



Madrasah Riset as a Practice of Institutional Innovation: A Sociological Study of the Transformation of MAN 1 Banyumas

Lian Hidayatun¹, Muh. Hanif^{2*}

¹²Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Corresponding Author: muh.hanif@uinsaizu.ac.id

Article History:

Submitted:
2026-03-04

Accepted:
2026-05-28

Published:
2026-06-25

Abstract

This article examines Madrasah Riset at MAN 1 Banyumas as a practice of institutional innovation in contemporary Islamic education. Rather than treating the research-madrasah program merely as a formal label or institutional branding, this study analyzes how research-oriented education is organized, routinized, and reproduced within everyday school practices. Using a qualitative fieldwork design, data were collected through interviews, non-participant observation, and documentation involving the principal, vice principal for curriculum, research teachers, and students. The data were reduced, coded, displayed, and interpreted through a sociological lens to understand the organizational transformation of the madrasah. The findings show that MAN 1 Banyumas has developed a research-based innovation ecosystem through the systematic reorganization of planning, student mapping, teacher allocation, mentoring, assessment, competition preparation, and publication of student achievements. These practices demonstrate that Madrasah Riset operates not only as a programmatic initiative but also as an institutional mechanism that shapes academic culture, teacher-student interaction, and students' scientific habitus. The study contributes to Islamic education management, madrasah quality assurance, and research-based student development by showing how institutional innovation emerges through the alignment of policy, classroom routines, organizational communication, and mentoring practices.

Keywords: Research Madrasah; MAN 1 Banyumas; Sociological Transformation; Islamic Education Management; Student Scientific Habitus

1. Introduction

The emergence of research-oriented madrasahs reflects a broader shift in Indonesian Islamic education: madrasahs are no longer expected merely to preserve religious instruction, but also

to demonstrate institutional capacity for scientific literacy, technological adaptation, and public accountability. In this context, MAN 1 Banyumas becomes an important case because its research class program operates at the intersection of Islamic educational identity and contemporary quality assurance. The issue is sociologically significant because innovation in education is never only about adding a new subject; it is about reorganizing expectations, redistributing authority, changing learning habits, and creating new symbols of institutional excellence. The research madrasah, therefore, marks a move from defensive legitimacy - proving that madrasahs are equal to general schools - toward productive legitimacy, namely showing that madrasahs can generate knowledge, achievement, and student confidence through a distinctive academic culture. It also reveals how the language of research becomes a new grammar for discussing excellence in an Islamic school.¹

Existing scholarship has provided strong foundations for understanding school innovation, research culture, and madrasah management, yet much of it still treats innovation as policy adoption, leadership strategy, curriculum implementation, or measurable educational output. Such studies are useful, but they often leave a gap in explaining how innovation becomes embedded in daily institutional practice. The weakness is not that previous research is irrelevant, but that it tends to separate management from culture, curriculum from identity, and achievement from the social processes that produce it. A sociological study of MAN 1 Banyumas is therefore needed because it asks how a program becomes routine, how actors negotiate roles, and how research learning reshapes the meaning of being a madrasah. This article positions research class management not as administrative housekeeping - though spreadsheets also need love - but as a lived institutional transformation. The missing layer is precisely the social labor through which actors make a formal program durable and meaningful.²

This article responds to the gap by focusing on three objectives. First, it explains how MAN 1 Banyumas plans the research madrasah program as an institutional innovation aligned with vision, quality improvement, and student competitiveness. Second, it analyzes how the program is organized through leadership, task division, teacher mentoring, student selection, and resource preparation. Third, it interprets how research learning and evaluation create a new culture of performance visible in student motivation, inquiry practice, and research competition achievements. The contribution lies in shifting the analytical lens from “program existence” to “program enactment.” In other words, the article does not ask only whether the madrasah has a research program, but how that program works as a practical system that changes institutional relationships, classroom routines,

¹ H. A. AlMalki and C. M. Durugbo, “Institutional innovation readiness for Industry 4.0 education: Towards an inclusive model for the Kingdom of Bahrain,” *Asian Journal of Technology Innovation*, 31(2), 309–335 (2023), <https://doi.org/10.1080/19761597.2022.2056492>; M. Astuti, F. Ismail, S. Fatimah, W. Puspita, and Herlina, “The relevance of the Merdeka Curriculum in improving the quality of Islamic education in Indonesia,” *International Journal of Learning, Teaching and Educational Research*, 23(6), 56–72 (2024), <https://doi.org/10.26803/ijlter.23.6.3>; M. Ş. Bellibaş, F. Ryskulueva, J. Levin, and M. Pietsch, “A safe space and leadership matter for innovation: Exploring the role of psychological safety in the relationship between transformational leadership and innovation radicalness in Kyrgyz classrooms,” *Educational Management Administration & Leadership*. Advance online publication (2024), <https://doi.org/10.1177/17411432241264696>.

² D. Byrne, “A worked example of Braun and Clarke’s approach to reflexive thematic analysis,” *Quality & Quantity*, 56, 1391–1412 (2022), <https://doi.org/10.1007/s11135-021-01182-y>; M. C. Defensor, R. I. Defensor, and C. Y. Wright, “Qualitative case study of a virtual education program: Challenges and future directions,” *European Journal of Educational Research*, 13(1), 297–309 (2024), <https://doi.org/10.12973/eu-jer.13.1.297>; M. El Widdah, “Madrasah management strategy as the education base for religious cadre,” *International Journal of Learning, Teaching and Educational Research*, 21(11), 227–242 (2022), <https://doi.org/10.26803/ijlter.21.11.13>.

and public reputation in the local educational field. This orientation makes the article useful for both educational management and sociology of Islamic schooling.³

The central argument tested in this article is that the research class at MAN 1 Banyumas functions as a sociological mechanism of institutional transformation rather than as a simple enrichment program. This argument rests on the assumption that innovation becomes meaningful only when it changes structures, practices, and shared meanings. If the program merely added research terminology to an existing curriculum, then its impact would be cosmetic. If, however, it reorganizes planning, distributes responsibility, strengthens teacher-student mentoring, mobilizes infrastructure, and produces recognized achievements, then it becomes an institutional innovation practice. The field data support the second possibility. The research class does not stand alone as a “special room” for bright students; it functions as a bridge connecting policy, leadership, pedagogy, assessment, and institutional branding. The argument therefore treats institutional change as practice, not as a formal label on an institutional brochure.⁴

Table 1: Map of Previous Studies and Innovative Aspects

Research Cluster	Main Focus	Limitation	Innovative Aspect of This Article
Institutional innovation and school improvement	Innovation readiness, leadership, psychological safety, sustainability, open innovation.	Often emphasizes systems and models more than situated madrasah practice.	Reads MAN 1 Banyumas as innovation enacted through local routines.
Research culture and research-based learning	Research competencies, scientific literacy, STEM/STEAM, evidence-informed learning.	Less attention to Islamic school identity and institutional legitimacy.	Links research learning with madrasah transformation and symbolic reputation.
Madrasah management and communication	Leadership, reform programs, organizational culture, teacher performance, stakeholder relations.	Often managerial, with limited sociological reading of transformation.	Shows how management becomes social practice in a research madrasah.

³ D. S. Fussy, “Cultivating a research culture in Tanzanian higher education,” *Education Inquiry*. Advance online publication (2024), <https://doi.org/10.1080/20004508.2024.2342012>; H. Haddade, A. Nur, A. Achruh, M. N. A. Rasyid, and A. Ibrahim, “Madrasah management strategies through madrasah reform program: An evidence from Indonesia,” *International Journal of Educational Management*, 38(5), 1289–1304 (2024), <https://doi.org/10.1108/IJEM-05-2023-0236>; M. Huda, “Between accessibility and adaptability of digital platform: Investigating learners’ perspectives on digital learning infrastructure,” *Higher Education, Skills and Work-Based Learning*, 14(1), 1–21 (2024), <https://doi.org/10.1108/HESWBL-03-2022-0069>.

⁴ A. L. Jimoh, “The effect of sustainable leadership on institutional innovation in higher education: The role of organizational learning culture,” *International Journal of Educational Management*, 39(7), 1647–1661 (2025), <https://doi.org/10.1108/IJEM-07-2025-0552>; Y. S. Katayev and E. I. Burdina, “Developing research competencies in secondary school teachers within the context of contemporary educational content,” *Educação e Pesquisa*, 49, Article e257253 (2023), <https://doi.org/10.1590/S1678-4634202349257253EN>; L. Mentini, “When schools face the improvement imperative: Negotiating between the accountability and the innovation mandates: Evidence from Italian schools,” *Nordic Journal of Studies in Educational Policy*. Advance online publication (2024), <https://doi.org/10.1080/20020317.2024.2385120>.

2. Literature Review

Institutional Innovation

Institutional innovation is a useful concept because it explains how organizations convert external pressures and internal aspirations into new routines. In education, innovation is not limited to technology adoption or curriculum change; it includes readiness, leadership behavior, psychological safety, shared learning, stakeholder engagement, and the capacity to sustain change. MAN 1 Banyumas can be read through this concept because its research madrasah program is shaped by policy expectations, local competition, student needs, teacher capacity, and the desire to improve the madrasah's image. Innovation here is therefore relational: it involves the principal who legitimizes the program, the curriculum vice principal who arranges learning structures, teachers who translate research into pedagogy, students who perform inquiry, and parents or committees who help support facilities. Institutional innovation is thus visible in the alignment between idea, structure, and daily action. This perspective is important because madrasahs must negotiate policy, community trust, and classroom capacity simultaneously.⁵

The main dimensions of institutional innovation relevant to this study are readiness, organization, sustainability, and open knowledge exchange. Readiness concerns whether the madrasah has a clear vision, human resources, facilities, and willingness to face risk. Organization concerns how tasks are divided, how decisions are communicated, and how program actors coordinate. Sustainability concerns whether innovation can survive beyond enthusiasm at the launch stage, especially when time, budget, and student literacy constraints appear. Open knowledge exchange concerns the capacity to learn from external sources, digital platforms, competitions, universities, or research communities. These dimensions are important because school innovation often fails not because the idea is weak, but because the social system around it is not prepared. MAN 1 Banyumas shows that innovation must be managed as ecology, not fireworks: bright launch events are nice, but routines keep the light on. Such a reading prevents innovation from being reduced to equipment procurement or ceremonial policy compliance.⁶

Research Madrasah

The concept of research madrasah helps explain why scientific inquiry can become a distinctive identity of Islamic education. A research madrasah is not simply a madrasah that sends students to competitions; it is an institution that cultivates curiosity, evidence-based reasoning, problem identification, data gathering, academic writing, and ethical inquiry. This concept is particularly relevant because Islamic education has long been associated with moral formation, while

⁵ M. Naeem, W. Ozuem, K. Howell, and S. Ranfagni, "A step-by-step process of thematic analysis to develop a conceptual model in qualitative research," *International Journal of Qualitative Methods*, 22, Article 16094069231205789 (2023), <https://doi.org/10.1177/16094069231205789>; M. Pietsch, C. Brown, B. Aydin, and C. Cramer, "Open innovation networks: A driver for knowledge mobilisation in schools?" *Journal of Professional Capital and Community*, 8(3), 202–218, (2023), <https://doi.org/10.1108/JPC-02-2023-0012>; M. Pietsch, C. Cramer, C. Brown, B. Aydin, and J. Witthöft, "Open innovation in schools: A new imperative for organising innovation in education?" *Technology, Knowledge and Learning*, 29, 1051–1077, (2024), <https://doi.org/10.1007/s10758-023-09705-2>.

⁶ R. Prenger, A. P. M. Tappel, C. L. Poortman, and K. Schildkamp, "How can educational innovations become sustainable? A review of the empirical literature," *Frontiers in Education*, 7, Article 970715 (2022), <https://doi.org/10.3389/educ.2022.970715>; Suryanti, M. Nursalim, N. L. Choirunnisa, and I. Yuliana, "STEAM-project-based learning: A catalyst for elementary school students' scientific literacy skills," *European Journal of Educational Research*, 13(1), 1–14 (2024), <https://doi.org/10.12973/ejer.13.1.1>; A. P. M. Tappel, C. L. Poortman, K. Schildkamp, and A. J. Visscher, "Promoting sustainable educational innovation using the Sustainability Meter," *Journal of Professional Capital and Community*, 8(3), 234–255 (2023), <https://doi.org/10.1108/JPC-02-2023-0008>.

contemporary education requires learners to engage critically with social, environmental, scientific, and technological problems. The research madrasah links these demands by making inquiry part of student formation. In MAN 1 Banyumas, research learning is designed to help students master knowledge, develop soft and hard skills, and participate in academic achievement. This makes the program a form of educational distinction within the local schooling landscape. It places students as emerging knowledge producers, not only as recipients of religious and general subjects.⁷

Research madrasah practices may be categorized into research competence development, digital learning infrastructure, project-based inquiry, and evidence-informed pedagogy. Research competence development includes the ability to identify topics, review sources, design methods, analyze data, and write findings. Digital infrastructure includes access to smart television, Wi-Fi, online learning resources, digital journals, videos, and presentation media. Project-based inquiry means students are guided to work through authentic problems rather than merely memorizing concepts. Evidence-informed pedagogy means teachers use assessment and observation to adjust guidance. These categories are useful for reading the MAN 1 Banyumas case because the field report shows that research learning relies on modules, books, YouTube, websites, PowerPoint, discussion, mentoring, and competition preparation. Research becomes a learning method, a competence, and a performance culture at the same time. These practices also connect student creativity with disciplined procedure, which is the heart of research culture.⁸

Sociological Transformation

Sociological transformation refers to the change of institutional identity, roles, norms, and legitimacy within a social field. In schooling, transformation does not occur only when a formal policy changes; it occurs when actors begin to act, speak, evaluate, and imagine the institution differently. MAN 1 Banyumas is sociologically interesting because the research class program helps shift the madrasah from being perceived as a conventional religious school toward being recognized as a competitive academic institution. This shift is not automatic. It depends on spatial arrangements, teacher capacity, student discipline, public communication, and the symbolic value of achievement. A research class can therefore be read as a “site” where the madrasah negotiates old perceptions and new expectations. The transformation is institutional because it changes how the organization presents itself and how its members understand quality. The concept helps clarify why a classroom program can carry institutional consequences beyond the classroom itself.⁹

⁷ Wasehudin, A. Rohman, M. B. N. Wajdi, and Marwan, “Transforming Islamic education through Merdeka Curriculum in pesantren,” *Jurnal Pendidikan Islam*, 9(2), 255–266 (2023), <https://doi.org/10.15575/jpi.v9i2.28918>; J. Witthöft, B. Aydin, and M. Pietsch, “Leading digital innovation in schools: The role of the open innovation mindset,” *Journal of Research on Technology in Education*, 1–20 (2024), <https://doi.org/10.1080/15391523.2024.2398528>; F. Daryanes and I. Sayuti, “Research-based learning in biology courses to train students’ critical thinking skills: Student’s perception,” *Biosfer: Jurnal Pendidikan Biologi*, 16(1), 124–137 (2023), <https://doi.org/10.21009/biosferjpb.23160>.

⁸ D. Y. Dahle, “Trapped free: School responses to institutional logics in marketized public education,” *Frontiers in Education*, 10, Article 1514790 (2025), <https://doi.org/10.3389/educ.2025.1514790>; N. L. Phuong, L. T. T. Hien, N. Q. Linh, N. C. Thang, and T. Q. Tuyen, “Implementation of STEM education: A bibliometrics analysis from case study research in Scopus database,” *EURASIA Journal of Mathematics, Science and Technology Education*, 19(6), Article em2278 (2023), <https://doi.org/10.29333/ejmste/13216>; J. E. Côté and S. Pickard, eds., *Routledge handbook of the sociology of higher education* (2nd ed.) (Routledge, 2022), <https://doi.org/10.4324/9781003262497>.

⁹ G. Desa and X. Jia, eds., *Social innovation and sustainability transition* (1st ed.) (Springer Cham, 2022), <https://doi.org/10.1007/978-3-031-18560-1>; A. E. Du Plessis, “A handbook for retaining early career teachers: Research-informed approaches for school leaders (1st ed.),” Routledge (2023), <https://doi.org/10.4324/9781003043966>; T. Freytag, D. L. Lauen, and S. L. Robertson, eds., *Space, place and educational settings* (1st ed.) (Springer Cham, 2022), <https://doi.org/10.1007/978-3-030-78597-0>.

The relevant aspects of sociological transformation in this article are institutional field pressures, stakeholder relations, organizational culture, teacher performance, and communication. Field pressures appear when madrasahs compete with general schools and must demonstrate academic credibility. Stakeholder relations appear in the involvement of principals, curriculum leaders, teachers, committees, students, and families. Organizational culture appears in shared routines such as scheduled mentoring, assessment, and achievement celebration. Teacher performance matters because research learning depends on mentors who can guide topics, sources, data, and writing. Communication matters because coordination prevents innovation from becoming a lonely teacher’s private struggle. These aspects allow the study to explain why the research madrasah program is not just a curriculum unit, but a social arrangement through which MAN 1 Banyumas reorganizes expectations and generates legitimacy. Together these aspects frame the madrasah as a dynamic organization embedded in wider educational competition.¹⁰

Table 2: Summary of Literature Review

Concept	Definition	Key Aspects	Use in This Article
Institutional innovation	A process through which schools turn new ideas into organizational routines.	Readiness, leadership, safety, sustainability, open exchange.	Explains how MAN 1 Banyumas embeds research into planning and roles.
Research madrasah	An Islamic school that cultivates scientific inquiry and research products.	Research skills, digital media, project learning, evidence-informed pedagogy.	Explains the academic identity and learning culture of the program.
Sociological transformation	Change in institutional identity, relationships, norms, and legitimacy.	Field pressures, stakeholder relations, culture, communication, reputation.	Explains how the research class changes social meanings of madrasah quality.

3. Method

MAN 1 Banyumas was selected as the field site because it offers a concrete case of a state Islamic senior secondary school that develops a research class as a flagship program. The madrasah is located in Purwokerto, Banyumas, Central Java, and operates in an educational context where public trust, academic achievement, and institutional distinction are important. The case is focused enough to permit detailed qualitative analysis, yet broad enough to illuminate a wider issue: how madrasahs translate innovation discourse into institutional practice. The unit of analysis is not only the research class as a classroom, but the management system around it, including planning, organization, learning implementation, supervision, assessment, and achievement publication. This site is therefore appropriate for studying institutional innovation at the meso level of school organization.

¹⁰ D. Gurr and P. Liu, eds., *Educational leadership preparation and development: An international and future focused perspective* (1st ed.) (Springer Cham, 2025), <https://doi.org/10.1007/978-3-031-92064-6>; F. Huang, T. Aarrevaara, and U. Teichler, eds., *Teaching and research in the knowledge-based society: Historical and comparative perspectives* (1st ed.) (Springer Cham, 2022), <https://doi.org/10.1007/978-3-031-04439-7>; J. B. Krejsler and L. Moos, eds., *School policy reform in Europe: Exploring transnational alignments, national particularities and contestations* (1st ed.) (Springer Cham, 2023), <https://doi.org/10.1007/978-3-031-35434-2>.

The site therefore allows the analysis to connect local evidence with broader theoretical debates on school innovation.¹¹

This study uses qualitative field research because the research problem concerns meaning, process, interaction, and institutional practice rather than numerical measurement. The primary data consist of interviews, observation, and documentation concerning the research class program at MAN 1 Banyumas. Secondary data consist of scholarly literature on institutional innovation, research culture, Islamic education management, school leadership, qualitative methodology, and organizational communication. A qualitative approach is appropriate because it allows the article to reconstruct how actors understand the program, how routines are organized, and how classroom practices relate to institutional goals. The method also makes it possible to interpret contradictions, such as the coexistence of strong motivation and limited budgets, or the presence of adequate facilities alongside student difficulties in topic selection, source use, and data analysis. This design is especially suitable for examining informal meanings that rarely appear in formal reports.¹²

Informants were selected purposively because their positions directly represent the main dimensions of the program. The head of madrasah provides data on vision, legitimacy, policy direction, and institutional expectations. The curriculum vice principal provides data on scheduling, selection, task distribution, curriculum integration, facilities, and evaluation. The research class teachers provide data on learning methods, student difficulties, mentoring, assessment, and competition preparation. Students provide data on learning experience, schedule consistency, facility use, teacher guidance, and perceived benefit. This informant structure allows triangulation across leadership, curriculum management, teaching practice, and student reception. It also prevents the analysis from becoming too official or too anecdotal; both the planning desk and the classroom floor are needed to understand institutional innovation properly. The multi-actor design also helps identify whether the program is collectively owned or merely administratively announced. This nuance is essential for reading the case as institutional transformation rather than program description.¹³

Data collection used interviews, non-participant observation, and documentation. Interviews explored the background and objectives of the research class, student selection, teacher assignment, curriculum integration, facilities, monitoring, obstacles, evaluation, and future development. Observation focused on the learning environment, facility support, and classroom processes without requiring the researcher to intervene in activities. Documentation included institutional vision

¹¹ W. O. Lee, P. Brown, A. L. Goodwin, and A. Green, eds., *International handbook on education development in Asia-Pacific* (1st ed.) (Springer Singapore, 2023), <https://doi.org/10.1007/978-981-16-2327-1>; Nawawi, A. N. Alami, J. Bautista, M. Aung-Thwin, D. Simandjuntak, and Y. E. Prasetyo, eds., *Managing disruption and developing resilience for a better Southeast Asia: The 4th SEASIA Biennial Conference 2022* (1st ed.) (Springer Singapore, 2026), <https://doi.org/10.1007/978-981-96-2116-3>; S. Patnaik and F. Paas, eds., *Recent trends in educational technology and administration: Proceedings of the 2nd International Conference on Educational Technology and Administration* (1st ed.) (Springer Cham, 2023), <https://doi.org/10.1007/978-3-031-29016-9>.

¹² C. Păunescu, K.-L. Lepik, and N. Spencer, eds., *Social innovation in higher education: Landscape, practices, and opportunities* (1st ed.) (Springer Cham, 2022), <https://doi.org/10.1007/978-3-030-84044-0>; G. A. Postiglione, C. J. Johnstone, and W. R. Teter, eds., *Handbook of education policy* (1st ed.) (Edward Elgar Publishing, 2023), <https://doi.org/10.4337/9781800375062>; M. Rickinson, L. Walsh, J. Gleeson, B. Cutler, C. Cirkony, and M. Salisbury, "Understanding the quality use of research evidence in education: What it means to use research well (1st ed.)," Routledge (2024), <https://doi.org/10.4324/9781003353966>.

¹³ M. Rickinson, L. Walsh, J. Gleeson, B. Cutler, B. Plant, M. Boulet, G. Hall, C. Cirkony, and M. Salisbury, "How to use research evidence well in education: A guide for educators and leaders (1st ed.)," Routledge (2025), <https://doi.org/10.4324/9781003375845>; A. Astuti and A. Akram, "Korelasi antara komunikasi organisasi dengan iklim kerja," *Adaara: Jurnal Manajemen Pendidikan Islam*, 13(2), 144–153 (2023), <https://doi.org/10.30863/ajmpi.v13i2.4802>.

and mission, schedules, teaching materials, assessment evidence, task division, learning media, and achievement records. These techniques were combined to strengthen credibility because each method illuminates a different layer of reality. Interviews reveal actor interpretation, observation reveals practice, and documentation reveals institutional memory. When the three are read together, the research class appears not as a slogan but as a managed set of social and pedagogical routines. The combination reduces the risk of relying only on official claims or only on isolated classroom impressions. This nuance is essential for reading the case as institutional transformation rather than program description.¹⁴

The analysis follows qualitative reduction, display, coding, interpretation, and conclusion drawing. Data reduction was used to select statements and documents relevant to planning, organization, implementation, supervision, evaluation, and institutional transformation. Data display was used to arrange findings in tables and thematic categories so that relationships among actors, activities, and meanings could be seen clearly. Coding connected empirical materials with conceptual categories such as institutional innovation, research culture, distributed organization, and legitimacy. Interpretation then asked what these findings mean sociologically: what kind of transformation is taking place, what sustains it, and what constraints remain. This analytical procedure allows the article to move from description to argument without treating field data as decorative quotation. Data are not wall ornaments; they should do some analytical work. This procedure supports a disciplined interpretation of qualitative data without flattening the complexity of field realities. This nuance is essential for reading the case as institutional transformation rather than program description.¹⁵

Table 3: Research Location and Main Field Focus

Location	Province	Institutional Orientation	Main Field Focus
MAN 1 Banyumas, Purwokerto, Banyumas	Central Java	State Islamic senior secondary school with research-class innovation	Planning, organization, implementation, supervision, assessment, and achievement of the research class.

¹⁴ T. Christiyanto, A. Munandar, and Hilmi, “Strategic public relations management: Bridging madrasah and external stakeholders for educational excellence,” *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(2), 679–691 (2026), <https://doi.org/10.33650/al-tanzim.v10i2.14157>; S. Hasibuan, “The effect of organizational culture, principal leadership and motivation on teacher performance in madrasah,” *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 41–53 (2022), <https://doi.org/10.33650/al-tanzim.v6i1.3228>; K. Khairani, S. K. Simanjuntak, S. Sulasmi, S. A. Chair, and M. Mesiono, “Efektivitas komunikasi organisasi dalam perspektif Islam di lembaga pendidikan,” *EduInovasi: Journal of Basic Educational Studies*, 4(2), 535–542 (2024), <https://doi.org/10.47467/edu.v4i2.1270>.

¹⁵ A. M. Nur, A. R. Siregar, L. T. Nurarfiansyah, S. Maulida, T. Widyana, and M. R. Syahputra, “Peran komunikasi organisasi dalam pendidikan atau pembelajaran pada MAS Mu’alimin UNIVA Medan,” *ALACRITY: Journal of Education*, 4(2), 410–416 (2024), <https://doi.org/10.52121/alacrity.v4i2.366>; E. Ramadina, I. Fuadi, and P. M. Mutohar, “Peran komunikasi efektif dalam meningkatkan produktivitas organisasi lembaga pendidikan Islam,” *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 10(4), 2545–2549 (2025), <https://doi.org/10.34125/jkps.v10i4.1368>.

Table 4: Research Data Coding

No.	Source/Data Type	Code
1	Interview with Head of MAN 1 Banyumas, Drs. H. Muslimin Winoto, M.Pd.I. (30 January 2026)	W-KM-300126
2	Interview with Curriculum Vice Principal, Bangkit Tri Handoko, S.Pd., M.Pd. (February-March 2026)	W-WK-0226
3	Interview with Research Class Teacher, Dwi Cahyani, S.Pd. (March 2026)	W-GR1-0326
4	Interview with Research Class Teacher, Indriyati, S.Pd. (March 2026)	W-GR2-0326
5	Interview with student Adeliya Rokhmah (March 2026)	W-S1-0326
6	Interview with student Mu'iz Ashar Kurniawan (March 2026)	W-S2-0326
7	Non-participant observation of planning, facilities, and research learning activities (February-March 2026)	O-PR-0226
8	Documentation of vision-mission, curriculum, schedule, teacher task division, learning materials, and assessment evidence	D-DOK-2026
9	Documentation of research competitions and student achievement records, including OMI Research 2025 and KRENOVA	D-PRE-2025

4. Result and Discussion

Strategic Planning as the First Practice of Institutional Innovation

The first finding shows that the research madrasah program begins as strategic planning anchored in vision, quality improvement, and student competitiveness. The head of MAN 1 Banyumas explains that the research class aims to improve student quality, produce students with character and mastery of science, provide comfortable learning facilities, and strengthen motivation for academic achievement in research. The curriculum vice principal similarly states that the program is intended to produce quality and competitive educational output, improve institutional quality, strengthen the madrasah's image, and become an attraction for society. These statements show that planning is not merely administrative scheduling. It is a symbolic act through which the madrasah defines what kind of institution it wants to become: religiously grounded, academically competitive, and publicly credible. The finding demonstrates that planning is already a form of cultural work because it names desired futures.¹⁶

The planning process contains several concrete elements: program selection, student interest mapping, teacher involvement, facility design, and obstacle identification. Student mapping is conducted through selection and interviews with research class teachers, indicating that the program tries to match students' interests and potential with the demands of research learning. Teachers are involved in planning, especially in thinking about student development, hard skills, and soft skills. Facilities are also planned to support comfort and learning effectiveness, including smart TV, air conditioning, carpet, lockers, Wi-Fi, individual desks, books, modules, websites, and other learning media. At the same time, the madrasah recognizes constraints, especially limited budget, uneven student literacy, difficulty in topic selection, unfamiliarity with data analysis, time limitations,

¹⁶ Field data code: W-KM-300126; W-WK-0226; D-DOK-2026. These codes refer to the head of madrasah interview, curriculum vice-principal interview, and institutional documentation on vision, mission, and program direction.

and plagiarism tendencies. These elements show that readiness is built through selection, material preparation, and acknowledgement of real limitations. This nuance is essential for reading the case as institutional transformation rather than program description.¹⁷

The context of this planning is the madrasah's effort to rebuild public reputation through concrete academic services. Field observation notes that the learning environment and facilities are generally supportive, while student interviews confirm that the facilities are considered good enough to support classroom learning and comfort. This matters sociologically because institutional image is not improved by speeches alone; it must be materialized in spaces, schedules, media, and teacher-student interaction. The research class becomes a visible sign that the madrasah is serious about quality improvement. However, the same context also shows that innovation is negotiated under constraints. Facilities may be adequate, but research competence is still developing; motivation may be strong, but time and budget remain limited. This tension is precisely where institutional innovation becomes real, not ceremonial. The finding therefore links reputation, infrastructure, and student experience in one institutional transformation process.¹⁸

Distributed Organization and Research-Class Ecology

The second finding shows that the program depends on distributed organization rather than individual teacher improvisation. The field data indicate that the research class involves the head of madrasah, the curriculum vice principal, the committee, research teachers, and students. The head of madrasah explains that organizing involves determining and grouping tasks, placing staff according to responsibility, preparing required devices, and assigning teacher duties. The curriculum vice principal emphasizes the existence of a formal decree or task assignment for teachers who teach research learning, while the head confirms that a program coordinator is responsible for program implementation. This indicates that the research class is organized as an institutional program, not merely as a personal initiative of enthusiastic teachers. Enthusiasm is important, but without structure it gets tired quickly. This finding is crucial because sustainable innovation requires formal anchoring as well as pedagogical commitment.¹⁹

The relationships among actors are structured through curriculum development, job descriptions, mentoring responsibilities, and communication. The curriculum team establishes learning direction and target materials for each level, including research material. Research teachers function not only as instructors but also as mentors who guide students in topic selection, source use, writing, and competition preparation. Students are positioned as active participants who must learn to ask questions, understand research procedures, and complete tasks. The committee and parents appear indirectly through support for facilities when government support is not sufficient. This organization shows distributed responsibility: leadership legitimizes, curriculum coordinates, teachers mentor, students perform, and stakeholders support. The research class thus becomes a small organizational system within the larger madrasah structure. The program thus distributes agency across actors who

¹⁷ Field data code: W-WK-0226; W-GR1-0326; O-PR-0226. These codes refer to curriculum vice-principal interview, research teacher interview, and observation of planning, student selection, and facilities.

¹⁸ Field data code: O-PR-0226; W-S1-0326; W-S2-0326. These codes refer to non-participant observation and student interviews regarding classroom comfort and facility support.

¹⁹ Field data code: W-KM-300126; W-WK-0226; D-DOK-2026. These codes refer to leadership statements, curriculum coordination, and documentation of formal task division.

occupy different but mutually dependent institutional positions. This nuance is essential for reading the case as institutional transformation rather than program description.²⁰

The relationship among these factors becomes visible in the learning schedule and classroom practice. The research class is scheduled on Saturdays for four lesson hours, and students confirm that the program follows the established schedule. The curriculum vice principal explains that research learning begins from grade X, with collaboration involving multimedia students, while grade XI becomes a more focused research class. Teachers use lectures, discussion, question and answer, contextual strategy, guided practice, modules, books, YouTube, PowerPoint, websites, and smart TV. Students report that teachers explain material clearly and repeat explanations when needed. This pattern shows that organization is not just a chart; it appears in time allocation, media choice, pedagogical flexibility, and teacher responsiveness. Structure enters the classroom through routine. The classroom becomes the place where organizational decisions are translated into learning encounters and student habits. This nuance is essential for reading the case as institutional transformation rather than program description.²¹

Evaluation, Achievement, and Symbolic Legitimacy

The third finding shows that evaluation converts research learning into measurable institutional performance. MAN 1 Banyumas conducts supervision and evaluation through teacher guidance, student mentoring, monthly monitoring, curriculum-team supervision, formative assessment, summative assessment, assignments, discussions, quizzes, portfolios, midterm and final assessments, and project evaluation. The head of madrasah guides teachers regarding duties and responsibilities, while teachers guide students when they face conceptual or technical difficulties. The curriculum vice principal explains that evaluation is needed to measure student ability and the success of learning, while teachers emphasize that assessment must be followed by analysis of student development. Evaluation therefore functions not only as grading, but as institutional feedback. It tells the madrasah whether the innovation is moving, stuck, or quietly pretending to move. Evaluation consequently becomes both an academic instrument and a managerial mirror for the institution. This nuance is essential for reading the case as institutional transformation rather than program description.²²

The strategy related to this evaluation includes intensive mentoring, competition selection, and achievement documentation. Before participating in research competitions, students are selected through tasks, questions, or interviews so that the madrasah can identify readiness. Research teachers provide intensive guidance from the selection of relevant topics to writing techniques that meet competition standards. Students describe competition participation as a way to sharpen scientific writing skills, expand knowledge, and test themselves in research themes, including pharmacy-related topics. This strategy connects learning with public performance. Students are not only assessed internally; they are encouraged to enter external arenas where their work can be compared, recognized, and improved. The research class thus produces both academic competence and courage to appear in scientific forums. This strategy gives students a concrete path from learning

²⁰ Field data code: W-WK-0226; W-GR1-0326; W-GR2-0326. These codes refer to interviews on curriculum targets, mentoring roles, and research teacher responsibilities.

²¹ Field data code: W-WK-0226; W-GR1-0326; W-GR2-0326; W-S1-0326; W-S2-0326. These codes refer to interviews on Saturday scheduling, learning media, and student comprehension.

²² Field data code: W-KM-300126; W-WK-0226; W-GR2-0326. These codes refer to interviews on supervision, formative-summative assessment, and analysis of student development.

research concepts to performing research publicly. This nuance is essential for reading the case as institutional transformation rather than program description.²³

The value of this strategy becomes visible in the achievements associated with the research program. The field report records participation and achievement in national scientific essay competitions, OMI Research 2025, first place in a Central Java scientific writing competition, and favorite winner in the provincial KRENOVA competition. The head of madrasah frames these achievements as inspiration for other students to improve quality, pursue broader achievements, and develop their potential. The research teacher also expresses pride and hopes that more students will be interested in scientific writing competitions. Sociologically, these achievements become symbolic capital. They help the madrasah communicate quality to students, parents, and the wider public. Achievement becomes not merely a trophy, but a language through which institutional transformation is made visible. The achievement record also gives the madrasah a persuasive language for communicating quality to society. This nuance is essential for reading the case as institutional transformation rather than program description.²⁴

Table 5: Summary of Research Findings

Finding	Empirical Indicators	Meaning
Strategic planning	Vision alignment, student interest mapping, teacher involvement, facility design, obstacle recognition.	The program becomes an institutional agenda, not an incidental class.
Distributed organization	Principal leadership, curriculum coordination, teacher mentoring, student participation, committee support.	Innovation is distributed across actors and routines.
Evaluation and achievement	Guidance, formative-summative assessment, competition preparation, achievement publication.	Research learning produces symbolic legitimacy and public trust.

Analytical Discussion

Planning Turns Research into Institutional Direction

The planning evidence means that innovation at MAN 1 Banyumas is institutionally produced rather than accidental. The program does not arise only from a national trend or from a teacher's personal interest; it is connected to vision, program selection, student mapping, facility design, teacher preparation, and recognition of obstacles. This is important because educational innovation often fails when it is treated as a product instead of a process. The MAN 1 Banyumas case shows that innovation begins when an institution defines a problem - the need for quality, competitiveness, and reputation - and then builds mechanisms to respond. The research class is therefore a planning

²³ Field data code: W-GR1-0326; W-GR2-0326; W-S1-0326; W-S2-0326. These codes refer to teacher and student interviews on mentoring, competition preparation, and research writing.

²⁴ Field data code: W-KM-300126; W-GR1-0326; D-PRE-2025. These codes refer to leadership statements, teacher reflection, and documentation of student research achievements.

technology: it translates a broad aspiration into specific actors, schedules, facilities, and learning targets. The so-what is clear: innovation begins when planning connects ideals with routines and resources. This nuance is essential for reading the case as institutional transformation rather than program description.²⁵

The first argument is confirmed because the research class functions as a mechanism for institutional change at the planning level. The evidence shows that the madrasah uses the program to align its mission with scientific literacy, student competitiveness, and public image. The strongest confirmation is not only that the program has stated objectives, but that those objectives are operationalized through selection, infrastructure, teacher roles, and anticipated constraints. This fits the theory of sustainable educational innovation, which requires alignment among vision, resources, leadership, and learning culture. At the same time, the field data also refine the argument: innovation is not a smooth road. Budget limitations, student literacy gaps, topic selection difficulties, and plagiarism risks reveal that institutional transformation is a negotiated process, not a magic carpet. The evidence therefore supports the argument while also reminding us that innovation always carries frictions.²⁶

Organization Makes Innovation Sustainable

The organizational evidence shows that innovation becomes sustainable when it is distributed across leadership, teachers, students, and stakeholders. MAN 1 Banyumas does not rely on one heroic innovator; it creates a practical division of work. The head of madrasah provides authority and motivation, the curriculum vice principal organizes schedules and assignments, teachers mentor students, students participate in research learning, and committees or parents support facilities when needed. This pattern matters because institutional innovation depends on social coordination. A program may be formally excellent, but if communication is weak, roles are unclear, or teachers feel unsupported, implementation becomes fragile. In this case, the research class demonstrates that organizational communication and shared responsibility are not secondary matters; they are part of the infrastructure of innovation. This distribution is one reason the program can operate as an institutional practice rather than a private classroom project.²⁷

The second argument is confirmed because the research class institutionalizes communication and coordination as sources of program continuity. Evidence from the field shows formal task assignment, program coordination, teacher guidance, weekly or monthly discussions, and opportunities for teachers to raise classroom problems during meetings. These practices correspond with studies of organizational communication in Islamic educational institutions, which emphasize clarity, coordination, work climate, and leadership communication as foundations of institutional

²⁵ A. U. Rengkaningtias and S. Siswantoyo, "Effective school organizational communication management: Descriptive study at Madrasah Aliyah Negeri 1 Yogyakarta," *Informasi*, 52(2), 287–296 (2022), <https://doi.org/10.21831/informasi.v52i2.56747>; Sa'id, A. Q., & Andamisari, D. (2025). Strategi komunikasi organisasi kepala madrasah dalam meningkatkan kinerja guru di MI Mumtaza Islamic School, Pondok Cabe Tangerang Selatan. *LUGAS Jurnal Komunikasi*, 9(2), 85–95.

²⁶ A. B. Santosa, "Organizational culture as the basis of teacher performance development," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(3), 962–973 (2022), <https://doi.org/10.33650/al-tanzim.v6i3.3019>; M. F. Z. Siregar, "Organizational communication effectiveness in Islamic educational institutions," *International Journal of Education, Social Studies, and Management*, 4(2), 559–568 (2024), <https://doi.org/10.52121/ijessm.v4i2.292>.

²⁷ M. R. Syahputra, F. Habib, D. Oktaviani, M. M. Dermawan, and T. K. Wardani, "Peran komunikasi bagi kepala sekolah untuk kinerja guru di SMK PAB 8 Sampali," *ALACRITY: Journal of Education*, 4(2), 391–397 (2024), <https://doi.org/10.52121/alacrity.v4i2.364>.

productivity. MAN 1 Banyumas also shows that communication is pedagogical: teachers communicate research procedures to students, students communicate difficulties to teachers, and leaders communicate expectations to staff. The program therefore becomes a communication network that ties policy, classroom practice, and achievement together. The so-what is that communication becomes an engine of innovation, not merely an administrative accessory. This nuance is essential for reading the case as institutional transformation rather than program description.²⁸

Research Practice Produces Institutional Legitimacy

The learning and evaluation evidence shows that research practice transforms school quality into visible outputs. Quality is no longer only claimed in mission statements; it is enacted through Saturday research sessions, modules, digital resources, teacher mentoring, formative and summative assessment, project work, competition selection, and scientific writing achievements. This matters because the public often recognizes institutional quality through visible evidence: student work, competition records, university admission, and disciplined learning culture. MAN 1 Banyumas uses research learning to produce such evidence. The program therefore changes the grammar of quality from “we are good” into “our students can inquire, write, compete, and achieve.” That shift is small in wording but large in institutional meaning. This conversion of quality into visible practice is central to the sociological significance of the program. This nuance is essential for reading the case as institutional transformation rather than program description.²⁹

The third argument is confirmed because student research products and competitions translate classroom routines into institutional legitimacy. The achievements recorded in the field report demonstrate that research learning has moved beyond classroom explanation into external recognition. This supports the view that evidence use, research culture, and innovation sustainability depend on repeated practice, leadership support, teacher competence, and institutional communication. MAN 1 Banyumas also shows that legitimacy is built cumulatively: students who win or participate become examples for other students, teachers gain confidence as mentors, and the madrasah gains public material for reputation building. In this sense, the research class is an innovation because it turns learning practice into symbolic capital, and symbolic capital into renewed public trust. The process shows how recognition can feed back into motivation, identity, and further institutional confidence. This nuance is essential for reading the case as institutional transformation rather than program description.³⁰

²⁸ N. Tisnawati, S. Patimah, Subandi, and D. Makbulloh, “Komunikasi organisasi dalam pendidikan Islam,” *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*, 7(2), 548–558 (2023), <https://doi.org/10.24127/att.v6521a2366>.

²⁹ A. Wahid, M. N. Desmaniar, and M. F. Basri, “Komunikasi konflik dan resolusi di lembaga pendidikan Islam,” *IHSAN: Jurnal Pendidikan Islam*, 4(1), 56–67 (2026), <https://doi.org/10.61104/ihsan.v4i1.2614>.

³⁰ H. A. AlMalki and C. M. Durugbo, “Institutional innovation readiness for Industry 4.0 education: Towards an inclusive model for the Kingdom of Bahrain,” *Asian Journal of Technology Innovation*, 31(2), 309–335 (2023), <https://doi.org/10.1080/19761597.2022.2056492>; A. L. Jimoh, “The effect of sustainable leadership on institutional innovation in higher education: The role of organizational learning culture,” *International Journal of Educational Management*, 39(7), 1647–1661 (2025), <https://doi.org/10.1108/IJEM-07-2025-0552>; A. P. M. Tappel, C. L. Poortman, K. Schildkamp, and A. J. Visscher, “Promoting sustainable educational innovation using the Sustainability Meter,” *Journal of Professional Capital and Community*, 8(3), 234–255 (2023), <https://doi.org/10.1108/JPC-02-2023-0008>.

Table 6: Summary of Analytical Findings

Dimension	So-What	Argument Test
Planning	Research class aligns vision, selection, infrastructure, and quality targets.	Argument confirmed: innovation begins as organized institutional direction.
Organization	Formal task division and communication connect leadership, teachers, students, and stakeholders.	Argument confirmed: sustainability depends on distributed responsibility.
Learning and evaluation	Scheduled mentoring, assessment, competition, and achievement publication make quality visible.	Argument confirmed: classroom research becomes symbolic legitimacy.

5. Conclusion

The most important result of this study is that MAN 1 Banyumas' transformation lies in the routinization of research as a social practice of the madrasah. Without field research, the program might appear simply as a research class or a flagship program. The field evidence shows something deeper: research becomes a way to plan institutional direction, allocate teacher roles, organize student selection, structure learning time, build mentoring relationships, use digital and printed resources, assess student progress, and communicate achievement. This is the core finding that could not be fully known from policy documents alone. The research madrasah is not merely a label attached to the institution; it is enacted through many small routines that collectively reshape the identity of MAN 1 Banyumas. This makes the study valuable for understanding how Islamic schools build credibility through knowledge practices. This nuance is essential for reading the case as institutional transformation rather than program description.

The concepts and method used in this article are adequate for answering the problem because institutional innovation explains organizational change, research madrasah explains the program's academic identity, and sociological transformation explains shifts in roles, norms, and legitimacy. The qualitative field method is also appropriate because it captures actor perspectives, classroom realities, documentary evidence, and the relationship among planning, organization, implementation, and evaluation. The method reveals not only what the program formally intends, but how it is experienced, constrained, and made meaningful by actors. This combination allows the article to move beyond descriptive management analysis toward a sociological interpretation of madrasah transformation. It shows that innovation in Islamic education is practical, relational, and symbolic at the same time. The analysis therefore answers not only what the program is, but what the program does socially. This nuance is essential for reading the case as institutional transformation rather than program description.

This study remains limited because it focuses on a single case and relies on available field data from MAN 1 Banyumas. The article does not compare the madrasah with other research madrasahs, nor does it measure long-term student outcomes quantitatively. Future studies should compare research madrasahs across regions, institutional statuses, and socio-economic contexts to see whether similar patterns of planning, organization, mentoring, assessment, and achievement appear elsewhere. Further research may also examine alumni trajectories, teacher professional learning,

parent perceptions, and the sustainability of research culture after leadership changes. Even with these limitations, the study offers a useful insight: institutional innovation in madrasah education is strongest when it becomes a routine social practice, not merely a decorative program title. A madrasah cannot innovate by poster alone - the timetable must join the revolution. Future research should test whether this pattern persists when facilities, leadership style, and community support differ.

Acknowledgement

The author declares that no specific financial support was received for this study.

Co-authors Contribution

This article was written by a single author, who was responsible for conceptualization, methodology, field analysis, writing, and final revision.

Reference

- AlMalki, H. A., and C. M. Durugbo. "Institutional Innovation Readiness for Industry 4.0 Education: Towards an Inclusive Model for the Kingdom of Bahrain." *Asian Journal of Technology Innovation* 31, no. 2 (2023): 309–335. <https://doi.org/10.1080/19761597.2022.2056492>
- Astuti, A., and A. Akram. "Korelasi Antara Komunikasi Organisasi dengan Iklim Kerja." *Adaara: Jurnal Manajemen Pendidikan Islam* 13, no. 2 (2023): 144–153. <https://doi.org/10.30863/ajmpi.v13i2.4802>
- Astuti, M., F. Ismail, S. Fatimah, W. Puspita, and Herlina. "The Relevance of the Merdeka Curriculum in Improving the Quality of Islamic Education in Indonesia." *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (2024): 56–72. <https://doi.org/10.26803/ijlter.23.6.3>
- Bellibaş, M. Ş., F. Ryskulueva, J. Levin, and M. Pietsch. "A Safe Space and Leadership Matter for Innovation: Exploring the Role of Psychological Safety in the Relationship between Transformational Leadership and Innovation Radicalness in Kyrgyz Classrooms." *Educational Management Administration & Leadership* (2024). Advance online publication. <https://doi.org/10.1177/17411432241264696>
- Byrne, D. "A Worked Example of Braun and Clarke's Approach to Reflexive Thematic Analysis." *Quality & Quantity* 56 (2022): 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>
- Christiyanto, T., A. Munandar, and Hilmi. "Strategic Public Relations Management: Bridging Madrasah and External Stakeholders for Educational Excellence." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 10, no. 2 (2026): 679–691. <https://doi.org/10.33650/al-tanzim.v10i2.14157>
- Côté, J. E., and S. Pickard, eds. *Routledge Handbook of the Sociology of Higher Education*. 2nd ed. Routledge, 2022. <https://doi.org/10.4324/9781003262497>
- Dahle, D. Y. "Trapped Free: School Responses to Institutional Logics in Marketized Public Education." *Frontiers in Education* 10 (2025): Article 1514790. <https://doi.org/10.3389/educ.2025.1514790>
- Daryanes, F., and I. Sayuti. "Research-Based Learning in Biology Courses to Train Students' Critical Thinking Skills: Student's Perception." *Biosfer: Jurnal Pendidikan Biologi* 16, no. 1 (2023): 124–137. <https://doi.org/10.21009/biosferjpb.23160>

- Defensor, M. C., R. I. Defensor, and C. Y. Wright. "Qualitative Case Study of a Virtual Education Program: Challenges and Future Directions." *European Journal of Educational Research* 13, no. 1 (2024): 297–309. <https://doi.org/10.12973/eu-jer.13.1.297>
- Desa, G., and X. Jia, eds. *Social Innovation and Sustainability Transition*. Springer Cham, 2022. <https://doi.org/10.1007/978-3-031-18560-1>
- Du Plessis, A. E. *A Handbook for Retaining Early Career Teachers: Research-Informed Approaches for School Leaders*. Routledge, 2023. <https://doi.org/10.4324/9781003043966>
- El Widdah, M. "Madrasah Management Strategy as the Education Base for Religious Cadre." *International Journal of Learning, Teaching and Educational Research* 21, no. 11 (2022): 227–242. <https://doi.org/10.26803/ijlter.21.11.13>
- Freytag, T., D. L. Lauen, and S. L. Robertson, eds. *Space, Place and Educational Settings*. Springer Cham, 2022. <https://doi.org/10.1007/978-3-030-78597-0>
- Fussy, D. S. "Cultivating a Research Culture in Tanzanian Higher Education." *Education Inquiry* (2024). Advance online publication. <https://doi.org/10.1080/20004508.2024.2342012>
- Gurr, D., and P. Liu, eds. *Educational Leadership Preparation and Development: An International and Future Focused Perspective*. Springer Cham, 2025. <https://doi.org/10.1007/978-3-031-92064-6>
- Haddade, H., A. Nur, A. Achruh, M. N. A. Rasyid, and A. Ibrahim. "Madrasah Management Strategies through Madrasah Reform Program: An Evidence from Indonesia." *International Journal of Educational Management* 38, no. 5 (2024): 1289–1304. <https://doi.org/10.1108/IJEM-05-2023-0236>
- Hasibuan, S. "The Effect of Organizational Culture, Principal Leadership and Motivation on Teacher Performance in Madrasah." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 41–53. <https://doi.org/10.33650/al-tanzim.v6i1.3228>
- Huang, F., T. Aarrevaara, and U. Teichler, eds. *Teaching and Research in the Knowledge-Based Society: Historical and Comparative Perspectives*. Springer Cham, 2022. <https://doi.org/10.1007/978-3-031-04439-7>
- Huda, M. "Between Accessibility and Adaptability of Digital Platform: Investigating Learners' Perspectives on Digital Learning Infrastructure." *Higher Education, Skills and Work-Based Learning* 14, no. 1 (2024): 1–21. <https://doi.org/10.1108/HESWBL-03-2022-0069>
- Jimoh, A. L. "The Effect of Sustainable Leadership on Institutional Innovation in Higher Education: The Role of Organizational Learning Culture." *International Journal of Educational Management* 39, no. 7 (2025): 1647–1661. <https://doi.org/10.1108/IJEM-07-2025-0552>
- Katayev, Y. S., and E. I. Burdina. "Developing Research Competencies in Secondary School Teachers within the Context of Contemporary Educational Content." *Educação e Pesquisa* 49 (2023): Article e257253. <https://doi.org/10.1590/S1678-4634202349257253EN>
- Khairani, K., S. K. Simanjuntak, S. Sulasmi, S. A. Chair, and M. Mesiono. "Efektivitas Komunikasi Organisasi dalam Perspektif Islam di Lembaga Pendidikan." *EduInovasi: Journal of Basic Educational Studies* 4, no. 2 (2024): 535–542. <https://doi.org/10.47467/edu.v4i2.1270>
- Krejsler, J. B., and L. Moos, eds. *School Policy Reform in Europe: Exploring Transnational Alignments, National Particularities and Contestations*. Springer Cham, 2023. <https://doi.org/10.1007/978-3-031-35434-2>

- Lee, W. O., P. Brown, A. L. Goodwin, and A. Green, eds. *International Handbook on Education Development in Asia-Pacific*. Springer Singapore, 2023. <https://doi.org/10.1007/978-981-16-2327-1>
- Mentini, L. “When Schools Face the Improvement Imperative: Negotiating between the Accountability and the Innovation Mandates: Evidence from Italian Schools.” *Nordic Journal of Studies in Educational Policy* (2024). Advance online publication. <https://doi.org/10.1080/20020317.2024.2385120>
- Naeem, M., W. Ozuem, K. Howell, and S. Ranfagni. “A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research.” *International Journal of Qualitative Methods* 22 (2023): Article 16094069231205789. <https://doi.org/10.1177/16094069231205789>
- Nawawi, A. N. Alami, J. Bautista, M. Aung-Thwin, D. Simandjuntak, and Y. E. Prasetyo, eds. *Managing Disruption and Developing Resilience for a Better Southeast Asia: The 4th SEASIA Biennial Conference 2022*. Springer Singapore, 2026. <https://doi.org/10.1007/978-981-96-2116-3>
- Nur, A. M., A. R. Siregar, L. T. Nurarfiansyah, S. Maulida, T. Widyana, and M. R. Syahputra. “Peran Komunikasi Organisasi dalam Pendidikan atau Pembelajaran pada MAS Mu’alimin UNIVA Medan.” *ALACRITY: Journal of Education* 4, no. 2 (2024): 410–416. <https://doi.org/10.52121/alacrity.v4i2.366>
- Patnaik, S., and F. Paas, eds. *Recent Trends in Educational Technology and Administration: Proceedings of the 2nd International Conference on Educational Technology and Administration*. Springer Cham, 2023. <https://doi.org/10.1007/978-3-031-29016-9>
- Păunescu, C., K.-L. Lepik, and N. Spencer, eds. *Social Innovation in Higher Education: Landscape, Practices, and Opportunities*. Springer Cham, 2022. <https://doi.org/10.1007/978-3-030-84044-0>
- Phuong, N. L., L. T. T. Hien, N. Q. Linh, N. C. Thang, and T. Q. Tuyen. “Implementation of STEM Education: A Bibliometrics Analysis from Case Study Research in Scopus Database.” *EURASIA Journal of Mathematics, Science and Technology Education* 19, no. 6 (2023): Article em2278. <https://doi.org/10.29333/ejmste/13216>
- Pietsch, M., C. Brown, B. Aydin, and C. Cramer. “Open Innovation Networks: A Driver for Knowledge Mobilisation in Schools?” *Journal of Professional Capital and Community* 8, no. 3 (2023): 202–218. <https://doi.org/10.1108/JPCC-02-2023-0012>
- Pietsch, M., C. Cramer, C. Brown, B. Aydin, and J. Witthöft. “Open Innovation in Schools: A New Imperative for Organising Innovation in Education?” *Technology, Knowledge and Learning* 29 (2024): 1051–1077. <https://doi.org/10.1007/s10758-023-09705-2>
- Postiglione, G. A., C. J. Johnstone, and W. R. Teter, eds. *Handbook of Education Policy*. Edward Elgar Publishing, 2023. <https://doi.org/10.4337/9781800375062>
- Prenger, R., A. P. M. Tappel, C. L. Poortman, and K. Schildkamp. “How Can Educational Innovations Become Sustainable? A Review of the Empirical Literature.” *Frontiers in Education* 7 (2022): Article 970715. <https://doi.org/10.3389/educ.2022.970715>
- Ramadina, E., I. Fuadi, and P. M. Mutohar. “Peran Komunikasi Efektif dalam Meningkatkan Produktivitas Organisasi Lembaga Pendidikan Islam.” *Jurnal Kepemimpinan dan Pengurusan Sekolah* 10, no. 4 (2025): 2545–2549. <https://doi.org/10.34125/jkps.v10i4.1368>

- Rengkaningtias, A. U., and S. Siswantoyo. "Effective School Organizational Communication Management: Descriptive Study at Madrasah Aliyah Negeri 1 Yogyakarta." *Informasi* 52, no. 2 (2022): 287–296. <https://doi.org/10.21831/informasi.v52i2.56747>
- Rickinson, M., L. Walsh, J. Gleeson, B. Cutler, C. Cirkony, and M. Salisbury. *Understanding the Quality Use of Research Evidence in Education: What It Means to Use Research Well*. Routledge, 2024. <https://doi.org/10.4324/9781003353966>
- Rickinson, M., L. Walsh, J. Gleeson, B. Cutler, B. Plant, M. Boulet, G. Hall, C. Cirkony, and M. Salisbury. *How to Use Research Evidence Well in Education: A Guide for Educators and Leaders*. Routledge, 2025. <https://doi.org/10.4324/9781003375845>
- Sa'id, A. Q., and D. Andamisari. "Strategi Komunikasi Organisasi Kepala Madrasah dalam Meningkatkan Kinerja Guru di MI Mumtaza Islamic School, Pondok Cabe Tangerang Selatan." *LUGAS Jurnal Komunikasi* 9, no. 2 (2025): 85–95.
- Santosa, A. B. "Organizational Culture as the Basis of Teacher Performance Development." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2022): 962–973. <https://doi.org/10.33650/al-tanzim.v6i3.3019>
- Siregar, M. F. Z. "Organizational Communication Effectiveness in Islamic Educational Institutions." *International Journal of Education, Social Studies, and Management* 4, no. 2 (2024): 559–568. <https://doi.org/10.52121/ijessm.v4i2.292>
- Suryanti, M. Nursalim, N. L. Choirunnisa, and I. Yuliana. "STEAM-Project-Based Learning: A Catalyst for Elementary School Students' Scientific Literacy Skills." *European Journal of Educational Research* 13, no. 1 (2024): 1–14. <https://doi.org/10.12973/eu-jer.13.1.1>
- Syahputra, M. R., F. Habib, D. Oktaviani, M. M. Dermawan, and T. K. Wardani. "Peran Komunikasi bagi Kepala Sekolah untuk Kinerja Guru di SMK PAB 8 Sampali." *ALACRITY: Journal of Education* 4, no. 2 (2024): 391–397. <https://doi.org/10.52121/alacrity.v4i2.364>
- Tappel, A. P. M., C. L. Poortman, K. Schildkamp, and A. J. Visscher. "Promoting Sustainable Educational Innovation Using the Sustainability Meter." *Journal of Professional Capital and Community* 8, no. 3 (2023): 234–255. <https://doi.org/10.1108/JPCC-02-2023-0008>
- Tisnawati, N., S. Patimah, Subandi, and D. Makbulloh. "Komunikasi Organisasi dalam Pendidikan Islam." *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam* 7, no. 2 (2023): 548–558. <https://doi.org/10.24127/att.v6521a2366>
- Wahid, A., M. N. Desmaniar, and M. F. Basri. "Komunikasi Konflik dan Resolusi di Lembaga Pendidikan Islam." *IHSAN: Jurnal Pendidikan Islam* 4, no. 1 (2026): 56–67. <https://doi.org/10.61104/ihsan.v4i1.2614>
- Wasehudin, A. Rohman, M. B. N. Wajdi, and Marwan. "Transforming Islamic Education through Merdeka Curriculum in Pesantren." *Jurnal Pendidikan Islam* 9, no. 2 (2023): 255–266. <https://doi.org/10.15575/jpi.v9i2.28918>
- Witthöft, J., B. Aydin, and M. Pietsch. "Leading Digital Innovation in Schools: The Role of the Open Innovation Mindset." *Journal of Research on Technology in Education* (2024): 1–20. <https://doi.org/10.1080/15391523.2024.2398528>

