

The Internalization of Religious Values in Organizational Culture to Foster a Harmonious Work Environment in Madrasahs: A Systematic Literature Review

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Abstract :

This study aims to systematically review the literature on the internalization of religious values within organizational culture as an effort to create a harmonious work climate in madrasah. Using a systematic literature review (SLR) approach, 15 relevant articles/journals were identified and analyzed based on three clusters of research questions: (Q1) concepts and strategies for internalizing religious values, (Q2) implementation of religious values in madrasah organizational culture, and (Q3) the impact of religious culture on harmonious work climate. Findings indicate that effective internalization requires a multidimensional approach including exemplary behavior (*uswah hasanah*), habituation, and environmental conditioning. Islamic value-based organizational culture supported by visionary leadership has been proven capable of establishing a conducive, harmonious, and productive work climate. These findings emphasize the importance of integrating modern management with Islamic values for sustainable madrasah quality improvement.

Keywords : *Internalization of Values, Religiosity, Organizational Culture, Harmonious Work Climate, Madrasah*

Abstrak

: Penelitian ini bertujuan untuk mengkaji secara sistematis literatur terkait internalisasi nilai-nilai religiusitas dalam budaya organisasi sebagai upaya menciptakan iklim kerja yang harmonis di madrasah. Melalui pendekatan systematic literature review (SLR), sebanyak 15 artikel/jurnal relevan diidentifikasi dan dianalisis berdasarkan tiga klaster pertanyaan penelitian: (Q1) konsep dan strategi internalisasi nilai religiusitas, (Q2) implementasi nilai religiusitas dalam budaya organisasi madrasah, dan (Q3) dampak budaya religius terhadap iklim kerja harmonis. Hasil kajian menunjukkan bahwa internalisasi nilai religiusitas yang efektif memerlukan pendekatan multidimensional meliputi keteladanan (*uswah hasanah*), pembiasaan, dan pengkondisian lingkungan.

opang oleh kepemimpinan visioner terbukti mampu membentuk iklim kerja yang kondusif, harmonis, dan produktif. Temuan ini menegaskan pentingnya integrasi antara manajemen modern dengan nilai-nilai Islam untuk peningkatan mutu madrasah secara berkelanjutan.

Kata Kunci: *Internalisasi Nilai, Religiusitas, Budaya Organisasi, Iklim Kerja Harmonis, Madrasah*

Introduction

As an Islamic educational institution, the madrasah plays a strategic role in shaping a generation that is not only intellectually intelligent but also spiritually and morally mature. Compared to general educational institutions, the madrasah bears a dual responsibility: serving as the driving force for academic knowledge transformation (transfer of knowledge) while also acting as a bastion of religious morality (transfer of values). In the context of modern management, the existence of madrasahs is largely determined by the efficiency of their internal governance.

One of the key determinants of the success of this governance is the internalization of religious values, which are not merely supplementary programs or curriculum add-ons, but rather the core and spirit of the entire educational process and institutional operations within the madrasah.

Transcendental religious values such as honesty (shidq), trustworthiness (accountability), consultation, and *uswah hasanah* (exemplary conduct) must fundamentally serve as the normative foundation that animates all institutional activities. When these values are deeply ingrained, every individual within the madrasah, whether the principal, teachers, or administrative staff—will view their professional duties not merely as a means of earning a living, but as a manifestation of worship to Allah SWT. This transcendental perspective will, in theory, foster a high level of work commitment, selfless loyalty, and strong bonds of collegiality.

However, the reality on the ground reveals a significant gap between the madrasah's ideal vision as a values-based educational institution and the actual work environment, which remains far from fully harmonious. Various empirical studies indicate that destructive phenomena such as interpersonal conflicts among teachers, low work motivation due to a lack of appreciation, and weak organizational commitment remain classic problems frequently encountered in many madrasahs. Polarization of work groups in the teachers' lounge, blocked communication between leadership and subordinates, and psychological burnout often reduce institutional productivity. These internal conflicts often stem from a lack of internalization of religious values that are practical in nature, so that Islamic values seem to stop at the classroom as teaching material and fail to transform into a tangible work ethic within the organizational setting.

This dilemma underscores the need for an in-depth, comprehensive, and systematic study on how religious values can be effectively internalized into the organizational culture of madrasahs to create a truly harmonious and productive work environment. A healthy, spirituality-based organizational culture is expected to act as a social glue that reduces workplace tension and enhances staff resilience in the face of changes in educational regulations.

This literature review is specifically designed to address these academic and practical needs. By analyzing 10 reputable journal references from leading researchers in the field of Islamic education management, this study seeks to comprehensively map: (1) concepts and strategies for internalizing religious values, (2) the implementation of these values within the organizational culture of madrasahs, and (3) the tangible impact of a religious culture on fostering a harmonious work environment. The knowledge map generated from this article is expected to serve as a solid conceptual foundation for policymakers at the Ministry of Religious Affairs and Islamic education practitioners in designing comprehensive, adaptive, and spiritually-based madrasah development programs

Research Method

This study employs the *Systematic Literature Review* (SLR) method, a structured and systematic approach to identifying, evaluating, and synthesizing all relevant literature to address research questions regarding the internalization of religious values within organizational culture to foster a harmonious work environment in madrasahs (Petticrew & Roberts, 2008). The use of SLR aims to identify, review, assess, and describe all available information regarding the subject of interest, based on specific and relevant research questions (Lusiana & Suryani, 2018). The following are the detailed steps of this research:

The initial stage is to formulate the main research questions (RQs) that serve as the basis for literature search and analysis:

- **RQ1:** What are the effective concepts and strategies for internalizing religious values in Islamic educational institutions?
- **RQ2:** How are religious values implemented in the organizational culture of madrasahs?
- **RQ3:** How does a religious organizational culture impact the creation of a harmonious work environment in madrasahs?

The second stage involved a literature review conducted through national and international scientific databases such as Google Scholar, Garuda, ScienceDirect, DOAJ, and SINTA. Keywords used in the search included: "internalization of religious values," "madrasah organizational culture," "harmonious work climate," "Islamic organizational culture," and "madrasah organizational climate." The publication period was limited to the years 2016 through 2026.

In the third stage, the initial search yielded 120 documents, including journal articles, conference proceedings, and research reports. Selection was based on the following criteria:

- **QA1:** Is the journal article relevant to the research being conducted?
- **QA2:** Does the journal article provide recommendations for improving the internalization of values or the quality of the work climate in madrasahs?
- **QA3:** Was the journal article published between 2016 and 2026?

Irrelevant, duplicated, or non-academic opinion-based literature was excluded. After the selection process, 15 sources were identified as

meeting the criteria. The mapping analysis procedure, based on PRISMA guidelines, is presented as follows:

Based on the search results, 100 journal articles were identified, and 15 articles were selected as follows:

No	Author	Year	Title	Method	Key Findings	Relevance
1	Isnaini, M.	2016	Internalization of Character Education Values in Madrasahs	Qualitative	The process of character internalization through role modeling, habit formation, and environmental conditioning in madrasahs	Q1
2	Fathurrohman, M.	2015	Religious Culture in Improving the Quality of Education	Literature Review	Religious culture is formed through a religious atmosphere, exemplary behavior, and the consistent internalization of values	Q1 & Q2
3	Sahlan, A.	2017	Religiousness in Higher Education: A Portrait of the Development of Religious Traditions	Mixed Methods	Religious traditions build institutional identity and strengthen organizational commitment	Q1 & Q3
4	Tajudin, A. & Aprilianto, A.	2020	Madrasah Principals' Strategies in Building a Religious Culture	Descriptive qualitative	Madrasah principals play a key role through policies and exemplary behavior	Q2
5	Hidayat, R. et al.	2019	The Relationship Between Madrasah Climate and Culture and Teacher Work Motivation	Quantitative correlation	Madrasah climate and culture are significantly correlated ($r=0.572$) with teacher work motivation	Q2 & Q3

6	Kartiko, A. et al.	2024	Improving Teacher Performance Through Organizational Culture, and Servant Leadership	Quantitative	Organizational culture and servant leadership have a positive effect on the performance of madrasah teachers in the " " program	Q2 & Q3
7	Sufiani et al.	2022	Internalization of Islamic Education Values in Learning at Raudhatul Athfal	Qualitative	PAI internalization strategies foster sustainable religious character in educators	Q1
8	Handayani et al.	2023	Madrasah Principals' Leadership in Organizational Culture Development	Qualitative /Case Study	Three pillars: religious vision, a conducive climate, and a culture of quality as the foundation of an excellent madrasah	Q2 & Q3
9	Mahmudiyah & Mulyadi	2021	Religious Character Building in Pesantren-Based Madrasahs	Qualitative	Integration of pesantren values strengthens religious character and a harmonious atmosphere	Q1 & Q3
10	Suryadi et al.	2025	Islamic Organizational Culture in Creating a Conducive School Climate	Literature Review	The five Islamic pillars (sincerity, trustworthiness, consultation, spiritual discipline, and exemplary behavior) create a harmonious climate	Q2 & Q3
11	Rofifah et al.	2021	The Influence of Organizational Culture and Motivation on Teacher Performance	Quantitative	An Islamic value-based organizational culture significantly improves teacher motivation and performance	Q3
12	Hasanah et al.	2023	Strategies for Building an Excellent Madrasah Culture	Qualitative	The synergy of Islamic values with modern management produces a competitive madrasah culture	Q2 & Q3
13	Kartiko & Azzukhrufi	2019	The Influence of Organizational Culture and Compensation on Educator Performance	Quantitative	A strong organizational culture has a significant impact on educator performance	Q2

14	Munif, M.	2017	Strategies for Internalizing PAI Values in Shaping Student Character	Qualitative	Habituation, role modeling, and reflection are effective strategies for internalizing PAI values	Q1
15	Setyaningsih	2016	Policy on the Internalization of Islamic Values in the Formation of Religious Culture	Qualitative policy	Institutional policies determine the success of the systematic formation of a religious culture	Q1 & Q2

Results and Discussion

Q1: Concepts and Strategies for the Internalization of Religious Values

The internalization of religious values is a process of internalizing and internalizing religious values so that they become an integral part of the personality and behavior of individuals and collectives within an organization. (Isnaini 2013) emphasizes that the process of character internalization in madrasahs requires three main components: exemplary leadership from leaders and educators, structured and consistent habituation, and a supportive environmental conditioning.

(Fathurrohman 2015) expands on this concept by arguing that religious culture in educational institutions cannot develop spontaneously but must go through a planned and systematic process. The creation of a religious atmosphere—whether through religious symbols, communal rituals, or institutional policies—is a prerequisite for the successful internalization of values. In line with this, (Munif 2017) identifies three main strategies for effective internalization of PAI values, namely: the habituation strategy, the modeling strategy, and the reflection strategy.

(Setyaningsih 2016) adds a policy dimension to the internalization process by emphasizing that without strong institutional policy support, efforts to internalize values tend to be sporadic and unsustainable. Her research in the Islamic higher education setting demonstrates that systemic policies—ranging from curriculum to governance, determine the success of fostering a religious culture. (Sufiani et al. 2022) further emphasize that a comprehensive strategy for internalizing PAI values not only shapes individual character but also builds an organization's collective identity oriented toward Islamic values.

Findings from (Mahmudiyah and Mulyadi 2021) provide empirical evidence that madrasahs integrating pesantren values, such as sincerity, self-reliance, and spiritual discipline, demonstrate stronger quality in religious character formation compared to regular madrasahs. This integration is not merely formal- administrative but touches on deeper cultural dimensions.

From a synthesis of these various sources, it can be concluded that effective internalization of religious values requires: (1) strong leadership commitment, (2) a multidimensional approach encompassing cognitive, affective, and behavioral dimensions, (3) systemic policy support, and (4)

consistency between the values taught and the behavior demonstrated by all members of the madrasah community.

Q2: Implementation of Religious Values in Madrasah Organizational Culture

The implementation of religious values in the organizational culture of madrasahs serves as a bridge between theological concepts and institutional realities. (Suryadi et al. 2025) identified five pillars of Islamic organizational culture: (1) sincerity in working as a form of worship, (2) trustworthiness (amanah) in carrying out responsibilities, (3) consultation (musyawarah) in decision-making, (4) spiritual discipline through communal worship, and (5) exemplary leadership (uswah hasanah). When consistently applied, these five pillars have been shown to foster a harmonious and conducive school environment.

(Handayani et al. 2023), in their study at the Madrasah Aliyah in Langsa City, found that the leadership of the madrasah principal plays a decisive role in developing an organizational culture based on religious values. The three sub- categories of culture successfully established are: (a) religious values as the foundation, (b) a conducive climate as the work atmosphere, and (c) a culture of quality as the orientation for development. Tajudin and Aprilianto (2020) demonstrate that the madrasah principal's strategies involve two channels: the formal channel through policies and regulations, and the informal channel through personal exemplary behavior. (Hasanah et al. 2023) add that madrasahs that successfully build an excellent culture are those capable of synergizing Islamic values with modern management principles, resulting in a distinctive and strengthened institutional identity.

Q3: The Impact of Religious Culture on a Harmonious Work Climate in Madrasahs

Various studies consistently show that a strong organizational culture rooted in religious values has a direct impact on the quality of the work climate in madrasahs. (Hidayat et al. 2019), in a quantitative study of MTs across Sinjai Barat Subdistrict, demonstrated a significant correlation between the madrasah's climate and culture and teachers' work motivation ($r = 0.572$, $p < 0.01$). Kartiko et al. (2024) demonstrated that the combination of a strong organizational culture and servant leadership has a significant positive effect on teacher performance.

(Rofifah et al. 2021) found that an Islamic-values-based organizational culture not only enhances performance but also strengthens teachers' intrinsic motivation. Teachers working in a religious environment tend to view teaching as a form of worship, thereby exhibiting higher resilience. (Sahlan 2017) offers a long-term perspective that well-institutionalized religious traditions, such as communal prayer, halaqah, and regular spiritual reflection, build a strong institutional identity and enhance organizational commitment. Overall, findings from the 15 reviewed sources form a causal framework: the effective internalization of religious values produces a strong Islamic-based organizational culture, which creates a harmonious work climate, improves the performance and motivation of all madrasah members, and promotes sustainable

educational quality.

Conclusions and Recommendations

Based on a systematic review of 15 relevant studies, this research yields several key conclusions:

1. The internalization of religious values is a multidimensional process requiring exemplary behavior (*uswah hasanah*), habituation, environmental conditioning, and systemic institutional policy support. Without these four elements, the internalization of values tends to be superficial and unsustainable.
2. The five pillars of Islamic organizational culture—sincerity (*ikhlas*), trustworthiness (*amanah*), consultation (*musyawarah*), spiritual discipline, and *uswah hasanah*—serve as a proven foundation for building a strong, values-based organizational culture in madrasahs. Visionary leadership from the madrasah principal, who serves as a personal role model, is the key to successfully implementing these five pillars.
3. A religious organizational culture has been shown to have a significant positive impact on a harmonious work climate, teachers' intrinsic motivation, organizational commitment, and ultimately the overall quality of madrasah education. This causal relationship is systemic and mutually reinforcing.
4. There is a research gap that needs to be addressed, particularly regarding the quantitative measurement of the impact of value internalization on the work climate and the need for standardized intervention models for madrasahs in various geographical and socio-cultural contexts.

Recommendations based on the findings of this study are: (1) madrasahs need to develop comprehensive value internalization programs involving all stakeholders; (2) madrasah principals need to adopt a servant leadership style based on Islamic values; (3) further empirical research is needed to measure the effectiveness of various value internalization models within the diverse context of Indonesian madrasahs.

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