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From Collaboration to Transformation: The Mediating Role of Organizational Structure in Madrasah Change Adaptation

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Article History Abstract

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The rapid transformations in the educational landscape demand that madrasahs (Islamic schools) develop a strong capacity for adaptation, which is shaped by team learning and the design of organizational structures. This study aims to analyze the influence of team learning on change adaptation, with organizational structure as a mediating variable, and to identify practical implications for the development of madrasahs. The research employed a quantitative approach, using Partial Least Squares Structural Equation Modeling (PLS-SEM), with data collected from madrasah teachers. The analysis reveals that team learning significantly affects change adaptation ($\beta = 0.339$, $p = 0.006$) and exerts a powerful influence on organizational structure ($\beta = 0.827$, $p = 0.000$). Furthermore, organizational structure significantly influences change adaptation ($\beta = 0.529$, $p = 0.000$) and partially mediates the relationship between team learning and change adaptation ($\beta = 0.438$, $p = 0.000$). These findings support the theories of Senge, Mintzberg, Fullan, Teece, and Burnes, which emphasize that team collaboration, adaptive structures, and shared values constitute the foundation of change adaptation. Strengthening team learning, when integrated with organizational restructuring, can accelerate madrasah adaptation to educational dynamics while ensuring the sustainability of innovation and the long-term relevance of these institutions.

Keywords: Team learning; organizational structure; change adaptation; madrasah; educational management

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INTRODUCTION

Madrasah occupy a dual function within the Indonesian educational system: they serve as intellectual institutions that cultivate knowledge while simultaneously acting as centers for the transmission of Islamic values and character (Hasanah 2021; Zahra 2025). In the midst of global transformations that demand high levels of adaptability, this dual mandate places madrasahs in a uniquely complex position, as they must meet modern expectations of professionalism, technological integration, and educational innovation while ensuring the preservation and comprehensive transmission of Islamic values (Ahdar and Musyarif 2019).

These intertwined demands render the adaptation process particularly intricate, requiring that structural, managerial, and pedagogical changes remain aligned with the moral and spiritual principles that constitute their institutional identity. Since Islamic education fundamentally aims at shaping character and noble conduct (*ta'dib*) (Hidayatulloh et al. 2022). Consequently, the process of change requires not only rational and systemic approaches but also transcendental dimensions, where religious values serve as a driving force for transformation.

Madrasahs were selected because their adaptive demands are more complex than those of public schools such as Junior High School (SMP) or Senior High School (SMA), as any organizational or pedagogical change must be aligned with religious values and the implementation of dual curricula.

The current global context is also marked by volatility, uncertainty, complexity, and ambiguity, commonly referred to as the VUCA era. This situation demands that educational systems emphasize not only academic achievement but also 21st-century skills such as critical thinking, problem-solving, collaboration, and digital literacy (Yacob, Yunus, and John 2023).

Nevertheless, research indicates that madrasah teachers continue to encounter barriers in adapting to these demands.

Wahidmurni, Susilawati, and Abidin (2024) identified moderate resistance to curriculum change, primarily due to limited lesson planning, insufficient application of innovative models, challenges in designing evaluations based on higher-order thinking skills (HOTS), and weak mastery of technology. These findings align with those of Hidayat, Kultsum, and Wang (2020), who reported constraints such as inadequate infrastructure, weak financial management, uneven teacher quality, gaps in the implementation of dual curricula, resistance to innovation, and madrasah leadership models still dominated by kinship-based leadership. This underlines the urgent need for spiritually grounded leadership as a defining characteristic of Islamic education (Arar, Sawalhi, and Yilmaz 2022).

Further barriers to adaptation were also highlighted in a study by Haddade et al. (2024) on the implementation of *madrasah* reform, including difficulties in transforming conventional management into adaptive digital systems, delays in budget disbursement, insufficient technological training, and low levels of digital literacy. From an international perspective, failures in adaptation are often triggered by rigid organizational structures and non-collaborative leadership (Beycioglu and Kondakci 2021).

Similar conditions are evident in West Java, where *madrasah* teachers face low levels of digital literacy, limited technological infrastructure, and resistance to change rooted in pedagogical values. Many teachers still lack sufficient technical competencies, while access to digital devices and reliable internet connections remains constrained (Thursina and Rusdi 2024). Suyono (2022) further noted that a non-contextualized curriculum, conventional teaching methods, and low levels of teacher professionalism represent significant barriers in responding

to the demands of modernization. Therefore, *madrasahs* must develop adaptive, strategic, and transformative organizational capacity to survive and thrive amid the dynamics of change.

Within the framework of organizational learning, Senge (2006) emphasizes team learning as a key factor that supports change adaptation. Duman, Taat, and Abdullah (2021) found that team learning, when supported by transformational leadership, increases teacher engagement in innovation by 45%. Teachers who demonstrate strong collaboration are more responsive to educational innovations.

Although the literature has underscored the importance of team learning and organizational structure, there remains a research gap regarding the influence of team learning on change adaptation mediated by organizational structure, particularly in the context of values-based religious education, such as *madrasahs*. The complexity of *madrasahs*, which must balance religious values with the demands of modernization, offers an opportunity to enrich the literature on organizational learning and change management.

Based on the foregoing, the research gap lies in the scarcity of empirical studies in Indonesia that directly link team learning to change adaptation mediated by organizational structure within religious educational institutions operating in rapidly changing environments. Theoretically, this study seeks to expand understanding of the role of organizational learning disciplines in Islamic education. At the same time, in practice, it may serve as a strategic reference for *madrasah* leaders in building collaborative, adaptive, and resilient systems capable of addressing change.

Literature Review

In the literature on team learning, organizational structure, and change

adaptation in educational institutions, particularly Islamic education, several critical dimensions warrant exploration. Team learning is one of the five disciplines of the learning organization (Senge 2006), which focuses on developing the capacity of groups to think, dialogue, and act collectively. At its core, team learning is not merely the accumulation of individual knowledge but the creation of a collective capability that exceeds the abilities of any single member in isolation.

Beyond its cognitive dimension, team learning also plays a critical role in shaping collective readiness for organizational change. Armenakis and Bedeian (1999) conceptualize *readiness for change* as a shared psychological state comprising beliefs about the necessity, appropriateness, feasibility, leadership support, and perceived benefits of change. Within this perspective, team learning operates as a micro-foundation of change by cultivating shared understanding, collective efficacy, and mutual commitment among organizational members. Thus, team learning not only strengthens knowledge exchange but also prepares individuals and groups psychologically to accept, support, and enact organizational transformation.

Research has demonstrated the connection between the organizational structure of educational institutions and their ability to adapt to change, with team learning serving as a crucial mechanism in this process. Hadini et al. (2024) found that strong team learning can inform strategic adjustments to organizational structures, thereby creating a mutually reinforcing relationship between the two. From a causal perspective, this relationship is further explained by the Burke and Litwin (1992) model of organizational performance and change, which posits organizational structure as a key *transactional variable* that translates transformational initiatives such as leadership vision and collective learning into tangible organizational outcomes. In this sense, structure functions as a critical institutional mechanism that embeds the

results of team learning into formal systems, workflows, and decision-making processes.

According to Dee and Leisyte (2017) knowledge sharing and collaboration among all team members within educational institutions foster a culture of continuous learning. This is closely tied to an organization's capacity to handle change, which is particularly critical in the context of Islamic educational institutions striving to meet modern challenges (Wahab, Suprayogo, and Tharaba 2023). Active involvement of team members in knowledge exchange and experience sharing promotes collective learning, which is essential to institutional development.

Organizational structure plays a crucial role in shaping how collaboration, communication, and collective learning occur within madrasahs. Empirical research conducted by Hasanah (2021) that clearly defined structural characteristics such as line-and-staff organizational arrangements, explicit delegation of authority, and systematic coordination across functional units significantly enhance employee performance and institutional effectiveness. These structural features foster streamlined communication patterns, strengthen problem-solving processes, and create an environment conducive to sharing insights, providing feedback, and engaging in continuous learning. The causal logic of this relationship is reinforced by Burke and Litwin's (1992) model, which asserts that without structural realignment, learning initiatives at the group level are unlikely to produce sustained improvements in organizational performance.

From a broader transformation perspective, Kotter (2011) change management theory further strengthens the argument that structured organizational processes must support learning-driven change. Kotter emphasizes that successful organizational change unfolds through a sequence of stages, including creating urgency, building coalitions, articulating a

vision, empowering employees, achieving short-term wins, and institutionalizing change within organizational culture and systems. In Islamic educational institutions, team learning provides the collective intelligence necessary to diagnose problems and generate solutions. However, without structural empowerment and institutional anchoring, these learning outcomes risk remaining fragmented and unsustainable.

Sumanti, Nunzairina, and Salminawati (2024) highlighted the importance of *pesantren* and *madrasahs* in the framework of Indonesia's national education system and how these institutions adapt to contemporary challenges. This adaptive process reflects not only structural adjustments but also broader institutional efforts to maintain their cultural and religious relevance in society (Maryati, Idi, and Tri Samiha 2023; Sumanti et al. 2024). In this context, change adaptation in Islamic education extends beyond technical reforms and encompasses cultural continuity, identity construction, and responsiveness to societal transformation.

Arokodare and Falana (2021) argue that agile organizational structures provide opportunities for individuals within them to adapt to change and mitigate risks. This aligns with Supriharyanti and Sukoco (2023), which views adaptability as an embedded organizational capacity rather than a one-time response. They emphasize that sustained adaptability depends on the alignment of learning processes, leadership orientation, flexible structures, and supportive organizational culture.

Furthermore, Bakri et al. (2019) describe how an institution can expand by deploying scholars to remote areas while integrating educational programs focused on *dakwah* (religious outreach) and social development. This highlights that Islamic educational institutions require flexible, adaptive organizational structures that enable them to respond effectively to society's evolving needs.

On the other hand, Harsela (2021) underscores the relevance of Islamic educational institutions in fostering religious moderation and strengthening communities by involving learning teams that support the democratization of knowledge within society. This underscores the importance of collaboration and teamwork in promoting a moderate and inclusive understanding of religion, particularly in contexts characterized by diverse *fiqh* (Islamic jurisprudence) perspectives.

In terms of adapting to change, Nikmatullah, Badrudin, and Fauzi (2022) examined the transformations experienced by Islamic educational institutions in the aftermath of the COVID-19 pandemic. They highlighted the importance of integrating technology into education to meet the demands of an ever-changing era, showing that Islamic educational institutions must adapt to both government policies and societal needs through structural reforms and the creation of supportive learning environments.

Organizational learning is also a key driver in enhancing the performance of Islamic educational institutions. According to research by Mair, Mayer, and Lutz (2015), well-designed organizational structures enable institutions to adopt innovations and pursue continuous improvement in managing education. In this regard, the development of organizational culture in Islamic education is vital to creating an environment that supports both learning and organizational commitment (Balci and Arabaci 2024; Maryati et al. 2023). This cultural-structural alignment reflects the dynamic capabilities perspective, in which learning, structure, and culture interact to sustain long-term adaptability.

Existing studies have widely acknowledged the importance of team learning and organizational structure in supporting organizational change. However, most prior research on Islamic educational institutions has examined these variables

separately or as direct relationships, leaving the mediating role of organizational structure in the relationship between team learning and change adaptation insufficiently explored.

Therefore, this study fills this gap by investigating how organizational structure mediates the relationship between team learning and change adaptation in madrasahs, thereby extending international organizational change theories into the context of Islamic education.

Conceptual Framework

This study is grounded in the theory of the learning organization, developed by Senge (2006), which views organizations as entities that continuously enhance their capacity to achieve desired outcomes. Among the five disciplines proposed by Senge, this study focuses on team learning as the central discipline. According to Senge's framework, the indicators of team learning include: (1) psychological safety and structural support; (2) collaboration and equality within the team; and (3) knowledge sharing and collective reflection.

For the organizational structure variable, this study draws on Mintzberg (1979), who emphasizes flexibility in organizational design, decentralization in decision-making, open communication, and structures that facilitate idea exchange and motivation.

Fullan (2007), in *The New Meaning of Educational Change*, highlights several key indicators for successful change adaptation, including leadership, the role of middle managers, the role of change champions, adaptive culture, staff attitudes toward change, champions' understanding of the organizational system, accountability and responsibility in the change process, and the effectiveness of organizational information flow.

Fullan (2007) adds that without an organizational structure that supports

collaborative learning, educational reforms often fail to achieve systemic impact. This underscores that organizational structure does not merely function as a system of coordination but also as a catalyst for collective learning. This study highlights the mediating role of organizational structure in the relationship between team learning and change adaptation, particularly in the context of complex, continuous educational transformation.

This research also incorporates Burnes's (2017) perspective, which asserts that organizations capable of learning are more likely to adjust to dynamic external environments. A learning organization does not merely accumulate information but transforms experience into collective knowledge that can be mobilized to confront future changes. This process enables organizations to anticipate change and respond quickly to sudden shifts.

Burnes (2017) also distinguishes between *single-loop learning*, which involves correcting errors within existing rules or policies without questioning underlying assumptions, and *double-loop learning*, which entails altering values, norms, and beliefs to achieve fundamental transformation. In this view, adaptation is a process of adjusting behaviors, strategies, and operations in response to evolving environmental demands, an especially relevant perspective for madrasahs (Islamic schools), where the ability to innovate must be balanced with the preservation of Islamic values.

In addition, Bass and Riggio (2006) emphasize transformational leadership, which influences followers through four key components, the "Four I's": idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders help (1) shape dynamic organizational structures and facilitate team communication; (2) foster an organizational climate that encourages collaboration in team learning; and (3) ensure

that the organizational vision is translated into actions that support change adaptation. This theory reinforces the argument that team learning, when cultivated collectively, can effectively motivate both individuals and groups to adapt to change.

Teece, Pisano, and Shuen (1997) propose the concept of dynamic capabilities, which enable organizations to identify opportunities and threats in the external environment (*sensing*), capitalize on opportunities by allocating resources appropriately (*seizing*), and reconfigure or realign internal assets and competencies to remain relevant (*transforming*). This theory strengthens the argument that change adaptation is not merely a reactive response, but a proactive strategy built through continuous learning.

The theoretical foundation of this study integrates Senge (2006) notion of team learning, Mintzberg (1979) organizational configurations, and Fullan (2007) theory of educational change, complemented by Burnes's (2017) perspective on organizational learning, Bass and Riggio (2006) transformational leadership, and Teece et al. (1997) dynamic capabilities.

The interplay among these frameworks suggests that, while team learning enhances educators' collective capacity, its effectiveness depends on an adaptive, decentralized organizational structure that institutionalizes collaboration and communication. Such a structure becomes the mediating mechanism through which learning is transformed into systemic adaptability.

Within this configuration, leadership plays a pivotal role in shaping both the structure and the culture that sustain collective learning, ultimately fostering proactive change adaptation in the face of uncertainty. This integrated framework provides a robust theoretical justification for examining the mediating role of organizational structure in the relationship

between team learning and change adaptation, particularly within the unique context of madrasah where religious values must be preserved alongside modernization.

Thus, the theoretical framework positions team learning as the driver of collective knowledge creation, organizational structure as the mediating mechanism that institutionalizes collaboration, and change adaptation as the organizational outcome. This model underscores the importance of integrating learning disciplines, structural flexibility, and leadership capacity to ensure sustainable adaptation in *madrasahs*

RESEARCH METHOD

This study employed a quantitative, explanatory, cross-sectional survey design to examine the effect of team learning on change adaptation, with organizational structure as a mediating variable. This design was selected because it enables the statistical testing of relationships among latent variables based on survey data (Creswell 2014; Neuman 2014). The population consisted of active teachers in Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) in West Java Province, Indonesia.

A non-probability sampling technique, accidental sampling, was employed by distributing the questionnaire anonymously to teachers at various madrasahs in West Java. Only responses that met the predefined inclusion criteria were retained for analysis. The inclusion criteria were: (1) madrasahs with public or private institutional status, included to capture the general characteristics of Islamic educational settings

without targeting institutional comparisons; (2) teachers who had served at least one year in their respective schools, to ensure adequate familiarity with organizational routines and structural practices; and (3) teachers who had participated in relevant professional development or change adaptation training (e.g., curriculum updates, educational technology, or classroom management), so that respondents possessed baseline exposure to change-related processes.

Because the survey was anonymous, the specific names of participating madrasahs could not be identified, and variables such as employment status (civil servant or honorary) were not recorded; therefore, these categories were not analyzed separately. Based on the inclusion criteria, 65 teachers were recruited as respondents. Although the sample size was relatively small, the use of Partial Least Squares-Structural Equation Modeling (PLS-SEM) was deemed adequate for exploratory models with small sample sizes (Hair et al 2017).

Data were collected using a closed-ended questionnaire with a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) to minimize central tendency bias (Kusmaryono, Wijayanti, and Maharani 2022). The instrument consisted of three variables: Team Learning (9 items) adapted from Senge (2006), Organizational Structure (15 items) adapted from Mintzberg (1979), and Change Adaptation (32 items) adapted from Fullan (2007). The following table summarizes the indicators used in the study:

Table 1. Indicators of each variable

Variable	Indicator	Item Code	Source
Team Learning	Psychological safety and structural support	TL1 - TL3	Senge (2006)
	Collaboration and equality within the team	TL4 - TL6	
	Knowledge sharing and collective reflection.	TL7 - TL9	
Organizational Structure	Flexibility in organizational design	OS1 – OS3	Mintzberg (1979)

	Decentralization in decision-making	OS4 – OS6	
	Open communication	OS7 – OS9	
	Structures that facilitate idea exchange and innovation	OS10 – OS 12	
	Structures that facilitate team collaboration	OS13 - OS15	
Change Adaptation	Leadership	CA1 – CA4	Fullan (2007)
	The role of middle managers	CA5 - CA8	
	The role of change champions	CA9 – CA12	
	Adaptive culture	CA13 – CA16	
	Staff attitudes toward change	CA17 – CA20	
	Champions' understanding of the organizational system	CA21 – CA24	
	Accountability and responsibility in the change process	CA25 – CA28	
	The effectiveness of organizational information flow	CA29 – CA32	

Source: Fullan (2007), Mintzberg (1979), Senge (2006)

Data analysis was conducted using PLS-SEM with SmartPLS software in two stages: measurement model evaluation and structural model evaluation. The measurement model was evaluated for convergent validity (outer loadings and Average Variance Extracted [AVE]) and reliability using Cronbach's Alpha and Composite Reliability. The structural model evaluation involved examining the coefficient of determination (R^2), effect size (f^2), Variance Inflation Factor (VIF), and hypothesis testing through bootstrapping (Hair et al 2017).

The hypotheses tested in this study were as follows: 1) H_1 : Team Learning has a significant effect on Change Adaptation; 2) H_2 : Team Learning has a significant effect on Organizational Structure; 3) H_3 : Organizational Structure has a significant effect on Change Adaptation; 4) H_4 : Team Learning affects Change Adaptation through the mediation of Organizational Structure.

RESULT

Measurement Evaluation Model

The measurement model functions to evaluate the relationships between latent constructs and the indicators used to measure them. Its primary objective is to ensure that the indicators are valid and reliable in representing the constructs under study.

Convergent Validity

Convergent validity was evaluated using two indicators: the outer loading of each indicator and the Average Variance Extracted (AVE) for each construct. An indicator is deemed valid when its outer loading is ≥ 0.50 . Meanwhile, AVE denotes the proportion of variance in the indicator accounted for by its underlying construct. An AVE value of ≥ 0.50 indicates adequate convergent validity (Hair et al. 2017).

Table 2. Convergent Validity Result (Team Learning)

Item	Outer Loading Value	Description
TL1	0.601	Valid
TL2	0.744	Valid
TL3	0.754	Valid
TL4	0.796	Valid
TL5	0.766	Valid

TL6	0.864	Valid
TL7	0.853	Valid
TL8	0.839	Valid
TL9	0.837	Valid

Source: SmartPLS (2025)

Table 3. Convergent Validity Result (Structure Organization)

Item	Outer Loading Value	Description
OS1	0.714	Valid
OS2	0.704	Valid
OS3	0.711	Valid
OS4	0.627	Valid
OS5	0.713	Valid
OS6	0.782	Valid
OS7	0.823	Valid
OS8	0.819	Valid
OS9	0.765	Valid
OS10	0.827	Valid
OS11	0.894	Valid
OS12	0.850	Valid
OS13	0.769	Valid
OS14	0.709	Valid
OS15	0.782	Valid

Source: SmartPLS (2025)

Table 4. Convergent Validity Result (Change Adaptation)

Item	Outer Loading Value	Description
CA1	0.717	Valid
CA2	0.706	Valid
CA3	0.649	Valid
CA4	0.727	Valid
CA 5	0.792	Valid
CA 6	0.802	Valid
CA 7	0.783	Valid
CA 8	0.682	Valid
CA 9	0.713	Valid
CA 10	0.721	Valid
CA 11	0.728	Valid
CA 12	0.816	Valid
CA 13	0.727	Valid
CA 14	0.755	Valid
CA 15	0.705	Valid
CA 16	0.847	Valid
CA 17	0.846	Valid
CA 18	0.843	Valid
CA 19	0.891	Valid
CA 20	0.580	Valid
CA 21	0.753	Valid
CA 22	0.777	Valid
CA 23	0.742	Valid
CA 24	0.739	Valid
CA 25	0.748	Valid
CA 26	0.756	Valid
CA 27	0.718	Valid
CA 28	0.578	Valid
CA 29	0.675	Valid

CA 30	0.755	Valid
CA 31	0.793	Valid
CA 32	0.787	Valid

Source: SmartPLS (2025)

Table 5. Average Variance Extracted (AVE) Result

Variable	Average Variance Extracted (AVE)	Description
Change Adaptation (CA)	0.560	Valid
Organizational Structure (OS)	0.592	Valid
Team Learning (TL)	0.620	Valid

Source: SmartPLS (2025)

The analysis results indicate that all indicators for Team Learning (X1–X9), Organizational Structure (Z1–Z15), and Change Adaptation (Y1–Y32) have outer loadings above 0.50 (Tables 2–4), confirming their validity as measures of their respective constructs. The AVE values for Team Learning (0.620), Organizational Structure (0.592), and Change Adaptation (0.560) also exceed the threshold of 0.50 (Table 5), demonstrating adequate convergent validity. Likewise, the AVE values for all three constructs are above 0.50 (see Table 5). Therefore, all constructs in this model meet the criteria for convergent validity and are deemed appropriate for use in structural model testing.

Reliability

The reliability of the constructs was tested using Composite Reliability (CR), which measures the internal consistency among indicators within a construct. Cronbach’s Alpha and Composite Reliability values of ≥ 0.70 indicate good reliability (Hair et al. 2017).

Table 6. Composite Reliability and Cronbach’s Alpha Result

Variable	Cronbach’s Alpha	Composite Reliability (rho_c)	Description
Change Adaptation (CA)	0.974	0.976	Reliable
Organizational Structure (OS)	0.950	0.956	Reliable
Team Learning (TL)	0.922	0.936	Reliable

Source: SmartPLS (2025)

Table 6 indicates that all constructs have Cronbach’s Alpha and Composite Reliability values above 0.90, indicating excellent internal consistency in measuring the latent constructs.

Structural Evaluation Model

The structural model evaluates the ability of the exogenous constructs (Team Learning and Organizational Structure) to account for the variance in the endogenous constructs (Organizational Structure and Change Adaptation) using the coefficient of determination (R^2), effect size (f^2), and Variance Inflation Factor (VIF).

Koefisien Determinasi (R^2)

The R^2 value indicates the proportion of variance in the endogenous construct that the exogenous constructs in the model can explain. According to Chin (1998), an R^2 value of 0.75 is categorized as substantial, 0.50 as moderate, and 0.25 as weak.

Table 7. R-Square Result

	R-Square	R-Square Adjusted
Change Adaptation (CA)	0.693	0.683
Organizational Structure (OS)	0.684	0.679

Source: SmartPLS (2025)

The R^2 value for Change Adaptation (0.693) indicates that Team Learning and Organizational Structure account for 69.3% of the variance. In contrast, the R^2 value for Organizational Structure (0.684) suggests that Team Learning accounts for 68.4% of the variance. These values fall into the moderate-to-approaching-substantial category.

Effect Size (f^2)

The effect size (f^2) measures the individual contribution of each exogenous construct to the endogenous construct. An f^2 value of 0.02 is considered small, 0.15 medium, and 0.35 large (Chin 1998).

Table 8. Effect Size Result (f^2)

Relationship	f^2	Description
OS → CA	0.289	Medium
TL → CA	0.119	Small
TL → OS	2.160	Large

Sumber: SmartPLS (2025)

Table 8 shows that Team Learning has a significant effect on Organizational Structure ($f^2 = 2.160$). Organizational Structure has a medium effect on Change Adaptation ($f^2 = 0.289$), indicating that a well-designed structure enhances the capacity for adaptation. Team Learning has a small but significant impact on Change Adaptation ($f^2 = 0.119$), signifying its supporting role in the adaptation process.

Variance Inflation Factor (VIP)

The VIF values test multicollinearity among the exogenous constructs, with a threshold of < 5 indicating the absence of multicollinearity issues (Hair et al. 2017)

Table 9. Variance Inflation Factor (VIF) Result

Correlation	VIF
OS → CA	3.160
TL → CA	3.160
TL → OS	1.000

Source: SmartPLS (2025)

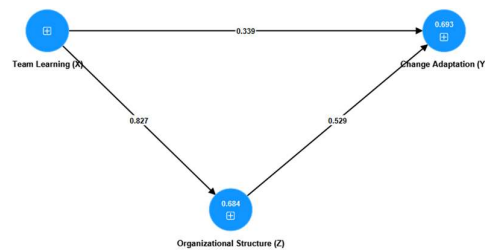
The results in Table 9 show that all VIF values are below the recommended threshold of < 5. Therefore, it can be concluded that there are no multicollinearity problems in this model, and the relationships among the constructs can be assessed independently.

Hypothesis Testing

Hypothesis testing was conducted to evaluate the significance of the direct relationships among the constructs using the bootstrapping technique, with the criteria of

t-statistics ≥ 1.96 and p-value ≤ 0.05 (Hair et al. 2017).

Figure 1. Bootstrapping Result



Source: SmartPLS (2025)

Table 10. Hypothesis Testing Result

			Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
H1	TL -> CA		0.339	0.314	0.123	2.757	0.006	Accepted
H2	TL -> OS		0.827	0.839	0.058	14.135	0.000	Accepted
H3	OS -> CA		0.529	0.577	0.134	3.965	0.000	Accepted

Source: SmartPLS (2025)

The results (Table 10, Figure 1) show that Team Learning has a significant effect on Change Adaptation ($\beta = 0.339$, $p = 0.006$). Team Learning also has a substantial impact on Organizational Structure ($\beta = 0.827$, $p = 0.000$). Furthermore, Organizational Structure has a considerable effect on Change Adaptation ($\beta = 0.529$, $p = 0.000$).

Mediation Test Result/Indirect Effect

The indirect effect analysis aims to determine whether Organizational Structure (OS) mediates the relationship between Team Learning (TL) and Change Adaptation (CA). An indirect effect is considered significant if $p \leq 0.05$.

Table 11. Mediation Testing Result

			Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
H4	TL -> OS -> CA		0.438	0.484	0.124	3.519	0.000	Accepted

Source: SmartPLS (2025)

The results show that the indirect effect of Team Learning on Change Adaptation through Organizational Structure is significant ($\beta = 0.438$, $p = 0.000$). Since the

direct impact of Team Learning on Change Adaptation is also substantial ($\beta = 0.339$, $p = 0.006$, Table 10), the mediation is partial. This indicates that Organizational Structure partially explains the relationship between Team Learning and Change Adaptation.

The analysis using Partial Least Squares-Structural Equation Modeling (PLS-SEM) confirms that all hypotheses (H_1 – H_4) are supported, highlighting the essential roles of team learning and organizational structure in supporting madrasah (Islamic schools) adaptation to systemic changes, such as digital transformation and curriculum reform.

DISCUSSION

The Influence of Team Learning on Change Adaptation

The analysis results show that team learning has a significant effect on change adaptation ($\beta = 0.339$, $p = 0.006$, $f^2 = 0.119$; Table 10, Figure 1), supporting Senge's (2006) view that team learning is one of the core disciplines of the learning organization, which enables organizations to respond effectively to change. Collaborative practices such as knowledge sharing, critical reflection, and joint problem-solving function as key social mechanisms through which teachers construct shared meanings and coordinated responses to change. In line with Weick (1995) these collective learning processes enhance teachers' ability to interpret the urgency, direction, and implications of change initiatives. The indicators of team learning in this study, psychological safety and structural support (TL1–TL3), equal collaboration (TL4–TL6), and knowledge sharing (TL7–TL9), empirically support the creation of a work environment where new ideas can be tested and integrated into instructional practices. This is reflected in the indicators of change adaptation, such as teachers' positive attitudes toward change (CA17–CA20) and the effectiveness of information flow (CA29–CA32).

From Mintzberg (1979) perspective, team learning functions as an informal coordination mechanism that complements the organization's formal structure. Although its direct effect is significant, the relatively small effect size ($f^2 = 0.119$) indicates that adaptive capacity does not rely solely on team

interactions but also on the extent to which such learning can be institutionalized through adaptive structural design. Contextual barriers, such as low digital literacy (Zahraini et al. 2025), limited resources, and cultural resistance to change may hinder the translation of team learning outcomes into adaptive actions, as reflected in the relatively weak indicators of adaptive organizational culture (CA13–CA16).

This finding is theoretically consistent with Fullan (2007) view that successful educational change requires continuous capacity building, with team learning serving as a means to strengthen teachers' competencies in responding to curriculum reforms, technological innovations, and accountability demands. However, without systemic support from organizational structure and leadership, such learning often remains ad hoc. (Teece et al., 1997) further note that, within the framework of dynamic capabilities, team learning corresponds to the sensing and seizing stages. In contrast, the transforming stage requires adequate structural and resource support. Burnes's (2017) perspective on planned change is also relevant, without a clear plan to integrate team learning outcomes into operational procedures, adaptation efforts are likely to lose momentum.

These findings are consistent with the study by Ling et al. (2021), which showed that team flexibility in Chinese schools was positively correlated with adaptive behavior, but the effect weakened without intensive training and managerial support. Similarly, Aslan, Arisoy, and Goren (2023) found that reflective collaboration among teachers in Turkish schools, particularly through open discussions, significantly increased readiness for change. In Indonesia, Wijaya et al. (2024) confirmed that participatory teacher interactions can strengthen responses to educational reforms, primarily when supported by school policies that facilitate pedagogical experimentation.

These findings imply that team learning should not only emphasize knowledge sharing but must also be integrated into formal institutional mechanisms that align with Islamic values. Team learning can be facilitated through lesson study, peer observation, and structured cross-subject discussions. These strategies should be followed by formalizing team learning outcomes in madrasah policies and standard operating procedures (SOPs), thereby ensuring that adaptation to curriculum change, technology integration, or pedagogical innovations can proceed more rapidly while remaining consistent with institutional identity.

The Influence of Team Learning on Organizational Structure

The findings indicate that team learning has a powerful influence on organizational structure ($\beta = 0.827$, $p = 0.000$, $f^2 = 2.160$; Table 10, Figure 1). The f^2 value, which is far above 0.35—the threshold for a significant effect according to Mintzberg (1979) suggests that changes in the organizational structure of madrasahs (Islamic schools) can largely be explained by the strength of team learning. This finding reinforces the notion that collaborative interaction among teachers not only produces knowledge exchange but also drives transformation in how the organization is arranged, coordinated, and managed.

From Senge's (2006) perspective, team learning is one of the five core disciplines of the learning organization, emphasizing dialogue, shared thinking, and collective capability to generate outcomes that exceed individual performance. In the context of madrasah, indicators of psychological safety and structural support (TL1–TL3) enable teachers to speak without fear of hierarchical criticism. Equal collaboration (TL4–TL6) diminishes status boundaries between senior and junior teachers, while knowledge sharing (TL7–

TL9) strengthens the flow of knowledge across subjects. Empirically, these processes encourage the development of structural flexibility (OS1–OS3), decentralized decision-making (OS4–OS6), and open communication (OS7–OS9).

This finding is consistent with Mintzberg's (1979) organizational design theory, in which madrasahs, traditionally positioned as professional bureaucracies, shift toward more flexible and adaptive structural forms as informal coordination networks develop through team learning activities. Fullan (2007) emphasizes that structural change without cultural change remains superficial. In this study, the collaborative culture cultivated through team learning serves as the foundation for meaningful restructuring.

From the perspective of dynamic capabilities (Teece et al. 1997), team learning strengthens the organization's transforming capacity by enabling the reconfiguration of internal processes to respond to external change. Burnes (2017) planned change theory further supports this result, showing that shared vision developed through team learning prepares teachers to accept and sustain structural modification.

These findings are consistent with Ji and Yan (2020) study in China, which revealed that clear team structures and team-based coordination improved the performance of educational organizations, particularly when accompanied by open communication. Similarly, Syamsir et al. (2024) in Indonesia demonstrated that participatory management and flexible structures enhanced school performance through increased teacher engagement. Research by Botejara et al. (2022) in Latin America further highlighted that structural decentralization accelerates innovation because teachers are empowered to make decisions without going through lengthy command chains.

However, it is important to note that in the context of madrasah, traditional hierarchies and a culture of compliance with formal authority often pose obstacles to implementing adaptive structures. This is evident in indicators OS10–OS12, which measure the extent to which the structure supports cross-unit idea exchange, a value that remains relatively low among some respondents. Team learning plays a critical role in overcoming these barriers by building trust and creating safe spaces for all members to contribute.

The practical implication for madrasah is the need to institutionalize team learning as part of organizational design. This can be achieved through: (1) establishing cross-functional committees (curriculum, ICT, and religious development) with authority for operational decision-making; (2) scheduling structured teacher forums (*musyawarah*) in which key decisions are discussed participatively; (3) implementing rotating leadership systems for specific projects, ensuring that each teacher has the opportunity to serve as a project lead; and (4) integrating the outcomes of team discussions into the official SOPs and policies of the madrasah, so that structural changes are not merely informal but also formally recognized.

Through these measures, team learning functions not only as a learning mechanism but also as a driving force for the evolution of organizational structures, making madrasah more agile in responding to curricular demands, technological integration, and government policies, while at the same time preserving alignment with Islamic values.

The Influence of Organizational Structure on Change Adaptation

The findings indicate that organizational structure has a significant effect on change adaptation ($\beta = 0.529$, $p = 0.000$, $f^2 = 0.289$; Table 10, Figure 1). The f^2 value, which falls within the medium category

according to Mintzberg (1979), confirms that organizational structure plays a substantial role in facilitating adaptation in madrasah (Islamic schools). This effect is stronger than the direct influence of team learning, indicating that although team learning generates awareness and ideas, effective adaptation is primarily determined by the extent to which the organizational structure supports communication, coordination, and decision-making.

From Senge's (2006) perspective, a flexible and collaborative structure provides an enabling environment for the sustainable implementation of team learning. Indicators of structural flexibility (OS1–OS3), open communication (OS7–OS9), and support for collaboration (OS13–OS15) encourage double-loop learning (Argyris and Schon 1996), where teachers not only modify practices but also critically examine underlying assumptions. This finding is consistent with Mintzberg (1979) adhocracy model, which emphasizes organic, decentralized coordination and cross-functional interaction as key drivers of innovation. In the madrasah context, these principles are reflected in *musyawarah* forums, interdepartmental committees, and the delegation of authority to middle leaders, which facilitate adaptation to policy, curriculum, and technological change.

Fullan (2007) further emphasizes that successful adaptation requires not only structural adjustment but also reculturing changing how teachers work and interact. In this study, the indicators of adaptive organizational culture (CA13–CA16) and accountability in the change process (CA25–CA28) indicate that structures that promote participation and transparency encourage teachers to engage actively in change rather than merely comply with policy.

From the dynamic capabilities perspective Teece et al. (1997), organizational structure strengthens the transforming capability of madrasahs, enabling them to reconfigure internal resources and processes

in response to environmental change. For example, rapid decision-making structures allow schools to promptly organize digital training or reorganize learning schedules during infrastructure disruptions.

Burnes's (2017) planned change theory also supports these results, emphasizing that the success of change depends on the availability of formal infrastructures that support information flow, coordination, and evaluation. The f^2 value of 0.289 suggests that when madrasah structures enable swift communication and coordinated action, barriers such as limited infrastructure or cultural resistance can be addressed more effectively.

Prior empirical studies reinforce these findings. Liddicoat, Scarino, and Kohler (2018) demonstrated that structural and cultural arrangements strongly determine the success of instructional change in schools. In the Indonesian context, Syamsir et al. (2024) found that participatory management structures and flexible organizational arrangements significantly enhance teacher engagement and school performance. Rokim and Purwati (2023) reported that structural transformation through organizational design and information systems accelerates institutional development by improving transparency, coordination, and adaptive decision-making. Similarly, Fasha and Riani (2025) showed that structural flexibility significantly influences stakeholder responsiveness, instructional innovation, and institutional adaptability.

International evidence further supports this pattern. Sarta, Durand, and Vergne (2021) found that flexible organizational structures accelerate innovation adoption in UK schools by shortening communication chains, while Jedynak et al. (2021) showed that structures supporting digital transformation through decentralization and cross-unit coordination significantly enhance adaptive capacity. In the Indonesian context, Wanto et al. (2025) also confirmed that structural efficiency

improves sustainable educational performance through smoother information flow.

In madrasahs, challenges such as low digital competence and cultural resistance often serve as primary obstacles to change. Structures that support collaboration (OS13–OS15) can offer solutions by creating spaces for intergenerational teacher dialogue, facilitating peer mentoring, and integrating best-practice sharing sessions into the school's routine agenda. Thus, organizational structure not only functions as a formal framework for task allocation but also as an enabler of systemic adaptation, ensuring that initiated changes can be implemented consistently and sustainably in accordance with the Islamic values upheld by the madrasah.

The Mediating Role of Organizational Structure in the Influence of Team Learning on Change Adaptation

The findings show that organizational structure partially mediates the relationship between team learning and change adaptation ($\beta = 0.438$, $p = 0.000$), while the direct effect of team learning on change adaptation remains significant ($\beta = 0.339$, $p = 0.006$). This indicates that team learning can directly enhance teachers' adaptive capacity through improved awareness, skills, and attitudes. Still, its impact becomes stronger and more systemic when supported by an adaptive organizational structure. In this process, structural support for idea exchange and team collaboration (OS10–OS15) functions as a mechanism that translates psychological safety, equal partnership, and knowledge sharing (TL1–TL9) into coordinated adaptive practices, such as the strengthening of change champions and adequate information flow (CA9–CA12; CA29–CA32).

From Senge's (2006) perspective, this mediation reinforces the notion that the discipline of team learning requires an

infrastructure for learning so that its outcomes can be integrated into organizational procedures and norms. Without structural support that facilitates regular, cross-unit idea exchange, team learning tends to remain at the level of individual or small-group practice.

Mintzberg (1979) emphasizes that organizational structure defines communication pathways and coordination mechanisms. An adaptive structure characterized by flexibility, decentralization, and open communication accelerates the transition from informal learning outcomes to policies and practices implemented across the entire organization. In the context of madrasah (Islamic schools), this means that innovative ideas generated through teacher team discussions gain broader impact only when they are introduced into formal forums, such as leadership meetings or curriculum committees, and subsequently adopted into official SOPs or institutional policies.

Fullan (2007) reminds us that sustainable change requires a combination of capacity building and reculturing. Team learning develops the capacity of individuals and groups, whereas organizational structure establishes shared culture and norms that ensure such changes are not temporary. This finding aligns with Teece et al. (1997) dynamic capabilities framework, in which team learning strengthens the sensing and seizing phases, while organizational structure becomes the key instrument in the transforming phase, reconfiguring resources and processes to meet emerging demands.

Burnes's (2017) model of planned change also highlights that the alignment between learning processes and organizational structures determines the success of change. The partial mediation observed in this study shows that while team learning can initiate change, an adaptive structure amplifies its scale and sustainability. However, given its partial nature, other factors beyond structure also influence

adaptation, such as leadership (as reflected in CA1–CA4) and external policy support.

These findings are consistent with Suharjo et al. (2022) in Indonesia, who demonstrated that strong teamwork enhanced value-based organizational synergy, with strengthened structure serving as a key success factor. Similarly, Li et al. (2023) in China, researchers found that a team learning climate fostered knowledge integration, with organizational structure acting as a significant mediator. Morales, Moreno, and Rojas (2021) further confirmed the mediating role of structure in the relationship between team learning and innovation, showing that without structural support, team learning outcomes often remain unimplemented at scale.

Theoretically, this study contributes to madrasah change management literature in three main ways: 1) it confirms that team learning in madrasahs operates not only as a pedagogical collaboration mechanism but also as a structural driver that reshapes organizational arrangements toward more adaptive forms; 2) it strengthens learning organization theory and dynamic capabilities theory by empirically showing that organizational structure plays a transforming role that institutionalizes learning outcomes into sustainable adaptation; and 3) it offers a context-specific mediation model for Islamic educational institutions, demonstrating that change adaptation emerges from the interaction between collective learning and formal structural design rather than from either factor alone.

Practically, the findings imply that 1) madrasahs should institutionalize team learning through formal structures such as curriculum teams, innovation committees, and *musyawarah* forums as part of the official decision-making system; 2) school leaders need to promote structural flexibility, open communication, and decentralized authority to accelerate adaptation to policy, curriculum, and technological changes; and

3) all outcomes of team learning activities must be formally integrated into SOPs and school policies so that adaptation is not incidental but becomes systemic, consistent, and sustainable while remaining aligned with Islamic values.

Strategic Implications for Educational Organizational Growth

Based on the preceding discussion, it is evident that team learning, organizational structure, and change adaptation are deeply interconnected and play a crucial role in enhancing madrasahs’ readiness to face the dynamics of educational change. The findings of this study not only provide empirical

support for the theories of Senge, Mintzberg, Fullan, Teece, and Burnes but also highlight the urgent need for practical strategies that bridge theoretical concepts with real-world implementation. Accordingly, this section presents fifteen strategic recommendations designed to strengthen team learning, build adaptive organizational structures, and accelerate the process of change adaptation. These recommendations are grounded in empirically validated indicators and are accompanied by implementation steps tailored to the madrasah context, thereby ensuring integration into institutional policies, procedures, and work culture.

Table 12. Strategic Recommendation

Strategic Recommendation	Implementation in Madrasah
Institutionalizing Structured Team Learning Forums	Senge (2006) identifies team learning as one of the core pillars of a learning organization, enabling collective responsiveness to change. In this study, indicators TL1–TL9 underscore the importance of psychological safety, equal collaboration, and knowledge sharing. Madrasahs can establish cross-subject team learning forums at least once a month with agendas that include reflective discussions, sharing of best practices, and strategies for curriculum adaptation. While these forums should be facilitated by leadership, they must allow active participation from all teachers. This approach creates consistent knowledge flow, accelerates the integration of innovation, and enhances readiness for change.
Redesigning Structures Toward Flexibility and Decentralization	Mintzberg (1979) argues that an adhocracy promotes innovation by reducing hierarchical barriers and granting greater decision-making authority to work units. Indicators OS1–OS6 in this study demonstrate that flexibility and decentralized decision-making strengthen adaptation. In practice, madrasahs can authorize middle leaders to determine classroom-level strategies or curriculum adjustments without requiring formal approval from the principal. This structural redesign accelerates responses to urgent challenges such as sudden policy shifts or infrastructure disruptions.
Implementing Rapid Feedback Mechanisms	Teece et al.’s (1997) dynamic capabilities framework highlights the importance of rapid feedback cycles to enable effective transformation. Indicators CA29–CA32, which relate to information flow, are central to this process. Madrasahs can implement rapid feedback systems, such as weekly teacher surveys or student learning evaluations, which are reviewed immediately in team meetings. This ensures that instructional strategies can be adjusted within weeks rather than semesters, thereby enabling faster adaptation and greater alignment with students’ needs.
Strengthening the Role of Middle Leaders	Fullan (2007) emphasizes the significance of middle leaders as drivers of change. Indicators OS4–OS6 and CA1–CA4 in this study confirm the value of decentralized authority. In madrasahs, middle leaders can serve as liaisons between policy and classroom practice and coordinate teacher training and innovation initiatives. This shortens communication pathways and provides technical support directly in the field.
Integrating Islamic Values into Team Learning	Burnes (2017) stresses that change aligned with organizational values and culture is more sustainable. Indicators TL4–TL6 and OS13–OS15 show that collaboration can be reinforced through <i>musyawarah</i> (deliberation), a tradition within madrasahs. By

		embedding Islamic principles such as justice, equality, and solidarity into team learning forums, the process of change becomes more legitimate and widely accepted, strengthening collective commitment.
Rotating Leadership in Innovation Projects		Both Mintzberg (1979) dan Senge (2006) emphasize that learning and innovation require distributed leadership. Indicators TL1–TL9 and OS10–OS12 support leadership rotation practices. Madrasahs can assign different teachers as project leaders each semester, thereby spreading leadership capacity and ensuring diversity in innovation. Leadership rotation also reduces overreliance on a single figure and increases teacher engagement.
Cross-Generational Mentoring Systems		Fullan (2007) highlights that intergenerational learning strengthens collective capacity. Indicators TL7–TL9 and OS13–OS15 confirm the importance of knowledge exchange between senior and junior teachers. Madrasahs can implement mentoring programs in which experienced teachers provide pedagogical guidance and younger teachers offer digital literacy training. This reciprocal model fosters mutual respect and enhances readiness for adaptation.
Leveraging Technology for Communication		Teece et al. (1997) identifies technology as a tool for sensing opportunities and threats. Indicators OS7–OS9 and CA29–CA32 emphasize open and rapid communication. Madrasahs can use digital collaboration platforms such as Google Workspace or learning management applications to store materials, share updates, and facilitate virtual discussions. Technology use broadens collaboration and overcomes limitations of time and place.
Conducting Structural Audits	Regular	Burnes (2017) argues that organizations must regularly evaluate their structures to remain relevant. Indicators OS1–OS3 and OS10–OS12 can serve as benchmarks. Madrasahs should conduct annual reviews of their organizational structures, involving teachers and staff, to ensure that task distribution, communication channels, and decision-making mechanisms remain aligned with evolving needs.
Establishing Innovation Clinics	Educational	Senge (2006) suggests creating safe spaces for experimentation. Indicators TL1–TL9 and CA9–CA12 support the idea of innovation clinics monthly sessions, where new ideas are tested before broader implementation. In madrasahs, this may involve trialing new teaching methods or extracurricular programs, with impact evaluations conducted before formal adoption.
Enhancing Information Flow	Two-Way	Mintzberg (1979) emphasizes that effective communication is the foundation of adaptive structures. Indicators OS7–OS9 and CA29–CA32 affirm the need for smooth, two-way communication between leadership and teachers. Madrasahs can develop consistent yet straightforward reporting and feedback systems to ensure that decision-making reflects on-the-ground realities.
Team-Based Adaptation Training	Change	Fullan (2007) stresses that capacity building is most effective when conducted collectively. Indicators TL1–TL9 and CA1–CA4 in this study indicate that team-based workshops enable teachers to co-learn, co-develop strategies, and design immediate classroom applications.
Crisis Simulation to Build Organizational Agility		Teece et al. (1997) defines agility as the ability to respond quickly to unexpected scenarios. Indicators OS1–OS6 and CA13–CA16 provide measures of such readiness. Madrasahs can organize crisis simulations, such as full online learning transitions or emergency drills, to familiarize teachers with rapid adaptation protocols.
Integrating Team Learning Outcomes into SOPs		Burnes (2017) emphasizes that lasting change occurs when embedded in formal procedures. Indicators TL1–TL9 and OS10–OS12 confirm that teacher innovations and team discussions must be codified in official SOPs or curriculum guides. This ensures that innovations are institutionalized and not dependent on individual initiatives.
Measuring the Impact of Adaptation		Fullan (2007) highlights accountability as central to organizational learning. Indicators CA25–CA28 and CA29–CA32 can be used to evaluate adaptation outcomes. Madrasahs can establish performance indicators, such as student learning outcomes, teacher engagement, and community satisfaction, to systematically assess the effectiveness of adaptation strategies.

CONCLUSION

This study concludes that team learning, organizational structure, and change adaptation are closely interconnected in strengthening the adaptive capacity of madrasahs. Team learning directly supports adaptation, although its optimal effect may be limited by contextual barriers such as low digital literacy and cultural resistance. Team learning also contributes to the development of more adaptive structures, which in turn, enhance change adaptation. In contrast, organizational structure mediates this relationship by institutionalizing collaborative practices through flexible and supportive arrangements. These findings emphasize the need to reinforce collaborative forums, promote structural agility, and integrate Islamic values into adaptive practices, with the madrasahs principal playing a crucial role in providing direction and support for sustaining both structural improvements and collaborative learning cycles.

Despite these contributions, several limitations should be acknowledged. The sample, obtained through anonymous accidental sampling, may not fully represent the diversity of madrasahs across regions and types, thus limiting generalizability. The use of self-reported quantitative data also presents potential bias, suggesting a need for mixed-method or longitudinal approaches in future research. In addition, this study focused solely on three core variables. At the same time, other factors such as leadership, particularly the strategic role of the madrasah principal, organizational culture, digital readiness, and policy environments may also play critical roles in shaping adaptation. Future studies are encouraged to incorporate these variables and expand comparisons across different school contexts to achieve a more comprehensive understanding of organizational adaptation in Islamic educational settings.

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