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## TRANSFORMING LEARNING ORGANIZATION SYSTEMS FOR SUSTAINABLE INNOVATION IN ISLAMIC PRIVATE UNIVERSITIES

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**ABSTRACTS**

**Background:** The transformation of Islamic Private Higher Education Institutions (PHEIs) requires learning systems that go beyond structural reform by fostering a sustainable culture of collective learning and knowledge creation. **Purpose:** This study aims to analyze how the transformation of Learning Organization systems, integrated with the SECI knowledge creation model, enhances institutional performance and sustainable innovation in Islamic private universities. **Method:** A qualitative approach with a multiple case study design was employed at Universitas Pelita Bangsa and Universitas Islam 45 Bekasi. Data were collected through in-depth interviews, participatory observation, and document analysis, and analyzed inductively using a phenomenological approach based on thematic cross-case analysis model. Data validity was ensured through triangulation and member checking. **Results:** The findings reveal that Learning Organization disciplines personal mastery, shared vision, team learning, mental models, and systems thinking have been partially implemented within academic and managerial practices. Their effectiveness is significantly strengthened when integrated with the SECI model, which operationalizes knowledge creation through socialization, externalization, combination, and internalization. This integration forms an integrative SECI-Learning Organization (SECI-LO) model that generates a continuous learning spiral supporting adaptability, innovation, and performance improvement. **Conclusion:** The study contributes theoretically by offering an integrative SECI-LO framework for Islamic higher education and provides practical guidance for institutionalizing learning and innovation through quality assurance systems, transformational leadership, and digital knowledge infrastructure.

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## A. INTRODUCTION

Higher education is a strategic element in the development of high-quality and globally competitive human resources. Universities, both public and private, play a vital role as centers for knowledge development, research, and social innovation that support national progress (Madjid, 2002). In the Indonesian context, Private Higher Education Institutions (PHEIs) play a significant role in expanding access to higher education and fostering regional potential. Nevertheless, many PHEIs continue to face fundamental challenges, including low institutional performance, limited human resources, weak managerial systems, and an underdeveloped culture of innovation and organizational learning (Ikhwan, 2019). Limited adaptability to changes in the external environment further exacerbates the competitiveness of PHEIs, particularly in academic performance, research productivity, and institutional services.

The performance of PHEIs is not determined solely by administrative or financial capacity, but rather by the extent to which institutions are able to function as continuously learning organizations (Aisyah, 2019). Organizational learning emphasizes the collective capacity of all institutional members to learn together, adapt new knowledge, and transform it into actions that enhance organizational effectiveness (Pedraja-Rejas, L., Rodríguez-Ponce, E., & Rojas-Miranda, 2025). In the context of globalization and the digitalization of education, transforming organizational learning systems has become an urgent necessity for PHEIs to survive, grow, and innovate. The paradigm shift from traditional organizations toward learning organizations represents one of the most strategic approaches to achieving sustainable institutional performance.

Over the past two decades, national policies such as the Indonesian National Standards for Higher Education (SN-Dikti) and the accreditation system administered by the National Accreditation Board for Higher Education (BAN-PT) have emphasized the importance of continuous quality improvement. However, many private universities still perceive accreditation primarily as an administrative obligation rather than as a process of transformative institutional learning (Ekowati, M. A. S., Kristyana Dananti, S. E., Fajriyah, N., Miftakul Huda, S. E., Priskusanti, R. D., Suprayitno, S., ... & Kom, 2025). This phenomenon creates a gap between formal accreditation outcomes and the organization's actual capacity to cultivate a learning culture and institutional innovation (Rad, D., & Bocoş, 2024). Furthermore, rapid technological advancement, automation, and the digitalization of educational processes require universities to develop adaptive, collaborative, and knowledge-based learning systems (Susanto, H., Phoek, I. C. A., & Tjilen, 2025). PHEIs must not only articulate strong academic visions but also foster learning cultures that position lecturers, administrative staff, and students as integral components of a sustainable learning system (Senge, 1994; Robbin & Judge, 2008) dalam (Okolie, U. C., & Memeh, 2022).

Although national policies such as SN-Dikti and BAN-PT accreditation emphasize continuous quality improvement, many PHEIs still regard accreditation as a procedural requirement rather than as a reflection of deep institutional learning (Cichocka, 2016). This perception widens the gap between formal achievements and the development of authentic learning cultures. Amid increasing demands for digitalization and automation, higher education institutions are required to establish collaborative, adaptive, and knowledge-based learning systems (Hidayat, H. S., Maragi, I. G. A., & Setiawan, 2025). Lecturers, administrative staff, and students must actively participate in a dynamic and sustainable learning ecosystem.

The concept of the Learning Organization, introduced by Peter M. Senge in *The Fifth Discipline* (1990), serves as the primary theoretical framework of this study. Senge defines a learning organization as one that continuously expands its capacity to create its desired future (Hendrawati, 2025). This concept is grounded in five core disciplines: systems thinking, personal mastery, mental models, shared vision, and team learning (Goh, S. C., & Richards, 2021). Systems thinking encourages holistic understanding of organizational interdependencies; personal mastery fosters continuous individual development; mental models help individuals recognize cognitive patterns that inhibit change; shared vision builds collective commitment; and team learning enhances collaborative capacity through dialogue and reflection. Senge (1994) emphasizes that a learning organization is not merely a formal structure, but a living culture embedded throughout the organization.

In the context of higher education, a learning organization implies that all members of the academic community leaders, lecturers, administrative staff, and students function as active agents of learning. Learning processes occur not only in classrooms, but also in decision-making, quality management, and academic policy development. Hellriegel and Slocum (2005), as cited in Havidotinnisa and Rofaida (2025), argue that organizational learning serves as a bridge between individual knowledge and institutional systems. Without an integrated learning system, knowledge diminishes over time; when managed effectively, however, it becomes an innovative asset that strengthens institutional competitiveness.

Complementing Senge's framework, the SECI model (Socialization, Externalization, Combination, and Internalization) proposed by Nonaka and Takeuchi (1995) provides an epistemological dimension to organizational learning (Hendrawati, 2024). The SECI model explains how individual tacit knowledge is converted into explicit organizational knowledge and vice versa. Socialization occurs through shared interaction and experience; externalization transforms tacit knowledge into explicit concepts; combination integrates diverse forms of explicit knowledge into new systems; and internalization converts explicit knowledge back into tacit knowledge through practice and reflection (Palaniswamy, N., & Vadivelu, 2025). These stages form a continuous knowledge spiral. In higher education, the SECI model is reflected in collaborative research, faculty development programs, research-based curriculum design, and cross-unit knowledge sharing (Possumah, M. K., Ferdinand, Y., Aqila, N., & Lubis, 2025).

Both Learning Organization theory and the SECI model emphasize collective learning, knowledge sharing, and sustainable innovation. However, their orientations differ: Learning Organization focuses on organizational culture and values, whereas the SECI model emphasizes mechanisms of knowledge conversion. Their integration gives rise to a knowledge-based learning organization, in which learning is not merely cognitive but epistemological producing, disseminating, and internalizing new knowledge on a continuous basis (Cichocka, 2016).

The integration of Learning Organization and SECI forms an Integrated Learning Knowledge Creation System (ILKCS), in which organizational culture supports knowledge conversion processes and vice versa. Team learning and shared vision strengthen socialization and externalization, systems thinking enriches combination through the integration of diverse explicit knowledge, and personal mastery becomes central to internalization through reflective individual learning. Hussein (2013) dalam (Pudjiarti, 2023) argues that organizations integrating these two

models demonstrate high adaptability and sustained innovative capacity. In PHEIs, research outputs, quality evaluations, and academic practices thus evolve beyond administrative data into sources of institutional knowledge that enhance quality and competitiveness.

The transformation of organizational learning systems in PHEIs has become a strategic imperative in response to global educational disruption. PHEIs are complex systems composed of interacting academic, research, administrative, and technological subsystems (Nugraha, H. M. S., Andriani, N., Hilman, C., Nasir, M., Firdaus, F., Amiruddin, M. F., ... & Ud, 2025). Marquardt (2011), as cited in (Zulkipli, 2025) defines organizational learning transformation as a fundamental change in structure, culture, and strategy that enables organizations to continuously learn and innovate. In this context, transformational leadership plays a critical role in fostering collective learning cultures, strengthening collaboration, and integrating information technology as a tool for knowledge sharing. Miller and Josephs (2009), as cited in (Aisha, N., Mahilan, A., & Saefullah, 2025) further argue that successful organizational transformation depends on three pillars: collaborative structures, enabling technology, and adaptive organizational culture.

Numerous studies indicate that organizational learning significantly influences managerial effectiveness, innovation, and job satisfaction in educational institutions (Lartey, B. S., & Ampofo, 2025). Kamala, 2025 further emphasize that organizational learning culture enhances institutional innovation capacity and effectiveness. However, most existing studies examine Learning Organization or SECI models independently, without integrating them. This gap presents an opportunity to develop an integrative model, particularly within the Indonesian PHEI context, which faces unique challenges related to resources, culture, and governance.

The integration of Learning Organization and SECI not only offers a novel theoretical approach but also provides practical solutions for managing PHEIs (Hendrawati, 2024). Lecturers shift from being mere transmitters of knowledge to becoming knowledge creators; students become active co-learners; and institutional leaders assume the role of knowledge leaders who cultivate collaborative cultures. A synergistic learning and knowledge creation system ultimately enhances institutional performance and fosters sustainable innovation.

The principal novelty of this study lies in synthesizing two major paradigms—organizational learning (Senge) and knowledge creation (Nonaka) into a single conceptual framework: the Integrative SECI–Learning Organization (SECI–LO) Model. This model positions learning and knowledge creation as mutually reinforcing systems that build organizational innovative capacity. The integration forms a continuous learning loop in which new knowledge is generated, tested, disseminated, and reinternalized within institutional systems. Through this approach, learning organizations are not merely reactive to change, but proactive in creating new value (Maison, D., Marchlewska, M., Sekścińska, K., Rudzinska-Wojciechowska, J., & Łozowski, 2019).

Accordingly, this study aims to analyze how organizational learning system transformation can be implemented in PHEIs, identify the relationship between organizational learning and knowledge creation processes, and formulate a conceptual model as a framework for enhancing institutional performance and sustainable innovation (Félix et al., 2023). Contemporary higher education demands organizations that are not only able to learn more rapidly, but also capable of creating knowledge

continuously (Ferdino, M. F., Annur, S., & Handayani, 2025). The integration of Learning Organization and the SECI model offers a new paradigm for higher education management, particularly for PHEIs, by strengthening institutional resilience, cultivating robust learning cultures, and creating sustainable innovation ecosystems that serve as the foundation for globally competitive private universities.

## **B. METHOD**

### **Research Approach and Type**

This study employed a qualitative approach using a multiple case study design to explore how Learning Organization (LO) systems are transformed and integrated with the SECI knowledge creation model to enhance institutional performance and sustainable innovation in Islamic Private Higher Education Institutions (PHEIs). A multiple case study design was selected to enable in-depth exploration of organizational learning dynamics within real institutional contexts while allowing cross-case comparison between institutions. Rather than testing hypotheses, this study seeks to interpret and explain how learning culture and knowledge creation processes interact in practice across institutional settings.

### **Research Location and Duration**

The research was conducted at Universitas Pelita Bangsa (UPB) and Universitas Islam 45 (UNISMA) Bekasi, West Java, Indonesia. These institutions were purposively selected due to their active engagement in strengthening quality assurance systems, lecturer development programs, and knowledge-sharing initiatives. Despite similarities in geographical and socio-cultural contexts, the two universities differ in governance structure and managerial practices, thus providing a meaningful comparative perspective. Data collection was carried out over a nine-month period from April 2022 to January 2023, encompassing preliminary observation, in-depth interviews, document analysis, and validation stages.

### **Research Subjects**

Participants were selected using purposive sampling based on their direct involvement in organizational learning processes, knowledge management practices, and institutional governance. A total of 23 participants were involved in this study, consisting of six senior lecturers, four faculty leaders and quality assurance officers, three academic administrative staff members, and ten active students. Data collection continued until thematic saturation was reached, indicated by the absence of new emerging themes across interviews (Morse, 2000; Huyler & McGill, 2019).

### **Research Objects**

The object of this study is the organizational learning system within Islamic PHEIs, particularly the implementation of Senge's five Learning Organization disciplines (personal mastery, mental models, shared vision, team learning, and systems thinking), the SECI knowledge creation processes (socialization, externalization, combination, and internalization), and the integration of both frameworks in enhancing institutional performance and sustainable innovation.

## **Data Collection Techniques**

Data were collected using three main techniques:

a. In-depth Interviews.

Semi-structured in-depth interviews were conducted to explore participants' experiences, perceptions, and reflections regarding learning practices, leadership support, knowledge sharing, and innovation processes.

b. Observation.

Participatory observations were carried out during academic coordination meetings, lecturer training sessions, research discussions, and quality assurance forums to capture collective learning interactions.

c. Documentation.

Document analysis was conducted on institutional strategic plans, accreditation reports, internal quality assurance manuals, curriculum documents, and annual performance reports to triangulate findings from interviews and observations (Kamila & Munajat, 2025).

## **Data Analysis Techniques**

The research data were analyzed using thematic cross-case analysis following Braun and Clarke's six-step framework, including familiarization with data, initial coding, theme development, theme review, theme definition, and cross-case comparison. Within-case analysis was first conducted separately for each institution, followed by cross-case synthesis to identify recurring patterns, similarities, and contextual differences. This analytical strategy ensured methodological consistency with the multiple case study design (Creswell, J. W., & Poth, 2023).

## **Data Validity Tests**

To ensure trustworthiness, the study applied source triangulation, method triangulation, persistent observation, member checking, and audit trail documentation. Ethical approval was obtained from the institutional research ethics committee prior to data collection. All participants provided informed consent and were assured of confidentiality and anonymity. Participant identities are coded (e.g., P1, P2) to protect privacy (Garad et al., 2025).

## **Criteria for Document Selection**

Documents were selected based on:

- a. relevance to organizational learning, knowledge creation, and innovation;
- b. official institutional status, including strategic and quality assurance documents;
- c. publication within the last five years;
- d. verified credibility and authenticity; and
- e. completeness of information related to learning practices and institutional performance.

These criteria ensured the reliability and adequacy of documents for qualitative analysis (Bush & Coleman, 2023).

## C. RESULT AND DISCUSSION

This section presents the research findings derived from in-depth interviews, field observations, and document analysis, including strategic plans, internal quality assurance reports, accreditation documents, and institutional performance reports. The findings are thematically organized, with each theme followed by analytical implications for strengthening organizational learning, institutional performance, and sustainable innovation in Private Higher Education Institutions (PHEIs).

### **Overview of Organizational Learning Implementation in Private Higher Education Institutions**

The research findings indicate that both Islamic Private Higher Education Institutions (UPB and UNISMA Bekasi) have implemented Learning Organization principles in various institutional practices. Organizational learning is manifested through structured and unstructured activities involving academic leaders, lecturers, administrative staff, and students.

At the individual level, Learning Organization practices are reflected in continuous professional development programs, lecturer training, and reflective learning activities aimed at enhancing personal mastery. One senior lecturer stated, “Continuous training programs have encouraged us to reflect on our teaching practices. It is no longer only about delivering content, but about improving ourselves as academic professionals” (Senior Lecturer, P3). This statement illustrates the shift from procedural teaching toward reflective academic professionalism.

At the team level, team learning is evident through cross-departmental collaboration, research group discussions, curriculum development workshops, and regular academic coordination meetings. As noted by a faculty leader, “Knowledge-sharing forums became the main space for collaborative innovation. Through cross-faculty discussions, we developed new curriculum ideas and research proposals together” (Faculty Leader, P7). These collaborative spaces facilitate collective reflection and shared problem-solving processes that transform individual insights into institutional practice.

At the organizational level, learning is institutionalized through quality assurance systems, internal evaluation mechanisms, and academic policies that encourage knowledge sharing and continuous improvement. Both institutions have established forums for academic dialogue and knowledge exchange, although the degree of formalization varies between institutional units.

The findings indicate that the maturation of Learning Organization practices depends on the gradual internalization of shared values and collaborative norms supported by leadership. Nevertheless, their formal incorporation into institutional systems and governance mechanisms has yet to reach uniform consistency across organizational units. They have implemented Learning Organization (LO) principles in diverse institutional forms.

- a. Organizational Learning Structures. UPB institutionalizes organizational learning through formal structures such as knowledge-sharing forums, lecturer development programs, and learning teams that function as platforms for reflection and innovation. In contrast, UNISMA emphasizes non-formal mechanisms, particularly academic communities and lecturer research groups

- that actively facilitate experience sharing and pedagogical innovation.
- b. Learning Processes. In both institutions, organizational learning evolves gradually through internalization of learning values, reflective practices, and collective engagement rather than through directive managerial instruction.
  - c. Cultural Embedding. Learning Organization practices are increasingly embedded in academic culture, although their formal integration into internal quality assurance systems remains uneven.

Implication: The existence of both formal and informal learning mechanisms provides a strong foundation for organizational learning transformation; however, sustainability depends on institutionalization within governance and quality assurance systems.

### **Transformation of the Five Learning Organization Disciplines in PHEIs**

The findings indicate that the transformation of Senge's (1990) five Learning Organization disciplines in Islamic Private Higher Education Institutions (PHEIs) demonstrates context-sensitive implementation while remaining theoretically consistent with organizational learning literature. These disciplines function as socio-cultural enablers that support the institutionalization of knowledge creation processes within the integrative SECI-Learning Organization (SECI-LO) model.

Personal mastery is developed through continuous professional training, reflective teaching practices, and academic advancement opportunities, strengthening individual learning capacity and commitment (Senge, 1990; Marquardt, 2011 in article (Masuwai et al., 2024)). Within the SECI-LO framework, personal mastery primarily reinforces the internalization phase, where explicit institutional knowledge is transformed into individual competencies and professional practices.

Despite positive developments, the transformation process is not free from resistance. Several participants acknowledged that digital transformation and systematic documentation initially encountered reluctance, particularly among senior academic staff. A quality assurance officer observed, "Some senior lecturers initially perceived digital transformation as an additional burden rather than a learning opportunity" (Quality Assurance Officer, P5). This illustrates the persistence of traditional mental models that inhibit adaptive learning.

However, structured reflection sessions gradually contributed to cognitive reframing. An administrative staff member explained, "When we began documenting our discussions and decisions, we realized that many assumptions about academic management needed to be revised" (Administrative Staff, P12). This process aligns with the externalization stage of SECI, where tacit assumptions are articulated into explicit organizational understanding (Nonaka & Takeuchi, 1995, as cited in (Hassan et al., 2025)).

The development of a shared vision is strengthened through transformational leadership communication that emphasizes continuous improvement, innovation, and Islamic institutional values. Consistent with Senge (1990) in article (Setiyono et al., 2026), shared vision fosters collective commitment and facilitates the socialization process in the SECI model, enabling shared understanding and meaning-making across organizational members.

Team learning emerges as a central mechanism for cross-faculty collaboration

through joint research, curriculum development, and quality assurance activities (Lucas, 2024). This collaborative learning process operationalizes the combination phase of SECI, where diverse explicit knowledge sources are integrated into institutional systems and practices (Nonaka & Takeuchi, 1995).

Finally, systems thinking is increasingly applied through integrated academic and managerial information systems, enabling holistic analysis of interrelated institutional processes. This discipline supports the sustainability of the SECI-LO model by ensuring that knowledge creation outcomes inform strategic decision-making and organizational adaptation (Senge, 1994; Watkins & Marsick, 2003 in article) (Christou et al., 2024).

### **SECI Knowledge Creation Processes**

The SECI knowledge creation process was evident across institutional practices. Socialization occurred primarily through informal academic interactions, mentoring activities, and collaborative discussions. One lecturer emphasized, “Most innovative ideas actually emerged from informal conversations after meetings rather than from formal directives” (Lecturer, P4). This indicates that tacit knowledge exchange plays a foundational role in innovation generation.

Externalization became visible when experiential knowledge was documented into formal guidelines and academic manuals. A faculty leader noted, “Previously, many good practices were not documented. Now we try to convert them into guidelines and academic manuals” (Faculty Leader, P6). This documentation process strengthens institutional memory and supports sustainable learning.

The combination stage was reflected in curriculum revisions and quality assurance integration. An academic leader stated, “Curriculum revision became more structured when we combined research findings, accreditation standards, and stakeholder input into a single framework” (Academic Leader, P2). This demonstrates how diverse explicit knowledge sources are synthesized into coherent institutional policies.

Internalization occurred when newly established policies were implemented and internalized in daily academic routines. As expressed by a student representative, “After new policies were implemented, lecturers gradually internalized them through daily teaching practices and reflective evaluation” (Student Representative, P18). This reflects the cyclical reinforcement between institutional knowledge and individual competencies.

The findings reveal that the four stages of the SECI knowledge creation process—socialization, externalization, combination, and internalization—are present in the academic and managerial practices of both institutions, although they are not yet fully institutionalized within a formal knowledge management system.

Socialization occurs primarily through informal and semi-formal interactions, such as academic meetings, research group discussions, mentoring activities, and collaborative teaching practices, where lecturers and academic leaders share experiences and tacit knowledge. Externalization is evident when these experiences are articulated and documented in the form of academic guidelines, quality assurance documents, curriculum frameworks, and training modules.

The combination stage is reflected in the integration of various explicit knowledge sources into institutional policies and academic programs, including curriculum revisions, research roadmaps, and quality assurance standards (Dill &

Beerens, 2013). Internalization takes place when newly developed policies, guidelines, or academic innovations are implemented in teaching practices, research activities, and administrative routines, allowing individuals to internalize organizational knowledge through practice and reflection.

Overall, the SECI process functions dynamically across both institutions; however, its implementation remains fragmented and largely dependent on individual initiatives rather than being systematically embedded within institutional knowledge management structures. The findings show that the four stages of the SECI model socialization, externalization, combination, and internalization have emerged in institutional practices, although not yet fully formalized.

- a. Socialization occurs through informal academic interactions and collaborative forums where tacit knowledge is shared.
- b. Externalization is reflected in documentation processes such as quality manuals, training modules, and academic guidelines.
- c. Combination takes place through the synthesis of explicit knowledge into institutional policies, curriculum revisions, and strategic programs.
- d. Internalization is evident when new knowledge is implemented in teaching practices, research activities, and academic management.

Implication: The systematic enactment of the SECI knowledge creation processes demonstrates that knowledge transformation in higher education institutions is not incidental but structured through continuous interaction between tacit and explicit knowledge. However, the sustainability of these processes depends on the formalization of documentation practices, digital knowledge management systems, and consistent reinforcement within institutional policies and governance frameworks. The integration of SECI with Learning Organization practices creates a knowledge spiral that facilitates the transformation of individual knowledge into organizational capabilities (Žatuchin, 2024).

### **Integrative Implication and Novelty:**

While the five Learning Organization disciplines function effectively as behavioral and cultural learning foundations, this study demonstrates that their strategic value is significantly enhanced when systematically integrated with SECI knowledge creation processes (Han & Zhao, 2025). The novelty of the SECI-LO model lies in its ability to bridge cultural learning (Learning Organization) and epistemological knowledge conversion (SECI), transforming fragmented learning activities into a sustainable institutional learning spiral that strengthens performance and innovation in Islamic PHEIs

The implementation of Senge's five Learning Organization disciplines demonstrates context-specific characteristics.

- a. Personal Mastery is developed through professional training programs, reflective teaching practices, and opportunities for advanced study.
- b. Mental Models are addressed through collective reflection aimed at reshaping attitudes toward policy change, digital transformation, and innovation.
- c. Shared Vision is reinforced through leadership communication emphasizing continuous improvement and innovation.
- d. Team Learning emerges as a central mechanism for strengthening cross-faculty collaboration.

- e. Systems Thinking is increasingly applied through integrated information systems linking academic performance, research, and institutional management.

Table 1.  
Mapping of Learning Organization Disciplines, SECI Knowledge Creation Processes, and Institutional Performance Outcomes

Learning Organization Discipline (Senge)	SECI Knowledge Creation Process	Mechanism of Integration (SECI-LO Model)	Impact on Institutional Performance and Innovation
Personal Mastery	Internalization	Individual competencies are strengthened through reflective practice, training, and application of explicit institutional knowledge	Enhanced lecturer professionalism, improved teaching quality, adaptive academic performance
Mental Models	Externalization	Tacit assumptions and experiences are articulated into shared concepts, policies, and innovative ideas	Increased openness to change, improved policy implementation, innovation readiness
Shared Vision	Socialization	Collective values and institutional goals are internalized through dialogue, leadership communication, and shared experiences	Strong organizational commitment, alignment of academic and managerial performance
Team Learning	Combination	Collaborative learning integrates diverse explicit knowledge from faculties and units into institutional systems	Strengthened research collaboration, curriculum innovation, improved quality assurance outcomes
Systems Thinking	SECI Spiral (Holistic Integration)	Knowledge creation outcomes are analyzed systemically to inform strategic decisions and organizational adaptation	Sustainable performance improvement, institutional resilience

Implication: While all five disciplines function as behavioral learning frameworks, their long-term effectiveness requires integration with structured knowledge management systems (Umar et al., 2025).

### **Integrative SECI–Learning Organization Model**

The findings demonstrate that the integration of Learning Organization and the SECI knowledge creation model functions as a strategic enabler for institutional performance improvement and sustainable innovation in Islamic private higher education institutions. In the organizational learning and knowledge management literature, Learning Organization is widely recognized as a cultural and social framework that fosters continuous learning, while the SECI model is identified as a systematic mechanism for transforming individual knowledge into organizational knowledge.

The empirical evidence shows that Learning Organization disciplines provide the enabling environment in which SECI processes can operate effectively. This confirms that organizational learning theories emphasizing cultural values, shared meaning, and collective reflection remain highly relevant within the context of Islamic higher education institutions, where learning is embedded not only in formal structures but also in shared ethical and spiritual values.

#### SECI–LO Interaction Perspective

##### 1) Social–Cultural Foundation (Learning Organization Perspective):

Learning Organization functions as the social and cultural foundation that nurtures trust, collaboration, and shared understanding among academic community members. Disciplines such as team learning and shared vision create a conducive environment for collective interaction, enabling tacit knowledge to be exchanged through dialogue, mentoring, and joint academic activities. This reinforces the socialization and externalization stages of the SECI process.

##### 2) Epistemological Mechanism (SECI Perspective):

The SECI model operates as an epistemological engine that structures how knowledge is created, articulated, integrated, and internalized. Systems thinking supports the combination stage by integrating diverse explicit knowledge into institutional systems, while personal mastery strengthens internalization through reflective practice and continuous professional development. Through this interaction, knowledge does not remain fragmented but is institutionalized into policies, academic practices, and innovation initiatives.

Overall, the Integrative SECI–Learning Organization (SECI–LO) Model illustrates a synergistic learning spiral in which cultural learning processes and knowledge creation mechanisms mutually reinforce one another. This integration enables Islamic private higher education institutions to translate collective learning into measurable performance outcomes, strengthen institutional adaptability, and sustain innovation within a knowledge-driven and value-based educational environment.

To illustrate the synergistic relationship between Learning Organization and

SECI frameworks, this study proposes an Integrative SECI–Learning Organization (SECI–LO) Model.

In this model, Learning Organization functions as the social and cultural foundation, while the SECI model operates as the epistemological mechanism of knowledge creation. Team learning reinforces socialization; shared vision strengthens externalization; systems thinking supports combination; and personal mastery enhances internalization. This interaction forms an innovative learning spiral that continuously generates performance improvement and sustainable innovation

### **Barriers and Enabling Factors in SECI–LO Transformation**

The findings reveal that the transformation of Learning Organization and SECI practices is not linear and is often accompanied by resistance at both cognitive and structural levels. Despite positive developments, the transformation process is not free from resistance. Several participants acknowledged that digital transformation and systematic documentation initially encountered reluctance, particularly among senior academic staff. A quality assurance officer observed, “Some senior lecturers initially perceived digital transformation as an additional burden rather than a learning opportunity” (Quality Assurance Officer, P5). This reflects the persistence of entrenched mental models that inhibit adaptive learning and organizational change.

However, structured reflection sessions gradually contributed to cognitive reframing. An administrative staff member explained, “When we began documenting our discussions and decisions, we realized that many assumptions about academic management needed to be revised” (Administrative Staff, P12). This transformation illustrates the externalization stage of SECI, where tacit assumptions are articulated into explicit organizational understanding.

Conversely, the study also identifies key enabling factors that support the transformation of organizational learning systems. These include transformational leadership that encourages openness to learning and innovation, active collaboration across academic units, and the gradual adoption of digital platforms to facilitate communication and knowledge sharing. Leadership commitment and supportive institutional culture are reported as critical factors in sustaining organizational learning practices.

In addition to structural and technological constraints, the findings indicate that cultural and behavioral factors also hinder the transformation of organizational learning systems. Differences in learning orientation among academic staff result in uneven participation in knowledge-sharing activities. In some units, learning initiatives are perceived as additional administrative burdens rather than integral components of professional development, which limits engagement and reduces the effectiveness of organizational learning processes, particularly when they are not explicitly linked to performance evaluation or institutional incentives.

Despite these challenges, several enabling conditions support the gradual

transformation of organizational learning systems. Academic leaders who model learning behaviors such as participating in knowledge-sharing forums, encouraging reflective dialogue, and supporting experimentation strengthen organizational commitment to learning. In addition, informal learning spaces, including peer mentoring and cross-disciplinary discussions, function as effective platforms for knowledge exchange and trust-building. These conditions contribute to the emergence of a more open learning climate that sustains organizational learning and knowledge creation practices.

Despite significant progress, several challenges remain.

- a. Barriers include resistance to change among senior academics, limited digital infrastructure, and the absence of an integrated institutional knowledge management system.
- b. Enablers consist of transformational leadership, cross-unit collaboration, and growing digital support systems.

Implication: Leadership commitment and technological readiness are decisive factors in accelerating SECI-LO transformation.

### **Impact of the Integrative Model on Performance and Sustainable Innovation**

The results indicate that the implementation of Learning Organization practices and SECI-based knowledge creation has contributed to improvements in several aspects of institutional performance. These improvements are reflected in academic quality, organizational effectiveness, and collaborative practices.

At the academic level, both institutions report enhancements in teaching quality, curriculum relevance, and research productivity, as evidenced by increased collaborative research activities, improved curriculum alignment with stakeholder needs, and more systematic academic evaluations. At the organizational level, Learning Organization practices support more effective coordination among academic units, improved communication between leadership and staff, and greater responsiveness to institutional challenges.

Additionally, the findings show increased cross-unit collaboration and stronger engagement of lecturers and staff in academic development initiatives. Although performance improvements are evident, they vary across faculties and units, indicating differences in the consistency and depth of implementation.

In addition to improvements in academic and organizational effectiveness, the findings show that the integration of Learning Organization practices and SECI processes contributes to stronger individual and collective performance among academic staff. Lecturers demonstrate increased initiative in developing innovative teaching methods, participating in collaborative research, and engaging in institutional development programs. Knowledge-sharing activities foster greater professional confidence and reflective practice, enabling academic staff to apply newly acquired knowledge more effectively in both teaching and research contexts.

Furthermore, the results indicate that the integration of organizational learning and knowledge creation supports the development of a sustainable performance culture. Recurrent learning cycles such as evaluation meetings, reflective forums, and curriculum reviews encourage continuous improvement rather than one-time interventions. This sustainability is reflected in the gradual normalization of collaborative practices, increased openness to feedback, and stronger alignment between individual performance and institutional goals. Although the magnitude of impact varies across units, institutions that demonstrate more consistent integration of Learning Organization principles and SECI processes tend to show more stable performance improvements over time.

The integration of SECI and Learning Organization demonstrates tangible impacts on institutional performance and innovation.

- a. Academic Performance. Improved teaching quality, increased research output, and stronger academic collaboration were observed.
- b. Managerial Effectiveness. Enhanced coordination and decision-making efficiency emerged through collective learning processes.
- c. Innovation Culture. Both institutions exhibit a growing culture of experimentation, reflection, and documentation of best practices.

Implication: SECI-LO integration contributes not only to procedural improvement but also to cultural transformation toward sustainable innovation.

The research findings presented in this section describe the empirical conditions of Learning Organization practices and the implementation of the SECI knowledge creation processes within Islamic Private Higher Education Institutions. The results are derived from in-depth interviews, participatory observations, and institutional document analysis conducted across the selected case study sites. This section focuses on capturing factual patterns, recurring practices, and observable organizational dynamics related to learning, knowledge sharing, institutional performance, and innovation, without interpretative or theoretical elaboration. The findings are systematically summarized in Table 1 to provide a clear and structured overview of the key empirical evidence emerging from the field.

Table 2.  
Research Findings on Learning Organization and SECI Implementation in Islamic Private Higher Education Institutions

Research Aspect	Empirical Findings	Observed Evidence
Learning Organization Disciplines	Learning Organization disciplines are implemented unevenly across institutional units. Personal mastery and team learning are more visible than systems thinking and mental models.	Lecturer training programs, academic coordination meetings, collaborative teaching and research activities.
Shared Vision	Institutional vision is formally documented, but collective internalization among academic members varies.	Strategic plans, vision-mission documents, limited reflective dialogue across units.
Team Learning	Team-based learning occurs mainly through informal academic forums and project-based collaboration.	Research group discussions, curriculum development teams, quality assurance meetings.
Knowledge Socialization (SECI)	Tacit knowledge is shared through daily interactions, mentoring, and informal discussions.	Informal meetings, academic mentoring, peer discussions among lecturers and staff.

Knowledge Externalization (SECI)	Tacit knowledge is partially transformed into explicit forms, but documentation is not systematic.	Meeting minutes, internal guidelines, academic reports.
Knowledge Combination (SECI)	Explicit knowledge from different sources is combined during planning and evaluation processes.	Quality assurance reports, curriculum reviews, institutional policies.
Knowledge Internalization (SECI)	Internalization occurs through practice and reflective activities, but is not consistently evaluated.	Implementation of policies, teaching practices, follow-up academic programs.
Institutional Performance	Improvements are observed in coordination, academic management, and quality assurance practices.	More structured academic processes, increased collaboration, improved documentation.
Innovation Practices	Innovation emerges incrementally through curriculum updates and collaborative initiatives.	Curriculum revisions, research collaboration, digital learning initiatives.
Leadership Role	Transformational leadership supports learning initiatives, though implementation depends on unit-level commitment.	Leadership encouragement, support for training and collaboration activities.

The empirical findings summarized in the table above reveal consistent patterns in the implementation of Learning Organization principles and SECI knowledge creation processes across the observed Islamic Private Higher Education Institutions. These findings demonstrate how organizational learning practices and knowledge conversion activities are manifested at the individual, team, and institutional levels. However, empirical patterns alone are insufficient to explain why and how these practices contribute to improved institutional performance and sustainable innovation. Therefore, the following discussion section interprets the research findings through relevant theoretical perspectives, particularly Senge's Learning Organization framework and Nonaka and Takeuchi's SECI model. This discussion aims to elucidate the integrative mechanisms that connect organizational learning, knowledge creation, and institutional outcomes, while highlighting the novelty of the proposed SECI-Learning Organization (SECI-LO) model as a conceptual contribution to Islamic higher education management.

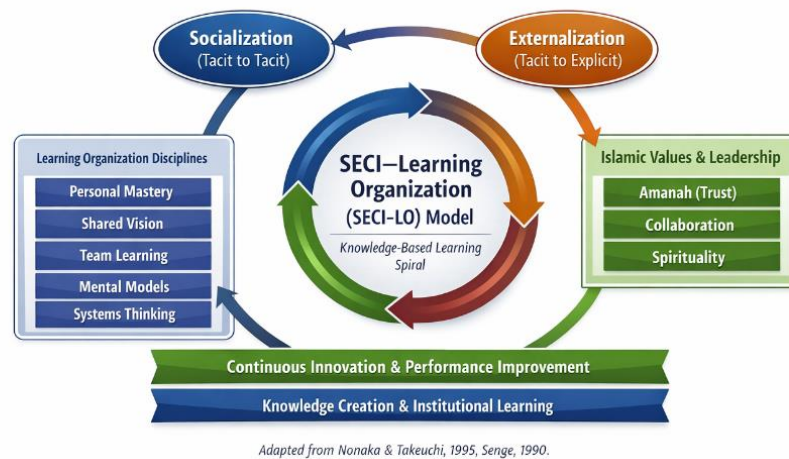


Figure 1.  
Integrative SECI-Learning Organization (SECI-LO) Model for Performance and Sustainable Innovation

Presents the Integrative SECI-Learning Organization (SECI-LO) Model derived from the synthesis of empirical findings and theoretical perspectives. The model positions Learning Organization as a socio-cultural foundation that shapes collective learning through the five disciplines personal mastery, mental models, shared vision, team learning, and systems thinking while the SECI model functions as an epistemological mechanism driving continuous knowledge creation. Team learning and shared vision reinforce the socialization and externalization processes through dialogue and collaborative meaning-making, systems thinking strengthens the combination stage by integrating diverse explicit knowledge into coherent institutional systems, and personal mastery supports internalization through reflective professional practice. This dynamic interaction forms an innovative learning spiral that enhances institutional performance, adaptive capacity, and sustainable innovation in Islamic private higher education institutions, thereby constituting the study's central novelty by integrating organizational learning culture with structured knowledge creation processes.

## DISCUSSION

The discussion interprets the findings by linking them to organizational learning and knowledge management theories, particularly Senge's Learning Organization and Nonaka's SECI model.

### Linking Empirical Findings to the SECI-LO Conceptual Model

The results of this study demonstrate that organizational learning practices in Islamic private higher education institutions (PHEIs) are not merely cultural or behavioral phenomena, but function as structured mechanisms that enable systematic knowledge creation. Empirical findings from Universitas Pelita Bangsa and Universitas Islam 45 Bekasi show that learning activities such as knowledge-sharing forums,

collaborative research groups, reflective academic meetings, and leadership-driven learning initiatives serve as concrete entry points for the SECI knowledge conversion process.

Specifically, team learning and informal academic interactions facilitate socialization by enabling the transfer of tacit knowledge among lecturers and academic staff. The documentation of best practices, academic guidelines, and curriculum innovations reflects the externalization phase, where experiential knowledge is articulated into explicit forms. Furthermore, the integration of research outputs, quality assurance documents, and policy revisions illustrates the combination process, in which multiple sources of explicit knowledge are synthesized into new institutional systems. Finally, the implementation of these policies and innovations in teaching, research, and academic services represents internalization, reinforcing individual and organizational competencies.

This empirical pattern confirms that Learning Organization disciplines provide the social and cultural infrastructure, while the SECI process operates as the epistemological engine of continuous knowledge creation. The linkage between results and theory thus reveals a cyclical and reinforcing learning system rather than a linear or fragmented process.

### **Theoretical Novelty of the SECI-LO Model**

The main novelty of this study lies in the formulation of the Integrative SECI-Learning Organization (SECI-LO) Model, which synthesizes Senge's five disciplines of Learning Organization with Nonaka and Takeuchi's SECI knowledge creation model into a unified conceptual framework. Unlike previous studies that treat organizational learning and knowledge creation as parallel or complementary constructs, this study demonstrates their functional interdependence within higher education institutions.

The SECI-LO model positions Learning Organization as the contextual enablershaping values, culture, leadership, and collaborative behaviors while SECI functions as the operational mechanism that transforms learning into institutional knowledge and innovation. This integration generates an innovative learning spiral, in which learning processes continuously produce new knowledge, and newly created knowledge, in turn, enriches subsequent learning cycles.

From a theoretical standpoint, this model advances the concept of a Knowledge-Based Learning Organization (KBLO) in higher education, particularly within Islamic institutional contexts. It extends Senge's framework by embedding explicit epistemological processes and expands the SECI model by situating it within a culturally grounded organizational learning system.

### **Learning Organization and Knowledge Creation Theory**

#### **a. Learning Organization Perspective**

From the Learning Organization perspective, the findings support Senge's (1990) assertion that learning organizations emerge through collective awareness, shared learning practices, and continuous reflection. Disciplines such as personal mastery, team learning, shared vision, and systems thinking function as social mechanisms that shape learning behavior at individual, team, and organizational levels. In the context of PHEIs, these disciplines foster a culture of collaboration and reflective practice, enabling institutions to respond adaptively to academic, technological,

and managerial changes.

b. SECI Knowledge Creation Perspective

From the knowledge creation perspective, the findings align with Nonaka and Takeuchi's (1995) view that organizational knowledge is produced through continuous interaction between tacit and explicit knowledge. The SECI processes socialization, externalization, combination, and internalization serve as epistemological mechanisms that translate social learning into structured and transferable organizational knowledge. When embedded within Learning Organization practices, SECI processes generate an innovative learning spiral that reinforces creativity, institutional memory, and sustainable innovation in higher education institutions.

### **Comparison with Previous Studies**

The findings of this study are largely consistent with existing literature on organizational learning and innovation in higher education. Prior studies have emphasized the role of Learning Organization practices in enhancing adaptability, performance, and innovation through reflective learning and collaborative processes. However, this study extends previous research by highlighting the importance of explicitly integrating knowledge creation mechanisms to ensure the sustainability of organizational learning outcomes.

a. Consistency with Learning Organization Studies

Consistent with the findings of Watkins and Marsick (1993) and Goh (2012), this study confirms that organizations which cultivate continuous learning, shared vision, and collaborative practices demonstrate higher levels of adaptability and innovative capacity. In the context of higher education, Learning Organization disciplines foster reflective academic cultures and strengthen institutional responsiveness to environmental changes. These similarities affirm that the core principles of organizational learning remain relevant and applicable within Private Higher Education Institutions (PHEIs).

b. Extension through SECI Knowledge Creation Integration

Unlike previous studies that primarily focus on Learning Organization as a social and behavioral construct, this research extends the literature by demonstrating that Learning Organization practices require explicit knowledge creation mechanisms to achieve long-term sustainability. By integrating the SECI model of Nonaka and Takeuchi (1995), this study shows how tacit knowledge generated through learning interactions can be systematically converted into explicit organizational knowledge and reinternalized into institutional practices. This integration addresses a gap in earlier studies, which often overlook the epistemological processes necessary to sustain innovation within higher education institutions.

### **Theoretical and Practical Implications**

The findings of this study demonstrate that the integration of Learning Organization and knowledge creation frameworks has both theoretical and practical significance for the development of Private Higher Education Institutions (PHEIs). In the literature on organizational learning and knowledge management, social learning mechanisms and

epistemological processes are often discussed separately. This study confirms that their integration provides a more comprehensive explanation of how organizations learn, innovate, and sustain performance.

### **Theoretical and Practical Implications of the SECI–LO Integration**

a. Theoretical Implication:

From a theoretical perspective, this study contributes to the organizational learning literature by proposing an integrative SECI–Learning Organization (SECI–LO) model that bridges social learning processes and epistemological knowledge creation mechanisms. Unlike previous studies that emphasize Learning Organization as a behavioral or cultural construct, this model explicitly incorporates the SECI knowledge creation cycle as the dynamic engine that transforms learning interactions into organizational knowledge. Consequently, the SECI–LO model offers a conceptual foundation for understanding higher education institutions as knowledge-based learning organizations, where learning is not only adaptive but also generative and innovation-oriented.

b. Practical Implication:

From a practical perspective, the findings suggest that PHEIs need to institutionalize organizational learning and knowledge creation within their internal quality assurance systems. Learning forums, collaborative academic practices, and reflective activities should be systematically linked to documentation, knowledge repositories, and policy formulation processes. Furthermore, transformational leadership plays a critical role in fostering a culture of trust, collaboration, and continuous learning, while digital knowledge infrastructure is essential to support the sustainability of SECI processes. Through these measures, universities can enhance performance, strengthen innovation capacity, and ensure long-term institutional competitiveness.

### **Summary of Discussion:**

Within the context of Islamic private higher education, the SECI–LO model gains additional relevance through the integration of ethical and spiritual values. Leadership practices emphasizing amanah (trustworthiness), collective responsibility, and collegiality strengthen the sustainability of learning and knowledge creation processes. These values function as normative controls that complement formal systems, enhancing legitimacy and commitment across organizational levels.

The findings also indicate that transformational leadership plays a pivotal role in aligning shared vision, team learning, and system thinking with knowledge creation practices. Institutions with higher learning maturity demonstrate stronger integration between learning activities and strategic innovation, supporting previous studies while offering a context-specific extension to Islamic higher education governance.

Overall, the findings demonstrate that Learning Organization and the SECI knowledge creation model are mutually reinforcing frameworks in transforming organizational learning systems within Private Higher Education Institutions (PHEIs). Learning Organization provides the cultural, social, and behavioral foundation that nurtures collective learning, collaboration, and reflective practices among academic actors. Simultaneously, the SECI model functions as a dynamic epistemological mechanism that drives the systematic creation, conversion, and institutionalization of

knowledge through continuous interaction between tacit and explicit dimensions.

The integration of these two frameworks forms a sustainable learning and innovation cycle, in which organizational learning strengthens knowledge creation processes, while newly created knowledge continuously enriches learning practices at individual, team, and institutional levels. This synergy enables PHEIs to not only adapt to environmental changes but also to generate continuous academic and managerial innovation. As a result, institutional performance is enhanced not merely through procedural improvements, but through deeper cultural transformation toward a knowledge-driven learning organization.

Furthermore, the effectiveness of the SECI-Learning Organization integration is strongly influenced by transformational leadership, collaborative culture, human resource capacity, and digital support systems. When these enabling factors are present, organizational learning becomes embedded within institutional governance and quality assurance mechanisms, thereby strengthening institutional competitiveness and sustainability in the knowledge-based higher education environment.

In summary, this study confirms that the transformation of organizational learning through the integrative SECI-Learning Organization model offers a strategic pathway for PHEIs to enhance performance, foster sustainable innovation, and build long-term institutional resilience in an increasingly complex and dynamic educational landscape.

#### **D. CONCLUSION**

This study concludes that the transformation of organizational learning systems in Islamic private higher education institutions is most effective when Learning Organization disciplines are systematically integrated with SECI knowledge creation processes. The proposed SECI-Learning Organization (SECI-LO) Model explains how learning culture and epistemological mechanisms interact dynamically to enhance institutional performance and foster sustainable innovation.

The novelty of this research lies in demonstrating that organizational learning and knowledge creation are not separate managerial tools, but mutually reinforcing systems that form a continuous learning-innovation spiral. By positioning Learning Organization as the socio-cultural foundation and SECI as the operational driver of knowledge creation, the SECI-LO model offers a robust conceptual and practical framework for transforming PHEIs into adaptive, innovative, and knowledge-driven institutions.

Practically, this model provides guidance for university leaders to institutionalize learning forums, strengthen knowledge documentation systems, integrate digital platforms, and cultivate transformational leadership rooted in Islamic values. Theoretically, it contributes to the enrichment of organizational learning and knowledge management literature by introducing a context-sensitive, integrative model applicable to higher education, particularly within Islamic and developing-country settings.

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