



Transformation of Madrasah Management in Child Welfare Institution: Organizational Change and the Institutionalization of Social Mission

Dwi Rahma Safitri*, Triwid Syafarotun Najah, Dakir, Jasiah¹

¹Universitas Islam Negeri Palangka Raya, Central Kalimantan, Indonesia

ABSTRACT:

Berkah was initially an institution that focused on providing housing and care for children. However, when this institution decided to establish and manage its own school, its responsibilities became broader than the initial mission. This study aims to understand how responsibilities in the field of education evolve as the mission of child care continues to be carried out. The research uses a qualitative approach with a case study design. Data were collected from March to May 2026 through three recorded interviews, ten observation sessions, and two organizational chart documents. Information about events in 2017–2025 submitted by the speakers was analyzed by referring to the available field evidence through the stages of data compacting, data presentation, and conclusion drawing and examination. The results of the study show that difficulties in regulating children's education in other schools are one of the reasons for Berkah to establish MI in 2019 and MT in 2020. As school activities progress, the institution's responsibilities have grown, both in the implementation of learning and administrative management. However, the limited facilities and dependence on the founders are still challenges. The resource person also explained that there are demands for the fulfillment of accreditation and the implementation of cross-subsidies to support education financing. However, this study does not directly examine accreditation documents and financial statements related to these two matters. Overall, Berkah's case shows that the institution's commitment to caring for children can be the foundation for the development of formal education without abandoning its initial mission. This development can be understood as a change that still maintains the main goal of the institution. However, the available data is not enough to conclude that there is an improvement in student learning outcomes or the effectiveness of financial assistance in the long term. Keywords: Madrasah Management; Organizational Change; Child Welfare Institution; Institutionalization; Social Mission; Educational Transformation.

ABSTRAK:

Berkah pada awalnya merupakan lembaga yang berfokus pada penyediaan tempat tinggal dan pengasuhan bagi anak-anak. Namun, ketika lembaga ini memutuskan untuk mendirikan dan mengelola sekolahnya sendiri, tanggung jawab yang diemban menjadi lebih luas daripada misi awalnya. Penelitian ini bertujuan untuk memahami bagaimana tanggung jawab di bidang pendidikan berkembang seiring dengan tetap dijalkannya misi pengasuhan anak. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan pada Maret hingga Mei 2026 melalui tiga wawancara yang direkam, sepuluh sesi observasi, dan dua dokumen struktur organisasi. Informasi mengenai peristiwa pada periode 2017–2025 yang disampaikan oleh para informan dianalisis dengan mengacu pada bukti lapangan yang tersedia melalui tahapan kondensasi data, penyajian data, serta penarikan dan pemeriksaan kesimpulan. Hasil penelitian menunjukkan bahwa kesulitan dalam mengatur pendidikan anak-anak di sekolah lain menjadi salah satu alasan Berkah mendirikan Madrasah Ibtidaiyah (MI) pada 2019 dan Madrasah Tsanawiyah (MT) pada 2020. Seiring berkembangnya kegiatan sekolah, tanggung jawab lembaga semakin luas, baik dalam penyelenggaraan pembelajaran maupun pengelolaan administrasi. Namun, keterbatasan fasilitas dan ketergantungan pada para pendiri masih menjadi tantangan. Informan juga menjelaskan adanya tuntutan untuk memenuhi persyaratan akreditasi serta menerapkan subsidi silang guna mendukung pembiayaan pendidikan. Meskipun demikian, penelitian ini tidak mengkaji secara langsung dokumen akreditasi dan laporan keuangan yang berkaitan dengan kedua hal tersebut. Secara keseluruhan, kasus Berkah menunjukkan bahwa komitmen lembaga dalam mengasuh anak dapat menjadi landasan bagi pengembangan pendidikan formal tanpa meninggalkan misi awalnya. Perkembangan ini dapat dipahami sebagai suatu perubahan organisasi yang tetap mempertahankan tujuan utamanya. Namun, data yang tersedia belum cukup untuk menyimpulkan adanya peningkatan hasil belajar peserta didik ataupun efektivitas bantuan keuangan dalam jangka panjang. Kata kunci: Manajemen Madrasah; Perubahan Organisasi; Lembaga Kesejahteraan Anak; Pelembagaan; Misi Sosial; Transformasi Pendidikan.

*Corresponding Author,

Email address., rahma.2510130439@uin-palangkaraya.ac.id (Dwi Rahma Safitri)



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INTRODUCTION

The task of regulating children's education is part of the work of many Indonesian Child Social Welfare Institutions (LKSA). Martin and Sudrajat documented this relationship in a study that included 37 boarding institutions in six provinces. They estimated that between 5,000 to 8,000 such institutions operate in Indonesia, with about 99% privately managed and most having religious affiliations. Only about 6% of children living here have lost both parents; more than 90% still have at least one surviving parent. Access to school is one of the reasons children enter institutional care. Based on interviews with 34 participants in Jakarta, Sugianto then placed education, character building, and achievement among the four main categories of needs within LKSA. They also highlight the changing care settings necessitated by contemporary social conditions. Taken together, these studies suggest that meeting educational needs may require welfare organisations to reconsider how they organise and deliver their services, rather than just how they manage existing care.^{1, 2}

Such decisions should also be within the child's protection obligations. Indonesia's National Care Standards for Child Social Welfare Institutions call for protective and accountable services that are responsive to the needs of the child. The Guidelines for Alternative Care of Children also place the child's interests, quality of care, and appropriate monitoring as the center of provision. UNICEF Indonesia (2020) also highlights the need for better protection, care, and services to support child development. When an LKSA establishes a madrasah, it becomes responsible for the administration and standards of education in addition to the

¹ Florence Martin and Tata Sudrajat, "Someone Matters: Quality of Care in Childcare Institutions in Indonesia. Save the Children UK, Ministry of Social Affairs, and UNICEF,," 2007, <https://resourcecentre.savethechildren.net/document/someone-matters-quality-care-childcare-institutions-indonesia>.

² Mona Sugianto et al., "Exploration of Children's Needs and Development of Parenting Models in Children's Social Welfare Institutions (LKSA) in the 21st Century in Jakarta," *Socio-Conception: Journal of Social Welfare Research and Development* 9, no. 3 (2020): 271–84, <https://ejournal.kemensos.go.id/index.php/SosioKonsepsia/article/view/1890>.

existing care obligations. These two responsibilities should be managed jointly if this expansion is aimed at serving the children for whom the institution was established.^{3, 4, 5}

Establishing a madrasah within a welfare foundation changed more than just its organizational chart. People who were previously focused on care now have to deal with lesson planning, teaching responsibilities, school administration, and external needs. The literature on organizational change helps explain why these adjustments are difficult. Errida and Lotfi, in reviewing 37 change management models, identified communication, leadership, participation, and the capacity to sustain new practices as recurring concerns. In their review of 191 studies, Aldridge and McLure also linked readiness for educational change to planning, supportive conditions, and capacity building. These studies provide a basis for examining how Blessing responds when school management becomes part of its daily responsibilities.^{6, 7}

Existing research provides useful explanations of change readiness and organizations that pursue more than one goal. This research sheds little light on what happens when child care institutions establish schools because of the needs encountered in their own residential care activities. Change management studies consider leadership and staff participation. Research on hybrid

³ Ministry of Social Affairs of the Republic of Indonesia, "Regulation of the Minister of Social Affairs of the Republic of Indonesia Number 30 of 2011 concerning National Standards for Child Care for Children's Social Welfare Institutions." (2011).

⁴ United Nations General Assembly, "Guidelines for Alternative Care of Children (A/RES/64/142)" (2010).

⁵ UNICEF Indonesia, "The Condition of Children in Indonesia: Trends, Opportunities, and Challenges in Realizing Children's Rights. UNICEF Indonesia," 2020, <https://www.unicef.org/indonesia/sites/unicef.org/indonesia/files/2020-06/The-State-of-Children-in-Indonesia-2020.pdf>.

⁶ Abdelouahab Errida and Bouchra Lotfi, "Determinants of Organizational Change Management Success: A Literature Review and Case Study," *International Journal of Engineering Business Management* 13 (January 1, 2021): 1–5, <https://doi.org/10.1177/18479790211016273>.

⁷ Jill M. Aldridge and Felicity I. McLure, "Preparing Schools for Educational Change: Barriers and Support – A Systematic Literature Review," *Leadership and Policy in Schools* 23, no. 3 (July 2, 2024): 486–511, <https://doi.org/10.1080/15700763.2023.2171439>.

organizations addresses the coexistence of institutional goals, while studies on mission shifts examine the possibility that new obligations undermine previous commitments. This perspective cannot simply be transferred to Blessing as if it were a commercial social enterprise. The study instead examines how its commitment to childcare plays a role in decisions about education, job allocation, accreditation, and day-to-day management.⁸

The Berkah Orphanage in Palangka Raya offers the opportunity to examine these decisions over time. According to the sources, residential maintenance work began in 2017. Islamic primary schools, or MIs, followed in 2019, and Islamic junior high schools, or MTs, opened in 2020. The informants said that operational clearance was obtained in 2021 and MTs obtained an accreditation rating of B in 2025. These dates are derived from retrospective records, not reviews of original administrative records. The study focuses on the Blessing MTs because its development makes the demands of staff, school administration, and accreditation highly visible. The establishment of an earlier orphanage and MI remains necessary to understand why MTs was established.

Therefore, this study asks how organizational changes are managed when Berkah Orphanage adds MTs Berkah to its childcare activities. This study explores the educational difficulties explained by the participants, the decisions made by the founders, and the responsibilities that develop when the madrasah begins to operate. This study also examines the institution's explanation of the various efforts made to ensure that children from families with limited resources continue to have access to education. This study aims to understand in depth the experiences and practices that take place in the context of the institution. Therefore, this study does not focus on measuring changes in student learning achievement or on

⁸ Julie Battilana and Matthew Lee, "Advancing Research on Hybrid Organization: Insights from Social Enterprise Studies," *Academy of Management Annals* 8, no. 1 (2014): 397–441, <https://doi.org/10.1080/19416520.2014.893615>; Alnoor Ebrahim, Julie Battilana, and Johanna Mair, "Social Enterprise Governance: Mission and Accountability Challenges in Hybrid Organizations," *Research in Organizational Behavior* 34 (2014): 81–100, <https://doi.org/10.1016/j.riob.2014.09.001>.

evaluating the implementation of the quality management system as a whole.

METHODS

The study was designed as a qualitative investigation of a single institutional case. The Blessing Integrated MTs was chosen as the main unit of analysis because its development brought a foundation into teaching, recruitment, educational administration, and accreditation. These activities can be examined in the environment in which the school was established and managed. The Berkah Integrated Orphanage and the Blessed Integrated MI were included to explain the history and context of the MT organization, but are not treated as separate cases.⁹

Field data collection was carried out from March to May 2026 by involving three informants selected based on their roles and involvement in the establishment and management of the institution. PY served as the head of the foundation, KM as the head of MT, while G was a lecturer in religious studies who had completed his education at Al-Azhar University, Cairo. PY and KM, who also played a role in the establishment of Berkah, provided information about the decision-making process in the past and current institutional management practices. Meanwhile, G explained his experience and the implementation of learning activities. However, because G also had a family relationship with the founder, the information obtained from the three informants mostly reflected the views of those who had close ties to the institution. Therefore, this interview data cannot be considered to represent the independent views of students, parents, and staff who are outside the circle. The code of each informant is used consistently to maintain the confidentiality of their identities in the presentation of research results.

⁹ Robert K Yin, *Research and Application Case Studies: Design and Methods*, 6th ed. (New York: SAGE Publications, 2018); Robert E. Stake, "The Art of Case Study Research" (Sage, 1995).

The data of this study included the results of recorded direct interviews, field notes, about ten observation activities, and organizational structure charts of foundations and madrasas. Observations were carried out from March to May 2026 by observing learning activities, space and facility conditions, meetings, planning processes, and interactions between teachers and students. The organizational chart was used to understand and examine the formal division of tasks during the study. However, the researcher did not have access to the original documents of the foundation's establishment, school operational permits, accreditation assessment documents, or financial records. Therefore, information regarding the dates, assessments, and financing mechanisms submitted by the informants was treated as information on the results of the interviews and was not stated as a fact that had been confirmed through official documents.

To reconstruct the years from 2017 to 2025, the researchers mainly relied on what PY and KM remembered in their interviews. Their descriptions were examined together where they discussed the same events and were considered based on the practices observed in 2026. This approach allowed the researchers to understand how the participants interpreted the relationship between the decisions taken in the past and the current state of the institution's organization. However, the information obtained from the participants was not enough to independently ascertain when the events occurred and the extent to which past decisions affected current conditions. Therefore, the study differentiated between information about past events based on participants' descriptions and actual conditions observed directly during the study.

For analysis, the material was condensed, organized in a view, and reviewed to draw and examine conclusions, following the interactive approach of Miles, Huberman, and Saldaña. The coding and comparison pertains to the child's school needs, organizational and staff changes, leadership, administrative practices, resource limitations, and the continuity of social mission. Table 2 establishes

a chronology based on interviews. Table 3 places descriptions of previous care-oriented settings along with reported and observed education-related settings in 2026. These comparisons are used to consider possible relationships between circumstances and organizational responses; these comparisons are not designed to demonstrate cause-and-effect.¹⁰

Organizational change, not accreditation performance, is central to the study analysis. The concern is how work and responsibilities are reorganized as formal education is introduced. The reported value of accreditation is therefore not considered evidence of institutional success. In the Discussion, ideas related to Deming, Juran, and Sallis were used selectively to interpret the planning, coordination, review, and improvement practices described by participants. The available data were not collected to test a complete TQM model or compare educational performance before and after a school was established.

The researcher does not have a position or be directly involved in the management of the foundation or madrasah being researched. The process of obtaining access to the research location is assisted by a faculty member who is also part of the Berkah founding group. The assistance makes it easier for the researcher to enter the research environment, but there is still a possibility that the proximity of the assisting party to the institution affects the information submitted by the participants. To maintain objectivity, the researcher was not involved in operational decision-making and carried out observations several times during March to May 2026. The information from the interviews was then compared with the results of direct observation at the school as well as the division of duties and responsibilities listed in the organizational structure. The comparison of these data sources helps researchers obtain a more accurate picture of the current conditions and management practices of madrasas, although it is not enough to ensure the truth

¹⁰ Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Method Source Book*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

of the events told from the past. The available data also cannot be used to verify the reported accreditation achievements or to ascertain the extent to which financial assistance has been received by families in need. Therefore, the analysis not only shows positive developments in Berkah, but also considers findings that show challenges in its management. These challenges include the limitations of classrooms, doubts expressed by teachers when preparing for accreditation, and the still strong role of founding family members in determining important decisions in the institution.

Table 1. Data sources and their analysis functions

Sources of Evidence	Profile	Contribution to the analysis
PY	Head of the foundation, an active manager and one of the four founders	Records on the foundation's origins, governance, mission, organization, and sustainability
KM	Head of MT and founding members involved in leading change	Historical sequence, decision to open madrasas, leadership, accreditation work, and stated financing approach
G	Religious studies teacher with a degree from Al-Azhar University, Cairo	Classroom practice, teacher development, skill sharing, and adjustment to school responsibilities
Observations	Ten site visits for observation, March to May 2026	Lessons, spaces and facilities, student and staff activities, meetings, and daily exchanges
Documents	Organizational chart for foundations and madrassas	Formal task distribution and organizational arrangements observed in 2026

RESULTS AND DISCUSSION

RESULTS

3.1. The Need for Education as a Driver of Change

In the PY's and KM's reports, Berkah initially focused on sheltering children and providing social assistance. As more and more children were under his care, transferring them to different out-of-school schools became increasingly difficult. Some attended different levels of education, making daily arrangements more

difficult to manage. Both informants attributed these practical difficulties, along with the children's need for school, to the decision to open an education unit within the foundation. The KM described the circumstances that led to the decision:

Alhamdulillah, we are aware of the educational needs of children. We have difficulty taking them to and from schools outside the institution, both kindergarten, MI, and tsanawiyah. So we worked to establish MI first, in 2019. ... We turned our dorm into a classroom. We tried, even though it seemed impossible... but, thank God, we succeeded. MTs was founded in 2020. ... Operating permits for MI and MT were only issued in 2021. (KM)

KM recalls that MI began operations in 2019, with the former temporary dormitory serving as classrooms. He placed the establishment of the MT in 2020 and said that permits for both units had been issued in 2021. This order is kept as his retrospective record. The researchers did not examine the permits or other archives that could independently confirm the administrative date.

Table 2. Turning Point in the Change Process

Year	External needs or requests (as reported)	Actions described by participants	Organizational position described
2017	Provision of residential care and social assistance	The foundation operates welfare and religious services	Caring for children remains her primary responsibility
2019	Larger care populations make travel to out-of-school more difficult to manage	MI starts in a room already available on site	Elementary level teaching introduced in the foundation
2020	Children need a path to the next stage in education	This foundation established MTs	Islamic junior intermediate unit joins MI
2021	Official authorization for new schools	The informant said operating permits have been obtained for MI and MT	Both units reportedly have permits

Year	External needs or requests (as reported)	Actions described by participants	Organizational position described
2025	Expectations for more standardized accreditation and administration	KM recalled that it had prepared around 340 to almost 400 assessment items	KM reported that MT obtained a B grade

3.2. From Residential Care Institutions to Formal Education Organizations

The speakers said that four people founded Berkah. During the 2026 fieldwork, fathers and sons identified as PY and KM were described as the founders most involved in management. The charts of foundations and madrassas also listed employees with responsibilities outside of PY and KM. Both leaders said they divided the work among other staff and shared experiences in managing the institution. The graph established the division of roles during the research period; it did not show when each responsibility was first introduced.

With formal education comes also activities that were not previously central to the foundation's work: classroom instruction, school plans, educational administration, staff meetings, targets, and activity reviews. Children can attend the foundation's educational units, thus reducing the need to be completely dependent on schools elsewhere. During the March–May 2026 visit, principals and teachers were seen working close to each other and sharing rooms. This physical proximity also provides a place for regular conversations and coordination.

Table 3. Institutional Changes Before and After the Development of Formal Education

Wide	Treatment-focused initial setup (interview account)	Subsequent arrangements (interviews and observations 2026)
Main responsibilities	Child care, protection, social support, and education outside	Continued treatment; MI and MT education added

Wide	Treatment-focused initial setup (interview account)	Subsequent arrangements (interviews and observations 2026)
School access	Children traveling to external schools	On-site education also serves families around
Organization	Management focused on residential care	Establishment and school positions, including principals and teachers
Staff	Managers and caregivers dominate	Teachers join; colleagues exchange memberships
Routine work	Work centered on care and social support	Teach, plan, meet, train, record, and review
Facilities	Limited facilities and resources	Small classrooms remain available; larger halls are available

3.3. Leadership, Teacher Adaptation, and Human Capital Mobilization

KM recalled that teachers doubted the possibility of obtaining a B accreditation rating. He described the response by listening to their concerns and discussing what the staff could realistically prepare. Guidance, encouragement, and agreement on priorities were part of the preparation. KM attributed this work to the reasons for education and religion on which the school was founded, rather than simply displaying the level of accreditation as the sole goal.

As the principal of MT and the person leading the process, I try to encourage everyone. We must not let these limitations limit us. The teachers initially thought a B was impossible and maybe we would just get a C. I told them that accreditation was not the main goal. Our first goal was to make this madrasah a place where students could learn and develop their identity... whatever the outcome. But this effort is also part of our religious mission. (KM)

KM also reminded the preparation of a work plan agreed with the teachers. He wants his colleagues to view teachers in Berkah as a profession with prospects for development, improvement in employment status, and professional benefits, not just voluntary actions without a time limit. KM uses the terms *ikhtiar*, which

means committed effort, and syiar, which means religious activities, when explaining why this work is important to the institution.

The interviewees also identified G as someone whose educational background could contribute to the madrasah. She graduated from Al-Azhar University in Cairo and is the daughter of the founder who sits on the foundation's advisory board. Her responsibilities include religious studies as well as teaching English and Arabic. In KM's assessment, her participation assists the school in classroom discipline, teaching, student motivation, and knowledge exchange between teachers. These perceived benefits were reported by KM. The study did not independently measure changes in these areas or establish that G's involvement brought about those changes.

The increase in staff numbers has not completely reduced the role of founders in managing the organization. The results of the interviews show that PY and KM still have an important influence in determining strategic decisions. On the other hand, the organizational structure has divided a number of tasks among other staff, and both leaders also conveyed that there are efforts to share knowledge and practical experience in management with colleagues. These findings show that the division of duties and responsibilities has begun to take place, but the management of the organization still depends on the involvement of the founding family members, especially in important decision-making.

3.4. Facilities, accreditation preparation, and work routine

During the field visit, some classrooms were found to be about 4 by 4 meters in size. Some lessons were conducted with students sitting on the floor and using low tables. The courtyard that also serves as a play area has a sandy surface. The facility is still in use in 2026, and a larger hall is available for other activities. The observations document what researchers encountered at the time. The observations were not formal inspections to comply with classroom or building standards. KM recalled how limited the facility was:

Previously, our resources were very limited. Students sat on the floor and did not have uniforms yet. The minimum class standards were 4 × 6 meters, and at that time we had not met them. For us, the important thing is that they can learn, both religious and general subjects. (KM)

For KM, preparing for accreditation also means facing administrative requirements that have never been handled by schools on the same scale before. He recalled the warning that the institution's operational permits may be at risk if they do not pursue accreditation. Based on the records submitted, the team prepared around 340 to nearly 400 assessment items that needed to be met. To complete the preparation, staff must determine the tasks that need to be prioritized, collect supporting documents, prepare implementation instructions, and improve the recording system. KM explained that the assessor's visit in 2025 will include observing the learning process, dialogue with students, and checking available facilities. However, the researchers did not directly examine the assessment instruments, assessment results reports, or licensing documents related to these activities.

Based on KM's information, the madrasah will receive B accreditation in 2025. The results of observations in 2026 show that there is communication between the head of the madrasah and teachers in carrying out daily tasks. KM also explained that the management of the madrasah includes the division of duties and responsibilities, the preparation of work plans and documentation of activities, the implementation of training, and the evaluation of the activities that have been carried out. However, because the official accreditation document is not yet available for examination, the information regarding the ranking still refers to the results of the interview. In addition, the data obtained is not enough to ensure that the management practice has a direct impact on improving student learning outcomes.

3.5. Cross-subsidization and continuity of social missions

As the school grows, its students no longer come from residential care settings alone. KM describes enrollment from neighboring communities, including families with different capacities to contribute financially. He said children under the foundation's care and those from disadvantaged households continue to be served. To accommodate these differences, the institution reportedly asks more affluent families to contribute in ways that can help support families with fewer resources.

KM explains:

... We use cross-subsidization of those who can afford to pay. Those who can afford it still receive their rights, and those who can't afford it also receive their rights, according to the percentages we have set. (KM)

KM describes contribution levels that are differentiated by family financial conditions. However, interviews do not provide an exact percentage, number of children receiving support, or a report showing how the arrangement works. Therefore, cross-subsidization is treated as a practice reported by KM, rather than as a quantitatively evidenced pattern of redistribution or educational access.

3.6. Reported and Observed Constraints during the Change

Material and organizational difficulties do not disappear until the end of the study period. Some teaching spaces remain simple, as confirmed by observations. KM also refers to financial limitations and moments when teachers lose trust during accreditation preparations. Responsibility for major decisions also remains concentrated around PY and KM, although other positions appear in the organizational chart. The extent to which cross-subsidy arrangements cannot be determined because contribution levels and beneficiary records are not available.

DISCUSSION

4.1. Change as Problem-Solving and Institutionalization

Blessing's decision to provide education followed the problems it faced in its work with children. The founders recalled the increasing difficulty of arranging transportation to schools outside the institution. Their initial response was to provide a former dormitory for teaching, rather than waiting until a well-equipped school was set up. Recruitment, administration, and organizational responsibilities became more demanding after MI and then MT were opened. KM's records place the search for permits and accreditation after that first decision. This chronology illustrates how the institution developed some of its capacities while providing new services. This does not mean that adequate preparation is not important or that the same order will apply in every situation.¹¹

The sequence in Blessing can be considered in relation to the conditions discussed in change management research. Errida and Lotfi emphasize leadership, communication, participation, and ongoing support for implementation. Aldridge and McLure highlight school readiness, planning, and the environment in which change occurs. While these factors remain relevant in the context of Blessing, the interview results show that institutional leaders first took action to meet urgent educational needs, even though not all of the required capabilities and resources were available. Staff skills and administrative procedures were then gradually improved as various constraints arose and formal demands increased. Thus, Berkah's case shows how an institution responds to needs and pressures that arise through a gradual process of organizational adjustment. It is uncertain whether this sequence is generally preferable to broader preparation.¹²

¹¹ Errida and Lotfi, "Determinants of Organizational Change Management Success: A Literature Review and Case Study."

¹² Aldridge and McLure, "Preparing Schools for Educational Change: Barriers and Support – A Systematic Literature Review."

4.2. Founder-led change and organizational capacity distribution

At Berkah, the founders did more than just allow the establishment of a school. They attributed those decisions to pre-existing responsibilities for the well-being of children and stayed involved as the organization's tasks became increasingly demanding. PY and KM were repeatedly identified as key decision-makers, even though both interviews and the 2026 organizational chart showed teams, different job titles, planning, and guidance of staff. KM, for example, describes preparation for accreditation as work done for the educational and religious development of students, not solely for assessment. Studies of madrasah leadership also address the importance of vision, commitment, and coordination. At Berkah, the vision has its specific origins from the foundation's work with children. Leaders can refer to the responsibilities that exist when asking staff to take on unfamiliar professional tasks.¹³

However, it would be inaccurate to classify this leadership as transformational based on the available evidence. The study did not gather the evidence necessary to assess the dimensions of the Bass and Riggio framework. However, it demonstrates the practical difficulties faced by schools whose founders remain central to their operations. Family commitments and personal contacts can help institutions acquire resources and expertise. Such advantages can be a vulnerability if planning, decisions, and support for teaching are difficult to maintain without the same individuals. Although PY and KM describe the delegation of tasks, the evidence cannot show whether a madrasah is ready for a change in leadership or can function independently of the founding family.¹⁴

G's appointment provides another example of the relationship role of founders. Her academic preparation is relevant to the

¹³ Uka Sugiri and Sya'roni Ma'shum, "The Leadership of Madrasah Heads in Improving the Quality of Education," *Nidhomul Haq: Journal of Islamic Education Management* 7, no. 2 (2022): 295–306, <https://doi.org/10.31538/ndh.v7i2.2184>

¹⁴ Bernard M. Bass and Ronald E. Riggio, *Transformational Leadership*, 2nd ed. (New Jersey: Lawrence Erlbaum Associates, 2006).

subjects taught in the madrasah, and KM considers her involvement beneficial to both teachers and students. However, this study did not measure whether teaching or student engagement increased as a result of her appointment. Recruitment through personal connections can make it easier for small institutions to acquire expertise when resources are limited. It also raises questions about continuity. Madrasahs will need a way to maintain teaching knowledge and managerial abilities that are not entirely dependent on the people connected to the founders.

4.3. Quality as an institutionalized routine rather than an accreditation label

KM's explanation of the accreditation process is more informative when examined through the work required rather than simply through a B grade. He describes preparing work plans, assigning tasks, guiding teachers, organizing documents, and reviewing progress. These practices can be discussed in relation to Deming's emphasis on continuous improvement, Juran's explanation of planning and control, and Sallis's work on leadership and teamwork in education. These comparisons are interpretive. It does not establish that Berkah runs a complete total quality management system. What remains important is whether the practices developed for accreditation become part of the school's regular management, rather than disappear after assessment.¹⁵

The work of the organization described by KM developed under materially limited circumstances. One former dormitory was used for teaching, several classrooms were small, and teachers and principals shared workspaces. Even so, KM recalled efforts to prepare documents and coordinate tasks more systematically. School quality assurance studies have also examined planning, internal evaluation, and stakeholder participation. These studies helped to put the Blessing experience in context, but could not be

¹⁵ W. Edwards Deming, *Out of the crisis* (MIT Press, 1982); Joseph M. Juran, *The Juran on Quality Planning* (Free Press, 1988); Edward Sallis, *Total Quality Management in Education*, 3rd ed. (Routledge Falmer, 2002).

used to conclude that accreditation led to improvements in these madrasas. The available observations also do not show whether each practice was maintained consistently over the following years.¹⁶

These practices have not been sufficient evidence that Berkah has developed an established culture of quality. Research on a culture of quality considers shared commitment, leadership, collective values, and demonstrated effectiveness. In Berkah, cooperation between teachers and school leaders is visible, but it remains in addition to the cramped facilities and disappointment that some teachers have reportedly felt. These seemingly different conditions are included in the explanation for the same change. They suggest that some new routines are beginning to evolve while the resources and trust needed to support them are still being developed. Institutionalization, in this case, is better understood as unfinished work than status already achieved.¹⁷

4.4. Mission-Sustaining Change: Linking Social Missions, Quality, and Cross-Subsidization

In the journey of Blessing, organizational change can be understood as an effort to develop educational services without

¹⁶ Hiyasintus Ile Wulogening and Agus Timan, "Implementation of Total Quality Management (TQM) in the Principal Planning Management System," *Journal of Educational Management Accountability* 8, no. 2 SE-Articles (28 September 2020): 137–46, <https://doi.org/10.21831/jamp.v8i2.31282>; Asnaul Lailina Nikmatuz Zahrok, "Implementation of Internal Quality Assurance System in Vocational High Schools (SMK)," *Journal of Educational Management Accountability* 8, no. 2 SE-Articles (28 September 2020): 196–204, <https://doi.org/10.21831/jamp.v8i2.31288>; Rosida Kerin Meirani, Achmad Supriyanto, and Ali Imron, "Implementation of Total Quality Management through Quality Assurance and Stakeholder Involvement in the Preparation of the PK Vocational Curriculum," *Manage: Journal of Education Management* 10, no. 2 SE-Articles (December 17, 2023): 115–31, <https://doi.org/10.24246/j.jk.2023.v10.i2.p115-131>.

¹⁷ Wahananto, Noviyanti, and Nasyiri, "Leadership in Developing Quality Culture (Case Study at Madrasah Aliyah Negeri Lamongan)"; Muh. Takdir, Wawan Karsiwan, and Nasir Nasir, "Transformation of Self-Efficacy Values in Strengthening School Quality Culture," *Manage: Journal of Education Management* 9, no. 1 Article SE (June 22, 2022): 43–51, <https://doi.org/10.24246/j.jk.2022.v9.i1.p43-51>.

abandoning the initial goal of paying attention to children's welfare. The founders explained that concern for children's education issues encouraged them to provide a place and organize learning activities. As the institution developed with the establishment of MI and MT, the work of the staff became more diverse, including in meeting administrative and accreditation needs according to government regulations. In addition, KM explained that there was an adjustment of cost contributions from families based on their own economic capabilities so that children from underprivileged families still had the opportunity to get an education. These various decisions show that attention to children's needs is still a consideration in the institution's development process. However, because financial records are not available, it is not certain whether the cost adjustment is applied consistently and is able to maintain sustainable access to education for families in need.

This idea of change that sticks to the original mission needs to be understood in light of the specific conditions found in Berkah. This does not mean that efforts to maintain a social mission are entirely new or that these findings can be directly used to explain changes in all organizations. In Berkah's case, responsibility for child welfare appears to be one of the bases used to explain various decisions, from the establishment of schools, the development of professional division of duties, to adjustments to government regulations. This understanding is in line with an approach that places children's needs as a primary concern as well as a study of the role of education in welfare institutions. However, the implementation of cost assistance through cross-subsidy mechanisms still requires further evidence. Without the support of financial data, the institution's desire to help underprivileged families is not enough to prove that opportunities for education have been provided fairly.¹⁸

¹⁸ Ministry of Social Affairs of the Republic of Indonesia, Regulation of the Minister of Social Affairs of the Republic of Indonesia No. 30 of 2011 concerning National Standards for Child Welfare Institutions.; United Nations General Assembly, Guidelines for alternative care of children (A/RES/64/142); Sugianto et

Other organizational theories can be used to understand the explainable aspects of the case while limiting the conclusions that can be drawn. Battilana and Lee explain how organizations organize structures and execute practices to accommodate different objectives. Meanwhile, Pache and Santos discuss how organizations select certain elements to respond to different institutional demands. Ebrahim, Battilana, and Mair highlight the importance of governance in keeping organizational decisions and activities in line with its original mission and preventing a shift in goals. This framework raises relevant questions for Berkah, but the situation is not identical to that of commercial social enterprises. Interview reports show that foundations' educational decisions continue to refer to child care. This study does not prove that competing institutional logics operate technically. Nor does it show that the original mission is protected in every decision. Changes that maintain the mission are presented as interpretations for further examination, rather than fixed classifications.¹⁹

4.5. Implications for Islamic Education Management

For welfare institutions developing madrasas, Berkah's experience draws attention to some management tasks. Planning needs to identify children whose educational needs drive expansion and the steps necessary to keep education accessible. Leaders also need to clarify who is making decisions and create opportunities for other staff to develop teaching and managerial skills. Records prepared for accreditation should support day-to-day planning, guidance, and evaluation, not just collected when assessments should be conducted. Finally, if families contribute according to

al., "Exploration of Children's Needs and Development of Parenting Models in Children's Social Welfare Institutions (LKSA) in the 21st Century in Jakarta."

¹⁹ Battilana and Lee, "Advancing Research on Hybrid Organizations"; Anne-Claire Pache and Filipe Santos, "Inside Hybrid Organizations: Selective Coupling in Response to Competing Institutional Logic," *Academy of Management Journal* 56, no. 4 (2013): 972–1001, <https://doi.org/10.5465/amj.2011.0405>; Ebrahim, Battilana, and Mair, "Social Enterprise Governance."

their financial capabilities, transparent records are needed to determine who receives support and based on what. These suggestions stem from the issues raised in this case; this study did not implement or test them as a management intervention.

4.6. Study Limitations

The study combines memories of the institution's previous decisions, observations made during fieldwork, and organizational charts showing current responsibilities. This combination allows the development of MTs Berkah to be considered in its own institutional context. It is not enough to simply determine causal effects or draw statistical conclusions about other madrasas. Its contribution is a carefully separated explanation of changes that may also require investigations in welfare institutions with similar religious and educational responsibilities.²⁰

The evidence has some limitations. All three participants were strongly associated with the institution and the family of its founders, and KM provided most of the interview excerpts used in the article. As a result, these records provide more room for managerial perspectives compared to students, parents, or teachers outside of those circles. The organizational chart documents responsibilities in 2026 but cannot show when previous roles were created. Original school permits, accreditation records, and financial statements were not reviewed. Historical sequences were reconstructed from interviews, while direct observations were only conducted during March to May 2026. The study did not measure educational outcomes or the number of families receiving financial aid. Future research should examine these using original records, additional participants, and observations made over longer periods.

²⁰ Yin, *Research and Application Case Studies: Design and Methods*; Stake, "The Art of Case Study Research."

CONCLUSIONS

The establishment of MTs Berkah shows the development of the responsibility of the Berkah Foundation in providing educational services in a gradual manner. Based on the information of the informants, the establishment of this madrasah began with the difficulties of the community in meeting the educational needs of children, so the foundation first established MI, then developed educational services to the MTs level. In addition, the existence of provisions regarding formal authority and accreditation also increased the responsibility of the foundation in managing educational institutions. The results of field observations in 2026 also show that the division of roles within the institution has been established and regular communication between staff has been carried out in support of the implementation of institutional activities. They also found that learning space is limited, while interviews show that major decisions still depend heavily on the founders. The findings illustrate the institutional transition that is underway. The findings do not provide a basis for claiming that all planned changes have been completed or that the school's performance has improved.

The idea of change that sustains the mission captures one possible explanation for this sequence. Blessing's initial responsibilities to the children in care seem to influence her decision to provide formal education and the way in which the work was organized thereafter. Interviews attribute those responsibilities to the use of existing space, staff recruitment, the development of school administration, and the reported approach to contributions based on the family's financial condition. These connections provide an overview of the continuity of institutional goals. These connections do not verify the effects of the funding arrangements or indicate that improvements in the quality of education and inclusion have been achieved.

This case illustrates several things to note as similar institutions evolve into formal education. Managerial

responsibilities should be clear, and teaching expertise should be developed across staff rather than concentrated among founders. Documentation and reviews are also important so that administrative practices can continue after accreditation exercises. Financial aid arrangements require records that make the beneficiaries and their operations verifiable. Research involving more participants and longer observation periods will help determine whether this form of school management can be maintained without undermining the initial commitment to children in care.

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