



MANAGEMENT OF SCHOOL CULTURE CHANGE IN ISLAMIC EDUCATION AND ITS IMPACT ON MADRASAH TSANAWIYAH ADMINISTRATIVE PERFORMANCE IN CIPARAY BANDUNG

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Abstract

An effective school is built upon the presence of well-performing human resources, including administrative employees who play a strategic role in the school's progress. School culture is one of the key factors influencing the performance of administrative employees. This study aims to determine the relationship between school culture change management and administrative performance among staff at Madrasah Tsanawiyah in Ciparay District, Bandung Regency. The research employs a quantitative approach, specifically a correlational method. Data was collected through questionnaire distribution. The data was then analyzed using various techniques, including instrument tests, partial indicator analysis, prerequisite tests (normality and linearity tests), correlation tests, and the coefficient of determination test. The results indicate that school culture change management is significantly correlated with administrative performance, with a significance value of $0.000 < 0.05$. The correlation coefficient obtained is 0.770, which indicates a strong positive relationship, as it falls within the 0.61 - 0.80 category. Furthermore, the coefficient of determination (R-square) is 0.592, which means that 59.2% of the variation in administrative performance can be explained by the management of school culture change.

Keywords: *Integration pattern, Knowledge integration, Learning process*

1. Introduction

Change management in the context of an organization is a systematic process of planning, organizing, mobilizing and controlling carried out by organizational managers to shift from the current condition to the desired condition, by empowering organizational resources to achieve the common goals that have been set effectively and efficiently. In other words, change management is the act of switching an organization from its previous condition (*the before condition*) become the state of the condition after (*the after condition*), with the hope that the conditions after that will be better than before.¹

The change in the previous condition to the condition after it will be very possible to change the organizational culture so that the result of the change in better conditions is the result of a mutual agreement from the organization component. According to Subiyantoro School culture is a pattern of basic assumptions, values, beliefs, and habits that are held together by all school residents, which are believed and have been proven to be used to face various problems in adapting to the new environment and doing internal integration, so that these patterns of values and assumptions are taught to members and the new generation so that they have the right view of how they should understand, think, feel and act in the face of various situations and environments.²

Diah Khoirohnissah said that the stages needed in managing change that are indicators of the research are: First, finding. At this stage, the principal can find out what components need to be changed and on what elements the change is made. Second, communicate. The findings were communicated with relevant parties to get confirmation of whether this really happened. Third, study and analyze. The problem is studied to find the causative factors through various relevant data, then analyzed carefully.³

Fourth, seek support. To ensure that the problem is real, the principal looks for sources, both people and means that reinforce the problem and finds a way to make changes. Fifth, try. At this stage, the change steps to be taken, including the implementers, are determined. and sixth, accepting change. At this stage, change begins, as a problem solving to solve.

In contrast to the six stages of changes above, according to Lewin, K quoted by Royyan in his reseacrh there are three stages that can be carried out in change management,⁴ namely unfreezing, moving, and freezing. The unfreezing stage is the stage where the leader of change intensifies the dissatisfaction of his followers with the current situation. When the feeling of dissatisfaction with the situation is now strong enough, the next stage, which is moving, can begin. If the change has been successfully made, the next process that needs to be done is the freezing process, which is to stop the change

¹ Hendro Widodo, "Manajemen Perubahan Budaya Sekolah," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2017): 287–306, <https://doi.org/10.14421/manageria.2017.22-05>.

² Subiyantoro Subiyantoro and Siti Zubaida, "Capacity Building Madrasah Growing: From Creative Economy to Quality Management of MBS in Islamic Education," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 02 (2022): 355–76, <https://doi.org/10.30868/ei.v11i02.2340>.

³ Diah Khoirohnissah, "Digital Transformation in Indonesian Religious Education : A Case Study of Madrasah Management at Kemenag Sleman" 1, no. 2 (2023), <https://ejournal.uin-suka.ac.id/tarbiyah/jiemr/article/view/7138/3155>.

⁴ A S Royyan, S Supadi, and F Arbah, "Integrated Quality Management for Blended Learning in Islamic Educational Institutions," *International ...*, 2022, 1–6, <http://conference.loupiasconference.org/index.php/icogemt2/article/view/290>.

process to make the result of the change a new habit.⁵ The management of school culture changes, the changes that occur will also have an impact on educational institutions and will certainly affect the performance of the institutions in it, one of which is the performance of administrative staff. The term performance comes from the word Job Performance or actual performance, which is the actual achievement achieved by a person.⁶

The implementation of education in schools is a system that involves many components, including the performance of administrative employees. The role of Administrative employees is very strategic to help the smooth work of the principal. Tanpa is assisted by administrative employees, the principal carries out his duties so many and heavy, besides that the principal also has to think hard about how to develop the organization of the educational institution he leads is also busy with typing, storing school documents and so on.⁷

Effective schools will be realized if they are supported by school human resources consisting of school principals, teachers and administrative staff who are highly performing in carrying out their duties. Many things affect the performance of administrative employees in schools, including knowledge of the use of tools, attitudes, improvement and discipline, responsibility, work motivation, abilities, skills, managerial techniques and a conducive work environment or a good organizational culture.⁸

Davis states that “performance: the outcomes, or end results, are typically measured in various forms of three criteria: quantity and quality of products and services; level of customer service”. Performance is an outcome or final result that is usually measured based on three criteria, namely the quantity and quality of products and services in the form of customer service levels.⁹

Administration is one of the educational administration activities in the school environment, in English administration is referred to as clerical work, office management or recording and reporting system. In Dutch, administration also means administration. Administrative administration is an organizational subsystem, in this case a school organization. The main activity is to take care of all forms of school administration, from correspondence to inventory of goods.¹⁰

According to Asep Performance indicators include discipline, cooperation, obedience, attendance, professional competence of employees and work quantity. Performance indicators are used to ensure that employee performance shows progress towards achieving organizational goals and objectives. Based on the above explanation,

⁵ Dery Jamaludin Basari et al., “Human Resource Management Model in Islamic Boarding School-Based Private Madrasah Tsanawiyah,” *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2023): 14–30, <https://doi.org/10.31538/ndh.v8i1.2884>.

⁶ Mardiah Astuti et al., “The Relevance Of The Merdeka Curriculum In Improving The Quality Of Islamic Education In Indonesia,” *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (2024): 56–72, <https://doi.org/10.26803/ijlter.23.6.3>.

⁷ Aat Royhatudin, Supardi Supardi, and Juhji Juhji, “Transformational Leadership Style in Implementing Madrasa Based Management,” *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 6, no. 01 (2020): 69, <https://doi.org/10.32678/tarbawi.v6i01.2187>.INTRODUCTION.

⁸ Amiruddin MS, Ummi Kalsum, and Dina Nadira Amelia Siahaan, “Management of Teacher Performance Improvement at Madrasah Tsanawiyah Negeri 2 Padangsidimpuan City,” *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 8, no. 1 (2022): 23–36, <https://doi.org/10.24952/tazkir.v8i1.5677>.

⁹ Anna Paula Soares, “Pentingnya Membangun Kepercayaan (Trust) Dalam Meningkatkan Kinerja (Job Performance) Pegawai Tata Usaha Sekolah,” *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1689–99.

¹⁰ Amiruddin, “Kinerja Pegawai Tata Usaha Dengan Mutu Layanan Administrasi,” *Jurnal Kependidikan* 7, no. 1 (2017): 126–45.

the researcher proposes a framework of thought, namely, if cultural changes in educational institutions can be managed/managed properly, then the performance of education personnel in it will also be good.¹¹

Schools that have been running organizations that have relied on the principal and their teachers, must make changes by involving the community who are not only parents of students, but also other communities who are members or not members of the school committee, namely school stakeholders.

For some school principals who have become accustomed to making their own decisions by implementing bureaucratic behavior, of course they feel uncomfortable involving the community through the school committee forum, so the school principal tries to put people on the school committee is what he can control. This shows that the principal is not willing to make changes, because the change interferes with his existence as a principal and interferes with routine activities that have been running well.

Thus, each madrasah/school has its own cultural setting, some have a strong or well-functioning culture and some have a weak and poorly functioning culture. Based on the results of an interview conducted on April 13, 2021 with the head of Administration of MTsN 1 Bandung, Mr. Cece Saripudin S.Pd stated that there were several problems with employee work culture such as work discipline problems, poor communication between employees and in carrying out work duties not according to procedures. The problem of work culture is indicated to occur due to the lack of strong management of school culture change.

Based on previous observations his thesis entitled "The Role Of Leadership Principles" Kutai found several problems in the performance of education staff such as lack of discipline, lack of cooperation and intrapersonal communication between administrative staff, lack of appreciation for work achievements, there are still administrative employees who do not have qualified abilities in doing their duties such as operating computer programs and have not achieved excellent service to their service customers.¹²

Then quote from the article Durotun Nisa and Siti Aimah, there are several administrative performance problems related to unsatisfactory services and work that is not always in accordance with the SOP so that in the field of administration it is necessary to improve it again in order to carry out its activities based on the SOP standards that apply in the madrasah in order to provide satisfaction to all school service users, both teachers, students, parents, the community and institutions.¹³

The data description of this phenomenon can be identified as the root of the problem is related to the lack of optimization of school culture change management so that the performance of administrative employees is low. Therefore, it is necessary to investigate the management of cultural change in relation to performance. The author intends to conduct research to analyze the relationship between the management of

¹¹ H Asep et al., "The Effective Management in Islamic Education System in the Islamic Schools in Indonesia" 12, no. 1 (2024): 2051–4883, www.KurdishStudies.net.

¹² Nasruddin Zainuddin, Yonatan Palinggi, and Ida Bagus Made Agung Dwijatenaya, "The Role Of Leadership Principles In Increasing Teacher Performance At Tsanawiyah Negeri 1 Madrasah, Kutai Kartanegara Regency," *Journal of World Science* 1, no. 9 (2022): 791–808, <https://doi.org/10.36418/jws.v1i9.100>.

¹³ Durotun Nisa and Siti Aimah, "Strategic Adaptation in Islamic Education Quality Management: Navigating Social Developments for Sustainable Educational Outcomes," *Journal of Educational Management Research* 3, no. 2 (2024): 86–100, <https://doi.org/10.61987/jemr.v3i2.427>.

school culture change and administrative performance. The research was conducted on administrative staff at Madrasah Tsanawiyah in Ciparay District, Bandung Regency.

2. Research Method

The research uses a quantitative method of correlation. In data collection, the author uses two data collection techniques, namely questionnaires as the most basic data collection tool, and data collection with documentation study data collection tools. According to Sugiyono explained that questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the research subject, namely administrative staff in MTS in Ciparay District, Bandung Regency. Meanwhile, the documentation study according to Sugiyono in The documentation study in this study is carried out by requesting the required administrative data.¹⁴

The population in this study is the staff of TU Madrasah Tsanawiyah Sekeke, Ciparay District, Bandung Regency consisting of 12 Madrasahs. The researcher grouped the Tsanawiyah madrasah in Ciparay District from a total of 12 Madrasahs, to 8 Tsanawiyah Madrasah that met the criteria that had been determined, the criteria referred to PERMENDIKNAS Number 24 of 2008 concerning Standards for School/Madrasah Administration Personnel are as follows: 1) The school has a head of school administration personnel, a affairs executor and a special service officer. 2) The school has at least five affairs implementers, namely the executors of Personnel, Finance, Infrastructure, Correspondence and Archiving, and Student Affairs.

The determination of the number of samples used in this study is the saturated sample method. The saturated sample method is a sampling technique when all members of the population are used as samples. According to Suharsimi Arikunto, he explained that if the subjects are less than 100, it is better to take all of them so that the research is a population study. But if the number of subjects is large (more than 100 people) it can be taken between 10-15% or 20-25% or even more than 25% of the total population¹⁵. Based on the number of school population counts that meet the criteria, the number of samples is 52 people. After the data is collected, then the data is analyzed with instrumental test techniques consisting of validity tests and reliability tests. After that, data testing was carried out consisting of a partial analysis test of indicators, a prerequisite test (including a normality test and a linearity test), a correlation test, and a determination coefficient test.

3. Finding and Discussion

The Reality of School Culture Change Management

Change is inevitable. Nothing is static in this world, everything changes. Similarly, schools, including schools, must be able to change, because schools as educational institutions act as value changers and therefore need to continuously adapt to the needs, demands, and changes in the environment.

As an agent of change, the principal must have a vision of change. This vision is important because it is the direction of the school and the people it leads will be led by a leader. It is equally important with the captain to decide the direction of the ship and passengers. One of the factors that helps a school achieve its vision is the school culture. If it is concluded that school culture is a process of transferring norms, values, beliefs,

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Edisi ke-2 (Bandung: Alfabeta, 2019).

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Peraktek* (Jakarta: Jakarta: Rineka Cipta, 2010).

traditions and myths from one generation to another, so that school culture changes, namely intentionally or unconsciously in the school community.¹⁶

To assess the implementation of school culture change management at Madrasah Tsanawiyah in Ciparay District, the researcher engaged administrative staff from various Madrasah Tsanawiyah schools in the area by distributing questionnaires. The questionnaire consisted of 18 items with five structured response options: Strongly Agree (SS) = 5, Agree (S) = 4, Hesitate (RG) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1. The scoring system ranges from a minimum of 1 to a maximum of 5, with higher scores indicating stronger agreement. The analysis of the cultural change management variables was conducted based on six indicators: 1) Finding, 2) Communicating, 3) Analyzing, 4) Seeking support, 5) Trying, and 6) Receiving. Each of these indicators was assessed based on the average score using the formula: $\sum fx / n$, where $\sum fx$ represents the sum of all responses, and n represents the number of respondents. For the first indicator, "Finding," the average score obtained was 4.30, which falls within the "very high" qualification, as it lies within the interval range of 4.20 – 5.00. This score was derived from three statement items related to the indicator. Therefore, the response of administrative staff to this indicator can be categorized as "very high," suggesting strong alignment with the cultural change management efforts in the school.¹⁷

The second indicator, "Communicating," yielded an average score of 4.32, also qualifying as "very high." This suggests that the administrative staff demonstrated strong agreement in their responses to the items measuring communication efforts in the management of cultural change, further indicating effective communication processes in the madrasah environment. Similarly, for the third indicator, "Analyzing," the average score was 4.36, placing it again in the "very high" category. This result indicates that the administrative staff excel in critically analyzing the steps involved in the cultural change process, demonstrating their capacity for thoughtful evaluation.¹⁸ The fourth indicator, "Seeking support," scored an average of 4.32, reflecting a "very high" qualification. This score suggests that the administrative staff feel supported and actively seek assistance when implementing cultural changes, a critical factor in successful management.¹⁹

For the fifth indicator, "Trying," the average score was 4.31, also categorized as "very high." This result shows that the administrative staff are willing to engage with and experiment with new processes to adapt to the cultural changes occurring in the madrasah. Finally, the sixth indicator, "Receiving," also had a high average score of 4.36, indicating that administrative staff are receptive to feedback and new practices related to cultural changes.²⁰ This openness to receiving input is vital for continuous improvement

¹⁶ Yanti Nurdianti, Imas Masitoh, and Isyfiagni Nukhbatillah, "The Foundation of Islamic Education Management Development From Kh M Tholhah Hasan ' S Perspective," *Proceeding of International Conference on Education, Society and Humanity* 02, no. 01 (2024): 46–61.

¹⁷ Tonich, "The Role of Principals' Leadership Abilities in Improving School Performance through the School Culture," *Journal of Social Studies Education Research* 12, no. 1 (2021): 47–75.

¹⁸ Sulaiman et al., "Implementation of Qanun Islamic Education as Local Wisdom Based on Aliyah's Curriculum," *Utopia y Praxis Latinoamericana* 25, no. Extra 2 (2020): 40–49, <https://doi.org/10.5281/zenodo.3808679>.

¹⁹ Ahmad Fauzi, Ibnu Elmi AS Pelu, and Nornazira Suhairom, "Local Wisdom of Pesantren as Core Value in Building an Islamic Education Organizational Culture in Indonesia," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 1 (2023): 16–28, <https://doi.org/10.21154/cendekia.v21i1.6065>.

²⁰ Ujang Nurjaman et al., "Quality Assurance Islamic Perspective: An Alternative in Islamic-Based Public Education Institutions," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (2022): 105–30, <https://doi.org/10.21154/cendekia.v1i1.3986>.

in school administration. Overall, the interpretation of the six indicators was based on the analysis of responses from 52 administrative staff members who completed the questionnaire. The combined average score for the overall school culture change management variable was calculated as 4.34, which falls within the "very high" qualification (interval range of 4.20 – 5.00). This indicates that the cultural change management at Madrasah Tsanawiyah in Ciparay District is perceived as being implemented at a very high level, with strong support and engagement from the administrative staff.²¹

The Reality of Administrative Performance

The table below presents the results of the analysis of administrative performance indicators among administrative staff at Madrasah Tsanawiyah in Ciparay District. Six key indicators were evaluated, each representing an important aspect of administrative performance.²² The average scores of each indicator are categorized based on a five-point scale, with higher scores indicating better performance. The qualification of each score is also provided, which helps to better understand the level of performance achieved by the staff in different areas.

Tabel 1. Administrative Performance Indicators

Indicator	Average Score	Qualification
Discipline	4.42	Very High
Cooperation	4.54	Very High
Obedience	4.42	Very High
Attendance	4.33	Very High
Social Competence	4.38	Very High
Quantity of Work	4.46	Very High

Simply put, performance is the behavior of a person who produces a certain work result after completing some requirements. Performance is the result of the quality and quantity of work that employees can do to perform tasks in accordance with the responsibilities given. Administrative staff as administrative administrators must be able to work as best as possible to achieve the school's vision, mission and goals. The position of administrative employees at the level of educational units is very important, because this is regulated in the Indonesian Republik Law No. 20 of 2003 concerning National System Education (SISDIKNAS) in chapter XI of education and education personnel article 39 paragraph 1 education personnel are tasked with carrying out administration, management, supervision and technical services to support the educational process in the education unit. The implementation of administrative performance in Madrasah Tsanawiyah in Ciparay District, the researcher involved administrative staff in each Madrasah Tsanawiyah in Ciparay District through the distribution of questionnaires as many as 18 items with five structured answers, namely; Strongly Agree (SS) = 5, Agree (S) = 4, Hesitate (RG) = 3, Disagree (TS) = 2, and

²¹ Muhammad Walid, "The Transformation of Islamic Elementary Schools in Malang Within the Traditional Islamic Education in the Millennial Era," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 14, no. 2 (2022): 209–34, <https://doi.org/10.14421/albidayah.v14i2.827>.

²² Abdurrohman, Adiyono, and Jibril Olaniyi Ayuba, "Islamic Education Ideology of Pesantren: A Case Study in Hidayatullah Pesantren Balikpapan," *Tadris: Jurnal Pendidikan Islam* 18, no. 2 (2023): 99–116, <https://doi.org/10.19105/tjpi.v18i2.10186>.

Strongly Disagree (STS) = 1 the assessment refers to the lowest score with a score of 1 and the highest score with a score of 5.

Parsal analysis of indicators on administrative performance variables is based on six indicators, namely: 1) Discipline 2) Cooperation 3) Obedience 4) Attendance 5) Social Competence 6) Quantity of work. The six indicators are determined on average using the formula $= \sum fx / n$. The average score obtained on the first indicator "Discipline" is 4.42. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from the 3 statement items contained in the first indicator. The average value obtained on the second indicator of "cooperation" is 4.54. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from 3 statement items contained in the second indicator. The average value obtained on the third indicator of "obedience" is 4.42. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from 3 statement items contained in the third indicator. The average value obtained on the fourth indicator is 4.33. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from 3 statement items contained in the fourth indicator. The average score obtained in the fifth indicator of "social competence" is 4.38. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from 3 statement items contained in the fifth indicator. The average value obtained in the sixth indicator "work quantity" is 4.46. This score is included in the "very high" qualification because it is entered in the interval range of 4.20 – 5.00. The value is obtained from 3 statement items contained in the sixth indicator. Therefore, the interpretation of administrative performance variables is based on the results of the distribution of 18 statements/questionnaires to 52 administrative employees as a sample. The variable category of Administrative Performance can be interpreted by the formula, $\sum fx : (n \times \text{number of question items}) = 4162 : (52 \times 18) = 4.44$. This value is a very high qualification, because it is in the interval range of 4.20 - 5.00.

The Reality of the Relationship between School Culture Change Management and Administrative Performance

Culture organization are characteristics of an organization, and the characteristics that distinguish between One and the other organizations also used as Role Models in organization. Organizational culture is also defined as values and norms of behavior that are accepted and understood jointly by members of the organization as the basis for the rules of behavior contained in the organization.²³ Performance is an achievement that can be called an organizational achievement in a certain period of time. The achievement in question is the operational effectiveness of the organization both in terms of managerial and operational economics.

An optimal organizational culture can be a driver of optimal performance of employees/workers of an organization, in this case the performance of School Administration employees, therefore school culture needs to be a managerial change handler. Change management aims to systematize the application of the knowledge, tools, and resources needed to make changes in those affected by the process. Based on the calculation results, in the Kolmogorov-Smirnov normality test value using the

²³ MM. Dr. H. A. Rusdiana, Drs., *Manajemen Kepemimpinan Pendidikan Islam* (Program Pascasarjana Universitas Islam Negeri Bandung, 2019).

SPSS.25 program, it is known that for the X variable of School Culture Change Management and the Y variable of Administrative Performance the significance value is $0.200 > 0.05$, it can be concluded that the residual value is normally distributed.

The linearity test was conducted to analyze whether the management of school culture change with administrative performance followed a straight line or not by using the deviation from linearity method through the SPSS25 program. The results of SPSS 25 stated that the sig value was 0.686. Therefore, the relationship between the management of school culture change and administrative performance is linear from sig $0.686 > 0.05$. To find out whether there is a relationship or not, a correlation test analysis is carried out using the SPSS 25 program, namely the Pearson correlation test which is stated to be a correlation coefficient, the type of relationship between the two variables can be positive or negative, while the program determines the test criteria if the significance value is > 0.05 then it is not correlated.

The results of the correlation test of the significance value of the relationship between PPDB management of the online system and the effectiveness of administrative services were obtained 0.000. Therefore, $0.000 < 0.05$ then there is a correlation or relationship between the management of school culture change and administrative performance. Furthermore, based on the results, the correlation coefficient obtained is 0.770. There is a strong correlation strength level, because it is in the category of 0.61 - 0.80 which means that the relationship between school culture change management and administrative performance at MTS in Ciparay District, Bandung Regency has a strong relationship. The type of relationship between the variable of school culture change management and administrative performance in MTS in the sub-district leads to a positive trait by looking at the pearson correlation number which is 0.770 with no sign (-) in the number.

Based on the results of the calculation above, it can be concluded that there is a significant and unidirectional (positive) relationship between the management of school culture change management and the administrative performance at MTS in Ciparay District, Bandung Regency and means that the higher the management of school culture change, the higher the administrative performance at MTS in Ciparay District, Bandung Regency. Furthermore, the results of the determination coefficient test of the school culture change management variable on the administrative performance variable obtained a determination coefficient (R square) of 0.592, meaning that the contribution of the school culture change management variable to administrative performance is 59.2%.

The management of school culture change in Madrasah Tsanawiyah (MTs) in Ciparay District, Bandung Regency, has a crucial role in realizing a better educational environment in accordance with Islamic values. Madrasah as an Islamic religion-based educational institution does not only focus on the academic aspect, but also on the formation of Islamic character for students, teachers, and administrative staff (TU). Therefore, cultural changes in madrasahs must pay attention to the integration of Islamic values in all aspects of school operations, including administrative performance.

Cultural Change Management at Madrasah Tsanawiyah

The management of cultural change at Madrasah Tsanawiyah focuses on embedding Islamic values that serve as the foundation for the behavior of all members of the school community. This cultural transformation is essential in shaping an educational environment that not only imparts knowledge but also nurtures the moral

and spiritual development of students and staff. Islamic culture, characterized by time discipline, honesty, responsibility, and cooperation, must be deeply integrated into every aspect of the school's operations. These values are not just supplementary but are the pillars upon which the overall success of the institution rests. To effectively manage this cultural shift, madrasah leaders and school administrators must implement strategic actions that align with Islamic educational principles. A critical first step is developing a clear vision and mission that reflect these values. The vision and mission should serve as guiding principles for all school activities, ensuring that every decision made is rooted in the promotion of Islamic virtues. It is equally important that this vision and mission be communicated consistently to all stakeholders, including students, teachers, and especially administrative staff. Socialization efforts must be ongoing to ensure that these values are internalized and practiced by everyone involved in the madrasah.²⁴

In addition to consistent communication, it is crucial to provide continuous coaching and development for administrative staff. Religious studies, training programs, and mentoring sessions that focus on the practical application of Islamic values in administrative duties can help ensure that cultural changes are embraced at all levels. This holistic approach to staff development fosters a shared understanding of the importance of Islamic values in both personal and professional contexts. Furthermore, the reinforcement of Islamic culture can be achieved through school-wide programs that emphasize these core values. Activities such as congregational prayers, Tahfiz Al-Qur'an programs, and the application of Islamic etiquette in daily interactions serve as practical manifestations of the cultural transformation. These programs not only strengthen the spiritual life of the school but also create a disciplined and harmonious environment conducive to both learning and work. By deeply rooting cultural change in Islamic values, the madrasah can cultivate an atmosphere where students and staff are motivated to excel academically and ethically, contributing to a supportive and morally enriched educational community.²⁵

Relationship with Administrative Performance at Madrasah Tsanawiyah

Administrative performance at Madrasah Tsanawiyah plays a vital role in ensuring the seamless operation of both educational and administrative processes. Effective administration directly impacts the overall quality of education by managing essential functions like student records, financial transactions, and communication between staff. One crucial aspect that strengthens administrative performance is the integration of Islamic cultural values, which not only reinforces the moral foundation of the institution but also enhances the professionalism and integrity of administrative staff. These cultural values create a work environment that aligns with the ethical standards expected in an Islamic educational institution, thereby ensuring that the administration operates smoothly and effectively.²⁶

Discipline and Punctuality, Islamic teachings emphasize the importance of discipline and punctuality, which are critical in maintaining administrative efficiency.

²⁴ Ach. Saifullah et al., "Dimensions of Transformational Leadership in Improving the Competitiveness of Islamic Education Institutions," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 21, no. 2 (2023): 163–79, <https://doi.org/10.21154/cendekia.v21i2.6702>.

²⁵ Subiyantoro and Zubaida, "Capacity Building Madrasah Growing: From Creative Economy to Quality Management of MBS in Islamic Education."

²⁶ Ujang Sahid et al., "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2021): 116–25, <https://doi.org/10.31538/munaddhomah.v2i2.97>.

When applied to tasks such as attendance management, student registration, and financial reporting, these values foster a structured workflow where each task is completed on time. This discipline ensures that the madrasah's administrative operations remain efficient and responsive to the needs of students, teachers, and parents. By adhering to these principles, administrative staff contribute to the optimal functioning of the institution. Honesty and Transparency, in line with Islamic principles, honesty and transparency are essential for maintaining trust within the school community. These values are especially important in the management of finances and documentation, where accuracy and accountability are paramount. Administrative staff who embody these qualities create a transparent environment where parents, students, and the broader community can have confidence in the institution's operations. This trust strengthens the relationship between the madrasah and its stakeholders, ensuring long-term success and integrity in all aspects of administration.²⁷

Cooperation and Togetherness, The principle of cooperation in Islam, otherwise known as ta'awun, also affects the quality of administrative performance in MTs. Good cooperation between TU staff, teachers, and madrasah heads will create a harmonious work environment and support increased productivity. Motivation Based on Islamic Values: Appreciation for the contribution of administrative staff through an Islamic approach, such as giving appreciation based on justice and the spirit of mutual respect, will increase work motivation. This will directly have an impact on better administrative performance. Overall, the management of school culture change in Madrasah Tsanawiyah in Ciparay District which is based on Islamic values is closely related to improving administrative performance. The implementation of Islamic culture in the administrative work environment not only creates a harmonious working atmosphere, but also improves efficiency, service quality, and better administrative support for the sustainability of education in madrasahs. With improved administrative performance, madrasahs can achieve better educational goals and in accordance with Islamic principles.²⁸

4. Conclusion

Based on the results of the analysis of the variables regarding the management of school culture change with administrative performance at Madrasah Tsanawiyah in Ciparay District, Bandung Regency involving 52 administrative staff as a sample, it can be concluded that the variables of school culture change management are interpreted with the formula, $\sum fx : (n \times \text{number of question items}) = 4065 : (52 \times 18) = 4.34$ including very high qualifications, Because it is in the interval range of 4.20 - 5.00. The Administrative Performance variable is interpreted by the formula, $\sum fx : (n \times \text{number of question items}) = 4162 : (52 \times 18) = 4.44$. This value is a very high qualification, because it is in the interval range of 4.20 - 5.00. The management of school culture change with administrative performance has a correlation with a significance value of $0.000 < 0.05$. Then the correlation coefficient analysis obtained was 0.770. This value is found at the level of strong correlation strength, because it is found in the category of 0.61 - 0.80.

²⁷ Khoirohnissah, "Digital Transformation in Indonesian Religious Education : A Case Study of Madrasah Management at Kemenag Sleman."

²⁸ Aprizal Ahmad and Kiki Elfi Lestari, "The Influence of Organizational Culture on the Performance of Madrasah Tsanawiyah Teachers in the City of Padang," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 9, no. 2 (2021): 139–52, <https://doi.org/10.15642/jpai.2021.9.2.139-152>.

The type of variable relationship leads to a positive nature by looking at the pearson correlation number which is 0.770 with no sign (-) in front of the number. This suggests that improvements in school culture change management are strongly associated with enhancements in administrative performance. Future research could explore other factors influencing administrative performance, such as leadership styles, technological adoption, or external pressures. Additionally, schools can continuously evaluate their culture change strategies to maintain optimal administrative performance and implement administrative training programs focused on change management to further strengthen the positive correlation found in this study.

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