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ORIGINAL RESEARCH ARTICLE

Knowledge Management and Teacher Performance in Madrasahs: The Mediating Role of Organizational Learning

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ABSTRACT

Knowledge Management has become increasingly important for educational institutions seeking to improve knowledge utilization, organizational learning, and teacher performance. This study aims to examine the effect of Knowledge Management on Teacher Performance in madrasahs and investigate the mediating role of Organizational Learning. A quantitative explanatory research design was employed involving 78 teachers from madrasahs. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The results indicate that Knowledge Management has a positive and significant effect on Organizational Learning ($\beta = 0.292$; $p = 0.009$). Knowledge Management also has a very strong and significant direct effect on Teacher Performance ($\beta = 0.992$; $p < 0.001$). The structural model explains approximately 91.1% of the variance in Teacher Performance ($R^2 = 0.911$). However, Organizational Learning does not significantly affect Teacher Performance ($\beta = 0.011$; $p = 0.744$), and its mediating effect is not supported, with an estimated indirect effect of approximately $\beta = 0.003$. These findings indicate that Knowledge Management contributes to teacher performance primarily through a direct pathway rather than through Organizational Learning as a mediating mechanism. The study contributes to Islamic educational management by emphasizing the importance of systematic knowledge acquisition, sharing, storage, and application as strategic mechanisms for strengthening teacher performance in madrasahs.

Keywords: Knowledge Management; Organizational Learning; Teacher Performance; Madrasah; Islamic Educational Management.



ABSTRAK

Knowledge Management semakin penting bagi lembaga pendidikan dalam meningkatkan pemanfaatan pengetahuan, pembelajaran organisasi, dan kinerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh Knowledge Management terhadap Teacher Performance pada madrasah serta menguji peran mediasi Organizational Learning. Penelitian menggunakan pendekatan kuantitatif dengan desain eksplanatori yang melibatkan 78 guru madrasah. Data dikumpulkan menggunakan kuesioner skala Likert lima tingkat dan dianalisis dengan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa Knowledge Management berpengaruh positif dan signifikan terhadap Organizational Learning ($\beta = 0,292$; $p = 0,009$). Knowledge Management juga memiliki pengaruh langsung yang sangat kuat dan signifikan terhadap Teacher Performance ($\beta = 0,992$; $p < 0,001$). Model struktural mampu menjelaskan sekitar 91,1% variasi Teacher Performance ($R^2 = 0,911$). Namun, Organizational Learning tidak berpengaruh signifikan terhadap Teacher Performance ($\beta = 0,011$; $p = 0,744$), dan peran mediasinya tidak terbukti, dengan estimasi pengaruh tidak langsung sekitar $\beta = 0,003$. Temuan ini menunjukkan bahwa Knowledge Management berkontribusi terhadap kinerja guru terutama melalui jalur langsung, bukan melalui Organizational Learning sebagai mekanisme mediasi. Penelitian ini memberikan kontribusi bagi manajemen pendidikan Islam dengan menegaskan pentingnya proses akuisisi, berbagi, penyimpanan, dan penerapan pengetahuan secara sistematis sebagai strategi untuk memperkuat kinerja guru di madrasah.

Kata Kunci: Manajemen Pengetahuan; Pembelajaran Organisasi; Kinerja Guru; Madrasah; Manajemen Pendidikan Islam.

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1. INTRODUCTION

Madrasahs are required to continuously improve the quality of education in the midst of increasing demands for professional, adaptive, and innovative teachers. Teacher performance is a critical determinant of educational quality because teachers are directly responsible for planning learning, implementing instruction, assessing students, and supporting the achievement of institutional goals. However, improving teacher performance cannot rely solely on individual abilities. Madrasahs also need to develop organizational mechanisms that enable teachers to access, share, develop, and apply knowledge effectively. In this context, Knowledge Management becomes increasingly important as a strategic approach to managing organizational knowledge and transforming it into improved educational practices.

Knowledge Management enables educational institutions to identify, acquire, store, share, and apply knowledge within organizational activities. In madrasahs, effective knowledge management can facilitate the exchange of teaching experiences, dissemination of best practices, collaborative problem-solving, and utilization of institutional knowledge in instructional decision-making. Nevertheless, the existence of knowledge management systems does not automatically guarantee better teacher performance. Knowledge must be continuously learned, reflected upon, and translated into new practices. Therefore, Organizational Learning may serve as an important mechanism through which knowledge management contributes to teacher performance.

Previous studies have demonstrated that Knowledge Management can improve organizational performance by facilitating knowledge sharing, innovation, collaboration, and informed decision-making. Research in educational organizations has similarly shown that knowledge management contributes to teachers' professional development and performance. Meanwhile, Organizational Learning has been widely recognized as an important organizational capability that enables institutions to adapt to environmental changes, learn from experience, and develop continuous improvement. Studies have also indicated that learning-oriented organizations tend to have greater capacity for innovation and improved employee performance.

Despite these findings, an important research gap remains. Previous research has frequently examined Knowledge Management as a direct predictor of employee or teacher performance, while Organizational Learning has often been investigated as an independent organizational capability. Relatively limited studies have integrated these variables into a mediation model that explains how knowledge management is translated into improved teacher performance through organizational learning. Furthermore, empirical studies examining this relationship specifically within madrasahs as Islamic educational institutions remain relatively limited. The unique organizational and educational characteristics of madrasahs provide an important context for examining how knowledge is managed and transformed into collective learning and improved teacher performance.

Based on this gap, this study aims to examine the effect of Knowledge Management on Teacher Performance in madrasahs and investigate the mediating role of Organizational Learning. The study specifically seeks to determine whether effective knowledge management directly improves teacher performance and whether organizational learning functions as a mechanism that strengthens the relationship between knowledge management and teacher performance.

The novelty of this study lies in proposing an integrated mediation model that connects Knowledge Management, Organizational Learning, and Teacher Performance within the context of madrasahs. Rather than viewing knowledge management merely as a system for storing and sharing information, this study positions it as a strategic organizational resource whose impact on teacher performance may depend on the institution's capacity to learn collectively. This perspective contributes to Islamic educational management by explaining how madrasahs can transform knowledge into organizational learning and subsequently into improved teacher performance.

2. RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design to examine the relationship between Knowledge Management, Organizational Learning, and Teacher Performance in madrasahs. The study specifically investigated the direct effect of Knowledge Management on Teacher Performance and examined whether Organizational Learning mediates this relationship.

The population consisted of teachers working in madrasahs. Respondents were selected using purposive sampling, with the criteria that participants were active teachers and had sufficient experience in teaching and participating in organizational activities within their respective

madrasahs(Suwandi, 2025). Data were collected using a structured questionnaire employing a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree)(Ariyanto et al., 2026).

The study involved three main constructs. Knowledge Management (KM) was measured through indicators related to knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing, and knowledge application. Organizational Learning (OL) was measured through indicators reflecting continuous learning, knowledge sharing, team learning, organizational inquiry, and the ability of the institution to adapt based on experience and new knowledge. Meanwhile, Teacher Performance (TP) was measured through indicators covering lesson planning, instructional implementation, assessment, classroom management, professional responsibilities, and achievement of educational objectives(Loretha et al., 2023).

The collected data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). PLS-SEM was selected because the study focuses on explaining and predicting relationships among latent constructs and testing the proposed mediation mechanism. The analysis consisted of two stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model)(Hair et al., 2014).

The measurement model was assessed to determine the reliability and validity of the research instruments. Outer loading was examined to assess indicator reliability. Internal consistency was evaluated using Cronbach's Alpha and Composite Reliability (CR), while convergent validity was assessed using the Average Variance Extracted (AVE). Discriminant validity was examined using the Heterotrait–Monotrait (HTMT) ratio(Maulana et al., 2024). Indicators that did not meet the required validity criteria were considered for removal to obtain a more reliable measurement model.

The structural model was subsequently evaluated using Variance Inflation Factor (VIF), path coefficients (β), coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). These procedures were used to assess the explanatory and predictive capacity of the model and to determine the relative contribution of each construct. Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resamples. The significance of each structural relationship was determined based on the t-statistic and p-value, with a p-value below 0.05 indicating statistical significance(Sam et al., 2026).

The mediation analysis examined whether Organizational Learning mediates the relationship between Knowledge Management and Teacher Performance. The indirect effect was tested using bootstrapping by examining the coefficient, t-statistic, p-value, and confidence interval. The mediation type was determined by considering both the direct effect of Knowledge Management on Teacher Performance and the indirect effect through Organizational Learning.

The proposed structural model consists of three direct relationships: Knowledge Management $\rightarrow$ Organizational Learning, Organizational Learning $\rightarrow$ Teacher Performance, and Knowledge Management $\rightarrow$ Teacher Performance. The indirect pathway, Knowledge Management $\rightarrow$ Organizational Learning $\rightarrow$ Teacher Performance, was tested to determine whether organizational learning functions as an intermediary mechanism.

This methodological approach enables the study to explain not only whether Knowledge Management contributes to teacher performance but also how organizational learning may transform knowledge resources into improved teacher performance within the context of Islamic educational institutions.

3. RESULTS AND DISCUSSION

The findings of this research reveal a comprehensive picture of PAI teacher competency at MI Mathlul Anwar Srirahayu, encompassing pedagogical, professional, social, and personality competencies. The results indicate that while teachers possess foundational competencies, significant development is needed across all domains to meet the demands of 21st-century Islamic education. The competency profile of teachers at this madrasah reflects both the strengths and limitations common in similar educational settings across Indonesia. Recent research by Zaqiah et al. (2024) on competency improvement among Islamic religious education teachers using self-assessment confirms that systematic evaluation is essential for identifying development needs.

The study involved 78 teachers as respondents. Three main constructs were analyzed: Knowledge Management (KM), Organizational Learning (OL), and Teacher Performance (TP). The descriptive analysis indicates that all three variables were perceived positively by respondents. Teacher Performance obtained the highest mean score (3.276), followed by Knowledge Management (3.272) and Organizational Learning (3.256). Overall, the results indicate that the participating madrasahs demonstrate relatively positive conditions in knowledge management, organizational learning, and teacher performance.

The correlation analysis shows a strong positive relationship between Knowledge Management and Teacher Performance ($r = 0.955$). Meanwhile, Knowledge Management has a moderate relationship with Organizational Learning ($r = 0.292$), and Organizational Learning has a relatively weak positive relationship with Teacher Performance ($r = 0.290$). The results indicate that Knowledge Management has a substantially stronger association with Teacher Performance than Organizational Learning does.

The structural analysis demonstrates that Knowledge Management has a positive and significant effect on Organizational Learning with a path coefficient of $\beta = 0.292$, $t = 2.663$, and $p = 0.009$. The R^2 value for Organizational Learning is 0.085, indicating that Knowledge Management explains approximately 8.5% of the variance in Organizational Learning. Although the explanatory contribution is relatively modest, the significant relationship indicates that effective knowledge acquisition, sharing, storage, and application are associated with stronger organizational learning processes in madrasahs.

The path from Organizational Learning to Teacher Performance is not statistically significant. The standardized path coefficient is approximately $\beta = 0.011$, with $t = 0.328$ and $p = 0.744$. Thus, Organizational Learning does not demonstrate a significant unique contribution to Teacher Performance when Knowledge Management is included in the structural model. Although the bivariate relationship between Organizational Learning and Teacher Performance is positive, its

effect becomes negligible after the influence of Knowledge Management is considered simultaneously.

The strongest relationship in the model is the direct effect of Knowledge Management on Teacher Performance. The standardized path coefficient is approximately $\beta = 0.992$, with $t = 26.460$ and $p < 0.001$. The model produces an R^2 of 0.911 for Teacher Performance, indicating that approximately 91.1% of the variance in Teacher Performance is explained by Knowledge Management and Organizational Learning. The very large coefficient indicates that Knowledge Management is the dominant predictor of Teacher Performance in this dataset. This finding suggests that effective management of knowledge—including knowledge acquisition, sharing, storage, and application—plays a particularly important role in supporting teachers' performance in madrasahs.

The proposed model assumes that Knowledge Management improves Teacher Performance indirectly through Organizational Learning. However, the results do not support this mediation mechanism. Because the path from Organizational Learning to Teacher Performance is not significant, the indirect effect is also not supported. Therefore, Organizational Learning does not significantly mediate the relationship between Knowledge Management and Teacher Performance.

The findings instead indicate that Knowledge Management influences Teacher Performance primarily through a direct pathway. Overall, the findings reveal that Knowledge Management is the dominant factor associated with Teacher Performance. Knowledge Management significantly contributes to Organizational Learning, but Organizational Learning itself does not significantly contribute to Teacher Performance when Knowledge Management is controlled. The model explains approximately 91.1% of the variance in Teacher Performance, indicating a very high explanatory capacity. However, this result should be interpreted carefully because the extremely strong direct relationship between Knowledge Management and Teacher Performance leaves very limited additional explanatory contribution for Organizational Learning. The central finding of the study is therefore that Knowledge Management directly strengthens Teacher Performance, while Organizational Learning does not function as a significant mediating mechanism. This result provides an important basis for the subsequent discussion because it suggests that, in the observed madrasahs, the practical management and utilization of knowledge may have a more immediate influence on teacher performance than organizational learning processes alone.

The SEM-PLS model shows that Knowledge Management has a positive and significant effect on Organizational Learning ($\beta = 0.292$; $p = 0.009$). This indicates that effective knowledge acquisition, sharing, storage, and application can strengthen organizational learning processes in madrasahs. The strongest relationship is found between Knowledge Management and Teacher Performance ($\beta = 0.992$; $p < 0.001$). The model also produces an R^2 value of 0.911, meaning that Knowledge Management and Organizational Learning explain approximately 91.1% of the variance in Teacher Performance. However, Organizational Learning does not significantly affect Teacher Performance ($\beta = 0.011$; $p = 0.744$). Consequently, its indirect effect in the relationship between Knowledge Management and Teacher Performance is also very small ($\beta \approx 0.003$) and does not support the proposed mediation.

Overall, the model indicates that Knowledge Management directly contributes to Teacher Performance, while Organizational Learning does not function as a significant mediating mechanism in the observed madrasahs.

Discussion

The findings of this research provide important insights into the development of PAI teacher

The findings indicate that Knowledge Management has a positive and significant effect on Organizational Learning ($\beta = 0.292$; $p = 0.009$). This result suggests that when madrasahs are able to acquire, store, share, and apply knowledge effectively, organizational learning processes are also strengthened. This finding is theoretically consistent with the perspective of Knowledge-Based View (KBV), which regards knowledge as a strategic organizational resource that creates value when it is developed, shared, and applied (Grant, 1996). Knowledge management does not merely concern the storage of information but also facilitates the movement of knowledge among organizational members, allowing individuals and groups to learn from experience and from one another (Alavi & Leidner, 2001). Previous literature has similarly emphasized that knowledge management and organizational learning are closely interconnected, with knowledge acquisition and creation becoming important foundations for organizational learning. Recent research in educational and training institutions also shows that systematic knowledge identification, acquisition, storage, utilization, and evaluation can contribute to the development of learning organizations. Thus, the present finding supports previous research and theoretical arguments regarding the close relationship between knowledge management and organizational learning.

The significant relationship between Knowledge Management and Organizational Learning is particularly relevant to the madrasah context. Knowledge in madrasahs is not limited to formal documents but also includes teachers' teaching experiences, instructional strategies, institutional practices, and tacit knowledge (Nuraini et al., 2025). When such knowledge is shared through teacher collaboration, meetings, professional development, and institutional documentation, it can become a collective organizational resource. This interpretation is also consistent with studies of Islamic educational institutions that conceptualize knowledge management as an important mechanism for developing a learning organization and promoting continuous organizational transformation. Therefore, the result strengthens the argument that madrasahs need to move from individual knowledge ownership toward institutional knowledge sharing and collective learning.

The strongest finding concerns the direct effect of Knowledge Management on Teacher Performance ($\beta = 0.992$; $p < 0.001$). This result indicates that effective knowledge management is strongly associated with better teacher performance. From the Knowledge-Based View, this finding can be understood because teachers' performance depends not only on individual pedagogical skills but also on their access to relevant knowledge, opportunities to exchange professional experiences, and ability to apply knowledge in instructional practices (Luthfiani et al., 2026). Knowledge management enables teachers to obtain information, learn from colleagues, utilize institutional experience, and transform knowledge into classroom practices. This finding is consistent with a recent systematic literature review showing that knowledge management practices involving identifying, developing, sharing, applying, and disseminating knowledge can contribute to teacher performance and school development. It also supports previous educational

research that positions knowledge management and organizational learning as important contributors to institutional and individual performance. Thus, the present study strongly supports previous research concerning the importance of knowledge management for educational performance.

However, the finding concerning Organizational Learning and Teacher Performance provides an important contrast. The relationship is statistically insignificant ($\beta = 0.011$; $p = 0.744$). This result does not support previous studies that have found a positive relationship between organizational learning and teacher performance. For example, recent research involving teachers in Indonesian schools reported that organizational learning had a positive and significant effect on teacher performance. Similarly, a 2026 study of junior high school teachers found that organizational learning significantly contributed to teacher performance. The difference may be explained by the fact that organizational learning does not automatically translate into individual performance. Learning at the organizational level needs to be supported by mechanisms that enable teachers to convert collective knowledge into concrete instructional behavior, professional competencies, and classroom practices.

The insignificant relationship between Organizational Learning and Teacher Performance also provides a theoretically meaningful interpretation. Organizational learning may represent a collective organizational process, whereas teacher performance is an individual behavioral outcome. The existence of learning activities, knowledge-sharing forums, or institutional reflection does not necessarily mean that every teacher changes his or her teaching practices. The conversion of organizational learning into performance may require additional mechanisms such as teacher competence, motivation, professional development, leadership support, or innovative work behavior. This interpretation is supported by research showing that organizational learning operates through complex learning and knowledge processes and that the ability of an organization to leverage knowledge depends substantially on its human resources.

The mediation analysis provides the most distinctive finding of the study. Organizational Learning does not significantly mediate the relationship between Knowledge Management and Teacher Performance, with an estimated indirect effect of approximately $\beta = 0.003$. This finding differs from the theoretical expectation that knowledge management first creates organizational learning and that organizational learning subsequently improves teacher performance. The result suggests that, in the observed madrasahs, Knowledge Management affects teacher performance primarily through a direct pathway. In other words, teachers may benefit from knowledge management practices without necessarily requiring a broader organizational learning process to translate that knowledge into performance. Knowledge sharing, access to teaching resources, documentation of best practices, and direct application of institutional knowledge may immediately support teachers' work.

This finding does not mean that Organizational Learning is unimportant. Rather, it suggests that its role as a mediating mechanism is context-dependent. The result is particularly interesting when compared with recent educational research showing that organizational learning can positively influence teacher performance. The difference indicates that the effectiveness of organizational learning may depend on how deeply learning is embedded in daily professional practice (Schechter,

2008). If organizational learning remains primarily at the level of meetings, information exchange, or institutional programs without being translated into individual teaching behavior, its direct contribution to teacher performance may remain limited.

Overall, this study supports the theoretical and empirical argument that Knowledge Management strengthens Organizational Learning and Teacher Performance, but it does not support the proposed effect of Organizational Learning on Teacher Performance or its mediating role. The central contribution of the study is therefore the identification of a direct knowledge-to-performance pathway in the madrasah context. The findings suggest that madrasahs should not only establish learning-oriented organizational environments but also ensure that knowledge management is directly connected to teachers' daily professional practices. This provides a more nuanced understanding of the relationship between knowledge management and organizational learning in Islamic educational institutions: organizational learning may be an important organizational process, but effective knowledge management can have a more immediate influence on teacher performance when knowledge is directly accessible, shared, and applicable to teachers' professional responsibilities.

4. CONCLUSION

This study concludes that Knowledge Management plays a significant role in strengthening Organizational Learning and Teacher Performance in madrasahs. The findings show that Knowledge Management has a positive and significant effect on Organizational Learning ($\beta = 0.292$; $p = 0.009$), indicating that effective knowledge acquisition, sharing, storage, and application can encourage organizational learning processes. More importantly, Knowledge Management has a very strong and significant direct effect on Teacher Performance ($\beta = 0.992$; $p < 0.001$), demonstrating that effective management and utilization of knowledge can directly support teachers in carrying out their professional responsibilities.

However, Organizational Learning does not have a significant effect on Teacher Performance ($\beta = 0.011$; $p = 0.744$). Consequently, Organizational Learning does not significantly mediate the relationship between Knowledge Management and Teacher Performance, with an estimated indirect effect of approximately $\beta = 0.003$. The model explains approximately 91.1% of the variance in Teacher Performance, indicating a strong explanatory capacity of the model. These findings suggest that the contribution of Knowledge Management to teacher performance occurs predominantly through a direct pathway rather than through organizational learning as a mediating mechanism.

Theoretically, this study strengthens the Knowledge-Based View, which emphasizes knowledge as a strategic organizational resource. In the context of madrasahs, knowledge becomes valuable when it is directly accessible, shared, and applied to teachers' professional activities. The study also provides a contextual contribution by demonstrating that organizational learning may not automatically translate into improved individual teacher performance.

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