

ORGANIZATIONAL CULTURE AND DIGITAL TRANSFORMATION IN ISLAMIC EDUCATIONAL INSTITUTIONS: A CASE STUDY AT YAYASAN PENDIDIKAN HIDAYATUN NIHAYAH

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Abstract

Digital transformation in Islamic educational institutions involves not only technological adoption but also changes in organizational culture, leadership, human-resource capabilities, and institutional practices. This study examines the relationship between organizational culture and digital transformation at Yayasan Pendidikan Hidayatun Nihayah. Using a qualitative case study approach, data were collected through semi-structured interviews, observation, and document analysis and analyzed thematically. The findings indicate that organizational culture provides an important foundation for digital transformation through values of responsibility, cooperation, trust, discipline, and Islamic principles such as amanah and musyawarah. Digital transformation has gradually improved communication, information sharing, administration, and organizational coordination, although its implementation remains uneven due to differences in digital competence and the persistence of conventional practices. Leadership support, peer learning, and continuous competency development emerged as important mechanisms for organizational adaptation. The study further demonstrates a reciprocal relationship in which organizational culture shapes digital adoption while digital practices gradually reshape organizational routines and collaboration. The study concludes that sustainable digital transformation requires the integration of technology, adaptive organizational culture, leadership, human-resource development, and Islamic institutional values..

Keywords: *organizational culture; digital transformation; Islamic education; digital leadership; organizational adaptation*

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I. INTRODUCTION

Digital transformation has become an increasingly important agenda for educational institutions seeking to improve organizational effectiveness, service quality, communication, and institutional sustainability. In educational settings, however, digital transformation should not be understood merely as the adoption of digital platforms or the conversion of conventional activities into digital formats. It represents a broader organizational transformation involving information, processes, human resources, leadership, and institutional strategy (Fernández et al., 2023). Similarly, Farias-Gaytan et al. (2023) emphasize that digital transformation in education is closely associated with institutional complexity, digital competence, organizational adaptation, and the capacity of educational actors to respond to technological change. Recent systematic research also indicates that digital transformation has increasingly become connected with organizational performance and institutional development in education (Ramadania et al., 2024).

Organizational culture is particularly important in this transformation because technology is implemented within an existing system of values, norms, relationships, routines, and patterns of behavior. Organizational culture influences how members interpret change, collaborate, share knowledge, respond to innovation, and adapt to new ways of working. In higher education, digital transformation has been shown to require changes not only in technological infrastructure but also in organizational processes and human aspects (Fernández et al., 2023). A systematic review of barriers to digital transformation identified cultural, organizational, strategic, technological, environmental, and people-related factors as interconnected barriers, demonstrating that successful digital transformation cannot be separated from the cultural characteristics of an institution (Kraus et al., 2023). Thus, an institution may possess adequate technological infrastructure while still experiencing difficulties in transformation when organizational members are not prepared to modify established practices.

The relationship between organizational culture and digital transformation is therefore reciprocal. On the one hand, an adaptive organizational culture can facilitate innovation, collaboration, knowledge sharing, and technology adoption. On the other hand, the introduction of digital technologies can gradually reshape organizational communication, decision-making, work routines, and patterns of collaboration. This perspective is

consistent with research showing that successful digital transformation in higher education depends substantially on organizational leadership, strategic alignment, and institutional capacity rather than technology alone (Bisri et al., 2023). Ramadania et al. (2024) similarly demonstrate that digital transformation is increasingly examined in relation to organizational performance, indicating that digitalization should be understood as a strategic organizational process rather than an isolated technological intervention.

The cultural dimension becomes even more significant when digital transformation encounters established institutional traditions and routines. Educational organizations often have long-established patterns of communication, administrative procedures, leadership relationships, and professional practices. Digital transformation requires organizational members to acquire new competencies, modify existing workflows, and sometimes reconsider established assumptions about how institutional activities should be conducted. Farias-Gaytan et al. (2023) emphasize that digital transformation creates continuing demands for digital literacy and organizational adaptation, while Kraus et al. (2023) identify people-related and cultural barriers among the major challenges that can constrain digital transformation. Consequently, resistance, uneven digital competence, limited confidence, and differences in readiness may influence the pace and sustainability of organizational change.

This issue is particularly relevant in Islamic educational institutions, where organizational transformation must take place within a distinctive system of religious, moral, and institutional values. Islamic educational organizations are expected to respond to technological developments while maintaining their religious identity and educational mission. Recent literature on Islamic education management argues that digital transformation requires the integration of technological innovation with Islamic spiritual and ethical values, as well as adaptive, collaborative, and innovation-oriented leadership (Jaosantia & Shobri, 2025). Shobri and Jaosantia (2025) further argue that digital transformation in Islamic education is not simply a technological process but also involves changes in management, leadership, organizational culture, and institutional values. These perspectives suggest that the success of digital transformation in Islamic educational institutions depends partly on the ability to create compatibility between technological innovation and existing value systems.

Recent studies also demonstrate that organizational culture can function as an important foundation for institutional transformation in Islamic education.

Mujahid et al. (2025), for example, emphasize the importance of Qur'anic organizational culture in transforming Islamic education management while maintaining institutional identity and competitiveness. Their findings suggest that modernization does not necessarily require the abandonment of Islamic organizational values; rather, institutional values can become a foundation for responding strategically to contemporary changes. Similarly, Setiorini et al. (2025) demonstrate that pesantren organizational culture can be transformed to encourage innovation in the digital era while maintaining traditional values. These findings are important because they position organizational culture not simply as a barrier to digital transformation but also as a potential source of institutional resilience and innovation.

Leadership represents another critical dimension connecting organizational culture and digital transformation. Digital transformation requires leaders to communicate a clear direction, encourage organizational learning, provide resources, facilitate technological adoption, and manage resistance to change. Bisri et al. (2023) found that executive leadership is one of the important factors influencing the success of digital transformation in higher education because leaders are responsible for overcoming institutional barriers, establishing appropriate strategies, and maintaining consistency in implementation. In Islamic educational settings, this leadership function becomes more complex because leaders must simultaneously promote technological adaptation and preserve institutional values. Shobri and Jaosantia (2025) therefore highlight the importance of digital leadership competencies, Islamic value-based organizational culture, technological readiness, and institutional policy support in sustaining digital transformation.

Human resources are equally important because organizational culture is enacted through the everyday behavior of institutional members. Digital transformation requires teachers, administrators, managers, and other educational personnel to develop new forms of digital competence and adapt their professional practices. Farias-Gaytan et al. (2023) identify digital literacy as an important component of institutional transformation, while research on educational human resource management indicates that technological disruption can reshape leadership practices, organizational culture, and human-resource management itself (Elfrianto, 2023). In Islamic educational institutions, this challenge includes not only technical competence but also the ability to use digital technologies responsibly and consistently with institutional values.

The importance of culture, leadership, and human resources becomes particularly visible in organizations that are in the early or intermediate stages of digital transformation. Digital transformation rarely occurs simultaneously across all organizational units. Instead, institutions may begin with specific activities such as digital communication, administrative systems, online documentation, digital learning, information management, or social-media-based institutional promotion before gradually developing more integrated digital systems. Fernández et al. (2023) describe digital transformation in higher education as a collection of initiatives that vary in scope and maturity, while Ramadania et al. (2024) demonstrate that digital transformation is increasingly associated with broader organizational performance. Therefore, the transformation process should be examined as an organizational journey rather than as a single technological implementation.

Within Islamic educational institutions, this gradual process raises an important question: how does organizational culture influence the way institutional members respond to, adapt to, and sustain digital transformation? Existing studies have examined digital transformation in higher education, digital leadership, pesantren innovation, and Islamic education management, but empirical research specifically examining the interaction between organizational culture and digital transformation at the level of an Islamic educational foundation remains limited. Much of the existing literature focuses on universities, madrasahs, or pesantren, while less attention has been directed toward educational foundations that coordinate multiple educational, administrative, and organizational activities under a shared institutional identity. This represents an important research gap because foundations may have distinctive organizational structures, leadership patterns, resource conditions, and cultural dynamics.

This context is relevant to Yayasan Pendidikan Hidayatun Nihayah, where digital transformation can be understood as an ongoing organizational process rather than simply the adoption of particular technologies. The transformation potentially affects communication, administration, educational management, information sharing, collaboration, and relationships among organizational members. At the same time, these changes occur within an Islamic institutional environment in which values, norms, and educational objectives remain important components of organizational identity. The interaction between these dimensions provides an opportunity to examine whether existing

organizational culture facilitates adaptation, generates resistance, or is itself transformed through the digitalization process.

Accordingly, this study examines organizational culture and digital transformation at Yayasan Pendidikan Hidayatun Nihayah. The study focuses on how organizational values and working practices interact with digital transformation, how organizational members adapt to technological changes, how leadership and human resources support the transformation, and what challenges emerge during the process. By positioning organizational culture at the center of the analysis, the study seeks to demonstrate that sustainable digital transformation in Islamic educational institutions depends not only on technological readiness but also on the development of an adaptive, collaborative, innovative, and value-based organizational culture. This perspective contributes to educational leadership and management literature by connecting digital transformation with organizational culture within the specific institutional context of Islamic education.

II. LITERATURE REVIEW

Organizational culture refers to the shared values, beliefs, norms, and behavioral patterns that shape how members of an organization understand their roles and interact with one another. In educational institutions, organizational culture influences leadership practices, professional relationships, decision-making, commitment, innovation, and institutional effectiveness. In the context of Islamic education, organizational culture has an additional dimension because institutional practices are expected to reflect religious and ethical values. Recent research emphasizes that Islamic organizational culture can function as a managerial foundation for improving educational quality when values such as trustworthiness (*amanah*), sincerity (*ikhlas*), consultation (*shura*), justice (*'adl*), and collective responsibility are translated into organizational practices (Holili, 2025; Mujahid et al., 2025). Thus, organizational culture in Islamic educational institutions should be understood not merely as a collection of religious symbols or rituals, but as a system of values that shapes leadership, human-resource practices, communication, and institutional decision-making.

Digital transformation, meanwhile, represents a broader organizational process than technological adoption. It involves the integration of digital technologies with organizational strategies, processes, human resources, and institutional practices. Fernández et al. (2023) demonstrate that digital transformation in educational institutions encompasses multiple organizational

domains and requires institutions to redesign existing processes rather than simply introduce new technologies. Farias-Gaytan et al. (2023) similarly emphasize that digital transformation is closely associated with digital literacy, organizational complexity, and institutional capacity to adapt. Systematic research by Bisri et al. (2023) further identifies leadership, organizational readiness, strategy, infrastructure, human resources, and institutional culture as important factors influencing the success of digital transformation in higher education. These findings indicate that technology constitutes only one component of transformation, while organizational conditions determine how effectively technology is adopted and sustained.

The relationship between organizational culture and digital transformation is therefore multidimensional. An organizational culture characterized by openness to innovation, collaboration, learning, flexibility, and continuous improvement can facilitate the adoption of new technologies. Conversely, rigid routines, limited communication, weak knowledge sharing, and resistance to change can constrain digital transformation. Kraus et al. (2023), through a systematic review, identified numerous barriers to digital transformation in higher education, including organizational, cultural, strategic, technological, and human-resource factors. Their findings demonstrate that technological readiness alone is insufficient when institutional members lack the competencies, motivation, or cultural orientation required to adapt to digital change. Similarly, Elfrianto (2023) shows that technological disruption affects not only administrative systems but also leadership paradigms, human-resource management, and organizational culture within educational institutions.

Organizational culture is consequently important for developing institutional digital readiness. Digital readiness refers not only to the availability of infrastructure but also to the willingness and capacity of organizational members to adopt, use, and continuously develop digital practices. Farias-Gaytan et al. (2023) emphasize the importance of digital literacy as part of institutional capacity, while Bisri et al. (2023) identify organizational readiness and human resources as key dimensions of successful transformation. Ramadania et al. (2024), based on a systematic review of 183 publications, further demonstrate that digital transformation is increasingly connected with organizational performance in higher education. These findings suggest that digital transformation becomes sustainable when technological innovation is incorporated into everyday

organizational routines and supported by an institutional culture that encourages learning and adaptation.

Leadership represents an important mechanism connecting organizational culture with digital transformation. Leaders influence organizational priorities, resource allocation, communication, employee motivation, and responses to resistance. Research on educational leadership indicates that transformational and distributed leadership can facilitate technological adoption by creating a shared vision and encouraging organizational members to participate in institutional change (Amin et al., 2025). In Islamic educational institutions, however, digital leadership also needs to remain consistent with religious and ethical principles. Jaosantia and Shobri (2025) argue that Islamic educational leadership in the digital era needs to be adaptive, collaborative, and innovation-oriented while maintaining spiritual and ethical values. More recent empirical research by Saugi et al. (2025) indicates that digital leadership can contribute to strengthening quality culture in Islamic educational institutions through technological adoption, value-based practices, and data-informed decision-making.

The Islamic educational context adds an important dimension to the relationship between culture and digital transformation. Unlike a purely technology-oriented organizational model, Islamic educational institutions need to maintain institutional identity while responding to technological and social changes. Azhari (2024) argues that digitalization of Islamic education management should encompass administration, curriculum, academic services, and evaluation while remaining grounded in Islamic values. Similarly, Aryani (2025) identifies visionary Islamic leadership, digital literacy among educators and staff, and integrated information systems as important elements of digital transformation in Islamic educational institutions. Kurniawan et al. (2025) further emphasize that sustainable digital transformation requires the integration of technology with Islamic values, ethical leadership, organizational readiness, and institutional objectives. Digital transformation, therefore, should not be understood as a process of replacing Islamic organizational culture but as an opportunity to reinterpret and operationalize institutional values within changing organizational environments.

Recent literature also suggests that Islamic organizational culture can become a resource for adaptation and innovation rather than an obstacle to modernization. Mujahid et al. (2025) demonstrate that Qur'anic organizational values such as amanah, excellence, consultation, and justice can provide a foundation for

institutional transformation and competitiveness. Similarly, research on adaptive Islamic organizational culture emphasizes the importance of transformational leadership, teacher development, digital literacy, and the integration of Islamic values with contemporary educational practices (Hakim, 2025). In the context of pesantren, Setiorini et al. (2025) show that organizational culture can be transformed to support innovation while retaining traditional and religious characteristics. These findings suggest that digital transformation in Islamic educational institutions can be conceptualized as a process of cultural adaptation, in which technological practices are negotiated with existing values, norms, and institutional identities.

Human resources constitute another critical component of this relationship. Digital transformation changes not only the tools used by educational institutions but also the competencies expected from teachers, administrators, managers, and leaders. Digital literacy, adaptability, collaboration, problem-solving, and continuous learning become increasingly important as organizations adopt digital systems. Elfrianto (2023) highlights that technological disruption requires changes in educational human-resource management, while Farias-Gaytan et al. (2023) emphasize the importance of developing digital competencies as part of institutional transformation. In Islamic educational institutions, human-resource development must simultaneously address technical competencies and ethical awareness so that digital practices remain aligned with the institution's educational mission and Islamic values.

The literature also highlights the importance of organizational learning and continuous adaptation. Digital transformation is not a one-time intervention but an ongoing process in which institutions learn from implementation, evaluate emerging practices, and modify organizational routines. Fernández et al. (2023) characterize digital transformation in higher education as a collection of initiatives with different levels of maturity, while Ramadania et al. (2024) demonstrate the expanding relationship between digital transformation and institutional performance. Consequently, organizations require cultures that tolerate learning, encourage experimentation, facilitate knowledge sharing, and support continuous improvement. For Islamic educational institutions, this organizational learning process can be grounded in values such as *islah* (continuous improvement), *amanah*, collective responsibility, and commitment to educational excellence.

Despite the growing literature on digital transformation and organizational culture, an important gap remains. Existing research has extensively examined

digital transformation in higher education, digital leadership, organizational culture in Islamic education, and technology-based educational management. However, relatively limited empirical research has examined how organizational culture and digital transformation interact within Islamic educational foundations, particularly foundations that coordinate educational, administrative, human-resource, and institutional activities under a shared Islamic identity. Recent literature on Islamic educational organizations has predominantly focused on universities, madrasahs, and pesantren, while foundation-level organizational dynamics remain comparatively underexplored (Jaosantia & Shobri, 2025; Kurniawan et al., 2025; Setiorini et al., 2025).

This gap is particularly relevant because an educational foundation represents a distinctive organizational environment in which leadership, institutional values, human resources, educational services, and administrative systems interact. Digital transformation within such an organization may therefore produce changes not only in technological practices but also in communication patterns, organizational relationships, decision-making, work routines, and perceptions of institutional identity. Examining these dynamics can provide a more contextual understanding of how digital transformation is actually experienced and negotiated by organizational members.

Based on this literature, the present study conceptualizes digital transformation in Islamic educational institutions as an interaction among technology, organizational culture, leadership, human resources, and Islamic institutional values. Organizational culture provides the normative environment in which digital change is interpreted and implemented; leadership provides strategic direction; human resources provide the competencies required for adoption; and Islamic values provide the ethical and institutional framework within which transformation occurs. The study therefore examines these dynamics at Yayasan Pendidikan Hidayatun Nihayah to understand how organizational culture facilitates or constrains digital transformation and how digital transformation, in turn, reshapes organizational practices and culture. This perspective positions digital transformation not merely as technological modernization but as an ongoing process of organizational and cultural change within Islamic educational management.

III. RESEARCH METHOD

This study employed a qualitative case study approach to examine the relationship between organizational culture and digital transformation at Yayasan Pendidikan Hidayatun Nihayah. A qualitative design was considered appropriate because the study sought to understand how organizational members perceive, experience, and respond to digital transformation within the specific cultural and institutional context of an Islamic educational organization. The case study approach enabled an in-depth examination of organizational values, leadership practices, human-resource adaptation, communication patterns, and digital practices as interconnected dimensions of institutional change.

Data were collected through semi-structured interviews, observation, and document analysis. Interviews were conducted with organizational members who were directly involved in educational management, administration, leadership, and digital activities within the foundation. The interviews explored perceptions of organizational culture, experiences with digital transformation, patterns of communication and collaboration, leadership support, digital competence, organizational adaptation, and challenges encountered during the transformation process. Observation was used to examine everyday organizational practices, including the use of digital technologies, communication patterns, collaboration, and adaptation to changing work procedures. Relevant institutional documents, policies, administrative records, digital communication materials, and other available organizational documents were also analyzed to complement the interview and observation data.

The data were analyzed using thematic analysis following the stages of familiarization with the data, initial coding, development of themes, review of themes, and interpretation (Braun & Clarke, 2021). The analysis focused on five interconnected dimensions: (1) organizational values and norms, (2) leadership and organizational support, (3) digital competence and human-resource adaptation, (4) digital practices and organizational change, and (5) challenges and opportunities for developing an adaptive digital culture. The interpretation was informed by the literature on organizational culture and digital transformation, particularly the relationship between organizational readiness, leadership, human resources, and technological adoption (Farias-Gaytan et al., 2023; Fernández et al., 2023; Kraus et al., 2023).

To enhance the trustworthiness of the findings, the study employed data triangulation by comparing information obtained from interviews, observations, and institutional documents. Emerging interpretations were also reviewed through iterative comparison between empirical evidence and the conceptual framework. The research process maintained confidentiality of participants and institutional information, and participation in interviews was based on informed consent. The findings are presented as a contextual case rather than as statistically generalizable evidence, with the aim of providing an in-depth understanding of how organizational culture interacts with digital transformation within an Islamic educational foundation.

IV. RESULTS AND DISCUSSION

Results

The findings indicate that digital transformation at Yayasan Pendidikan Hidayatun Nihayah is not limited to the adoption of digital technologies but involves gradual changes in organizational practices, communication patterns, administrative processes, and ways of coordinating educational activities. The transformation is shaped by the interaction between existing organizational culture, leadership practices, human-resource capabilities, and the institution's commitment to maintaining its Islamic educational identity. Four major findings emerged from the analysis: (1) the existing organizational culture as a foundation for digital transformation, (2) the gradual integration of digital practices into organizational activities, (3) the role of leadership and human resources in facilitating adaptation, and (4) tensions between organizational continuity and the need for digital innovation.

Organizational Culture as a Foundation for Digital Transformation

The study found that organizational culture plays an important role in determining how members of the foundation respond to digital transformation. Shared values such as responsibility, cooperation, trust, discipline, and commitment to educational service provide a cultural foundation for introducing new ways of working. Within the Islamic educational context, these values are also connected with principles such as amanah, collective responsibility, musyawarah, and service-oriented conduct. Consequently, digital transformation is generally understood not simply as a technological initiative but as part of efforts to improve organizational effectiveness and educational services.

The findings further indicate that the relatively collaborative character of organizational relationships facilitates the dissemination of new digital practices. Staff members who are more familiar with digital technologies can assist colleagues who have

lower levels of digital competence. Informal peer support therefore becomes an important mechanism for organizational learning. Rather than relying exclusively on formal training, digital adaptation also occurs through everyday interaction, assistance, and knowledge sharing among organizational members.

At the same time, the existing culture does not automatically eliminate resistance to technological change. Differences in digital competence, familiarity with conventional procedures, and individual readiness result in different levels of adaptation among organizational members. Some members are able to adopt digital tools relatively quickly, whereas others require repeated assistance and adjustment. This demonstrates that organizational culture functions simultaneously as an enabling condition and an area requiring further development during digital transformation.

Digital Transformation in Organizational Practices

Digital transformation has gradually become visible in several organizational activities, particularly communication, administration, information management, coordination, and educational support. Digital platforms facilitate the distribution of information and reduce dependence on conventional face-to-face communication. Organizational members can exchange information more rapidly, coordinate activities across different units, and access documents and institutional information more conveniently.

The findings also show a gradual movement from individually managed digital practices toward more organizationally oriented practices. Digital tools are increasingly used not merely for personal communication but as part of institutional processes. This shift is important because transformation occurs when technology becomes embedded in organizational routines rather than remaining an additional or optional tool. However, the level of digital integration remains uneven. Some activities have been more readily adapted to digital processes, while others continue to rely on established conventional procedures. The findings therefore suggest that digital transformation at the foundation is an ongoing process rather than a completed organizational condition. The institution is moving from technology adoption toward broader organizational adaptation, but further integration and standardization are still required.

Leadership and Human Resources as Drivers of Adaptation

Leadership emerged as an important factor in connecting organizational culture with digital transformation. Organizational leaders influence transformation through the communication of institutional expectations, encouragement of technology use, coordination of organizational activities, and support for members who experience

difficulties in adapting to new systems. Leadership support also contributes to reducing uncertainty associated with technological change.

The findings indicate that digital transformation requires more than the availability of technological infrastructure. Organizational members need sufficient knowledge, confidence, and opportunities to develop their digital competencies. Differences in technological familiarity create different levels of readiness among employees and educational personnel. Consequently, continuous learning and peer assistance become important mechanisms for reducing competency gaps.

Human-resource adaptation is also reflected in changes in work habits. Organizational members are required to become more flexible in managing digital communication, accessing information, preparing documents, coordinating activities, and responding to institutional demands. These changes gradually encourage a culture of continuous learning in which digital competence becomes part of everyday organizational capability.

Tensions Between Cultural Continuity and Digital Innovation

Although digital transformation creates opportunities for greater efficiency and organizational connectivity, the findings reveal several challenges. The most visible challenges involve differences in digital competence, uneven adoption of digital practices, dependence on individual initiative, and the persistence of conventional organizational routines. These conditions can result in different levels of transformation across organizational units.

Another important finding concerns the relationship between digital innovation and institutional identity. As an Islamic educational foundation, Yayasan Pendidikan Hidayatun Nihayah needs to adapt to technological developments while maintaining the values that constitute its institutional identity. Digitalization therefore requires a balance between innovation and continuity. Technological change is considered meaningful when it supports educational objectives, organizational accountability, collaboration, and service quality without weakening the institution's ethical and religious orientation.

The findings demonstrate a reciprocal relationship between organizational culture and digital transformation. Existing cultural values influence the acceptance and implementation of digital practices, while the increasing use of digital technologies gradually changes patterns of communication, coordination, learning, and organizational work. Digital transformation consequently functions as both a technological and cultural process. The case of Yayasan Pendidikan Hidayatun Nihayah illustrates that sustainable transformation depends on the institution's ability to develop an adaptive organizational culture while preserving the Islamic values that provide continuity and meaning to its educational mission.

Discussion

The findings demonstrate that digital transformation at Yayasan Pendidikan Hidayatun Nihayah should be understood as an organizational and cultural transformation rather than merely a technological transition. The implementation of digital tools has gradually changed communication, administrative routines, coordination, information management, and patterns of collaboration. This finding is consistent with the broader digital transformation literature, which emphasizes that institutional transformation occurs when technology becomes integrated with organizational processes, human capabilities, leadership, and institutional strategy (Farias-Gaytan et al., 2023; Fernández et al., 2023). Digital transformation therefore does not end with the availability of digital platforms; rather, its organizational significance emerges when technology becomes embedded in everyday practices and changes how organizational members work and interact.

Organizational Culture as an Enabler of Digital Transformation

One of the most important findings is that organizational culture provides the social and normative foundation through which digital transformation is interpreted and implemented. At Yayasan Pendidikan Hidayatun Nihayah, values such as responsibility, cooperation, trust, discipline, and commitment to educational service create conditions that support the acceptance of new working practices. In the Islamic educational context, these values can be connected with *amanah*, *musyawarah*, collective responsibility, and ethical conduct. Consequently, technology is not positioned as an external force that replaces established organizational values but as an instrument that can be aligned with the institution's educational mission.

This finding supports recent studies arguing that Islamic educational institutions need to integrate technological innovation with value-based organizational cultures. Jaosantia and Shobri (2025), for example, emphasize that digital transformation in Islamic education requires adaptive and collaborative management while maintaining spiritual and ethical values. Similarly, Mujahid et al. (2025) argue that Qur'anic organizational culture can function as a foundation for institutional transformation rather than an obstacle to modernization. The present case extends this argument by showing how cultural values operate at the everyday organizational level: they influence how members understand

responsibility, collaborate with colleagues, and respond to changes in digital work practices.

The findings also suggest that organizational culture should not be conceptualized as static. The adoption of digital practices creates new patterns of interaction and gradually modifies existing routines. This supports the argument that the relationship between organizational culture and digital transformation is bidirectional. Culture influences whether and how technologies are adopted, while repeated technology-mediated practices can subsequently reshape organizational norms, expectations, and patterns of collaboration. Recent literature similarly identifies a strong conceptual linkage between organizational culture and digital transformation, particularly through innovation, adaptability, and organizational learning (Madzík & Falát, 2024).

Digital Transformation as an Incremental Organizational Process

The findings indicate that transformation at the foundation is occurring incrementally rather than through a single comprehensive digitalization program. Digital tools have first become embedded in relatively immediate organizational needs, such as communication, information sharing, administration, documentation, and coordination. This pattern is consistent with the complexity of digital transformation in educational organizations. Farias-Gaytan et al. (2023) emphasize that educational digital transformation involves multiple interacting dimensions, including digital literacy, organizational processes, and institutional complexity.

This incremental character is particularly relevant for organizations that operate with varying levels of digital competence and resources. Rather than expecting simultaneous transformation across all organizational functions, gradual adoption allows members to develop familiarity with digital practices while maintaining continuity of essential institutional activities. The case therefore suggests that digital maturity should not be assessed solely according to the number of technologies adopted. A more meaningful indicator is the extent to which digital technologies have become integrated into organizational routines, decision-making, coordination, and service processes. At the same time, the uneven integration identified in the findings indicates that digital transformation remains incomplete. Some activities continue to depend on conventional procedures, while digital practices may still depend on individual initiative. This condition can create fragmentation if digital tools are adopted without common

procedures, standards, or institutional expectations. The finding is consistent with research identifying organizational resistance, limited readiness, infrastructure constraints, and insufficient integration as recurring barriers to digital transformation in educational institutions. The implication is that technology adoption needs to be accompanied by organizational redesign and institutional standardization rather than treated as an isolated technological intervention.

Leadership as the Link between Culture and Transformation

Leadership emerges as a critical mechanism connecting organizational culture with digital transformation. The findings show that leadership support influences how organizational members interpret technological change, particularly through communication, encouragement, coordination, and assistance during adaptation. Leaders therefore function not only as decision makers but also as cultural interpreters who explain why digital transformation is necessary and how it should remain consistent with the institution's educational identity.

This finding corresponds with recent research on Islamic educational institutions, which identifies leadership as a central driver of digital transformation. Saugi et al. (2025), for instance, found that digital leadership can strengthen coordination, data-informed decision-making, instructional innovation, and quality culture while integrating values such as trustworthiness, discipline, and ethical digital conduct. Similarly, Aryani (2025) identifies visionary Islamic leadership, digital literacy, and integrated information systems as interconnected components of successful digital transformation in Islamic educational institutions.

The present findings further indicate that leadership effectiveness in digital transformation is not simply determined by leaders' technical knowledge. More importantly, leaders need to create an organizational environment in which experimentation, learning, assistance, and adaptation are considered legitimate parts of organizational development. This is consistent with findings from Islamic educational settings showing that visionary and inclusive leadership can support innovation while reducing the tension between technological change and preservation of traditional institutional values (Setiorini et al., 2025).

Human Resources and Organizational Learning

Another significant finding concerns the importance of human resources. Differences in digital competence among organizational members influence the speed and consistency of transformation. The findings demonstrate that infrastructure alone cannot guarantee digital transformation because organizational members must possess the knowledge, confidence, and willingness to use technology effectively. This reinforces the argument that digital literacy is an organizational capability rather than merely an individual technical skill (Farias-Gaytan et al., 2023).

Interestingly, the case demonstrates that organizational learning does not occur exclusively through formal training. Peer assistance and informal knowledge sharing become important mechanisms through which members learn to use digital tools and adapt to changing work routines. This suggests the emergence of a distributed learning mechanism, in which digitally competent members support colleagues who are still developing their capabilities. Such practices can gradually transform digital competence from an individual attribute into a collective organizational capability.

The implication is that human-resource development should become an integral component of the foundation's digital transformation strategy. Training should not be limited to technical operation of particular applications but should include information management, digital communication, data literacy, digital ethics, cybersecurity awareness, and the ability to integrate technology into organizational workflows. Recent research on Islamic educational management similarly emphasizes the need to strengthen human-resource readiness alongside technological and leadership development (Jaosantia & Shobri, 2025; Aryani, 2025).

Balancing Innovation and Islamic Institutional Identity

A distinctive contribution of this case lies in the relationship between digital innovation and Islamic institutional identity. Digital transformation can create pressure for organizations to adopt practices associated with efficiency, speed, standardization, and technological rationality. However, an Islamic educational foundation operates not only according to administrative and efficiency considerations but also according to moral, religious, and educational values. The findings indicate that digital transformation is more meaningful when

technological change strengthens rather than displaces these institutional foundations.

This finding is consistent with recent scholarship describing digital transformation in Islamic education as a process requiring the integration of technological development with spiritual and ethical values. Shobri and Jaosantia (2025) argue that digital transformation involves not only technological change but also changes in management, leadership, and value systems. Likewise, research on adaptive Islamic organizational culture emphasizes that institutional adaptability does not require abandoning core religious values; instead, values can provide a stable foundation from which organizations respond to environmental change (Hakim, 2025).

In this respect, Islamic values can be understood as a cultural resource for digital transformation. *Amanah*, for example, can reinforce responsible management of digital information; *musyawarah* can support participatory decision-making; *'adl* can inform fairness in access to organizational resources and opportunities; and *ihsan* can encourage continuous improvement in educational services. The important point is that these values should not remain symbolic statements but should be translated into organizational practices and digital governance principles.

From Technology Adoption to an Adaptive Digital Culture

Taken together, the findings suggest that Yayasan Pendidikan Hidayatun Nihayah is moving from technology adoption toward the development of an adaptive digital culture. This distinction is theoretically important. Technology adoption refers primarily to whether an organization uses digital tools, whereas digital culture concerns how technology becomes embedded in organizational expectations, competencies, communication, decision-making, and routines. The transformation observed in this case remains gradual because cultural change requires repeated organizational experience. Members need opportunities to use technology, encounter problems, receive support, learn from colleagues, and incorporate new practices into their routines. Over time, these repeated interactions can normalize digital practices and reduce dependence on individual initiative. Thus, sustainable digital transformation requires institutional mechanisms that reinforce learning and adaptation.

The case also demonstrates that resistance should not automatically be interpreted as opposition to technology. Differences in adoption may reflect unequal digital competence, uncertainty regarding new procedures, workload concerns, or the absence of standardized organizational processes. Understanding these factors is important because an effective transformation strategy should address the underlying organizational conditions rather than simply require greater technology usage. This perspective is compatible with recent research identifying cultural resistance, human-resource readiness, and organizational capacity as interconnected dimensions of digital transformation in education.

Theoretical and Practical Implications

Theoretically, this study contributes to the discussion of digital transformation in Islamic education by positioning organizational culture as an active mechanism of transformation rather than merely a contextual variable. The findings suggest a reciprocal model in which organizational values influence technology adoption, leadership translates institutional values into transformation practices, human resources enact those practices, and repeated digital practices subsequently reshape organizational culture. This model expands the understanding of digital transformation beyond infrastructure and technology toward a sociocultural process of organizational change.

Practically, the findings indicate that Yayasan Pendidikan Hidayatun Nihayah and similar Islamic educational institutions need to develop digital transformation through four interconnected priorities: institutional alignment, leadership development, human-resource capacity building, and process integration. Digital initiatives should be connected to institutional objectives and Islamic values; leaders should model adaptive and ethical digital behavior; staff should receive continuous digital-capability development; and successful digital practices should gradually be standardized and integrated into organizational procedures. Such an approach can help ensure that digital transformation becomes an institutional capability rather than a collection of disconnected technological initiatives.

V. CONCLUSION AND RECOMMENDATION

This study concludes that organizational culture plays a key role in supporting digital transformation at Yayasan Pendidikan Hidayatun Nihayah.

Digital transformation extends beyond technology adoption to changes in communication, administration, collaboration, leadership, and human-resource capabilities. Islamic values such as amanah, cooperation, responsibility, and musyawarah can provide a cultural foundation for adapting to digital change. However, differences in digital competence and the continued use of conventional practices indicate that transformation remains gradual and requires further institutionalization. Overall, sustainable digital transformation depends on the integration of technology, adaptive organizational culture, leadership, human-resource development, and institutional values.

The foundation should develop a clear digital transformation roadmap aligned with its educational and Islamic values. Continuous digital competency development, adaptive leadership, peer learning, and standardized digital procedures are also needed to strengthen organizational readiness and reduce dependence on individual initiatives. Future research should examine similar processes across different Islamic educational institutions and use longitudinal or mixed-method approaches to investigate the long-term relationship between organizational culture and digital transformation.

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