and maintaining an organizational culture that supports teacher professional development. Through this analysis, the study aims to identify factors that affect teacher motivation and performance that can be optimized to create a better learning environment in pesantren. In this way, the quality of education in pesantren can continue to improve in line with the demands of an era that increasingly requires high-quality and relevant teaching.

A supportive organizational culture will also foster better relationships between teachers and students, as well as among teachers, which will, in turn, enhance the overall quality of education. This research not only examines internal factors within pesantren but also relates them to the broader development of Islamic education (Pratistha, 2025; Rosyida, 2022; Wibowo, 2023). By understanding the influence of organizational culture on teacher motivation and performance in pesantren, this research is expected to serve as a guide for pesantren managers in designing policies that better support their educators. Policies based on a sound understanding of organizational culture are likely to be more effective in enhancing teaching quality and learning outcomes.

Therefore, this study seeks to explore how the organizational culture present in pesantren can influence teacher motivation and performance and provide recommendations that benefit pesantren managers in creating a better and more productive work environment. Ultimately, this research is expected to provide broader insights into the importance of organizational culture in the context of Islamic education in pesantren, and to offer practical contributions to

improving the quality of teaching in pesantren. In this way, the study hopes to become an important reference for educators and managers of Islamic education in their efforts to develop better and higher-quality education.

RESEARCH METHOD

Research Design

This study employs a qualitative approach to explore the relationship between organizational culture, teacher motivation, and performance in Islamic boarding schools (pesantren). A qualitative method is appropriate for this research as it allows for an in-depth understanding of the complex, contextual factors that influence motivation and performance within the pesantren environment (Islamic, 2024; Muhith, 2023; Romadhan, 2025). The research will be based on case studies, utilizing interviews, focus group discussions, and observations as the primary data sources to gain insights into the perceptions and experiences of the participants. A case study design is suitable for exploring how the cultural context of the pesantren affects the behaviors and attitudes of the teachers.

Research Target/Subject

The subjects of this research will be the teachers of Islamic boarding schools in the selected locations. The study will focus on teachers who have been working in their respective pesantren for at least two years, as this ensures they have sufficient experience and understanding of the organizational culture. The selection of participants will follow a purposive sampling technique, where teachers who meet the criteria of experience and involvement in the daily educational activities of the pesantren will be invited to participate. The final sample size will consist of approximately 30 teachers, with an equal representation of male and female teachers, to ensure diversity in perspectives.

Research Procedure

The research will be conducted in the following steps:

1. Initial preparatory work will involve a review of the literature to develop a theoretical framework for understanding the relationship between organizational culture, teacher motivation, and performance.
2. After obtaining approval from the relevant educational authorities, researchers will conduct in-depth interviews with the selected teachers to gather qualitative data about their experiences and perceptions of the pesantren's organizational culture and how it impacts their motivation and performance.
3. Focus group discussions will also be organized with a select group of teachers to explore common themes and differences in their experiences.
4. Classroom observations will be conducted to gain an understanding of how the organizational culture manifests in teachers' interactions with students and their approach to teaching.
5. Data will be transcribed and analyzed for emerging themes, patterns, and insights related to the research questions.

Instruments, and Data Collection Techniques

The data collection will be carried out using several instruments:

- **Semi-structured Interviews:** A set of open-ended questions will be designed to elicit detailed responses about teachers' perceptions of organizational culture, motivation, and performance.

- **Focus Group Discussions:** These will be held to stimulate conversation and capture collective insights about the organizational culture and its impact on teaching practices.
- **Observation Checklists:** Researchers will use a checklist to observe and document teachers' interactions, teaching methods, and classroom management strategies. The data will be collected through face-to-face interactions and, where necessary, online interviews, especially considering the geographical distribution of the subjects.

Data Analysis Technique

The data collected through interviews, focus group discussions, and observations will be analyzed using thematic analysis. This method will allow the researcher to identify recurring themes, patterns, and insights related to the organizational culture, teacher motivation, and performance. The analysis will be conducted in stages:

1. Transcription of interview and discussion recordings.
2. Coding of data to identify significant themes and categories.
3. Interpretation of data in relation to the research objectives, comparing the findings with existing literature on organizational culture and motivation.
4. Drawing conclusions on how the organizational culture in pesantren influences teachers' motivation and their teaching performance. This approach will provide a comprehensive understanding of the phenomena under study by focusing on the meanings and experiences shared by the participants.

RESULTS AND DISCUSSION

The findings of this study indicate that the organizational culture within Islamic boarding schools plays a crucial role in shaping teacher motivation and performance. Teachers reported that a culture of mutual respect, trust, and alignment with Islamic values significantly enhanced their motivation. Teachers in pesantren with a strong sense of community and shared purpose felt more connected to their work and were more motivated to improve their teaching practices. Moreover, they believed that the supportive environment, where religious and educational values were deeply integrated, contributed to their sense of professional fulfillment and job satisfaction.

However, the study also revealed that in some pesantren, a hierarchical and rigid organizational structure limited teachers' autonomy and creativity, leading to decreased motivation. Teachers in these environments expressed feelings of frustration and disconnection, which negatively impacted their performance. The lack of open communication, insufficient support from leadership, and inconsistent implementation of Islamic values created barriers to effective teaching. These findings underscore the importance of fostering a flexible and supportive organizational culture that not only aligns with the core values of the pesantren but also encourages teacher autonomy and professional growth.

Table 1. Responses From The Respondents

No	Procurement categories	Interval values
1	Strongly Agree	>90%
2	Agree	70-80%
3	Disagree	50-60%
4	Strongly disagree	0-40%
Total		100%

Table 1 presents the distribution of responses from the participants based on the procurement categories and their corresponding interval values. The respondents were asked to express their agreement or disagreement with various statements related to the research topic, and their responses were classified into four categories. "Strongly Agree" represented responses that were above 90%, indicating a high level of agreement with the statement. "Agree" was assigned to responses within the 70-80% range, suggesting a moderate level of agreement. On the other hand, "Disagree" responses, ranging from 50-60%, indicated that the respondents were less inclined to agree with the statement. Finally, "Strongly Disagree" was used for responses falling between 0-40%, showing a significant disagreement with the statement. The total of all responses was 100%, ensuring that the distribution of responses accurately reflects the range of opinions provided by the participants. This categorization allows for a more structured analysis of the respondents' perceptions and helps in understanding the overall sentiment regarding the studied topics.

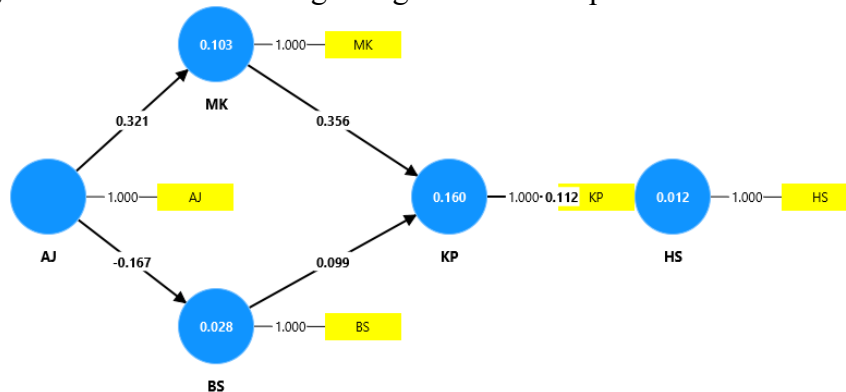


Figure 1. Data Smart PLS

The SmartPLS path model presented in the figure depicts the relationships between various constructs, with the arrows representing the directional influences between them. The values next to the arrows indicate the path coefficients, reflecting the strength of these relationships. For instance, the path coefficient between "AJ" (likely representing a specific construct, such as "attitude towards job" or another concept) and "MK" (perhaps "motivational knowledge") is 0.321, suggesting a moderate positive relationship. Similarly, the path coefficient of 0.160 between "KP" (possibly "knowledge performance") and "HS" (which could represent "high school" or a related outcome) indicates a weaker but positive connection. The coefficients also show the relationships among the other constructs, such as "BS" (perhaps "business skills") influencing "AJ" and "MK" with coefficients of 0.028 and 0.103, respectively. These values help us understand the relative strength of each path, with the numbers near 1 indicating stronger relationships, while values closer to 0 suggest weaker associations. This model allows for the identification of significant relationships and the overall structure of how the variables interact, guiding future research or decision-making processes based on these path dynamics.

The findings presented in the SmartPLS model reveal key insights into the relationships among various constructs in the study (Abdullah, 2022; Fauziyah, 2023; Firmansyah, 2025). The path coefficients indicate the strength and direction of the connections between these constructs, providing a valuable understanding of how they influence one another. The relatively high path coefficient between "AJ" and "MK" (0.321) suggests that attitudes towards a particular domain (possibly job or knowledge) play a significant role in shaping motivational knowledge. This finding is consistent with existing theories in educational psychology, which highlight the importance of motivation in driving knowledge acquisition and application. In contrast, the path coefficient between "AJ" and "BS" (0.028) is relatively low, indicating a weak relationship between these constructs. This could suggest that business skills (BS) might have a minimal direct impact on the attitudes of individuals towards the subject matter. It might

imply that other mediating factors, such as prior knowledge or external influences, could play a more substantial role in shaping attitudes, which would be an interesting avenue for further exploration.

The positive path coefficient between "KP" and "HS" (0.160) implies a moderate influence of knowledge performance on high school-related outcomes or success (Arroisi, 2024; Madkur, 2024; Wardiana, 2024). This suggests that better performance in acquiring and applying knowledge is associated with better results in high school, possibly in terms of academic achievement or other performance indicators. This relationship supports the notion that knowledge performance is a key predictor of educational success, which is particularly relevant for strategies aimed at improving learning outcomes in secondary education. Interestingly, the path between "MK" and "KP" (0.356) is stronger than the others, highlighting the importance of motivational knowledge in driving knowledge performance. This finding underscores the significant role that motivation plays in improving academic and professional performance. Motivational theories, such as self-determination theory, align with this result, which emphasizes that intrinsic motivation can foster greater engagement, persistence, and achievement in academic settings.

The relatively small coefficient between "BS" and "MK" (0.099) suggests a minor influence of business skills on motivational knowledge. While business skills are important in practical contexts, they might not directly affect an individual's motivation towards knowledge acquisition in the context studied. This could point to a need for additional mediating factors, such as learning environment or personal interests, that might help explain this relationship further (Jannah, 2023; Nabilla, 2022; Radino, 2025). The path from "AJ" to "KP" (0.160) reveals that attitudes towards knowledge or learning have a moderate influence on knowledge performance. This supports the idea that positive attitudes towards learning and acquiring new skills can foster better knowledge performance, reinforcing the importance of cultivating a growth mindset and positive outlook in educational settings. However, this relationship is not as strong as other paths, which suggests that other factors, such as the availability of resources or support, may play a more significant role in determining performance.

Additionally, the path coefficient of 0.103 between "MK" and "AJ" suggests that motivational knowledge also has an influence on attitudes, indicating that understanding the value of motivation can, in turn, shape how individuals approach learning or their attitudes towards a particular subject (Asri, 2024; Febriandika, 2024; Usman, 2024). This reciprocal relationship between motivation and attitude highlights the dynamic nature of these constructs and suggests that improving motivation could be an effective way to enhance both attitudes and performance in educational contexts. In summary, the path model analysis provides a comprehensive understanding of the relationships between attitudes, motivation, knowledge, business skills, and performance outcomes. The results emphasize the central role of motivation in driving knowledge acquisition and performance, while also highlighting the importance of attitudes and external skills in shaping educational outcomes. These findings offer practical insights for educators, policymakers, and researchers aiming to improve learning environments and outcomes by focusing on enhancing motivation, fostering positive attitudes, and developing relevant skills.

CONCLUSION

This study highlights the critical role of organizational culture in shaping teacher motivation and performance within Islamic boarding schools (pesantren). The findings emphasize that a positive and supportive organizational culture, aligned with Islamic values, significantly enhances teachers' motivation and teaching effectiveness. The relationships between various constructs, as shown in the SmartPLS model, reveal that motivational knowledge and attitudes towards teaching have a profound impact on teachers' performance,

which in turn affects student learning outcomes. Furthermore, the study suggests that while business skills and external factors like organizational structure may have a secondary influence, intrinsic motivation and supportive relationships within the school environment remain the most significant predictors of teacher performance. The results also underscore the importance of fostering an environment where teachers feel respected, valued, and aligned with the school's mission, as this positively influences their motivation and job satisfaction.

In practical terms, the findings advocate for the implementation of policies and practices that prioritize a healthy organizational culture, the development of motivational strategies, and the encouragement of professional growth among teachers. By cultivating an environment that supports teacher autonomy, engagement, and alignment with core values, pesantren can further enhance both teacher motivation and student learning outcomes. Overall, the research contributes to the broader understanding of how organizational culture impacts educational practices, offering valuable insights for educational leaders, policymakers, and researchers aiming to improve teacher motivation and performance, particularly in religious and culturally distinct educational settings like pesantren.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

Abdullah. (2022). Contemporary Wedding in Indonesia (Study of Mubarakah Wedding at

Hidayatullah Islamic Boarding School, Balikpapan, East Kalimantan). *Jurnal Hukum*

Islam, 20(1), 181–206. <https://doi.org/10.28918/jhi.v20i1.6082>

Adnan, M. I. (2023). Accountability of Islamic Boarding School: A Comparative Insights from

Modern and Traditional Pesantren in Aceh, Indonesia. *2023 International Conference*

on Sustainable Islamic Business and Finance Sibf 2023, Query date: 2025-12-31

19:34:58, 246–250. <https://doi.org/10.1109/SIBF60067.2023.10379865>

Affandi, G. R. (2025). Adaptation and Validation of The Achievement Emotions Questionnaire

Academic Boredom Subscale in Indonesian Islamic Boarding Schools. *Islamic*

Guidance and Counseling Journal, 8(2). <https://doi.org/10.25217/0020258654400>

Arroisi, J. (2024). Coping the discrepancy between moral and intellectual achievement: The

model integration of higher education and modern Islamic boarding schools in

Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 14(2), 231–257.

<https://doi.org/10.18326/ijims.v14i2.231-257>

Asri, Y. (2024). Depression Among Islamic Boarding Schools Students During the COVID-19

Pandemic in East Java, Indonesia. *Kesmas*, 19(1), 51–58.

<https://doi.org/10.21109/kesmas.v19i1.7437>

Buanaputra, V. G. (2022). Accountability and legitimacy dynamics in an Islamic boarding

school. *Journal of Accounting and Organizational Change*, 18(4), 553–570.

<https://doi.org/10.1108/JAOC-02-2021-0016>

Fauziyah, A. L. (2023). Comparative Study of Student Morality in Islamic Boarding Schools

and Non-Islamic Boarding Schools. *Ascarya Journal of Islamic Science Culture and*

Social Studies, 3(1), 46–55. <https://doi.org/10.53754/iscs.v3i1.529>

Febriandika, N. R. (2024). Determinants of students' learning motivation in Islamic boarding

schools: A structural equation modeling approach. *International Journal of Advanced*

and Applied Sciences, 11(11), 10–18. <https://doi.org/10.21833/ijaas.2024.11.002>

Firmansyah. (2025). Construction of Islamic Education Based on Islamic Boarding Schools: A

Case Study at Al-Manar Muhammadiyah Modern Islamic Boarding School in South

Sumatra. *Jurnal Pendidikan Agama Islam*, 22(1), 195–214.

<https://doi.org/10.14421/jpai.v22i1.11044>

Fitriani, R. A. (2023). APPLYING THE PSYCHOLOGICAL OF SPACE IN ISLAMIC

BOARDING SCHOOL (CASE STUDY: PESANTREN AL MAHSHYAR NURUL

IMAN). *Journal of Islamic Architecture*, 7(3), 437–444.

<https://doi.org/10.18860/jia.v7i3.17436>

Halomoan, I. (2023). An Overview of the Strength of Implementing Democratic Values in an

Islamic Boarding School Atmosphere. *Nazhruna Jurnal Pendidikan Islam*, 6(2), 190–

206. <https://doi.org/10.31538/nzh.v6i2.2865>

- Hamid, N. S. (2024). Anemia prevention measures in female students in the Islamic Boarding School of Al-Junaidiyah Biru, Indonesia. *Journal of Education and Health Promotion*, *13*(1). https://doi.org/10.4103/jehp.jehp_150_24
- Hidayah, N. A. (2022). Analysis of the Use of Information Technology in Distance Learning During a Pandemic Using the IS Success Model in Islamic Boarding School. *2022 10th International Conference on Cyber and IT Service Management Citsm 2022*, Query date: 2025-12-31 19:34:58. <https://doi.org/10.1109/CITSM56380.2022.9935900>
- Islamic, G. (2024). Character education through philosophical values in traditional Islamic boarding schools. *Kasetsart Journal of Social Sciences*, *45*(1), 31–42. <https://doi.org/10.34044/j.kjss.2024.45.1.04>
- Jannah, I. N. (2023). Cultural Transformation in Religious Activities Based on Ahlussunnah Wal Jama'ah Values in Islamic Boarding Schools. *Nazhruna Jurnal Pendidikan Islam*, *6*(2), 306–320. <https://doi.org/10.31538/nzh.v6i2.3404>
- Madkur, A. (2024). Context-responsive pedagogy in English language teaching in Indonesian Islamic boarding schools. *Journal of Education and Learning*, *18*(3), 626–638. <https://doi.org/10.11591/edulearn.v18i3.21085>
- Muhith, A. (2023). Challenges of Islamic Boarding School Organizational Culture in The Millennial Generation and The Digital Era 4.0. *Nazhruna Jurnal Pendidikan Islam*, *6*(3), 457–474. <https://doi.org/10.31538/nzh.v6i3.4231>
- Nabilla, F. S. (2022). Correlation between Consumption Patterns of Iron Sources, Iron Inhibitor, and Iron Enhancer, with the Occurrence of Anemia Among Female Students in Islamic Boarding School Al-Mizan Muhammadiyah Lamongan. *Media Gizi Indonesia*, *17*(1), 56–61. <https://doi.org/10.20473/mgi.v17i1.56-61>
- Pratistha, B. (2025). Business ecosystem architecture in the business units of Islamic boarding schools. *International Journal of Services Economics and Management*, *16*(3), 217–231. <https://doi.org/10.1504/IJSEM.2025.146240>

Pulihasih, A. Y. (2024). AN INTROSPECTIVE SURVEY OF MODERN ISLAMIC

BOARDING SCHOOL TO INCREASE HEALTH AWARENESS OF ISLAMIC

BOARDING SCHOOLS IN SURABAYA. *Revista De Gestao Social E Ambiental*,

18(5). <https://doi.org/10.24857/rgsa.v18n5-096>

Radino. (2025). Critical Pedagogy and Dialogic Learning in Classical Islamic Boarding

Schools: An Analysis of Discussion Practices in Madrasah Diniyyah Al-Munawwir

Krapyak. *Jurnal Pendidikan Agama Islam*, *22*(1), 255–274.

<https://doi.org/10.14421/jpai.v22i1.10801>

Romadhan, K. (2025). Climate Change and Tuberculosis Cases in Islamic Boarding Schools of

Indonesia: How to Handle It? *International Journal of School Health*, *12*(1), 63–65.

<https://doi.org/10.30476/intjsh.2024.104738.1460>

Rosyida, F. (2022). Assessing and preparedness for earthquake disaster in Salaf-Khalaf Islamic

Boarding School. *Iop Conference Series Earth and Environmental Science*, *1041*(1).

<https://doi.org/10.1088/1755-1315/1041/1/012033>

Usman, A. (2024). Determinants of Personal Hygiene of Women's External Reproductive

Organs at the Al-Wasilah Lemo Islamic Boarding School in 2022. *Media Publikasi*

Promosi Kesehatan Indonesia, *7*(1), 244–250.

<https://doi.org/10.56338/mppki.v7i1.4699>

Wardiana, W. (2024). CONTRIBUTION OF WOMEN IN THE EDUCATION

MANAGEMENT OF ISLAMIC BOARDING SCHOOL. *Ulumuna*, *28*(1), 398–423.

<https://doi.org/10.20414/ujis.v28i1.805>

Wibowo, A. (2023). Assessing Citizenship Participation and Religious Ethics in Ecotourism

Development near an Islamic Boarding School in Indonesia. *International Journal of*

Sustainable Development and Planning, *18*(10), 3265–3276.

<https://doi.org/10.18280/ijstdp.181026>

Yoto, M. (2025). Acceptability of Iron Supplementation Program at Islamic Boarding Schools in East Java Indonesia. *Malaysian Journal of Medicine and Health Sciences*, 21(Query date: 2025-12-31 19:34:58), 20–27. <https://doi.org/10.47836/mjmhs.21.s7.3>

Copyright Holder :

© Rachmawati et.al (2025).

First Publication Right :

© Darussalam: Journal of Psychology and Educational

This article is under:

