



HUMANIZATION OF ORGANIZATIONAL EFFICIENCY IN ISLAMIC EDUCATION: A CLASSICAL AND NEOCLASSICAL SYNTHESIS APPROACH TO MADRASAH MANAGEMENT

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Abstract

This study aims to analyze the synthesis of structural efficiency and organizational humanization in Islamic primary school management by integrating classical, neoclassical, and modern organizational theories. The research is motivated by the dominance of administrative-oriented managerial practices, while humanistic and systemic dimensions remain insufficiently integrated into Islamic primary school management. A qualitative approach with a case study design was employed at MIS Roudtul Atfal Pagelaran. Data were collected through in-depth interviews, observations, and document analysis involving the principal, teachers, and administrative staff as research participants. Data analysis followed the interactive model of Miles and Huberman and was supported by NVivo software to enhance analytical rigor and transparency. The findings reveal that school management is still largely characterized by structural efficiency reflected in formal task distribution and orderly administrative procedures. However, organizational humanization emerges through informal communication, harmonious social relations, and facilitative school leadership. Furthermore, the implementation of a systems approach and the utilization of information technology remain at an early stage and do not yet fully reflect the characteristics of a *T-Form* organization. This study concludes that synthesizing structural efficiency and humanistic approaches is essential for developing effective, adaptive, and sustainable Islamic primary school management. The findings contribute empirically to the development of an integrative management model that balances organizational efficiency with human values and Islamic ethics.



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I. INTRODUCTION

The development of organizational theory and educational management shows a significant paradigm shift along with the increasing complexity of the organizational environment. Since the mid-20th century, modern theories of organization have developed as a critique of the limitations of classical and neoclassical approaches that tend to emphasize structural efficiency and partial labor relations. Modern theory views the organization as a whole system, in which all the elements of the organization interact with

each other and form a functional unit. In the context of Islamic education, especially elementary school management, this approach is relevant to understand the relationship between institutional structures, human resources, Islamic values, and the demands for efficiency and quality of educational services.

The systems approach in organizational theory places the organization as an entity that cannot be analyzed in isolation from its internal components and external environment. Each subsystem, whether structural, human, or cultural, has a reciprocal

relationship that affects the overall performance of the organization. However, the system approach is often considered too broad and abstract so that it is not able to explain managerial problems that are operational and contextual. In the practice of Islamic elementary school management, this condition demands a theoretical synthesis that not only emphasizes system integration, but is also able to provide practical direction for the effective and sustainable management of educational organizations [1], [2], [3], [4], [5].

Along with the acceleration of globalization and the development of information technology, classical, neoclassical, and modern organizational models face limitations in responding to the dynamics of rapid change. This condition encouraged the birth of the concept of *T-Form Organization*, which is an information technology-based organization characterized by the overall interconnectedness between components in the decision-making and problem-solving process [6], [7], [8]. In Islamic elementary school management, this approach has the potential to increase organizational efficiency through the use of technology, while encouraging openness, accountability, and quality of educational services that are adaptive to the demands of the times [9], [10].

On the other hand, neoclassical theory asserts that humans are a key factor in the sustainability and effectiveness of organizations. Organizations are not solely driven by formal structures, but also by social relations, psychological needs, and informal organizational dynamics that develop within them. Modern and postmodern theories then reinforce this perspective by viewing the organization as a dynamic, plural, and self-controlling entity. Therefore, the synthesis between structural efficiency and humanistic approach becomes an important conceptual framework in the management of Islamic elementary schools, in order to realize a systemically efficient educational organization that is oriented to Islamic human values and ethics.

A number of studies in internationally reputable journals indexed by Scopus confirm the importance of a synthesis approach between structural efficiency and the humanistic dimension in educational organizations. [6], [11] shows that the effectiveness of school management is not only determined by the design of organizational structures and procedures, but also by the quality of relationships between individuals, participatory leadership, and the alignment of values embraced by school citizens. In the context of value-based education, such as Islamic education, management approaches that overemphasize instrumental rationality have proven to be less able to drive organizational performance in a sustainable manner. Therefore, the cutting-edge literature emphasizes the need for integration between classical efficiency-oriented management principles with neoclassical approaches that focus on the human aspect and intrinsic motivation.

Furthermore, the study of systems-based and technology-based organizations in the Scopus literature underscores the role of digital transformation and adaptive organizational models in improving the performance of educational institutions. Studies conducted by [12], [13], revealed that educational organizations that adopt an integrated systems approach and use information technology strategically tend to be more responsive to environmental changes. The concept of modern organization and *T-Form Organization* is seen as able to create cross-functional connectivity, accelerate decision-making, and improve operational efficiency. However, the literature also emphasizes that the success of such transformation is highly dependent on the readiness of human resources and organizational culture that supports the value of collaboration, trust, and humanization of work, making it relevant to be contextualized in Islamic elementary school management.

Although various studies have examined the effectiveness of school management, organizational system approaches, and the importance of the humanistic dimension in educational leadership, most of these studies are still partial and contextual in general education or higher education. Studies that specifically synthesize the structural efficiency of classical organizations with neoclassical approaches that emphasize humanization in the context of Islamic education-based elementary school management are still very limited. In addition, the integration of modern theoretical perspectives and *T-Form Organization* as a conceptual framework to explain the dynamics of Islamic elementary school management has not been explored empirically. Therefore, this research fills the gap by offering a synthesis model of organizational management that is not only oriented towards systemic efficiency, but also rooted in humanitarian values and Islamic ethics as the basis for sustainable management of basic education.

The main problem behind this study is the still strong practice of Islamic elementary school management that is oriented towards structural efficiency and administrative compliance, but has not been fully balanced with a humanistic approach that places human resources as the main subject of the organization. This condition is reflected in decision-making patterns that tend to be hierarchical, weak organizational communication, and limited space for the participation of teachers and education personnel in the managerial process. On the other hand, the demands of accountability, quality of educational services, and adaptation to technological developments require Islamic elementary schools to manage organizations in a more systemic, responsive, and value-based manner. The imbalance between system efficiency and organizational humanization has the potential to hinder school performance and the achievement of holistic Islamic education goals.

Based on these problems, the purpose of this research is to analyze and formulate a synthesis of an

organizational management approach that integrates the structural efficiency principles of classical theory, the humanistic approach of neoclassical theory, as well as the perspective of systems and *T-Form Organization* in the context of Islamic elementary school management. This research aims to identify how the application of the synthesis can improve the effectiveness of school management without neglecting Islamic humanitarian, ethical, and spiritual values. In addition, this research is expected to be able to produce a conceptual framework for Islamic elementary school management that is adaptive, sustainable, and relevant to the challenges of educational organizations in the global and digital era.

II. RESEARCH METHODS

This research uses a qualitative approach with a case study design, which aims to gain an in-depth understanding of organizational management practices in Islamic elementary schools in a real context. The qualitative approach was chosen because it allows researchers to explore the meaning, perception, and social dynamics that underlie the application of structural efficiency and organizational humanization in school management. The case study design was used to comprehensively examine how the synthesis between classical, neoclassical, and modern theories is implemented in the management of Islamic elementary schools.

The subjects of the study include school principals, vice principals, teachers, and education personnel who are directly involved in the school managerial process. The selection of informants is carried out purposively by considering their role, experience, and involvement in organizational decision-making. Data collection techniques include in-depth interviews, participatory observations, and documentation studies of planning documents, school policies, as well as administrative systems and information technology utilization. The use of various data collection techniques is intended to obtain rich data and support the validity of findings through triangulation of sources and methods.

Data analysis was carried out thematically, following the stages of data reduction, data presentation, and iterative conclusion drawn. The analysis process begins with open coding to identify key themes related to structural efficiency, organizational communication, human resource participation, and information system utilization. Furthermore, these themes are analyzed interpretively by relating them to the framework of classical, neoclassical, and modern organizational theory. The validity of the data is maintained through triangulation, *member checking*, and trail audit techniques, so that the research results are expected to have adequate credibility, dependability, and confirmability according to qualitative research standards.

III. RESULTS AND INTERPRETATION

3.1. Research Results

The results of the study show that the organizational management practice at MIS Roudtul Atfal Performancelaran has applied the principle of structural efficiency through a clear division of tasks and a formally organized work mechanism. The principal acts as the center of strategic decision-making, while teachers and education staff carry out operational functions in accordance with the established organizational structure. This efficiency can be seen in the management of school administration, planning of learning activities, and the implementation of madrasah programs that run relatively orderly and scheduled. However, field findings also indicate that the orientation to structural efficiency is still administratively inclined and has not been fully accompanied by a participatory performance-based evaluation system. From the aspect of organizational humanization, the study found that there are strong social relations and informal communication among school residents. Teachers and education staff not only interact within the framework of formal organizations, but also build family-based cooperation and Islamic values, such as deliberation, mutual respect, and social concern. This communication pattern serves as a complementary mechanism that helps reduce the rigidity of formal structures. These findings are in line with the perspective of neoclassical theory that emphasizes the importance of informal organizations in maintaining the motivation and comfort of human resources in the school environment.

The results of observations and interviews also show that school principals play a significant role in bridging the demands of organizational efficiency with a humanistic approach. The principal not only acts as the controller of the structure, but also as a communication facilitator and mediator in solving internal problems. This leadership practice is reflected in the involvement of teachers in certain decision-making, especially those related to learning activities and school development. However, the level of participation is still situational and has not been institutionalized systemically in school management policies. From the perspective of modern theory and systems approaches, MIS Roudtul Atfal Pagelaran shows the initial efforts in integrating various organizational components thoroughly. Schools began to utilize simple information technology in administrative management and internal communication, although it was not fully based on an integrated system like the concept of *T-Form Organization*. Limited resources and technological competence are factors that affect the optimization of this approach. However, the findings of the study indicate that there is an organizational awareness of the importance of system connectivity, adaptation to environmental changes, and sustainable improvement of the quality of education services.

Overall, the results of the study revealed that organizational management at MIS Roudtul Atfal Pagelaran is in a transition phase towards a synthesis between structural efficiency and organizational humanization. Management practices are still dominated by classical approaches in structural and administrative aspects, but have been enriched by neoclassical values through humanist social relations, communication, and leadership. Integration with a modern perspective and *T-Form Organization* still needs strengthening, especially in the development of technology-based management systems and the institutionalization of human resource participation. These findings are an important basis for the formulation of an Islamic elementary school management model that is efficient, humanist, and adaptive to the challenges of the global era.

3.2. Discussion

The findings of the study show that the application of structural efficiency in the management of MIS Roudtul Atfal Pagelaran is still dominated by a classical approach that emphasizes structural clarity, division of tasks, and administrative compliance. This condition is in line with the view of classical organizational theory which views organizational effectiveness as the result of work rationalization and hierarchical control. However, the results of the study also indicate that this approach has not been fully able to answer the needs of dynamic and value-based educational organizations. This corroborates the argument in the international education management literature that structural efficiency alone is not enough to improve the performance of school organizations in a sustainable manner without the support of human and relational dimensions. The aspects of organizational humanization found in this study show strong relevance to neoclassical theory, especially related to the role of informal organizations, interpersonal communication, and work motivation. The social relations built between teachers and education staff at MIS Roudtul Atfal Pagelaran function as social capital that strengthens organizational cohesion and increases work comfort. These findings are consistent with the results of previous research that affirms that a humanist and participatory work climate contributes significantly to educators' commitment and performance. In the context of Islamic education, values such as deliberation, togetherness, and mutual respect reinforce the neoclassical approach with distinctive ethical and spiritual dimensions.

From a leadership perspective, the role of the principal as a link between efficiency demands and a humanistic approach shows adaptive leadership practices. The principal not only performs formal managerial functions, but also acts as a communication facilitator and social mediator. These findings are in line with modern management theory that places leaders as agents of system integration and drivers of organizational change. However, the limitations of

institutionalization of participation in decision-making show that humanist leadership practices are still personal and not fully structured in school management policies. The discussion also showed that the application of the system approach and the use of information technology at MIS Roudtul Atfal Pagelaran is still in its early stages. Efforts to integrate organizational components through technology have not fully reflected the characteristics of *the T-Form Organization* that emphasizes systemic connectedness and information-based decision-making. These findings confirm the results of previous studies that stated that the transformation of technology-based education organizations requires the readiness of human resources, policy support, and an organizational culture that is open to change. Thus, the integration of technology in Islamic elementary school management cannot be separated from the process of humanization of the organization so that the changes made are inclusive and sustainable.

Conceptually, the results of this study reinforce the importance of synthesis between classical, neoclassical, and modern theories in Islamic elementary school management. Structural efficiency is still needed as the foundation of organizational management, but it must be balanced with humanistic and systemic approaches so that the organization is able to adapt to environmental dynamics. This synthesis becomes relevant in the context of Islamic education which places humans as the main subject of education as well as part of the organizational system. Therefore, this research makes a theoretical contribution by offering an integrative understanding of Islamic elementary school management that is not only oriented towards efficiency, but also on the humanization and sustainability of the organization. The results of the study show that structural efficiency in MIS Roudtul Atfal Pagelaran is still the main foundation in the management of school organizations. These findings are in line with research by [6], [14] which states that formal structures, division of duties, and administrative mechanisms are still necessary to maintain the stability and regularity of educational organizations. However, as also emphasized by [11], the dominance of structural approaches without being balanced by managerial flexibility has the potential to limit innovation and participation of school residents. In the context of this study, administrative efficiency has not been fully integrated with a performance evaluation system oriented to human resource development.

From the perspective of organizational humanization, the research findings show the significant role of social relations and informal communication in supporting school performance. These results are consistent with the theories and findings of neoclassical research put forward by Mayo (1933) and are reinforced by contemporary studies such as those conducted by Leithwood and Sun (2018), which emphasize that a collaborative work climate and

positive interpersonal relationships contribute directly to the effectiveness of schools. Ahmad and Rahman's (2021) research in the context of Islamic education also shows that religious values and ukhuwah-based work culture strengthen teachers' intrinsic motivation, as found in this study. The analysis of school leadership in this study shows an adaptive leadership tendency that combines structural control with a humanistic approach. These findings are relevant to the research results of Spillane (2017) and Harris (2020) which affirm the importance of distributive and participatory leadership in educational organizations. However, as also noted by Day et al. (2016), leadership that still depends on the figure of a principal without the support of the institutional system risks not being sustainable. This is reflected in this study, where participatory practices have not been fully institutionalized in formal school policies.

From the point of view of modern system and organizational theory, the results of the study indicate that the integration between organizational components in MIS Roudtul Atfal Pagelaran is still partial. This finding corroborates the results of studies by [15] [7] which stated that educational organizations need a systemic approach to be able to adapt to environmental changes. The limitations of the use of information technology in this study are also in line with the findings of [6], [12], who emphasize that technology-based organizational transformation requires the readiness of human resources and organizational culture that supports change. In the context of a synthesis of classical, neoclassical, and modern theories, this research supports the contemporary view put forward by [7], [13], [16], that effective organizations cannot rely on a single approach. The findings of the study show that structural efficiency needs to be balanced with organizational humanization and systems approaches so that Islamic elementary school management is able to respond to the challenges of globalization and digitalization. Thus, this study expands on the findings of previous research by presenting empirical evidence at the Islamic primary school level, which has been relatively limited in the international literature. Overall, the analysis of the results of this study confirms that the success of Islamic elementary school management is not only determined by the strength of the organizational structure, but also by the quality of human relations and the ability of the organization to integrate the system adaptively. The support of ten previous relevant studies strengthens the position of this research as an empirical contribution that fills the gap in the study of Islamic education management, especially in formulating a synthesis between organizational efficiency and the humanization of sustainable management.

IV. CONCLUSION

This study concludes that organizational management at MIS Roudtul Atfal Pagelaran is still based on structural efficiency characterized by clear

division of tasks, formal work mechanisms, and administrative compliance. This approach plays an important role in maintaining the order and stability of school organizations, but it has not been fully able to encourage optimal human resource participation and managerial innovation. These findings show that structural efficiency remains the foundation of Islamic primary school management, but it needs to be strengthened so as not to be stuck in a mere administrative orientation. The results of the study also confirm that the humanization dimension of the organization has a strategic role in supporting the effectiveness of school management. Harmonious social relations, open informal communication, and facilitative leadership of school principals have proven to be able to complement the limitations of formal structures. This approach is in line with the principles of neoclassical theory that places humans as a key factor in the organization, while reflecting Islamic values such as deliberation, togetherness, and respect for human dignity in elementary school management practices. This study found that the integration of system approaches and the use of information technology in MIS Roudtul Atfal Pagelaran is still in its early stages and does not fully reflect the characteristics of modern T-Form-based organizations. Nevertheless, there is an organizational awareness to move towards more adaptive, integrated, and responsive management to environmental changes. This shows that the development of a technology-based management system needs to be accompanied by increasing the capacity of human resources and strengthening a humanist organizational culture. This study concludes that the synthesis between structural efficiency, organizational humanization, and systems approach is a relevant management framework for the management of Islamic elementary schools. Effective management demands not only the regularity of structures and systems, but also the recognition of the role of the human being as the main subject of educational organizations. The findings of this study make an empirical contribution to the development of an efficient, humanist, and sustainable Islamic elementary school management model, and can be used as a reference for Islamic education policy makers and practitioners in improving the quality of school governance.

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