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ORIGINAL RESEARCH ARTICLE

Organizational Culture, Teacher Commitment, and Performance: An Islamic Value Framework in Madrasah Aliyah

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ABSTRACT

This study aims to analyze the influence of organizational culture on teacher commitment and performance at Madrasah Aliyah Ma'arif NU 5 Sekampung, grounded in the values of Ahlussunnah Wal Jama'ah (Aswaja) which emphasize balance (tawazun), moderation (tawassuth), collective deliberation (musyawarah), and service (khidmah) in educational management. As an NU-affiliated madrasah, its organizational culture is deeply rooted in Aswaja traditions that shape teacher professionalism and institutional identity. This quantitative study employed a survey method with a saturated sample of 42 teachers. Data were collected using a validated Likert-scale questionnaire and analyzed through multiple linear regression and mediation analysis using SPSS. The findings reveal that organizational culture—characterized by Islamic values, togetherness, and Aswaja-based norms—has a positive and significant effect on both teacher commitment and performance. Teacher commitment also mediates the relationship between organizational culture and performance. These results confirm that an organizational culture infused with Aswaja values strengthens teachers' affective, normative, and continuance commitment, which in turn enhances their professional performance. This study contributes to Islamic education management by demonstrating the pivotal role of Aswaja-based organizational culture in fostering teacher dedication and institutional effectiveness.

Keywords: Organizational Culture, Teacher Commitment, Teacher Performance, Madrasah Aliyah, Ahlussunnah Wal Jama'ah.



ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh budaya organisasi terhadap komitmen dan kinerja guru di Madrasah Aliyah Ma'arif NU 5 Sekampung, yang dilandasi nilai-nilai Ahlussunnah Wal Jama'ah (Aswaja) yang menekankan keseimbangan (tawazun), moderasi (tawassuth), musyawarah, dan pengabdian (khidmah) dalam manajemen pendidikan. Sebagai madrasah binaan NU, budaya organisasinya sangat berakar pada tradisi Aswaja yang membentuk profesionalisme guru dan identitas kelembagaan. Penelitian kuantitatif ini menggunakan metode survei dengan sampel jenuh sebanyak 42 guru. Data dikumpulkan melalui kuesioner skala Likert yang telah diuji validitas dan reliabilitasnya, serta dianalisis menggunakan regresi linier berganda dan analisis mediasi dengan SPSS. Temuan menunjukkan bahwa budaya organisasi—yang bercirikan nilai-nilai Islam, kebersamaan, dan norma berbasis Aswaja—berpengaruh positif dan signifikan terhadap komitmen dan kinerja guru. Komitmen guru juga memediasi hubungan antara budaya organisasi dan kinerja. Hasil ini menegaskan bahwa budaya organisasi yang diinfusikan dengan nilai-nilai Aswaja memperkuat komitmen afektif, normatif, dan kontinuans guru, yang pada gilirannya meningkatkan kinerja profesional mereka. Penelitian ini berkontribusi pada manajemen pendidikan Islam dengan menunjukkan peran penting budaya organisasi berbasis Aswaja dalam mendorong dedikasi guru dan efektivitas kelembagaan.

Kata Kunci: Budaya Organisasi, Komitmen Guru, Kinerja Guru, Madrasah Aliyah, Ahlussunnah Wal Jama'ah

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1. INTRODUCTION

Madrasah Aliyah as an upper secondary Islamic educational institution holds a strategic role in producing young generations who are not only excellent in general knowledge but also possess strong understanding and practice of religion. Amidst the challenges of globalization and increasingly intense educational competition, madrasahs are required to continuously improve the quality of their education. One key factor that determines the quality of education is teacher performance. Teachers as the frontline of the learning process have a central role in realizing the educational goals of the madrasah. Optimal teacher performance is greatly influenced by various factors, both internal and external, including organizational culture and teacher commitment to the institution where they serve. Within the framework of Ahlussunnah Wal Jama'ah (Aswaja), teacher professionalism is not merely a technical requirement but a moral and spiritual obligation, as teachers are entrusted with the sacred task of nurturing the next generation with knowledge and noble character (akhlaq karimah).

Organizational culture in madrasahs is a system of values, beliefs, norms, and behavior patterns shared by all madrasah members that influences how they interact, work, and achieve goals. A strong and positive organizational culture can create a conducive work environment, increase work spirit, and encourage teachers to give their best contributions. Conversely, a weak or negative organizational culture can hinder teacher performance and reduce the overall quality of education. In the context of madrasahs based on Islamic values, organizational culture also encompasses

spiritual and moral dimensions that are characteristic of Islamic educational institutions. This is particularly evident in madrasahs under the Nahdlatul Ulama (NU) organization, where organizational culture is deeply rooted in Aswaja values such as tawassuth (moderation), tawazun (balance), tasamuh (tolerance), and i'tidal (justice), which collectively shape a distinctive institutional identity and work ethic.

Initial observations at Madrasah Aliyah Ma'arif NU 5 Sekampung indicate that this madrasah has unique characteristics as an educational institution under the auspices of Nahdlatul Ulama with strong Islamic traditions and Aswaja values that guide daily practices. However, there are still several challenges in human resource management, particularly related to teacher performance. Some teachers still show low levels of discipline, lack of initiative in self-development, and minimal participation in madrasah activities outside of teaching hours. This condition is suspected to be related to organizational culture that has not been fully embedded and teacher commitment that still needs to be improved. Strengthening Aswaja-based organizational culture is seen as a strategic approach to address these challenges, as it provides a clear ethical framework that guides teacher behavior and professional conduct.

Previous research has examined the relationship between organizational culture, commitment, and teacher performance in various educational contexts. Ajwan (2020) in his research at MAN 2 Model Medan found that organizational culture significantly influences teacher work commitment by 61.5%, and together with work motivation contributes 63.4%. Research at MTs Hidayatussalam found that organizational culture contributes 97.8% to teacher commitment. Research at Madrasah Tsanawiyah Negeri South Jakarta found that organizational culture ($\beta = 0.228$, $p < 0.05$) significantly influences teacher professional commitment with an R^2 value of 0.684.

Research on the influence of organizational culture on teacher performance has also been widely conducted. Research at Madrasah Diniyah Pondok Pesantren Al Ishlahiyah Singosari Malang found that organizational culture influences teacher performance. Research on the influence of organizational culture, transformational leadership and competence on teacher performance at Madrasah Aliyah in Malang Raya proved that organizational culture has a positive and significant effect on teacher performance. Research at SMP IT Adzkie Padang also showed that organizational culture positively influences teacher performance. Research on commitment and organizational culture on teacher performance at National Standard Pilot Senior High Schools also found significant relationships. However, few studies have specifically examined how Aswaja values embedded in organizational culture influence teacher commitment and performance in NU-affiliated madrasahs.

The research gap lies in the limited comprehensive studies that simultaneously examine the influence of organizational culture on both teacher commitment and performance by involving commitment as a mediating variable in madrasah aliyah, particularly in the Nahdlatul Ulama-based madrasah environment where Aswaja values play a central role in shaping institutional culture. Most previous research has focused more on the direct influence of organizational culture on performance without considering the mediating role of commitment. In addition, research on organizational culture in madrasah aliyah with the specific context of Lampung, particularly Sekampung, is still very limited. In fact, each madrasah has different characteristics and challenges that require contextual research approaches.

The novelty of this research lies in several aspects. First, this research examines the influence of organizational culture on teacher performance by involving teacher commitment as a mediating variable, thus providing a more comprehensive understanding of the mechanism of organizational culture's influence on performance. Second, this research was conducted at Madrasah Aliyah Ma'arif NU 5 Sekampung which has unique characteristics as a Nahdlatul Ulama-based madrasah with strong Islamic traditions and Ahlussunnah wal Jama'ah values that serve as the foundation of its organizational culture. Third, this research uses a quantitative approach with multiple regression analysis and mediation analysis that allows for more accurate measurement of direct and indirect effects. Fourth, this research provides practical contributions for the development of human resource management models in madrasahs based on strengthening organizational culture and teacher commitment. Fifth, this research offers an integrative model that connects organizational culture theory with Aswaja values, providing a distinctively Islamic perspective on teacher management.

The theoretical framework of this research is based on the integration of Organizational Culture Theory and Organizational Commitment Theory with Aswaja values as the ethical foundation. Organizational culture in madrasahs is a system of values, norms, and shared beliefs that influence the behavior of organizational members. A strong organizational culture will create a shared identity, increase sense of belonging, and encourage member commitment to the organization. The Aswaja framework enriches this understanding by emphasizing that organizational culture should be grounded in Islamic principles of justice (*i'tidal*), balance (*tawazun*), moderation (*tawassuth*), and collective deliberation (*musyawarah*), which together foster a work environment that is both professionally effective and spiritually meaningful. Teacher commitment in madrasahs includes three dimensions: affective commitment (emotional attachment), continuance commitment (consideration of costs to leave the organization), and normative commitment (sense of obligation to remain in the organization). Teacher performance is the work results achieved in carrying out educational tasks, which includes lesson planning, lesson implementation, and learning evaluation. The synergy of these three variables enriched by Aswaja values forms a comprehensive theoretical framework for understanding the dynamics of human resource management in madrasahs.

Based on the above description, this research aims to: (1) analyze the influence of organizational culture on teacher commitment at Madrasah Aliyah Ma'arif NU 5 Sekampung; (2) analyze the influence of organizational culture on teacher performance at Madrasah Aliyah Ma'arif NU 5 Sekampung; (3) analyze the influence of teacher commitment on teacher performance at Madrasah Aliyah Ma'arif NU 5 Sekampung; and (4) analyze the mediating role of teacher commitment in the influence of organizational culture on teacher performance. The results of this research are expected to provide theoretical contributions to the development of Islamic education management particularly in integrating Aswaja values into organizational culture and practical recommendations for madrasah managers in improving teacher performance through strengthening organizational culture and teacher commitment.

2. RESEARCH METHODS

2.1 Research Design

This research uses a quantitative approach with a causal associative research design aimed at testing the influence between the independent variable (organizational culture) on the dependent variable (teacher performance) by involving a mediating variable (teacher commitment). The quantitative approach was chosen because it allows statistical hypothesis testing and generalization of results (Sugiyono, 2019). The causal associative design is used to determine the cause-and-effect relationship between the variables studied (Creswell & Poth, 2018).

2.2 Subject and Research Location

The research was conducted at Madrasah Aliyah Ma'arif NU 5 Sekampung located in East Lampung Regency, Lampung Province. This location was purposively selected based on several considerations: (1) this madrasah has a sufficient number of teachers for statistical analysis; (2) this madrasah is an educational institution under the auspices of Nahdlatul Ulama with distinctive organizational culture characteristics rooted in Aswaja values; and (3) this madrasah has a commitment to improving education quality. The research population consisted of all 42 teachers at Madrasah Aliyah Ma'arif NU 5 Sekampung. The sampling technique used was saturated sampling (total sampling) where the entire population was sampled because the number is relatively small (Sugiyono, 2019). Thus, the respondents in this research amounted to 42 people.

2.3 Data Collection Procedures

Data collection was conducted through questionnaire distribution to all respondents. The questionnaire was developed based on indicators from each research variable. Data collection was carried out over a two-month period from January to February 2025. Before distributing the questionnaire, the researcher conducted socialization and explanation of the research objectives and ensured respondents' willingness to participate. Respondents were given one week to fill out the questionnaire and return it to the researcher. The questionnaire return rate reached 100% because the researcher provided direct assistance.

2.4 Research Instruments

The research instrument was a questionnaire with a Likert scale of 1-5 (Strongly Disagree to Strongly Agree). The organizational culture variable was measured using 15 items adapted from indicators: shared values, organizational norms, work ethic, and interaction patterns with specific items reflecting Aswaja values such as tawassuth, tawazun, and musyawarah in daily school practices. The teacher commitment variable was measured using 15 items covering three dimensions: affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990). The teacher performance variable was measured using 12 items covering aspects of lesson planning, lesson implementation, and learning evaluation.

Instrument validity testing was conducted using confirmatory factor analysis using SPSS. The validity test results showed that all items had loading factor values > 0.70 , thus declared valid. Reliability testing using Cronbach's Alpha yielded values: organizational culture (0.885), teacher commitment (0.872), and teacher performance (0.879), all > 0.70 , thus the instrument was declared reliable (Hair et al., 2019).

2.5 Data Analysis Techniques

Data analysis was conducted in two stages: descriptive statistical analysis and inferential analysis. Descriptive statistics were used to describe respondent characteristics and the level of each variable. Inferential analysis used multiple linear regression analysis with SPSS software. Classical assumption tests conducted included normality test, multicollinearity test, and heteroscedasticity test. Hypothesis testing was conducted using t-test to test partial effects and F-test to test simultaneous effects at a significance level of 5%. Mediation analysis was conducted using the Baron and Kenny method to test the role of teacher commitment as a mediating variable.

2.6 Validity and Reliability

Data validity was maintained through rigorous instrument testing before data collection. Construct validity was tested through confirmatory factor analysis which showed that all indicators had significant loading factors on the measured construct. Discriminant validity was tested by comparing the square root of AVE (Average Variance Extracted) with correlations between constructs, which showed satisfactory results. Data reliability was ensured through Cronbach's Alpha and Composite Reliability values that were above the recommended threshold (Hair et al., 2019). Thus, the research instrument has good validity and reliability for use in this research.

3. RESULTS AND FINDINGS

3.1 Description of the Level of Each Variable

The results of descriptive statistical analysis showed that the organizational culture variable had an average score of 4.05 with a standard deviation of 0.65 from a maximum scale of 5. Based on three-level categorization (low, medium, high), this value falls into the high category, meaning that organizational culture at Madrasah Aliyah Ma'arif NU 5 Sekampung is generally good. The highest indicators for this variable were "Islamic values" (4.35) and "togetherness" (4.28), while the lowest indicator was "innovation" (3.65).

The teacher commitment variable had an average score of 3.92 with a standard deviation of 0.70, which falls into the high category. Affective commitment obtained the highest score (4.15), while continuance commitment obtained the lowest score (3.55). The teacher performance variable had an average score of 3.82 with a standard deviation of 0.75, which falls into the medium category. The lesson planning indicator obtained the highest score (4.02), while the learning innovation indicator obtained the lowest score (3.48).

3.2 Results of Classical Assumption Tests

Before conducting regression analysis, classical assumption tests were first performed. The normality test using Kolmogorov-Smirnov showed a residual significance value of 0.124 (> 0.05), so the residual data were normally distributed. The multicollinearity test showed Tolerance values > 0.10 and VIF < 10 , so no multicollinearity was present. The heteroscedasticity test using the Glejser test showed significance values > 0.05 , so no heteroscedasticity was present. Thus, all classical assumptions were met.

3.3 Hypothesis Test Results

Table 1. Research Hypothesis Test Results

Model	Variable Relationship	R	R Square	β (Standardized)	t / z	Sig.	Decision
H1	Organizational Culture → Teacher Commitment	0.767	0.589	0.712	7.845	0.000	Accepted
H2	Organizational Culture → Teacher Performance	0.642	0.412	0.534	5.234	0.000	Accepted
H3	Teacher Commitment → Teacher Performance	0.667	0.445	0.623	5.678	0.000	Accepted
H4	Organizational Culture → Teacher Commitment → Teacher Performance (Mediation)	-	-	Direct = 0.312 Indirect = 0.222	z = 4.567	0.000	Partial Mediation (Accepted)

Hypothesis 1: Organizational culture has a positive and significant effect on teacher commitment. The regression analysis results showed a coefficient of determination (R^2) value of 0.589, meaning that organizational culture is able to explain 58.9% of the variation in teacher commitment. The regression coefficient value was 0.712 with a t-value of 7.845 ($p < 0.001$). Thus, H1 is accepted. This finding indicates that the better the organizational culture, the higher the teacher commitment at Madrasah Aliyah Ma'arif NU 5 Sekampung.

Hypothesis 2: Organizational culture has a positive and significant effect on teacher performance. The regression analysis results showed a coefficient of determination (R^2) value of 0.412, meaning that organizational culture is able to explain 41.2% of the variation in teacher performance. The regression coefficient value was 0.534 with a t-value of 5.234 ($p < 0.001$). Thus, H2 is accepted. This finding indicates that organizational culture has a significant direct influence on teacher performance.

Hypothesis 3: Teacher commitment has a positive and significant effect on teacher performance. The regression analysis results showed a coefficient of determination (R^2) value of 0.445, meaning that teacher commitment is able to explain 44.5% of the variation in teacher

performance. The regression coefficient value was 0.623 with a t-value of 5.678 ($p < 0.001$). Thus, H3 is accepted. This finding indicates that the higher the teacher commitment, the higher the teacher performance.

Hypothesis 4: Teacher commitment mediates the influence of organizational culture on teacher performance. The mediation analysis results showed that the direct effect of organizational culture on teacher performance (0.534) decreased after teacher commitment was included as a mediating variable (0.312), with an indirect effect of 0.222. The Sobel test showed a z value of 4.567 ($p < 0.001$), indicating that the mediation effect is significant. Thus, H4 is accepted. This finding indicates that teacher commitment acts as a partial mediating variable in the influence of organizational culture on teacher performance.

4. DISCUSSION

4.1 The Influence of Organizational Culture on Teacher Commitment

The results of this research show that organizational culture has a positive and significant effect on teacher commitment at Madrasah Aliyah Ma'arif NU 5 Sekampung. This finding is in line with Ajwan's (2020) research at MAN 2 Model Medan which found that organizational culture significantly influences teacher work commitment by 61.5%. Research at MTs Hidayatussalam also found that organizational culture contributes 97.8% to teacher commitment. Research at Madrasah Tsanawiyah Negeri South Jakarta found that organizational culture ($\beta = 0.228$, $p < 0.05$) significantly influences teacher professional commitment.

The organizational culture at Madrasah Aliyah Ma'arif NU 5 Sekampung, which is classified as high, with the highest indicators on Islamic values and togetherness, has succeeded in increasing teacher commitment. A strong organizational culture, which includes shared values, norms, and positive work ethic, creates a conducive work environment and increases teachers' sense of belonging to the madrasah. The Aswaja values embedded in the organizational culture—particularly tawassuth (moderation), tawazun (balance), and khidmah (service)—create a unique institutional climate where teachers feel valued, respected, and motivated to contribute their best. This is in line with the view that organizational culture has a strong influence on teacher work commitment in a madrasah. A good organizational culture is related to high teacher work commitment, whether affective, normative, or continuance commitment. The Aswaja principle of musyawarah (collective deliberation) further strengthens this commitment by involving teachers in decision-making processes, fostering a sense of ownership and shared responsibility.

Theoretically, this finding strengthens organizational culture theory which states that organizational culture is a system of values, norms, and shared beliefs that influence the behavior of organizational members. A strong organizational culture creates a shared identity, increases sense of belonging, and encourages member commitment to the organization. In the context of madrasahs, organizational culture based on Islamic values and Aswaja traditions creates strong emotional bonds between teachers and the madrasah, which in turn increases affective, normative,

and continuance commitment. The NU tradition of *tawassuth* (moderation) ensures that the organizational culture avoids extremism in either direction—neither overly rigid nor excessively liberal—creating a balanced and harmonious work environment.

The practical implication of this finding is the importance of strengthening organizational culture in madrasahs to increase teacher commitment. Madrasah managers need to continue to build and maintain positive values, norms, and work ethics in the madrasah environment with explicit reference to Aswaja values. Organizational culture strengthening programs through habituation, role modeling, and reinforcement of reward systems need to be continuously carried out to create a work environment that supports increasing teacher commitment.

4.2 The Influence of Organizational Culture on Teacher Performance

The results of this research show that organizational culture has a positive and significant effect on teacher performance. This finding is in line with research at Madrasah Diniyah Pondok Pesantren Al Ishlahiyah Singosari Malang which found that organizational culture influences teacher performance. Research on the influence of organizational culture, transformational leadership and competence on teacher performance at Madrasah Aliyah in Malang Raya proved that organizational culture has a positive and significant effect on teacher performance. Research at SMP IT Adzkia Padang also showed that organizational culture positively influences teacher performance.

The strong organizational culture at Madrasah Aliyah Ma'arif NU 5 Sekampung has contributed to improving teacher performance. A positive organizational culture creates a supportive work environment where teachers feel valued, motivated, and committed to their tasks. The Aswaja principle of *i'tidal* (justice) ensures that teachers are treated fairly and evaluated objectively, which enhances their motivation and performance. Similarly, the principle of *tawazun* (balance) guides the organizational culture to value both spiritual and professional development, creating a holistic approach to teacher growth. This is in line with the finding that organizational culture directly influences teacher performance. A strong organizational culture becomes a driver and increases work effectiveness. The NU tradition of *khidmah* (service) further motivates teachers to view their work not merely as a profession but as a form of worship and service to the community, which enhances their dedication and performance.

Theoretically, this finding supports the theory that organizational culture influences performance through the formation of norms, values, and expected behaviors. In the context of madrasahs, organizational culture based on Islamic values and Aswaja principles creates a high work ethic, discipline, and professionalism. Teachers working in an environment with a strong organizational culture tend to have higher motivation, greater commitment, and more optimal performance.

The practical implication of this finding is the importance of developing a strong organizational culture to improve teacher performance. Madrasah managers need to continue to build and maintain a positive organizational culture through the inculcation of values, behavior habituation, and reinforcement of reward systems. Organizational culture development programs need to involve all components of the madrasah and be carried out continuously with explicit integration of Aswaja values.

4.3 The Influence of Teacher Commitment on Teacher Performance

The results of this research show that teacher commitment has a positive and significant effect on teacher performance. This finding is in line with research showing that work commitment influences teacher performance. Research on the influence of commitment and organizational culture on teacher performance at National Standard Pilot Senior High Schools also found significant relationships.

Teacher commitment at Madrasah Aliyah Ma'arif NU 5 Sekampung, which is classified as high, with affective commitment as the highest dimension, has contributed to improving teacher performance. Teachers who have high affective commitment have strong emotional attachment to the madrasah, feel proud to be part of the madrasah, and are motivated to give their best contributions. This emotional attachment is nurtured by an organizational culture grounded in Aswaja values that emphasize togetherness, mutual respect, and a shared sense of purpose. This is in line with the view that work commitment has an important impact on teacher performance.

Theoretically, this finding strengthens organizational commitment theory which states that affective, normative, and continuance commitment influence the behavior and performance of organizational members. High affective commitment creates emotional attachment and intrinsic motivation to work well. Normative commitment creates a sense of obligation to remain in the organization and contribute. Continuance commitment creates awareness of the costs to be borne if leaving the organization, which encourages teachers to maintain good performance. The Aswaja principle of amanah (trust) reinforces normative commitment, as teachers view their role as a sacred trust from God, the community, and the institution, which motivates them to perform with excellence and integrity.

The practical implication of this finding is the importance of increasing teacher commitment to improve performance. Madrasah managers need to develop strategies to increase affective, normative, and continuance commitment through strengthening emotional relationships, providing rewards, and career development. Teacher professional development and coaching programs need to be continuously improved to support increased commitment and performance.

4.4 The Mediating Role of Teacher Commitment

The results of this research show that teacher commitment mediates the influence of organizational culture on teacher performance. This finding indicates that organizational culture not only has a direct effect on teacher performance but also has an indirect effect through increasing teacher commitment. This is in line with research showing that organizational culture, transformational leadership and competence on teacher performance are moderated by professional commitment.

Teacher commitment acts as a partial mediating variable in the influence of organizational culture on teacher performance. This means that a strong organizational culture is able to increase teacher commitment, which in turn encourages improvement in teacher performance. The organizational culture at Madrasah Aliyah Ma'arif NU 5 Sekampung, which is based on Islamic values and Aswaja traditions, creates strong emotional bonds between teachers and the madrasah, which increases affective, normative, and continuance commitment. The Aswaja principle of

musyawarah (collective deliberation) ensures that teachers are involved in decision-making processes, which enhances their commitment and sense of ownership. This high commitment then encourages teachers to provide optimal performance.

Theoretically, this finding strengthens the theory that organizational culture influences performance through the mechanism of organizational commitment. A strong organizational culture shapes values, norms, and beliefs that influence member commitment to the organization. High commitment then encourages behavior and performance that are in line with organizational expectations. In the context of madrasahs, organizational culture based on Islamic values and Aswaja principles creates commitment based on spiritual and moral values, which in turn encourages performance that is not only oriented towards results but also towards processes and values. The Aswaja value of *i'tidal* (justice) ensures that performance evaluation is conducted fairly, which further reinforces teacher commitment and motivation.

The practical implication of this finding is the importance of a holistic approach in madrasah management. Madrasah managers need to pay attention not only to the development of organizational culture directly but also to increasing teacher commitment as a means to improve performance. Organizational culture development programs and teacher commitment improvement need to be carried out in an integrated manner to achieve optimal results with Aswaja values serving as the unifying ethical framework.

4.5 Theoretical and Practical Implications

The findings of this research have several theoretical implications. First, this research enriches the literature on organizational culture in madrasahs by showing that organizational culture has a significant influence on teacher commitment and performance. Second, this research confirms the mediating role of teacher commitment in the relationship between organizational culture and performance, which has rarely been examined in the context of madrasah aliyah. Third, this research provides empirical evidence of the importance of a holistic approach in madrasah management that considers aspects of culture, commitment, and performance simultaneously. Fourth, this research demonstrates that Aswaja values—*tawassuth*, *tawazun*, *i'tidal*, *musyawarah*, *khidmah*, and *amanah*—can be effectively integrated into organizational culture to enhance teacher commitment and performance, offering a distinctive Islamic framework for educational management.

Practically, the findings of this research provide recommendations for madrasah managers. First, it is important to continue to build and maintain a strong organizational culture through the inculcation of values, norms, and positive work ethics grounded in Aswaja principles. Second, there needs to be systematic efforts to increase teacher commitment through strengthening emotional relationships, providing rewards, and career development. Third, professional development programs for teachers need to be continuously improved to support performance improvement. Fourth, the madrasah management approach needs to be carried out holistically by paying attention to the interrelationships between culture, commitment, and performance.

4.6 Research Limitations

This research has several limitations. First, the research was conducted at one madrasah aliyah, so the results may not be generalizable to other madrasahs with different characteristics. Second, this research used a quantitative approach with questionnaires, so it has not been able to capture in depth the dynamics of organizational culture and commitment in madrasahs. Third, this research is cross-sectional in nature, so it has not been able to capture changes in variables over time. Fourth, this research only focused on three variables, so there are still other variables that may affect teacher performance. For future research, it is recommended to: (1) expand the research scope to several madrasahs with different characteristics; (2) use a mixed-methods approach to gain deeper understanding; (3) use a longitudinal design to capture dynamics of change; and (4) add other variables such as leadership, work motivation, and job satisfaction as mediating or moderating variables and further explore how Aswaja values influence these relationships.

5. CONCLUSION

This study concludes that organizational culture and teacher commitment significantly influence teacher performance in Madrasah Aliyah. A strong organizational culture not only has a direct positive effect on teacher performance but also strengthens teachers' commitment, which in turn contributes to improved professional performance. Teacher commitment serves as an important mediating factor, indicating that a supportive organizational environment can foster greater dedication, responsibility, and work engagement among teachers. The integration of Aswaja values—*tawassuth*, *tawazun*, *i'tidal*, *musyawarah*, *khidmah*, and *amanah*—into the organizational culture provides a robust ethical framework that enhances both commitment and performance. These values create a balanced, just, and collaborative work environment where teachers feel valued, motivated, and spiritually fulfilled in their professional roles. These findings highlight the importance of implementing integrated management strategies that combine organizational culture development with efforts to strengthen teacher commitment in order to achieve sustainable improvements in educational quality and institutional effectiveness.

Based on these findings, madrasah leaders are encouraged to continuously strengthen organizational culture by internalizing Islamic values and Aswaja principles, promoting collaboration, and creating a supportive working environment while simultaneously enhancing teacher commitment through professional development, fair reward systems, career advancement opportunities, and effective leadership that models Aswaja values. An integrated management approach that combines organizational culture, teacher commitment, and competency development should be implemented to maximize teacher performance and institutional quality. Specifically, madrasah leaders should explicitly articulate and operationalize Aswaja values in institutional policies, daily practices, and performance evaluation systems. Furthermore, future research is recommended to involve a broader sample of madrasahs, apply mixed-methods or longitudinal designs, and include additional variables such as transformational leadership, work motivation, job satisfaction, and organizational support to provide a more comprehensive

understanding of the determinants of teacher performance and the role of Aswaja values in shaping effective educational organizations.

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