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Learner Organizations in Islamic Education: Integration of Modern Management and Qur'an Values in West Java Islamic Boarding Schools

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Abstract

Objective: This study aims to analyze the application of learning organizations through the integration of modern management and Qur'an values in West Java Islamic boarding schools. The focus is on improving the quality of learning, institutional management, and innovation culture. **Theoretical framework:** This research combines the theory of the Senge learner organization with the values of the Qur'an, such as deliberation, amanah, and itqan. This framework supports adaptive and sustainable management of Islamic education. **Literature review:** Previous studies have shown that learning organizations improve educational performance through collaboration and continuous learning. However, the integration of Islamic values and modern management in Islamic boarding schools has not been thoroughly studied. **Methods:** The research uses a qualitative approach with case studies in several Islamic boarding schools in West Java. Data was collected through interviews, observations, and documentation, and then analyzed using the Miles and Huberman model. **Results:** The results of the study show that the integration of modern management and the values of the Qur'an increases the effectiveness of learning, collaboration, and innovation of Islamic boarding schools. Spiritual values also strengthen organizational commitment and decision-making. **Implications:** Pesantren need to implement learning organizations to improve the quality of education management. The integration of Qur'anic values and modern management can support sustainable institutional transformation. **Novelty:** This research offers a learning organization model based on Qur'an values that is integrated with modern management. This model makes a theoretical and practical contribution to the development of Islamic education management.

Keywords: learning organizations, islamic education, educational management, west java, islamic boarding school.

INTRODUCTION

Islamic education, especially in the form of Islamic boarding schools, has a very important role in shaping the character, intellect, and spirituality of students in Indonesia. As an educational institution that has existed for hundreds of years, pesantren not only serves as a place for the transfer of religious knowledge, but also as a center for the formation of Islamic values, culture, and civilization [1]. In its development, pesantren are faced with the challenges of globalization, digitalization, and increasingly complex demands for education management professionalism. This condition requires an institutional transformation that is

not only adaptive but also innovative, without abandoning the basic values of Islam that are the main foundation [2].

In the midst of these dynamics, the concept of a learning organization is one of the relevant approaches to be studied and implemented in Islamic educational institutions. This concept emphasizes the importance of continuous learning processes in organizations, individual capacity building, team collaboration, and organizational ability to adapt to change. In the context of modern education, learning organizations are considered to be able to increase the effectiveness, efficiency, and competitiveness of educational institutions [3]. However, the application of this concept in the pesantren environment requires adjusting values to remain in harmony with Islamic principles sourced from the Qur'an and Sunnah [4].

The Qur'an itself provides many fundamental principles related to life management, including in the field of education and organization, such as the value of deliberation (shura), trust, justice, and professionalism (itqan) [5]. These values actually have a very strong relevance to modern management principles, especially in the development of learning organizations. Therefore, the integration between modern management and Qur'anic values is an important approach in building a holistic, sustainable, and quality-improvement Islamic education management model [6].

Islamic boarding schools in West Java, as one of the regions with the largest number of Islamic boarding schools in Indonesia, have unique characteristics in their management [7]. Some Islamic boarding schools still maintain the traditional system, while others have begun to adopt modern management systems. This difference shows that there is a diverse adaptation process in facing the demands of the times. However, there is still a gap in the integration between modern management concepts and Islamic values systematically in daily institutional practice [8].

Various previous studies have discussed the organization of learners in the context of general education, as well as the management of pesantren in an Islamic perspective [9]. However, studies that specifically integrate the concept of learning organization with the values of the Qur'an in a complete conceptual model are still relatively limited. This shows that there is an academic space that needs to be further developed, especially in an effort to build a more applicable and contextual Islamic education management model [10].

Along with the increasing demands on the quality of education and the competitiveness of institutions, Islamic boarding schools are required to be able to transform into learning organizations that not only focus on academic aspects, but also on strengthening spiritual and moral values [11]. The integration between modern management and the values of the Qur'an is expected to be able to create a balanced education system between intellectual, emotional, and spiritual intelligence. Thus, pesantren not only becomes a traditional institution, but also a center of excellence in Islamic education that is relevant to the development of the times [12].

Based on this background, this research is important to examine more deeply how the concept of learner organization can be implemented in Islamic education, especially in West Java Islamic boarding schools, through the integration between modern management theory and Qur'anic values [13]. This approach is expected to contribute both theoretically and practically to the development of a more comprehensive, adaptive, and sustainable Islamic education management [14].

LITERATURE REVIEW

The study of learning organizations in the world of education has developed rapidly since it was introduced by Peter Senge through his work *The Fifth Discipline*. Senge emphasized that a learning organization is an organization that is continuously expanding its capacity to create truly desirable outcomes, with a new and evolving mindset, free collective aspirations, and continuous learning [15]. This concept emphasizes five main disciplines, namely

Personal Mastery, mental models, Shared Vision, Team Learning, and Systems Thinking [16]. In the context of education, these five disciplines are an important foundation in building institutions that are adaptive, innovative, and able to survive in rapidly changing times [17].

In subsequent developments, various studies show that learning organizations have a significant impact on improving the quality of educational institutions. Schools or institutions that apply the principles of learner organization tend to have a strong collaborative culture, increased professionalism of educators, and high reflective ability in the learning process [18]. In various countries, this concept has been integrated into modern education management systems to improve the effectiveness of the organization as a whole, both at the micro (class), meso (school), and macro (education policy) levels [19].

Table 1. List of Literature Reviews

Author & Year	Research Focus	Method	Key Results
Ahmad (2025)	Learning organization in Islamic boarding schools	Qualitative	Improve learning culture
Rahman (2025)	Modern Islamic education management	Case study	Integration of management & Islamic values
Squirting (2025)	Digital pesantren transformation	Descriptive	Adaptation of educational technology
Shirley (2025)	The value of the Qur'an in management	Qualitative	Strengthening organizational ethics
Fauzi (2026)	Islamic boarding school education innovation	Field studies	Improving the quality of learning
Sustainable (2026)	Islamic Leadership	Qualitative	Trust-based leadership
Rainfall (2026)	Islamic learning organizations	Conceptual	Integrative model of Islamic education
Son (2026)	Value-based management	Descriptive	Effectiveness of institutional governance

In the context of Islamic education, especially Islamic boarding schools, studies on institutional management show that Islamic boarding schools have unique characteristics that are different from modern formal educational institutions [20]. Pesantren not only function as educational institutions, but also as centers for moral, spiritual, and social formation. Previous research has highlighted that pesantren have a strong value system based on kiai, the yellow book, and deep-rooted Islamic scientific traditions [21]. However, on the other hand, many pesantren still face challenges in terms of modern management, such as strategic planning, performance evaluation, and well-documented organizational systems [22].

Several studies have also shown that the modernization of pesantren management is often carried out partially without changing the existing basic value structure. This causes a tension between tradition and modernity in the management of Islamic educational institutions [23]. On the one hand, pesantren are required to maintain their Islamic identity, but on the other hand, they must also be able to adapt to global demands that demand professionalism and efficiency. Therefore, an integrative approach is needed that is able to bridge the two dimensions harmoniously [24].

In the literature on Islamic education management, the values of the Qur'an are often used as a normative basis in the management of institutions. Values such as *Shura* (deliberation), *Trust* (trust and responsibility), *Is* (justice), and *Itqan* (professionalism and thoroughness) are fundamental principles that are very relevant to the concept of modern management [25].

Several studies show that the application of these values can improve the quality of educational leadership, strengthen organizational culture, and increase accountability in the management of Islamic educational institutions [26].

Furthermore, research on the integration of Islamic values and modern management shows that this approach is capable of creating a more holistic model of education. However, most studies are still conceptual and not many have developed an empirical implementable model in the context of pesantren [27]. Existing studies deal more separately between learning organizations and Islamic values-based management, without integrating the two in one systematic framework [28].

In Indonesia, especially in West Java, pesantren have a very large and diverse number both in terms of management system and educational orientation [29]. Some modern Islamic boarding schools have adopted a more structured management system, such as the use of school-based management (SBM), digitization of administration, and the development of a more adaptive curriculum [30]. However, some still maintain a traditional pattern that relies heavily on the kiai figure as the main center of authority. This condition shows that there is a gap in the application of the concept of learning organization in the pesantren environment [31].

Previous studies have also confirmed that the transformation of pesantren into a learning organization requires a change in organizational culture, not just structural changes. A learning culture that is reflective, collaborative, and open to innovation is the main key in building a learning organization in the pesantren environment [32]. Without cultural change, the adoption of modern management will only be administrative without having a significant impact on improving the quality of education [33].

Thus, it can be concluded that although much has been done on the organization of learners, the management of Islamic education, and the values of the Qur'an, the integration of the three in one comprehensive conceptual model is still very limited [34]. This is the research gap that encourages the need for further studies to develop an organizational model of learning based on Qur'an values in the context of Islamic boarding schools, especially in West Java, to be able to answer the challenges of Islamic education in the modern era more systematically and sustainably [35].

METHODOLOGY

This research uses a qualitative approach with a case study design that aims to understand in depth how the concept of learning organization is implemented in Islamic education through the integration of modern management and Qur'an values in the pesantren environment in West Java [36]. The qualitative approach was chosen because this research focuses on processes, meanings, values, and social dynamics that cannot be quantitatively measured, but need to be understood interpretively and contextually in accordance with the reality of the field [37].

The case study design in this study is used to explore the phenomenon comprehensively in a real context, namely, pesantren as the main unit of analysis. The case study allows researchers to delve deeply into the management practices, organizational culture, and learning processes that take place in the Islamic boarding schools being researched [38]. Thus, this research not only describes surface phenomena but also reveals the deep meaning behind the practices of learning organizations that occur in the Islamic educational environment [39].

The location of this research is focused on several Islamic boarding schools in the West Java region that have different characteristics, both in terms of management system, institutional size, and level of integration with modern management. The selection of locations is carried out by purposive sampling, which is based on certain considerations relevant to the research objectives, such as pesantren that have

implemented a modern management system, pesantren that still maintain the traditional system, and pesantren that are in the transition stage to institutional modernization [40].



Figure 1 & 2. Management Learning Activities for Students

The research subjects consist of several key informants, who include pesantren leaders (kiai or caregivers), institutional administrators, teachers or ustaz, and students involved in the learning process [41]. In addition, additional informants can also include administrative personnel and parties who have a connection with the management of the Islamic boarding school. The selection of informants was carried out using purposive sampling and snowball sampling techniques to obtain rich, in-depth, and representative information on the phenomenon being researched [42].

The data collection technique in this study was carried out through three main methods, namely in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted to explore the views, experiences, and understanding of informants related to the implementation of learning organizations and the integration of Qur'an values in pesantren management. Participatory observation is carried out by the researcher directly involved in pesantren activities to observe the management practices, learning processes, and social interactions that occur in them. Meanwhile, documentation is used to collect supporting data such as organizational structure, institutional visions and missions, curriculum, and pesantren policy documents [43].

The data analysis in this study uses the Miles and Huberman interactive model, which consists of three main stages, namely data reduction, data presentation, and conclusion drawing or verification. At the data reduction stage, the researcher carried out the process of selection, sorting, and simplifying data obtained from the field [44]. Furthermore, the data that has been reduced is presented in the form of a systematic descriptive narrative so that it facilitates understanding of the patterns that appear. The last stage is the drawing of conclusions, which is carried out gradually and continuously verified throughout the research process to ensure the validity of the findings.

To ensure the validity of the data, this study uses triangulation techniques, both source triangulation and method triangulation. Source triangulation is carried out by comparing information from various informants, while method triangulation is carried out by combining the results of interviews, observations, and documentation. In addition, the researcher also uses the member check technique, which is reconfirming the findings with the informant to ensure the compatibility between the data obtained and the existing reality [45].

From the perspective of research ethics, the researcher also pays attention to ethical principles such as informed consent, confidentiality of information, and respect for cultural and religious values that apply in the pesantren environment. This is important considering that pesantren is an institution that has strong religious values, so the

research approach must be carried out with great care and respect for existing norms [46].

With this methodology, it is hoped that the research can produce a deep and comprehensive understanding of the implementation of learning organizations in Islamic education. In addition, this research is also expected to be able to provide a clear picture of how the integration between modern management and Qur'an values can be applied effectively in the management of Islamic boarding schools in West Java, so that it can become a model for the development of Islamic education that is more adaptive, innovative, and sustainable [47].

RESULTS AND DISCUSSION

The results of the study show that the application of the concept of learning organization in West Java Islamic boarding schools has begun to develop, albeit at various levels and forms. The pesantren that is the object of the research shows that there are systematic efforts in building a learning culture that not only focuses on students, but also involves all elements of the institution, including leaders, educators, and administrative staff. This practice is reflected in routine activities such as evaluative deliberation, internal training, and curriculum development that is adaptive to the needs of the times. However, the implementation is still not fully structured within the framework of a complete learner organization as conceptualized in modern management theory [48].



Figure 3 & 4. Management Organization Activities in Islamic Boarding Schools

In the aspect of *personal mastery*, the educators in the pesantren show a high level of commitment to self-development, both in the field of religious science and pedagogic competence. This can be seen from their participation in various training activities, seminars, and scientific forums. However, these efforts are still individual and have not been fully supported by a strategically planned institutional system. In this context, Qur'anic values such as *itqan* (professionalism) become a moral foundation that encourages individuals to continue to improve their self-quality, even though they are not fully integrated into formal management policies.

On the dimensions of *mental models*, it was found that some Islamic boarding schools still maintain a traditional mindset that tends to be hierarchical and centered on kiai authority. This pattern, on the one hand, provides stability of values and institutional direction, but on the other hand, it can limit the space for innovation and collective participation. However, some pesantren have begun to adopt a more open approach through internal dialogue and deliberation as a form of value implementation, *Shura* in the Qur'an. This indicates a paradigm shift towards a more inclusive and reflective mindset, although the process is gradual [49].

In the case of *Shared Vision*, Islamic boarding schools generally have a strong vision based on Islamic values, such as the formation of people with noble and knowledgeable character. This vision is the main glue in building collective commitment among the organization's members. However, the results of the study show that not all pesantren

are able to translate this vision into an operational and measurable strategic plan. The integration between religious vision and modern managerial strategies is still a challenge, especially in terms of the preparation of performance indicators and data-driven evaluations [50].

The *team learning dimension* shows quite positive developments, especially in the form of collaborative activities between teachers and pesantren administrators. Regular discussions, *bahtsul masail* forums, and deliberation activities are important means of building collective learning. The values of *ukhuwah* and *ta'awun*, which are rooted in Islamic teachings, strengthen the spirit of this collaboration. However, team learning still tends to be informal and has not been supported by a systematic documentation and reflection system, so the knowledge generated has not been fully accumulated as an organizational asset.

In terms of *systems thinking*, most pesantren are still in the early stages of understanding the relationship between organizational elements as a whole. Decision-making is often still reactive and not yet based on a comprehensive analysis of the system. Nevertheless, some modern Islamic boarding schools are beginning to show the ability to manage the system in a more integrated manner, especially in curriculum, finance, and human resource management. In this case, the value of *trust* is the ethical principle that underlies the management of the system in a fair and responsible manner.



Figure 5 & 6. Cooperation Visit with Foreign Companies

Furthermore, the integration between modern management and Qur'anic values has been proven to have a positive impact on organizational effectiveness. Islamic boarding schools that are able to combine these two aspects show an improvement in terms of learning quality, leadership, and institutional innovation. Spiritual values not only serve as a normative foundation but also as an intrinsic source of motivation that strengthens the commitment of the organization's members to a common goal. This is an advantage in itself compared to learning organizations in a secular context.

However, this study also found several obstacles in the implementation of learning organizations in Islamic boarding schools, including the limitation of human resources who have modern managerial competence, resistance to change, and the lack of a data-based evaluation system. In addition, the absence of an integrative model that can be used as a practical reference is also an obstacle in developing an optimal learning organization based on the values of the Qur'an. Overall, the results of this study show that pesantren has great potential to develop into a superior learning organization through the integration of modern management and Qur'anic values. This transformation process requires a gradual, contextual, and culturally based approach to strengthening the organization's culture. Thus, Islamic boarding schools are not only able to survive in the face of changing times but can also be pioneers in the development of innovative, adaptive, and sustainable Islamic education models.

In-Depth Analysis

The findings of this study demonstrate that the implementation of learning organization principles in Islamic boarding schools (pesantren) in West Java represents a significant step toward institutional transformation in contemporary Islamic education. The integration of Peter Senge's learning organization framework with Qur'anic values creates a distinctive educational management model that combines organizational effectiveness with spiritual and ethical foundations. This synthesis enables pesantren to maintain their religious identity while responding to the increasing demands of modernization, globalization, and educational competitiveness.

One of the most important findings is that Qur'anic values function not merely as moral guidance but also as operational management principles. The values of shura (consultation), amanah (trustworthiness), itqan (professional excellence), and justice correspond closely with modern organizational concepts such as participative leadership, accountability, quality assurance, and strategic governance. The research reveals that when these values are systematically embedded within institutional practices, they strengthen organizational commitment and create a culture of continuous improvement. Unlike many secular learning organizations that rely primarily on professional motivation, pesantren benefit from an additional spiritual dimension that reinforces dedication to organizational goals. The analysis further indicates that the five disciplines of learning organizations are present in varying degrees across the studied institutions. Personal mastery is reflected in educators' commitment to self-development through training, seminars, and scholarly engagement. However, these efforts remain largely individual initiatives rather than components of a structured institutional development program. This suggests that pesantren need to establish formal professional development systems that align personal growth with organizational objectives [50].

Regarding mental models, the study identifies a gradual transition from traditional hierarchical leadership toward more participatory management practices. While the authority of the kiai remains central to institutional identity and stability, several pesantren have begun incorporating collective decision-making mechanisms through deliberative forums. This shift demonstrates that traditional Islamic leadership structures can coexist with modern management approaches when guided by Qur'anic principles of consultation and collective responsibility. The development of shared vision emerges as another critical factor. Most pesantren possess a strong religious mission centered on character formation and Islamic scholarship. Nevertheless, translating this vision into measurable strategic objectives remains challenging. The absence of performance indicators and systematic evaluation mechanisms often limits the effectiveness of long-term planning. Consequently, institutional visions need to be operationalized through strategic management tools without compromising their spiritual orientation [49].

The study also highlights the importance of team learning and systems thinking. Collaborative activities such as teacher discussions, curriculum reviews, and bahtsul masail forums promote collective learning and knowledge sharing. However, insufficient documentation and knowledge management systems hinder the institutionalization of learning outcomes. Likewise, limited systems thinking capacities contribute to reactive decision-making rather than proactive strategic planning. Overall, the findings confirm that the integration of modern management and Qur'anic values enhances organizational adaptability, innovation, and educational quality. The proposed Qur'an-based learning organization model offers a sustainable framework for pesantren transformation, providing both theoretical advancement in Islamic educational management and practical guidance for strengthening institutional excellence in the twenty-first century [50].

CONCLUSION

This study concludes that the concept of a learning organization is highly relevant and applicable within the context of Islamic boarding schools (pesantren) through the integration of modern management principles and Qur'anic values. The findings demonstrate that such integration contributes significantly to improving educational quality, strengthening institutional governance, and fostering a culture of continuous learning and innovation. As educational institutions that combine religious, social, and intellectual functions, pesantren require adaptive management models capable of responding to contemporary challenges while preserving their Islamic identity and traditions. The research reveals that the principles of learning organizations, particularly personal mastery, shared vision, team learning, mental models, and systems thinking, can be effectively aligned with Qur'anic values such as shura (consultation), amanah (trustworthiness), itqan (professional excellence), and justice. These values provide not only an ethical framework for organizational management but also a spiritual foundation that strengthens commitment, responsibility, and collaboration among institutional members. Consequently, the integration of these dimensions creates a holistic management approach that balances organizational effectiveness with moral and spiritual development. Furthermore, the study highlights that pesantren which actively integrate modern management practices with Islamic values tend to demonstrate stronger organizational performance, more effective decision-making processes, and greater openness to innovation. The presence of a shared religious vision encourages collective engagement among leaders, teachers, staff, and students, while collaborative learning activities contribute to institutional growth and sustainability. This confirms that spiritual values can serve as a strategic resource in supporting organizational transformation and educational excellence. Despite these positive developments, several challenges remain. Limited managerial competencies among human resources, resistance to organizational change, insufficient strategic planning, and the lack of systematic evaluation mechanisms continue to hinder the full implementation of learning organization principles. In many cases, learning activities and institutional innovations remain informal and are not adequately documented or integrated into long-term organizational strategies.

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Author Contribution

Rafi Jauhari Robbani conceptualized the study, conducted field research, and drafted the manuscript. Muhammad Yamin Arif contributed to methodology development, data analysis, and interpretation. Kamaluddin assisted with literature review, data validation, and manuscript revision. Zakariya supervised the research process, provided theoretical guidance, and reviewed the final manuscript before submission.

Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this research. No financial, institutional, or personal relationships influenced the study design, data collection, analysis, interpretation, or manuscript preparation.

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