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Transforming Islamic School Quality through POIME Management and Quality Culture

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Abstract

Islamic schools play a key role in Indonesia's educational system, yet improving their quality requires more than adequate resources; it demands an integrated management cycle aligned with programs, values, culture, and continuous improvement. This study examines the effect of the POIME management model (Planning, Organising, Implementing, Monitoring, and Evaluating) on school quality, with school quality culture as a mediating variable. Using a quantitative explanatory design, data were collected from 300 respondents consisting of principals, teachers, and educational staff who were directly involved in Islamic School management processes in Indonesia. The data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The results indicate that POIME management has a positive and significant effect on school quality culture ($\beta = 0.734$; $t = 25.211$; $p < 0.001$) and school quality ($\beta = 0.442$; $t = 7.358$; $p < 0.001$). School quality culture also has a positive and significant effect on school quality ($\beta = 0.363$; $t = 6.202$; $p < 0.001$) and partially mediates the relationship between POIME management and school quality ($\beta = 0.324$; $t = 6.969$; $p < 0.001$). These findings demonstrate that POIME functions not only as an administrative sequence but also as a managerial cycle that strengthens a quality-oriented culture in Islamic educational institutions. Theoretically, this study offers an empirical model that integrates managerial practices and quality culture in explaining school quality improvement. Practically, the findings suggest that Islamic school and madrasah leaders should strengthen planning, implementation, monitoring, and evaluation while cultivating values such as trustworthiness, discipline, consultation, accountability, and excellence as the foundation of sustainable quality improvement.

Kata Kunci:
Manajemen POIME, Manajemen Sekolah Islam, Budaya Mutu Sekolah, Mutu Sekolah SEM-PLS

Abstrak.

Sekolah-sekolah Islam memegang peran penting dalam sistem pendidikan Indonesia, namun peningkatan kualitasnya memerlukan lebih dari sekadar sumber daya yang memadai; hal tersebut menuntut siklus manajemen terpadu yang selaras dengan program, nilai-nilai, budaya organisasi, dan perbaikan berkelanjutan. Penelitian ini mengkaji pengaruh model manajemen POIME (Planning, Organizing, Implementing, Monitoring, and Evaluating) terhadap mutu sekolah, dengan budaya mutu sekolah sebagai variabel mediasi. Dengan menggunakan desain kuantitatif eksplanatori, data dikumpulkan dari 300 responden yang terdiri atas kepala sekolah, guru, dan tenaga kependidikan yang terlibat langsung dalam proses pengelolaan sekolah-sekolah Islam di Indonesia. Data analysis using Partial Least Squares Structural Equation Modelling (PLS-SEM). Hasil penelitian menunjukkan bahwa manajemen POIME berpengaruh positif dan signifikan terhadap budaya mutu sekolah ($\beta = 0{,}734$; $t = 25{,}211$; $p < 0{,}001$) dan mutu sekolah ($\beta = 0{,}442$; $t = 7{,}358$; $p < 0{,}001$). Budaya mutu sekolah juga berpengaruh positif dan signifikan terhadap mutu sekolah ($\beta = 0{,}363$; $t = 6{,}202$; $p < 0{,}001$) serta memediasi secara parsial hubungan antara manajemen POIME dan mutu

sekolah (β = 0,324; t = 6,969; p < 0,001). Temuan ini menunjukkan bahwa POIME tidak hanya berfungsi sebagai rangkaian administratif, tetapi juga sebagai siklus manajerial yang memperkuat budaya berorientasi mutu pada lembaga pendidikan Islam. Secara teoretis, penelitian ini menawarkan model empiris yang mengintegrasikan praktik manajerial dan budaya mutu dalam menjelaskan peningkatan mutu sekolah. Secara praktis, temuan ini menyarankan agar para pemimpin sekolah Islam dan madrasah memperkuat perencanaan, pelaksanaan, monitoring, dan evaluasi, sekaligus menumbuhkan nilai-nilai seperti amanah, disiplin, musyawarah, akuntabilitas, dan keunggulan sebagai fondasi peningkatan mutu yang berkelanjutan.

INTRODUCTION

As institutions mandated to produce graduates who are socially conscious, morally upright, and academically competent, Islamic schools occupy a strategic position within Indonesia's educational system (Brooks & Ezzani, 2022; OECD, 2023). Improving their quality, however, requires more than adequate resources; it demands an integrated management cycle that aligns institutional programs, religious values, organizational culture, and continuous improvement (Izzah et al., 2024; Putra et al., 2025). The quality agenda of Islamic schools is therefore multidimensional, encompassing learning outcomes, professional services, governance, accountability, and the internalisation of Islamic principles in daily institutional practice. Accordingly, school quality should be understood not simply as an administrative goal, but as an ongoing transformation process that integrates academic excellence, character formation, and institutional trust (Halim et al., 2024; Khoiriah & Sujanto, 2026; Utomo & Baitussalam, 2025).

Leadership, organisational structure, teacher collaboration, and ongoing evaluation all influence quality, according to earlier studies on school improvement (Leithwood et al., 2023; Meyer et al., 2023; Mincu, 2022). However, improving quality in Islamic educational institutions also necessitates a culture that upholds principles like discipline, amanah (trustworthiness), ihsan (excellence), shura (consultative decision-making), and accountability (Brooks & Ezzani, 2022; Izzah et al., 2024). These principles have an impact on how school personnel understand management guidelines, take part in quality enhancement, and maintain educational reform (Brooks & Ezzani, 2022),

A key component of this cultural approach is the culture of school quality. Shared beliefs, customs, and practices that motivate employees to strive for ongoing improvement are referred to as quality culture (Bendermacher et al., 2017; Harvey & Stensaker, 2008; Herminingsih et al., 2020). Quality culture in Islamic schools is not just management but also moral and spiritual; it connects religiously informed accountability with administrative discipline (Brooks & Ezzani, 2022; Izzah et al., 2024). Leadership, teamwork, ethical dedication, and ongoing assessment are also crucial pillars for creating a quality-oriented organisation, according to studies on madrasah leadership and Islamic education quality management (Herminingsih et al., 2020; Izzah et al., 2024; Putra et al., 2025).

An operational cycle for quality improvement is offered by the POIME management paradigm, which stands for Planning, Organising, Implementing, Monitoring, and Evaluating. POIME clearly distinguishes implementation, monitoring, and evaluation as related phases, in contrast to generic management formulas that frequently end at planning, organising, and controlling. Planning sets the direction of the organisation; organising assigns power and duty; executing converts programs into observable activities; monitoring offers ongoing feedback; and evaluation produces proof for improvement. Modern management viewpoints that stress the

integration of organisational behaviour, managerial functions, and continuous improvement are in line with this cyclical structure (Meyer et al., 2023; OECD, 2023; Putra et al., 2025).

The POIME model is considered consistent with the principles of Islamic school management as highlighted above. This model conceptualises educational management as a cyclical process whose structure aligns with the core characteristics of Islamic educational institutions. The planning provides strategic direction, organising clarifies authority and responsibility, implementation translates institutional goals into action, monitoring ensures accountability and feedback, and evaluation generates evidence for continuous improvement. In this regard, POIME accommodates the integration of leadership, collaboration, ethical commitment, and quality culture, while also providing a managerial framework through which values such as amanah, ihsan, shura, discipline, and accountability can be operationalised in daily institutional practice (Brooks & Ezzani, 2022; Izzah et al., 2024; Putra et al., 2025).

Although the POIME management cycle offers a promising framework for enhancing Islamic school quality, its empirical role remains insufficiently explored. Previous studies have tended to examine leadership, school culture, and quality management as separate variables, thereby leaving limited evidence regarding how an integrated management cycle shapes quality culture and subsequently school quality improvement, particularly within Islamic schools. This gap is significant in Islamic educational institutions, where managerial effectiveness must be aligned with religious values and organisational culture. Accordingly, this study examines the role of the POIME management cycle in shaping quality culture within Islamic schools and examines an integrated model linking POIME management, school quality culture, and school quality using PLS-SEM (Bendermacher et al., 2017; Hair & Alamer, 2022; Harvey & Stensaker, 2008; Sarstedt et al., 2023).

The main novelty of this study lies in conceptualising school quality culture as an internal mediating mechanism through which managerial practices are translated into school quality outcomes, while also positioning POIME as an empirical quality management cycle for Islamic educational institutions. By integrating structural-managerial and cultural-value dimensions within a single analytical framework, this study advances the literature on Islamic education management by providing a basis for understanding how quality culture can mediate the relationship between management practices and school quality improvement. The study also provides a practical framework for improving school quality through quality culture.

METHOD

This study employed a quantitative explanatory design to examine the direct and indirect relationships among POIME management, school quality culture, and school quality. The design was appropriate for testing a theoretically derived causal model involving latent constructs and mediation using PLS-SEM, which is suitable for prediction-oriented analysis (Hair & Alamer, 2022; Sarstedt et al., 2023). The population comprised employees of Indonesian Islamic educational institutions involved in madrasah or school administration. Purposive sampling was used with the following criteria: principals, vice principals, teachers, or educational staff in Islamic schools or madrasahs; prior involvement in planning, implementation, monitoring, evaluation, or educational service delivery; and voluntary consent to participate (Etikan et al., 2016). The unit of analysis was the respondent's perception of management and school quality culture.

Data were collected through online and offline questionnaires from December 2025 to March 2026. The final sample consisted of 300 respondents from six regional clusters in Indonesia:

Java, Sumatra, Kalimantan, Sulawesi, Bali-Nusa Tenggara, and Maluku-Papua. To maintain the research ethics, respondents were informed of the study purpose, the voluntary nature of participation, and confidentiality before completing the questionnaire.

The instrument contained 45 items measured on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) (Joshi et al., 2015; Norman, 2010). POIME management was measured with 25 indicators across five dimensions: planning, organising, implementing, monitoring, and evaluating. School quality culture was measured with 10 indicators capturing quality-oriented beliefs, norms, teamwork, and continuous improvement. School quality was measured with 10 indicators addressing learning processes, educational services, stakeholder satisfaction, and learning outcomes. The items were adapted from prior literature on school effectiveness, organisational culture, and educational management.

PLS-SEM was used to analyse the measurement and structural models. Measurement model assessment included outer loadings, convergent validity, discriminant validity, internal consistency reliability, and collinearity diagnostics (Hair & Alamer, 2022; Henseler et al., 2015). Convergent validity was assessed using outer loadings and AVE, with thresholds of >0.70 and >0.50, respectively; internal consistency was assessed using Cronbach's alpha, rho_a, and composite reliability, with values >0.70 considered acceptable (Fornell & Larcker, 1981; Hair et al., 2022; Sarstedt et al., 2023). The structural model was evaluated using path coefficients, t-values, p-values, R^2, f^2, SRMR, and predictive relevance. Mediation effects were tested using bootstrapping with 5,000 subsamples (Chin, 2022; Gefen et al., 2022; Hair et al., 2022). Common method bias was assessed using Harman's single-factor test; the first factor explained 38.2% of the variance, below the recommended 50% threshold (Podsakoff et al., 2003, 2022).

Table 1. Operationalisation of Research Variables

Construct	Indicators	Number of items	Example indicator
POIME Management	Planning, Organising, Implementing, Monitoring, Evaluating	25	School program planning; task allocation; program implementation; activity monitoring; performance evaluation
School Quality Culture	Quality values, quality norms, collaboration, continuous improvement	10	Shared commitment to quality, teamwork, discipline, accountability, and improvement routines
School Quality	Learning process, educational services, stakeholder satisfaction, learning outcomes	10	Quality of instruction, educational service quality, student achievement, and stakeholder satisfaction

Source: SmartPLS Output and Research Data, 2026.

RESULT AND DISCUSSION

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Table 2. Respondent Profile

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	127	42.3
Gender	Female	173	57.7
Position	Principal	15	5.0
Position	Vice principal	50	16.7
Position	Teacher	201	67.0
Position	Educational staff	34	11.3
Years of service	< 5 years	99	33.0
Years of service	5-10 years	90	30.0
Years of service	> 10 years	111	37.0
Region	Java	104	34.7
Region	Sumatra	67	22.3
Region	Kalimantan	29	9.7
Region	Sulawesi	40	13.3
Region	Bali-Nusra	20	6.7
Region	Maluku-Papua	40	13.3

Source: SmartPLS Output and Research Data, 2026.

According to the responder profile, the information includes employees from different areas and positions inside Islamic educational establishments. Due to their direct involvement in program implementation, learning evaluation, school development teams, and quality-related routines, teachers made up the largest group. This demonstrates their applicability as responders in evaluating school quality, culture, and POIME implementation.

Measurement Model

Outer loading, reliability, convergent validity, discriminant validity, and collinearity were used to assess the measurement model. With values ranging from 0.728 to 0.829, all indicators showed outer loadings greater than 0.70. According to well-recognised SEM-PLS criteria, this demonstrates that all maintained indicators accurately reflected their corresponding latent constructs

Table 3. Outer loadings

Indicator	Construct	Loading
BM1	School Quality Culture	0.802
BM2	School Quality Culture	0.774
BM3	School Quality Culture	0.736
BM4	School Quality Culture	0.816
BM5	School Quality Culture	0.736
BM6	School Quality Culture	0.759
BM7	School Quality Culture	0.769
BM8	School Quality Culture	0.779
BM9	School Quality Culture	0.741
BM10	School Quality Culture	0.758
PL1	POIME Management	0.742
PL2	POIME Management	0.800
PL3	POIME Management	0.789
PL4	POIME Management	0.817
PL5	POIME Management	0.766
OR1	POIME Management	0.785
OR2	POIME Management	0.788

OR3	POIME Management	0.730
OR4	POIME Management	0.822
OR5	POIME Management	0.730
IM1	POIME Management	0.764
IM2	POIME Management	0.728
IM3	POIME Management	0.803
IM4	POIME Management	0.817
IM5	POIME Management	0.789
MO1	POIME Management	0.770
MO2	POIME Management	0.739
MO3	POIME Management	0.753
MO4	POIME Management	0.777
MO5	POIME Management	0.797
EV1	POIME Management	0.829
EV2	POIME Management	0.782
EV3	POIME Management	0.734
EV4	POIME Management	0.734
EV5	POIME Management	0.739
MS1	School Quality	0.796
MS2	School Quality	0.808
MS3	School Quality	0.795
MS4	School Quality	0.758
MS5	School Quality	0.799
MS6	School Quality	0.733
MS7	School Quality	0.750
MS8	School Quality	0.766
MS9	School Quality	0.772
MS10	School Quality	0.741

Source: SmartPLS output and research data, 2026.

Table 4. Reliability and Convergent Validity

Construct	Cronbach's alpha	Rho-a	RHo-c	AVE
School Quality Culture	0.922	0.924	0.935	0.589
POIME Management	0.972	0.973	0.974	0.598
School Quality	0.925	0.925	0.937	0.596

Source: SmartPLS output and research data, 2026.

The reliability and convergent validity results show that all constructs met the required thresholds. Cronbach's alpha ranged from 0.922 to 0.972, composite reliability rho_c ranged from 0.935 to 0.974, and AVE ranged from 0.589 to 0.598. These findings indicate strong internal consistency and adequate convergent validity.

Table 5. Discriminant validity using HTMT

Construct Pair	HTMT Value
POIME Management - School Quality Culture	0.772
School Quality - School Quality Culture	0.764
School Quality - POIME Management	0.723

Source: SmartPLS Output and Research Data, 2026

Since every HTMT result was less than 0.85, discriminant validity was proven. Because the inner model VIF values ranged from 1.000 to 2.169 and the outer model VIF values ranged from 1.837 to 3.604, both of which are within acceptable bounds for SEM-PLS analysis, collinearity diagnostics also showed that the model did not experience significant multicollinearity.

Table 6. Collinearity Diagnostics

Indicator	Value
Outer Model VIF Range	1.837-3.604
Inner Model VIF Range	1.000-2.169

Source: SmartPLS output and Research Data, 2026

Structural Model and Hypothesis Testing

Using known SEM-PLS evaluation methods, the structural model was evaluated using R-square, f-square, model fit, direct effects, indirect effects, and predictive relevance. According to the findings, 53.9% of the variation in school quality culture was explained by POIME management. Together, POIME management and school quality culture accounted for 56.3% of the variation in school quality.

Table 7. R-Square Values

Endogenous construct	R-square	Adjusted R-square
School Quality Culture	0.539	0.537
School Quality	0.563	0.560

Source: SmartPLS Output and Research Data, 2026

Table 8. Effect Size (f-square)

Relationship	f-square	Interpretation
POIME Management -> School Quality Culture	1.169	Large
School Quality Culture -> School Quality	0.206	Medium
POIME Management -> School Quality	0.139	Small-to-medium

Source: SmartPLS Output and Research Data, 2026.

Table 9. Model Fit and Predictive Relevance

Criterion	Value
SRMR	0.039
NFI	0.865
d_ULS	1.554
d_G	0.924
Q^2predict: School Quality Culture	0.534
Q^2predict: School Quality	0.467

Source: SmartPLS Output and Research Data, 2026

The SRMR value of 0.039 indicates acceptable model fit. The Q^2predict values for school quality culture (0.534) and school quality (0.467) were both above zero, indicating that the model had predictive relevance for the endogenous constructs (Hair et al., 2022; Sarstedt et al., 2023).

Table 10. Direct effects

Hypothesis	Relationship	β	STDEV	t-statistic	p-value	Decision	95% CI
H^1	POIME Management -> School Quality Culture	0.734	0.029	25.211	<0.001	Accepted	0.681-0.777
H^2	School Quality Culture -> School Quality	0.442	0.06	7.358	<0.001	Accepted	0.341-0.538
H^3	POIME Management -> School Quality	0.363	0.059	6.202	<0.001	Accepted	0.264-0.455

Source: SmartPLS output and research data, 2026.

H1 is supported by the direct effect results, which demonstrate that POIME management had a favourable and significant impact on school quality culture ($\beta = 0.734$; $t = 25.211$; $p < 0.001$). H2 was supported by the positive and significant impact of school quality culture on school quality

(β = 0.442; t = 7.358; p < 0.001). Additionally, POIME management supported H3 by having a favourable and significant direct impact on school quality (β = 0.363; t = 6.202; p < 0.001).

Table 11. Indirect Effect and Mediation Analysis

Hypothesis	Relationship	β	STDEV	t-statistic	p-value	Decision	95% CI
H4	POIME Management -> School Quality Culture -> School Quality	0.324	0.047	6.969	<0.001	Accepted	0.250-0.403

Source: SmartPLS output and research data, 2026

Table 12. Total effect

Relationship	Total effect β	t-statistic	p-value
POIME Management -> School Quality	0.688	23.050	<0.001

Source: SmartPLS Output and Research Data, 2026

H4 is supported by the mediation finding, which shows that school quality culture strongly mediated the impact of POIME management on school quality (β = 0.324; t = 6.969; p < 0.001). The mediation is partial and complementary since POIME management's direct impact on school quality is still substantial. This means that by creating a culture of quality, POIME enhances school quality both directly and indirectly.

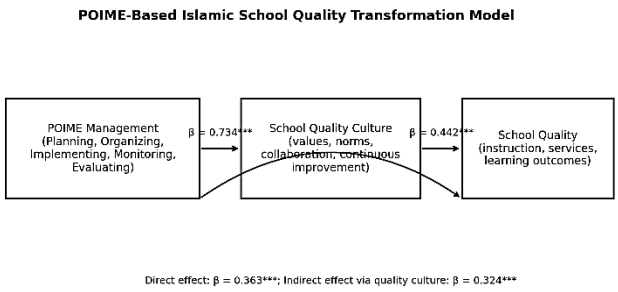

Figure 1. POIME-Based Islamic School Quality Transformation Model

DISCUSSION

The findings indicate that POIME management has a strong and statistically significant positive effect on school quality culture in Islamic schools. This result suggests that the systematic enactment of planning, organising, implementing, monitoring, and evaluating is not confined to administrative coordination but is progressively translated into shared norms, institutional routines, and collective expectations that define a culture of quality. Within Islamic schools, this effect is especially salient because managerial order is inseparable from moral responsibility and religious accountability, thereby enabling formal management practices to acquire normative force and shape everyday organisational behaviour. These findings corroborate prior research demonstrating that integrated management systems contribute to the formation of organisational culture and create the conditions for sustained institutional improvement (Bendermacher et al., 2017; Kools & Stoll, 2016; Mincu, 2022).

The results further show that school quality culture has a significant positive effect on school quality. This finding implies that quality improvement in Islamic schools is not achieved through procedural compliance alone, but through the extent to which institutional members internalise and enact shared values of accountability, collaboration, and continuous improvement.

When these values become embedded in the organisational fabric, they influence how services are delivered, how learning processes are organised, and how stakeholder expectations are addressed, thereby strengthening the overall quality of the institution. This outcome is consistent with scholarship that positions school culture as a central internal driver of institutional effectiveness and sustainable improvement (Deal & Peterson, 2022; Denison, 2022; Meyer et al., 2023).

The structural model also reveals a significant direct effect of POIME management on school quality. This indicates that a coherent management cycle can improve institutional outcomes independently of cultural mediation, particularly by enhancing coordination, clarifying responsibilities, strengthening implementation, and improving responsiveness to stakeholder needs. In the context of Islamic schools, the practical value of POIME lies in its capacity to align strategic direction with operational execution, thereby producing measurable improvements in school functioning. This finding is in line with prior studies emphasising that systematic educational management is a key determinant of institutional performance and quality outcomes (Bush, 2022; Heck & Hallinger, 2022; Leithwood et al., 2023).

The mediation analysis shows that school quality culture partially mediates the relationship between POIME management and school quality. This result suggests that POIME influences quality through both a direct procedural pathway and an indirect cultural pathway, confirming that management is most effective when it is embedded within a shared system of values and practices. In Islamic schools, where educational purpose is closely linked to religious commitment and collective responsibility, quality culture serves as the medium through which managerial reform becomes sustainable and institutionally meaningful. These findings align with previous research showing that quality culture functions as a critical mechanism linking management practices to institutional performance and school improvement(Bendermacher et al., 2017; Harvey & Stensaker, 2008; Izzah et al., 2024; Putra et al., 2025).

Taken together, these findings underscore a central contribution of the study: the partial mediating role of school quality culture in the relationship between POIME management and school quality. This implies that POIME enhances quality through both structural management and cultural internalisation (Bendermacher et al., 2017; Henseler et al., 2015). This result should not be seen as proof that culture matters more than management. Instead, the outcome indicates that management is more successful when its principles and practices are ingrained in the culture of the institution (Bendermacher et al., 2017; Herminingsih et al., 2020; Kools & Stoll, 2016). When managerial techniques are backed by reliability, excellence, discipline, accountability, and consultation, this embedding takes place in Islamic schools (Bendermacher et al., 2017; Hoy & Miskel, 2022; Schein, 2022).

Taken together, these findings underscore a central contribution of the study: the partial mediating role of school quality culture in the relationship between POIME management and school quality. This suggests that POIME enhances quality through both structural management and cultural internalisation (Bendermacher et al., 2017; Henseler et al., 2015). The finding should not be interpreted as evidence that culture outweighs management; rather, it indicates that management is most effective when its principles and practices are embedded in the institutional culture (Bendermacher et al., 2017; Herminingsih et al., 2020; Kools & Stoll, 2016). Accordingly, the strong direct effect of POIME management and the significant indirect effect through school quality culture suggest that in Islamic schools, managerial practices grounded in reliability, excellence, discipline, accountability, and consultation are more likely to produce sustainable quality improvement when they are internalised as shared institutional.

By providing an empirical model that incorporates organisational culture theory and managerial cycle theory, the study theoretically expands Islamic education management (Bendermacher et al., 2017; Hair & Alamer, 2022; Henseler et al., 2015; Kools & Stoll, 2016). While school quality culture is positioned as the internal process that converts management practices into quality results, POIME is positioned as a cycle of quality management (Bendermacher et al., 2017; Herminingsih et al., 2020). The lack of quantitative data on how a management cycle affects quality culture in Islamic educational institutions is addressed by this paradigm (Hair et al., 2022; Hair & Alamer, 2022; Henseler et al., 2015; Sarstedt et al., 2023).

In practical terms, the results suggest that leaders of madrasas and schools should enhance quality improvement through the development of value-based cultures as well as management systems (Bendermacher et al., 2017; Herminingsih et al., 2020; Mincu, 2022). Participatory planning, clear task distribution, disciplined execution, ongoing monitoring, and evidence-based evaluation are all skills that leaders must cultivate (Kools & Stoll, 2016; Meyer et al., 2023; Mincu, 2022; OECD, 2023). To ensure that quality assurance is seen as a shared institutional commitment rather than an administrative burden, they should simultaneously foster a culture of trust, cooperation, accountability, and continuous improvement (Bendermacher et al., 2017; Goddard et al., 2022; Hargreaves & O'Connor, 2022; Harris, 2023; Heck & Hallinger, 2022; Herminingsih et al., 2020; Kools & Stoll, 2016; Meyer et al., 2023; Spillane, 2022; Tschannen-Moran, 2022).

Alongside the contributions and practical implications of the study, there are also several limitations. First, causal interpretation should be done with caution because it employed a cross-sectional quantitative design based on respondent perceptions (Hair & Alamer, 2022). Second, the school quality culture was the only mediating variable that the model concentrated on. Third, the analysis did not analyse variations between institutional kinds or school status; instead, it was done at the respondent level. Future studies should compare public and private madrasahs or Islamic schools using multi-group analysis, look at longitudinal data, and incorporate other mediators or moderators, including principal leadership, teacher effectiveness, digital innovation, and stakeholder participation (Hair & Alamer, 2022; Henseler et al., 2015; Meyer et al., 2023; Mincu, 2022).

Table 13. Discussion Analysis and Novelty

Research Findings	Theoretical Analysis	Research Novelty
POIME Management Drives Quality Culture. 1. The POIME cycle (beta = 0.734) is not just an administrative sequence. 2. It acts as a structural enabler that translates formal rules into shared institutional norms.	Supports Organisational Learning Culture Theory (Kools & Stoll, 2016) Expands management cycle models by showing how structural functions shape cultural behaviours.	Empirically proves that systematic managerial workflows directly build and sustain organisational quality culture.
Quality Culture Enriches School Quality 1. Quality culture (beta = 0.442) directly improves learning outcomes and services.	Validates School Culture and Effectiveness Models (Deal & Peterson, 2022; Denison, 2022). Highlights the role of internal values over mere external bureaucratic pressures.	Shows that high-performing schools rely on internalising Islamic principles like *amanah*, *ihsan*, and *shura* within their quality norms (pp. 1-2).

2. It converts procedural compliance into genuine stakeholder satisfaction (p. 8).		
The Partial Mediating Role of Quality Culture 1. Quality culture partially mediates the POIME-to-quality path (beta = 0.324). 2. Structural management works best when integrated with cultural value embedding.	Advances Managerial and Cultural Integration Theory (Schein, 2022). Synthesises technical administration with values-driven school management.	Offers a novel quantitative framework demonstrating that quality culture acts as the core engine translating management into school outcomes.
Value-Based Operationalisation via POIME 1. POIME links abstract spiritual values with measurable day-to-day administrative tasks.	Expands Faith-Based Educational Leadership Literature (Brooks & Ezzani, 2022). Moves religious values from theological concepts to concrete management practices.	Provides an empirical model showing how Islamic schools balance modern managerial efficiency with spiritual accountability.

Source: Data Collection, 2026

CONCLUSION

This study demonstrates that POIME management is a significant predictor of both school quality culture and school quality in Islamic schools, with school quality culture partially mediating the relationship between POIME and school quality. The findings suggest that an integrated management cycle of POIME, such as planning, organising, implementing, monitoring, and evaluating, not only strengthens administrative effectiveness but also fosters a quality-oriented culture rooted in Islamic values such as amanah, ihsan, shura, discipline, and accountability. Theoretically, this study contributes to Islamic education management by showing that quality improvement emerges from the dynamic interplay between managerial systems and cultural internalisation. In this sense, the POIME model serves as a mechanism through which Islamic values are translated into sustained organisational practices and measurable quality outcomes.

From a practical perspective, the findings suggest Islamic school leaders should strengthen participatory planning, clear role distribution, systematic monitoring, and evidence-based evaluation while simultaneously cultivating trust, collaboration, responsibility, and continuous improvement as shared institutional values. Nevertheless, this study is limited by its cross-sectional design, reliance on perceptual data, and focus on a single mediating variable. Future research should adopt longitudinal designs, compare public and private institutions through multi-group analysis, and examine additional mediators or moderators such as principal leadership, teacher effectiveness, digital innovation, and stakeholder engagement.

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