



The Impact of Participatory Leadership on the Formation of Organizational Culture in Islamic Educational Institutions

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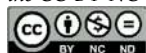
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Abstract: This research aims to examine the impact of participatory leadership on the formation of organizational culture in Islamic educational institutions, highlighting the importance of participatory leadership in creating an inclusive organizational culture rooted in Islamic values and supporting the achievement of educational goals. This research uses a Systematic Literature Review (SLR) approach with content analysis to synthesize previous findings related to this topic. Data were drawn from 12 relevant scholarly articles and selected through a rigorous selection process based on established inclusion and exclusion criteria. The results showed that participative leadership increases organizational member engagement, reinforces religious values such as honesty, responsibility, and cooperation, and encourages innovation, employee loyalty, and a work environment conducive to developing individual and collective potential. This study concludes that participatory leadership is significant in building a harmonious, adaptive, and sustainable organizational culture in Islamic educational institutions. The implications of the research include the need to develop collaborative leadership strategies that involve all stakeholders to improve the effectiveness and competitiveness of Islamic education institutions in the future, as well as providing insights for leaders to integrate participatory values into daily practices to create an innovative, inclusive and Islamic values-based organizational culture.

Abstrak: Penelitian ini bertujuan untuk mengkaji dampak kepemimpinan partisipatif terhadap pembentukan budaya organisasi di lembaga pendidikan Islam, dengan menyoroti pentingnya kepemimpinan partisipatif dalam menciptakan budaya organisasi yang inklusif, berakar pada nilai-nilai Islam, dan mendukung pencapaian tujuan pendidikan. Penelitian ini menggunakan pendekatan Systematic Literature Review (SLR) dengan analisis konten untuk menyintesis temuan-temuan sebelumnya terkait topik ini. Data diambil dari 12 artikel ilmiah yang relevan, dipilih melalui proses seleksi yang ketat berdasarkan kriteria inklusi dan eksklusi yang ditetapkan. Hasil penelitian menunjukkan bahwa kepemimpinan partisipatif meningkatkan keterlibatan anggota organisasi, memperkuat nilai-nilai keagamaan seperti kejujuran, tanggung jawab, dan kerja sama, serta mendorong inovasi, loyalitas karyawan, dan lingkungan kerja yang kondusif untuk pengembangan potensi individu maupun kolektif. Kesimpulan dari penelitian ini adalah bahwa kepemimpinan partisipatif berperan signifikan dalam membangun budaya organisasi yang harmonis, adaptif, dan berkelanjutan di lembaga pendidikan Islam. Implikasi penelitian mencakup perlunya pengembangan strategi kepemimpinan kolaboratif yang melibatkan seluruh pemangku kepentingan untuk meningkatkan efektivitas dan daya saing lembaga pendidikan Islam di masa depan, serta memberikan wawasan bagi para pemimpin untuk mengintegrasikan nilai-nilai partisipatif ke dalam praktik sehari-hari guna menciptakan budaya organisasi yang inovatif, inklusif, dan berbasis pada nilai-nilai Islam.

A. Introduction

Participatory leadership has become an approach that is increasingly gaining attention across various sectors, including Islamic educational institutions (Duryat, 2021). In Islamic education, participatory leadership focuses on collective decision-making and aims to create a collaborative, transparent, and inclusive work environment (Ramadani et al., 2024). This is crucial given that Islamic education has a dual purpose: to shape graduates who are academically excellent and morally virtuous by Islamic values. To achieve this goal, a strong and positive organizational culture is essential as a foundation for the effectiveness and sustainability of Islamic educational institutions. By involving all institution members in the decision-making and management processes, participatory leadership can strengthen organizational culture and foster better synergy among members (Utaminingsih, 2014).

Organizational culture in Islamic educational institutions has distinct characteristics, influenced by religious values, social norms, and educational objectives rooted in Islamic teachings. Values such as integrity, cooperation, responsibility, and honesty are emphasized in forming organizational culture within Islamic educational institutions. Therefore, it is important for educational leaders not to focus solely on administrative and academic aspects but also on how their leadership contributes to shaping a culture that reflects Islamic values. A strong organizational culture aligned with the institution's core values can enhance employee engagement, loyalty, and commitment to the institution's goals (Ilmansyah & Trihantoyo, 2022).

Participatory leadership shapes this organizational culture by allowing every member to feel involved in decision-making (Mirsa et al., 2024). When leaders apply a participatory approach, organizational members, including teachers, administrative staff, and other stakeholders, feel valued and perceive their role as important in achieving the institution's objectives. In Islamic educational institutions, this involvement is vital for fostering a sense of belonging among teachers and staff, strengthening their loyalty and dedication to the institution. Furthermore, an organizational culture influenced by participatory leadership can promote a more harmonious and productive work environment. The application of participatory leadership in government institutions enhances employee productivity and significantly strengthens the organizational culture (Idris, 2024). This can serve as a foundation for Islamic educational institutions to develop a more collaborative work culture where every member works together toward a shared goal. In the educational context, a conducive and collaborative work environment is essential for creating a better learning environment for students, which contributes to improving the quality of education (Hasibuan & Hadijaya, 2024).

A positive organizational culture also encourages collaboration among members, strengthens communication, and enhances efficiency in achieving the institution's goals (Febrianti et al., 2025). Participatory leadership significantly contributes to improving employee performance through the strengthening of an inclusive and collaborative organizational culture (Rismawati et al., 2025). This is important, as in Islamic educational institutions, cooperation among various stakeholders – from teachers and principals to the

community—is one of the keys to success in creating a high-quality and sustainable educational environment. With its openness and transparency, participatory leadership allows everyone in the organization to contribute to forming a shared vision and collective problem-solving.

This research aims to fill the research gap in participatory leadership and organizational culture in Islamic educational institutions, primarily focusing on the public sector or business organizations. Most previous studies, such as those conducted by (Wajdy et al., 2023), highlight the positive effects of participatory leadership on organizational culture in the public sector. However, research on how this leadership model is applied in the context of Islamic educational institutions, which have a unique organizational culture based on religious values, is still minimal. Additionally, previous studies have mainly discussed the impact of participatory leadership on work productivity (Jejen, 2020) but rarely explore the relationship between participatory leadership, the strengthening of organizational culture, and the overall performance improvement of Islamic educational institutions.

The novelty of this study lies in its focus on exploring the relationship between participatory leadership and the formation of organizational culture in Islamic educational institutions within the framework of Islamic values. This research contributes uniquely by demonstrating how the participatory leadership style can support the creation of a collaborative, inclusive organizational culture oriented toward improving education quality. Therefore, this study is not only academically relevant but also provides practical insights for leaders of Islamic educational institutions to enhance the effectiveness and sustainability of their institutions.

This study is important as it can provide strategic guidance for Islamic educational institutions in facing the challenges of the times, particularly in creating a generation that excels academically and possesses noble character by Islamic values. Furthermore, this study's findings are expected to significantly contribute to the development of participatory leadership theory and its implementation in the Islamic education sector. This study aims to analyze the role of participatory leadership in shaping organizational culture in Islamic educational institutions, particularly in exploring how the application of participatory leadership can strengthen Islamic values in organizational culture, improve institutional performance, and create an inclusive, collaborative educational environment focused on enhancing the quality of education and the character of students in line with Islamic values. Ultimately, Islamic educational institutions are expected to contribute significantly to producing generations who are not only academically excellent but also possess strong character through the Islamic values that underpin the education in these institutions.

B. Method

This study employs the Systematic Literature Review (SLR) method with content analysis, systematically reviewing factual text data from various articles concerning the impact of participatory leadership on the formation of organizational culture in Islamic

educational institutions. The literature sources for this research include accredited journals and research outputs such as theses, dissertations, and other scholarly works.

Literature Search

To find relevant literature on the research topic, the study follows the data analysis steps as follows: 1) Formulating the research problem related to the impact of participatory leadership on the formation of organizational culture in Islamic educational institutions, 2) Searching for literature through relevant articles, 3) Filtering the literature based on the research topic, 4) Categorizing and coding the instruments, 5) Analyzing and evaluating the collected data, and 6) Concluding.

Inclusion and Exclusion Criteria

The literature search begins by determining keywords such as *participative leadership*, *organizational culture*, and *Islamic education institutions* using primary databases like Web of Science, Scopus, and Google Scholar with the Publish or Perish search tool. The inclusion and exclusion criteria for the articles are as follows:

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Journal Articles, proceedings	Books, book chapters, reviews
Articles published from 2018-2023	Unpublished articles between 2018-2023
Articles related to participative leadership, organizational culture, and Islamic education institutions.	Articles not related to participative leadership, organizational culture, and Islamic education institutions.
Articles in English and Indonesia	Articles not published in English and Indonesian.

Table 1 presents the articles selected based on the inclusion and exclusion criteria. Full-text versions of each article were downloaded, and articles that met the exclusion criteria were eliminated. Articles that met the inclusion criteria were further analyzed to answer the research questions. Determining these inclusion and exclusion criteria is crucial for producing high-quality research. The subsequent step involves selecting articles using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method, which identified 12 articles related to the Impact of Participatory Leadership on the Formation of Organizational Culture in Islamic Educational Institutions.

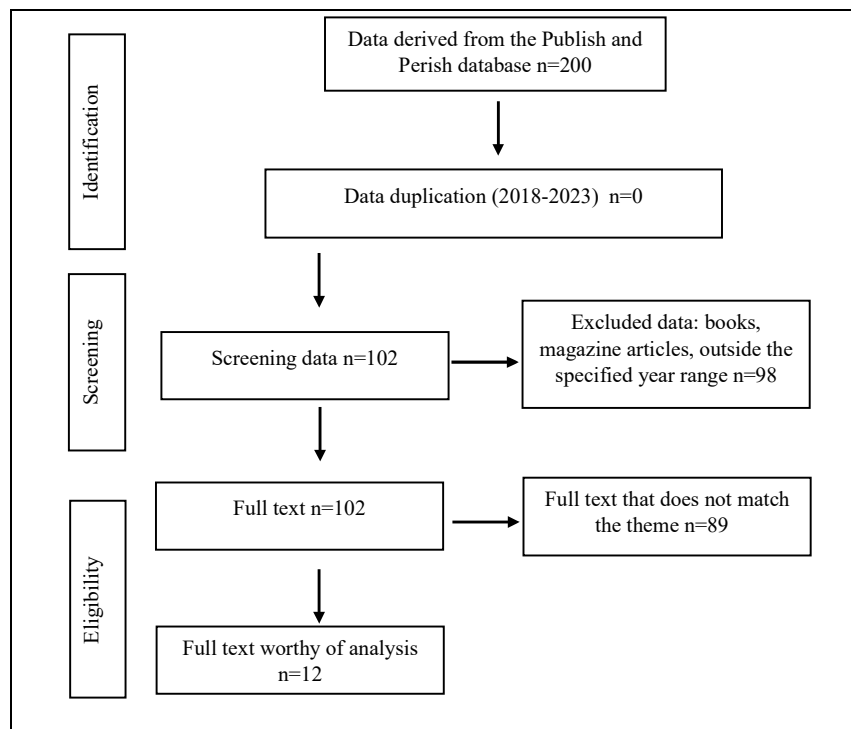


Figure 1. PRISMA Flow Diagram for Participatory Leadership and Organizational Culture Formation in Islamic Educational Institutions

C. Result and Discussion

Result

Data Analysis

Data analysis in this study uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to ensure a transparent and systematic selection of articles. The data collection started with the Publish or Perish tool, which resulted in 200 articles. These articles were then selected based on previously established inclusion and exclusion criteria. These criteria were designed to ensure that only relevant and high-quality articles were chosen, while articles that did not meet the exclusion criteria were eliminated. The selection process involved downloading the full texts of each identified article. Articles that met the inclusion criteria were further analyzed to answer the predetermined research questions. This stage is crucial for ensuring the validity of the research and focusing on relevant topics. PRISMA in this study guarantees that the article selection process is systematic, with clear steps that include identification, screening, and data analysis. The outcome of this process is identifying 12 relevant articles concerning the impact of participatory leadership on the formation of organizational culture in Islamic educational institutions. By using PRISMA, this research obtained high-quality articles and ensured that the selection process was transparent and accountable.

Critical Appraisal

This study's critical appraisal uses the Critical Appraisal for Narrative Review method to assess the literature review's quality, objectivity, and relevance. The literature selection process also follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, ensuring a systematic and transparent literature review. The process and flow of article selection are depicted in Figure 1.

Literature Review Results

Organizational Culture in Islamic Educational Institutions

Organizational culture in Islamic educational institutions consists of a set of values, norms, and practices that are accepted and carried out by all institution members, including educators, students, and administrative staff (Pratama et al., 2023). This culture is generally rooted in Islamic teachings, which form the foundation for daily interactions and behaviors within the institution (Rofiq, 2019). In addition to academic aspects, the organizational culture in Islamic educational institutions also focuses on developing student character and morals (Fibrianto & Yuniar, 2020). In this regard, participatory leadership is crucial in building and strengthening a positive organizational culture. A strong organizational culture can enhance work effectiveness and employee loyalty (Agmasari & Septyarini, 2023). This indicates that when members of an institution share the same values, they are more motivated and engaged in organizational activities. Furthermore, religious values such as justice, mutual respect, and tolerance are significant in shaping organizational culture because they strengthen interpersonal relationships and create a more conducive learning environment (Rony, 2021).

The Role of Participatory Leadership in Organizational Culture Formation

Participatory leadership plays a significant role in shaping an inclusive and collaborative organizational culture in Islamic educational institutions. This approach involves all members of the institution in decision-making, which fosters a sense of ownership and strengthens commitment to the institution's vision and mission. Participatory leadership directly influences organizational culture and enhances employee loyalty (Faturahman, 2018). Leaders who invite active contributions from staff and students in decision-making enrich existing perspectives, build trust, and create a democratic and adaptive organizational culture. By involving all members in the decision-making process, leaders also facilitate the improvement of institutional performance, as employees who feel valued are more motivated to achieve organizational goals (Afifah et al., 2024).

Indicators of Participatory Leadership

Several significant indicators of participatory leadership that contribute to creating a positive organizational culture include delegation of authority, two-way communication, and involvement in planning (Firdausi, 2022). Delegating authority allows staff to

participate in decision-making that impacts the institution, thus increasing their sense of responsibility and empowering them to contribute to the decisions made. Involvement in decision-making can encourage creativity and innovation, which contributes to improving education quality. Two-way communication is also essential, where leaders hold forums or regular meetings to discuss the institution's challenges and provide space for each member to voice their opinions (Kogoya et al., 2023). This strengthens relationships among team members, creates a positive work atmosphere, and enriches ideas that can enhance the organizational culture.

Implications for Islamic Educational Institutions

Implementing participatory leadership in Islamic educational institutions provides several significant benefits for organizations and education (Zamroni, 2020). One of the primary benefits is increased employee engagement. By involving staff in decision-making, they feel valued and are more motivated to contribute to achieving the institution's goals. This also reduces employee turnover, which is important for maintaining stability in the educational process. Furthermore, participatory leadership fosters innovation and creativity, enabling the institution to develop new programs that meet the needs of students, such as integrating technology into learning (Darmawan & Zakka, 2022). This leadership style also strengthens a positive culture, where openness, collaboration, and mutual respect are the central values in member interactions (Listanto, 2023). As a result, Islamic educational institutions can attract and retain quality educators, contributing to improving teaching and learning quality.

Table 2. Data Analysis Matrix in Systematic Literature Review Articles

Author, Title, Journal	Method Design	Result
Pratama, R. A., Kurniawan, N. A., Prayogo, M. D. A., & Putra, A. A. H. (2023). Analisis Budaya Organisasi dalam Kualitas Manajemen Pendidikan dalam Lingkup Lembaga Pendidikan. <i>Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora</i> , 1(2), 188-203. https://doi.org/10.59024/atmosfer.v1i2.154	Quantitative Method	This study shows that organizational culture significantly impacts the quality of educational management in educational institutions. A strong and balanced organizational culture provides a solid foundation for the success of educational management, including meeting community satisfaction as consumers. However, many educational institutions in Indonesia have not optimally implemented organizational culture, resulting in ineffective educational management that negatively impacts the education services received by the community.

Author, Title, Journal	Method Design	Result
		Using a quantitative approach and data analysis from various sources, this research emphasizes the importance of strengthening organizational culture to improve educational management quality and create broader positive impacts.
Rofiq, A. (2019). Birokrasi, Perilaku, dan Budaya Organisasi dalam Pendidikan Islam. <i>Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam</i> , 2(2), 98-116. https://doi.org/10.29062/dirasah.v2i2.63	Qualitative Method	This research demonstrates that organization plays an important role in improving the processes and functions of education within educational institutions. A well-managed organization can broaden its horizons, strengthen its personality, and create an efficient bureaucratic system to provide better public services. From an educational perspective, bureaucracy aims to improve education quality more effectively. When educational institutions are well-managed, the functions and processes of education can run optimally. The study also highlights the close relationship between organizational behavior and organizational culture in education. A good organizational culture can bring positive changes through external interactions, creating new cultural values and educational functions, ultimately improving the institution's quality.
Fibrianto, A. S., & Yuniar, A. D. (2020). Peran Budaya Organisasi dalam Pembentukan Karakter, Etika dan Moral Siswa SMA Negeri di Kota Malang. <i>Jurnal Analisa Sosiologi</i> , 9(1), 267-282. https://doi.org/10.20961/jas.v9i1.41372	Qualitative Method	The results show a strong ideology embedded in students involved in the organization. Furthermore, activities reflected in the organization can foster leadership qualities and a strong sense of responsibility. Organizations are part of the school curriculum, contributing to non-academic activities, and are expected to provide achievements and enhance the school's reputation. Organizations serve as a platform

Author, Title, Journal	Method Design	Result
		for the character formation of young people, who, as agents of change, should be developed during their school years, especially in high school, where individuals first become part of society.
<p>Agmasari, M., & Septyarini, E. (2023). Pengaruh Lingkungan Kerja, Kompensasi, dan Budaya Organisasi terhadap Loyalitas Kerja Karyawan PT Antar Lintas Sumatera di Yogyakarta. <i>Reslaj: Religion Education Social Laa Roiba Journal</i>, 5(2), 667-677.</p> <p>https://doi.org/10.47467/reslaj.v5i2.1670</p>	Quantitative Method	The findings show that employee loyalty is positively and significantly influenced by compensation and the work environment, while employee loyalty at PT Antar Lintas Sumatera is not significantly influenced by organizational culture.
<p>Rony, R. (2021). Urgensi Manajemen Budaya Organisasi Sekolah terhadap Pembentukan Karakter Peserta Didik. <i>Tafkir: Interdisciplinary Journal of Islamic Education</i>, 2(1), 98-121.</p> <p>https://doi.org/10.31538/tijie.v2i1.26</p>	Qualitative Method	The results indicate that every school must have a clear vision, mission, and effective organizational culture management to support the development of positive student character. Unfortunately, organizational culture management is often neglected, even though this culture encompasses values and habits important for education quality. Low organizational culture management, such as a lack of facilities or guidance, can hinder the application of positive values like discipline. Therefore, planned, integrated, and consistent management is needed for organizational culture to positively impact education quality.
<p>Faturahman, B. M. (2018). Kepemimpinan dalam Budaya Organisasi. <i>Madani Jurnal Politik Dan Sosial Kemasyarakatan</i>, 10(1), 1-11.</p> <p>https://doi.org/10.52166/madani.v10i1.186</p>	Qualitative Method	This research emphasizes the important role of leadership in organizational life, particularly in decision-making involving subordinates. Involving subordinates aims to accommodate constructive ideas to achieve organizational goals. It highlights that leadership behavior must align with organizational culture to guide subordinates in completing tasks

Author, Title, Journal	Method Design	Result
		effectively. Additionally, leaders need to meet individual needs comprehensively through constructive motivation to enable subordinates to work optimally. The situational-based participatory leadership approach provides space for two-way interaction between leaders and subordinates through support and guidance, creating a conducive work climate. Suggestions include strengthening two-way communication, increasing direct supervision by leaders, and addressing individual needs to maintain harmonious relationships and encourage subordinates to feel ownership of the organization. This aims to create effective synergy in achieving organizational goals.
Afifah, S. N., Qomariyah, S., Neneng, N., Erviana, R., & Rizki, N. J. (2024). Gaya Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Negeri 1 Kota Sukabumi. <i>Mutiara: Jurnal Penelitian Dan Karya Ilmiah</i> , 2(4), 158-181. https://doi.org/10.59059/mutiara.v2i4.1478	Qualitative Method	The research shows that the transformational leadership style implemented by the school principal plays a significant role in improving motivation, involvement, and teacher performance. The principal also uses a participatory leadership approach by involving teachers in decision-making, positively impacting their sense of ownership and responsibility for their tasks. Additionally, the emotional and professional support provided by the principal creates a conducive and collaborative work environment. The conclusion emphasizes that an effective school principal's leadership style is a key factor in improving teacher performance, which, in turn, positively affects the quality of education at MAN 1 Sukabumi.
Firdausi, B. M. (2022). <i>Pengaruh Gaya Kepemimpinan Partisipatif dan Iklim Organisasi Terhadap Kepuasan Kerja pada Karyawan</i>	Quantitative Method	The results indicate that participatory leadership style and organizational climate

Author, Title, Journal	Method Design	Result
<i>Cihampelas Hotel Group</i> (Doctoral dissertation, Universitas Komputer Indonesia).		positively influence employee job satisfaction at Cihampelas Hotel Group. The participatory leadership style, measured through persuasive leadership, collaboration, loyalty, and participation indicators, shows that good leadership contributes to satisfactory employee satisfaction. The organizational climate, measured through indicators of structure, standards, responsibilities, rewards, support, and commitment, also demonstrates a positive relationship with job satisfaction, especially in responsibility. The study finds that the better the leadership style and organizational climate, the higher the employee satisfaction, leading to improved performance and commitment to the company.
Kogoya, O., Mokal, B. J., & Kalangi, J. A. (2023). Gaya Kepemimpinan Partisipatif Lurah Kelurahan Sario Kotabaru Kecamatan Sario Kota Manado. <i>Agri-Sosioekonomi</i> , 19(2), 1109-1120. https://doi.org/10.35791/agrsosek.v19i2.48385	Qualitative Method	The research results show that the participatory leadership style implemented by the head of the Sario Kotabaru village in Manado is highly effective in managing urban communities, increasing community participation in social development, and maintaining public order. This leadership encourages good communication between village officials and the community, ensuring fast and efficient public services, even during the COVID-19 pandemic. The community appreciates the village administration's performance, which successfully maintained effective services despite challenging circumstances.
Zamroni, M. A. (2020). <i>Kepemimpinan Partisipatif (Shared Leadership) Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di MI NU Imaduddin Hadiwarno Tahun 2019</i> (Doctoral dissertation, IAIN KUDUS).		The research shows that the participatory leadership of the Madrasah principal at MI NU, Imaduddin Hadiwarno, is efficacious in improving the quality of education. The

Author, Title, Journal	Method Design	Result
		principal implemented policies such as waiving registration fees, conducting student mapping tests, and improving human resources and infrastructure. Quality improvement is seen in the high interest of applicants, successful graduates, and parental support. Additionally, infrastructure improvement and intensive exam preparation have contributed to the better quality of education in Madrasah.
Darmawan, P. A., & Zakka, M. F. Q. (2022). Analisis Model Kepemimpinan Partisipatif Kepala Sekolah Penggerak Dalam Transformasi Pendidikan Era Digital. In <i>Seminar Pendidikan Nasional Administrasi Pendidikan</i> , 1, 59-70.	Systematic Literature Review Method	The analysis shows that participatory leadership can increase the participation and involvement of all parties in decision-making and planning educational programs. School leaders must also make good use of information technology and create harmony in relationships with all stakeholders to achieve the goals of educational transformation.
Listanto, A. (2023). <i>Pengaruh Gaya Kepemimpinan Partisipatif dan Komunikasi terhadap Kinerja Karyawan pada Kantor Fungsional Operasional (KFO) BTPN Syariah</i> (Doctoral dissertation, Universitas Binaniaga Indonesia)	Quantitative Method	The study reveals that the participatory leadership style does not significantly influence employee performance at the KFO Area Jawa Barat 1 PT. Bank BTPN Syariah Tbk. However, communication has a positive and significant effect on employee performance. Furthermore, the combination of participatory leadership style and communication was shown to positively influence employee performance simultaneously. This indicates that although participatory leadership style does not directly affect performance, effective communication remains critical in enhancing employee performance.

Discussion

Organizational Culture in Islamic Educational Institutions

Organizational culture in Islamic educational institutions consists of values, norms, and practices upheld and implemented by all members, including educators, students, and administrative staff. These values are typically rooted in Islamic teachings, which serve as a foundation for daily interactions and behaviors within the institution. The organizational culture developed in Islamic educational institutions covers academic aspects and focuses on forming students' character and morals. In this context, participatory leadership is crucial in building and strengthening a positive organizational culture (Pratama et al., 2023).

A positive organizational culture in Islamic educational institutions can be identified through openness, honesty, cooperation, and shared responsibility. A strong organizational culture can improve work effectiveness and employee loyalty. This aligns with organizational culture theory, which suggests that members are more motivated and engaged in organizational activities when they share the same values. In Islamic educational institutions, all members' participation in decision-making and participatory leadership practice create a harmonious environment and strengthen commitment to the institution's vision and mission (Agmasari & Septyarini, 2023).

The influence of religious values in shaping organizational culture is highly significant. In Islamic educational institutions, norms based on religious teachings, such as justice, mutual respect, and tolerance, serve as guidelines for member interactions. This improves relationships between individuals and creates a more conducive learning environment. Furthermore, the participatory leadership implemented in these institutions allows every member to contribute ideas and thoughts, enriching the organizational culture. Members who feel valued and involved are likelier to show loyalty and dedication to the institution.

One of the positive impacts of participatory leadership is the emergence of a sense of ownership among members. With active participation in decision-making, each individual feels part of the process and the organization's outcome (Agmasari & Septyarini, 2023). For example, educators and students are invited to express their opinions and ideas in determining educational programs or extracurricular activities. This strengthens the organizational culture and encourages innovation and creativity, essential for creating a high-quality learning experience. In this regard, a healthy organizational culture can support the achievement of the goals of Islamic educational institutions, namely the development of student's character and knowledge of Islamic values.

A strong organizational culture in Islamic educational institutions also functions as a social support system. In a supportive environment, members feel more comfortable sharing ideas, asking questions, and seeking help from one another. This creates a positive work climate and reduces stress, allowing members to focus on their tasks. Therefore, through participatory leadership, Islamic educational institutions can develop an organizational culture that prioritizes academic results and members' well-being, ultimately leading to success.

The Impact of Participatory Leadership on Organizational Culture

Participatory leadership is an approach that is increasingly being applied in various organizations, including Islamic educational institutions. This approach is characterized by the active involvement of team members or employees in decision-making, leading to a more inclusive and collaborative organizational culture. Participatory leadership not only has a direct impact on organizational culture but also influences employee loyalty. This is particularly important in educational institutions, where trust and commitment to the institution's vision and mission are crucial (Faturahman, 2018).

In Islamic educational institutions, participatory leadership can create an environment that supports Islamic values and good work ethics. When leaders invite employees to contribute to decision-making, they feel valued and recognized. This contributes to developing a positive organizational culture, where honesty, cooperation, and mutual respect become the foundation for member interactions. Additionally, employee involvement in the decision-making process increases their sense of ownership of the institution, encouraging them to work harder to achieve its goals (Afifah et al., 2024).

For example, in practice, leaders who apply participatory leadership often hold discussion forums or consultations to address issues the institution faces. Each member can express their opinions and ideas in these forums. This approach enriches existing perspectives and builds trust among team members. Open communication such as this is key to forming a democratic and adaptive organizational culture.

Moreover, the organizational culture shaped through participatory leadership can contribute to improved performance within the institution. Employees who feel involved and heard tend to perform better, as they feel responsible for their work outcomes. Furthermore, when employees are encouraged to share ideas and innovations, the educational institution can adapt more quickly to changes and challenges in the educational context and broader global challenges.

Finally, the positive impact of participatory leadership on organizational culture in Islamic educational institutions can also be seen in employees' professional development. Leaders build trust and create opportunities for employees to learn and grow by involving them in decision-making. This is especially important in education, where individual capacity development directly contributes to improving the quality of education provided to students.

Indicators of Participatory Leadership

Participatory leadership is an effective approach to creating a positive organizational culture, particularly in Islamic educational institutions. Several indicators of participatory leadership include (Darmawan & Zakka, 2022; Kogoya et al., 2023) :

1. Delegation of Authority

Delegation of authority is a crucial aspect of participatory leadership. In Islamic educational institutions, this refers to leaders empowering subordinates to engage in decision-making. This process creates a sense of responsibility among staff and empowers them to contribute to decisions that affect the organization. (Kogoya et al., 2023) emphasize that by involving subordinates in decision-making, leaders increase employee engagement and encourage creativity and innovation.

In Islamic educational institutions, delegation of authority can also include developing programs aligned with the institution's vision and mission. For instance, leaders may delegate responsibility to teachers to design a curriculum that better meets the needs of students. This enhances teachers' commitment to the curriculum they develop and improves the quality of education provided to students.

2. Two-Way Communication

Two-way communication is another important indicator of participatory leadership. In this case, communication flows from the leader to subordinates and from subordinates to leaders, allowing them to express their opinions and feedback (Rexady et al., 2023). Effective communication strengthens relationships among team members and creates a positive work environment. In Islamic educational institutions, two-way communication can help create an atmosphere that supports Islamic values such as openness, mutual respect, and cooperation.

Leaders who implement two-way communication often hold regular forums or meetings with staff to discuss issues the institution faces. Each member can share their views and ideas in these forums, fostering constructive dialogue. This increases trust between leaders and subordinates and facilitates collective problem-solving, which in turn supports the creation of a better organizational culture.

3. Involvement in Planning

Employee involvement in planning is another important indicator of participatory leadership. In Islamic educational institutions, this means involving employees in formulating the institution's goals and strategies (Sukatin et al., 2023). By allowing staff to contribute to planning, leaders ensure that the goals set reflect the needs and expectations of all team members.

Involvement in planning not only increases staff's sense of ownership but also results in more realistic and practical plans. For example, when teachers plan extracurricular activities, they can propose programs that align with students' interests and Islamic values. As such, the planned activities engage students and reinforce staff commitment to the institution's mission.

Overall, indicators of participatory leadership such as delegation of authority, two-way communication, and involvement in planning are essential in shaping a positive

organizational culture in Islamic educational institutions. By implementing these indicators, leaders can increase employee engagement and foster a harmonious and productive work environment, which, in turn, will contribute to better educational outcomes.

Implications for Islamic Educational Institutions

Implementing participatory leadership in Islamic educational institutions can yield significant benefits that impact organizational performance and the quality of education provided to students. By building an inclusive and collaborative organizational culture, participatory leadership can create an environment that supports the growth and development of both staff and students (Zamroni, 2020). The following are some important implications of implementing participatory leadership in Islamic educational institutions:

1. Enhancing Engagement

One of the main benefits of participatory leadership is enhanced employee engagement. This engagement is crucial in Islamic educational institutions, where the vision and mission are often tied to community service and Islamic values. When leaders involve staff in decision-making, they feel valued and recognized as an integral part of the organization. This increases motivation and fosters a strong sense of ownership of the institution (Zamroni, 2020).

For example, when teachers are invited to contribute to designing teaching programs or extracurricular activities, they feel their opinions and experiences are valued. Involvement in this process leads to increased commitment and the development of responsibility for the quality of education provided. The involved staff members are more proactive in performing their duties and strive for better outcomes.

2. Encouraging Innovation

Participatory leadership creates an environment that encourages innovation and creativity. In Islamic educational institutions, where educational needs continue to evolve, adapting and creating new solutions is crucial. By involving all team members in decision-making, institutions can benefit from various perspectives and experiences (Darmawan & Zakka, 2022).

For example, leaders may hold brainstorming sessions or workshops to discuss new ways of enhancing student learning. The institution can develop more relevant and engaging programs by allowing teachers and staff to share ideas. For instance, integrating technology into learning could be devised through input from teachers who understand students' needs and challenges.

3. Strengthening Positive Culture

The implementation of participatory leadership contributes to the formation of a positive organizational culture. In Islamic educational institutions, a positive culture is

crucial as it creates an environment that supports students' character development and fulfills the educational mission based on Islamic values. An inclusive and collaborative organizational culture can be created when all members feel valued and participate in decision-making (Listanto, 2023).

A positive culture is reflected in interactions among employees, mutual respect, and openness in communication. When leaders promote cooperation, honesty, and mutual support, team members are more likely to collaborate and share information. This strengthens relationships among members and creates a conducive learning atmosphere for students.

Furthermore, a positive culture fostered through participatory leadership can help educational institutions attract and retain quality educators. Institutions with a good collaborative work environment will efficiently recruit and retain dedicated staff in a competitive educational landscape. This will contribute to improving teaching and learning quality within the institution.

The application of participatory leadership benefits not only employees but also students and the broader community. By integrating Islamic values into leadership practices, educational institutions can produce a generation that is high in quality, moral character and ready to contribute to society. Moreover, the success of participatory leadership can serve as an example for other institutions, both within and outside the context of Islamic education, demonstrating how collaboration and involvement can bring about positive change within organizations.

D. Conclusion

Based on the findings of this study, participatory leadership has a significant impact on the formation of organizational culture in Islamic educational institutions. This leadership style, which involves all members in the decision-making process, fosters a sense of togetherness, loyalty, and collective responsibility among the institution's members. Furthermore, Islamic values such as honesty, cooperation, and shared responsibility strengthen the organizational culture, ultimately leading to improved institutional performance, including the quality of learning and academic achievements.

The implications of this research indicate that participatory leadership can create an inclusive and collaborative organizational culture within Islamic educational institutions. Through this approach, internal communication is enhanced, participation in planning and evaluating educational programs is increased, and innovation that aligns with the times is encouraged without neglecting religious values. This contributes to creating a harmonious, productive, and well-being-oriented work environment, significantly supporting achieving high-quality Islamic education goals.

Future research is recommended to further explore the impact of participatory leadership on other aspects of Islamic educational organizations, such as human resource management and institutional performance evaluation. Additionally, studies can focus on comparing the implementation of participatory leadership across different types of Islamic

educational institutions to assess variations in its impact. This will provide a more comprehensive understanding of how participatory leadership can continue to support the enhancement of Islamic education quality in various institutional contexts.

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