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Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Islamic Boarding School

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Abstract

This study aims to analyze the implementation of the Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Islamic Boarding School, to answer the background of the problem which states the need for change to face the challenges of the times. This research also explains the supporting and inhibiting factors in its application, as well as the implications that occur. The study was conducted at Darul Hijrah Putri Islamic Boarding School, Batung Cindai Alus, Martapura, Banjar Regency. The researchers identified seven informants, including one dormitory leader, three teachers, one student, one parent, and one community leader. The collected data were then analyzed qualitatively using a phenomenological research approach to understand the meaning

from the participants' perspective. The analysis was interrelated and conducted in stages, including data presentation, reduction, verification, and conclusion drawing. The results of this study show that the transformative Islamic education management model at Darul Hijrah Putri Martapura Boarding School involves changes in the organizational structure by decentralizing decision-making and increasing communication and coordination among units. The model also includes expanding the competence of teachers through training and development so that teachers are more up-to-date and regularly conducted so that the duties of teachers can continue to develop in their professionalism, following the curriculum development by adopting changes in the national curriculum, namely integrating the curriculum so that students can focus on religion as well as general subjects to prepare students to face the era of time, and improving facilities to support the transformation of Islamic boarding schools by providing infrastructure such as computers and the Internet to support more modern learning and developing the leadership potential of students through various extracurricular activities. These changes increase the effectiveness of management and the quality of education provided to students. The implementation of this model is supported by several factors, such as an adaptive curriculum. However, there are also challenges such as the reluctance of some boarding school members to change, limited resources, lack of understanding of transformative management, limited competence, management complexity, and communication that is not well established. The transformative Islamic educational management model has positive implications for each educational stakeholder.

Keywords: Model; Management; Education; Transformative; Islamic Boarding School

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan model manajemen pendidikan islam transformatif di Pondok Pesantren Darul Hijrah Putri Martapura, untuk menjawab latar belakang masalah yang menyatakan perlunya perubahan untuk menghadapi tantangan zaman. Penelitian ini juga menjelaskan adanya faktor pendukung dan penghambat dalam penerapannya, serta adanya implikasi yang terjadi. Penelitian ini dilakukan di Pondok Pesantren Darul Hijrah Putri, Batung Cindai Alus, Martapura, Kabupaten Banjar. Peneliti mengidentifikasi 7 informan, termasuk 1 pimpinan pondok pesantren, 3 ustadz/ustadzah, 1 students, 1 orang tua students, dan 1 tokoh masyarakat. Data yang dikumpulkan kemudian dianalisis secara kualitatif dengan pendekatan penelitian fenomenologi untuk memahami makna dari sudut pandang partisipan. Analisis data saling berkaitan dan dilakukan secara berjenjang, yakni

melalui beberapa tahap: penyajian data, reduksi data, verifikasi, dan penarikan kesimpulan. Temuan penelitian ini menunjukkan model manajemen pendidikan islam transformatif di Pondok Pesantren Darul Hijrah Putri Martapura melibatkan perubahan dalam struktur organisasi dengan menerapkan desentralisasi pengambilan keputusan dan peningkatan komunikasi serta koordinasi antar unit, peningkatan kompetensi pengajar melalui pelatihan dan pengembangan agar pengajar lebih up-to-date serta dilakukan secara berkala agar tugas pengajar bisa terus berkembang dalam profesionalitasnya, mengikuti perkembangan kurikulum dengan mengadopsi perubahan kurikulum nasional yakni adanya integrasi kurikulum agar para students dapat berfokus pada agama sekaligus pada mata pelajaran umum untuk menyiapkan para students menghadapi era perkembangan zaman, serta peningkatan fasilitas untuk mendukung transformasi Pondok Pesantren dengan adanya penyediaan sarana prasarana seperti komputer dan internet untuk mendukung pembelajaran yang lebih modern. Perubahan ini meningkatkan efektivitas pengelolaan dan kualitas pendidikan yang diberikan kepada students. Mengembangkan potensi kepemimpinan students melalui berbagai kegiatan ekstrakurikuler. Penerapan model ini didukung oleh beberapa faktor seperti kurikulum adaptif. Namun adapula tantangannya yakni penolakan dari beberapa anggota pesantren terhadap perubahan, sumber daya yang masih terbatas, minimnya pemahaman tentang manajemen transformatif, keterbatasan kompetensi, kompleksitas pengelolaan serta masih adanya komunikasi yang belum terjalin dengan baik. Model manajemen pendidikan islam transformatif memberikan implikasi yang positif bagi setiap pemangku kepentingan pendidikan.

Kata kunci: Model; Manajemen; Pendidikan; Transformatif; Pondok Pesantren

A. Introduction

Education is one of the essential pillars that can effect change in a nation. The field of education is not limited to improving the quality of human resources; rather, it serves as a medium that is fundamental enough to transform the societal mindset (civil society) through various learning processes that are carried out effectively and continuously, based on standardized management standards and generally applicable at both national and international levels (Sukino, 2016b). One of the main goals of education is to foster a sense of responsibility and good character in students. A good mindset, harmonious attitudes, and behaviors can promote good character and religious and community values. Good character is defined by an understanding of what is right, consistently demonstrating positive behavior, and tending to perform acts of kindness. According to Thomas Lickona, the concept of character consists of three components,

namely moral knowledge, moral feelings, and moral actions (Sumirah & Surayya, 2023). Individuals with good character can make responsible decisions and contribute positively to society.

Boarding schools have been identified as the oldest local Islamic education system in Indonesia, resulting from the assimilation of Hindu, Buddhist, and Kapitayan education systems that have existed since Wali Songo or before Indonesian Independence Day (Faruk & Mustajib, 2023). The boarding school has been a universal educational institution, accessible to all levels of society, including the lower, middle, and upper classes. It implements a 24-hour learning model, using the boarding school method or the residential option. Concurrent with this development, Indonesia has experienced a period of significant educational advancement, such as during the era of independence. In response to these changes, boarding schools began to adapt by implementing formal education classes with classroom learning patterns using religious materials and general curriculum, so that boarding schools now offer classes on both religious and general subjects (Muaz, 2013).

Islamic education in Indonesia plays an essential role in shaping the morals and character of the younger generation. Islamic boarding schools, as one of the Islamic educational institutions in Indonesia, play a strategic role in realizing these principles. However, in the current era of globalization and modernization, Islamic boarding schools face various challenges, including rapid changes and developments (Suradi, 2017). A case study of Darul Hijrah Putri Martapura Boarding School revealed several issues that need to be addressed, including the quality of educational management. It is necessary to analyze the effectiveness of the applied education management model, especially in the context of transformation to face the challenges of modernization and globalization. This study also focuses on the development of student's skills and competencies to ensure their readiness to compete in the global era.

Many Islamic boarding schools face challenges in effective educational management, which affects the quality of learning and the development of students. In addition, the existing curriculum is often out of sync with contemporary demands, resulting in students feeling underprepared to face the challenges of the outside world. Students often find themselves lacking practical skills that would enable them to compete effectively in the global era, despite their strong religious knowledge. In light of these findings, the study aims to formulate a transformative Islamic educational management model that can overcome these challenges (Nur Kholidah, 2023).

One of the potential initiatives that Darul Hijrah Putri Martapura Boarding School could undertake is the development of a transformative Islamic educational management

model. The model must be based on the context of the boarding school and can respond to the challenges of increasingly complex times. The study explains that the management of transformation plays an important role in the field of Islamic education to meet the demands of contemporary society (Suprapti, 2022).

The development of a transformation management model of Islamic education in Darul Hijrah Putri Martapura Boarding School is expected to provide benefits such as improving the quality of Islamic education in Islamic boarding schools, enhancing the skills and competencies of students, increasing the competitiveness of Islamic boarding schools, and strengthening Islamic identity in the era of globalization. This research aims to analyze the background of the problems that occur and are faced by the Darul Hijrah Putri Martapura Islamic Boarding School in managing Islamic education so that the context of the boarding school can formulate a transformative Islamic education management model.

B. Discussion

1. Implementation of Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Boarding School

The transformative Islamic education management model at Darul Hijrah Putri Martapura Boarding School involves changing the organizational structure, increasing teacher competence, following curriculum developments, and improving facilities. According to the findings of the research study, the principal of the boarding school has adopted a participatory approach, engaging all relevant stakeholders in the decision-making process. This approach is designed to ensure that all facets of the boarding school are addressed and enhanced comprehensively.

a. Changes in Organizational Structure in Transformation at Darul Hijrah Putri Martapura Boarding School

The first significant step in the management transformation at Darul Hijrah Putri Martapura Boarding School is the establishment of a transformation team. This team consists of heads of departments, principals from early childhood education to high school, and a team of selected experts. The main task of this team is to formulate and implement the transformation strategy set by the boarding school. The transformation team is the primary initiator of change, ensuring the effective execution of all initiatives and strategic steps. The presence of this team is indicative of a more structured and organized approach to managing change in the boarding school environment, underscoring the importance of coordination and strong leadership.

The establishment of the transformation team shows the implementation of a more dynamic and adaptive organizational structure. This team is tasked with formulating and implementing transformation strategies, using the theoretical framework outlined by Daft (Daft, 2015) in “Organization Theory and Design.” According to Daft, the formation of a dedicated team can provide the focus and expertise to manage complex and dynamic organizational changes. This observation aligns with the data findings of this study.

Islamic education is essential in shaping individuals who contribute positively to society and have noble character. However, in the modern context, Islamic education faces various challenges, such as secularism, materialism, and individualism. Therefore, a transformative Islamic education management model is needed to answer the times’ challenges and lead students toward enlightenment and liberation. This aligns with the insight of the leader Syahrudi Ramli, who highlights the driving forces behind the adoption of a transformative management model by boarding schools.

This boarding school adopts a transformative management model to improve the quality of education to meet the demands of the times, create a better learning environment for Students, improve the efficiency and effectiveness of boarding school operations, and build boarding school competitiveness in the face of globalization and modernization of education. (Interview with Ramli, 2024)

Applying the transformative Islamic educational leadership model has the potential to facilitate the realization of institutional system changes. Transformative leadership is one of the leadership styles that is suitable for achieving quality educational outcomes (Sukino, 2016a). The transformative leadership model emphasizes the realization of a clear vision and mission, the use of effective communication, the provision of intellectual stimulation, and the personal attention to individual problems.

In a more detailed explanation, Ustadz Nugroho Widi Susanto explained that the implementation of the transformative Islamic education management model is carried out in several ways, including the aspects of vision and mission, knowledge, character building, and potential development.

It has a vision and mission that focuses on the spiritual and intellectual transformation of the students. This includes developing an Islamic character, developing in-depth religious knowledge, acquiring balanced academic skills, and integrating religious and general knowledge. Character development and religiosity are facilitated through daily activities. The leadership potential of students is cultivated through various extracurricular activities, including student organizations, scouting activities, and exceptional leadership programs. (Interview with Widi, 2024)

To support the new vision and mission of the boarding school, adjustments were made to positions and tasks in the organizational structure. The foundation and boarding school leaders play an essential role in directing this adjustment. Each personnel receives more specific and relevant assignments with their competencies, allowing them to focus on tasks that align with the transformation goals. Thus, this adjustment increases the effectiveness of individual work and the whole organization, ensuring that each team member contributes optimally to achieving the vision of the Islamic Boarding School.

Darul Hijrah Putri Martapura Boarding School applies a decentralized decision-making process to increase organizational flexibility and responsiveness. The institution's leaders delegate tasks and authority to the heads of sections and principals, each with their own areas of authority. This allows work units to make decisions more quickly and act according to situational needs. This decentralization enables each work unit to function more independently and responsively, thereby enhancing the school's capacity to adapt to daily dynamics and challenges.

The decentralization of decision-making and the improvement of communication observed at Darul Hijrah Putri Martapura Boarding School reflect the principles of flexibility and responsiveness that are important in modern management theory. The decentralization of authority enables work units to formulate decisions according to their conditions. According to Robbins and Coulter (Robbins & Coulter, 2016), in their book "Management," decentralization contributes to improving organizational efficiency by dividing responsibility and authority. Improved communication is also essential to ensure effective coordination between work units, which supports overall organizational synergy (Baker, 2019).

Improved communication and coordination between work units are also primary goals of this transformation. Inter-section coordination, consultation, and collaboration meetings are regularly conducted under the lodge's leadership. The aim of these efforts is to ensure that all work units function well and are aligned with the overall goals of the boarding school. Effective communication and coordination strengthen cooperation among various sections and create the synergy needed to achieve more optimal results.

b. Increasing the Competence of Teachers in the Transformation of Darul Hijrah Putri Martapura Boarding School

Darul Hijrah Putri Martapura Boarding School is an Islamic boarding school that applies a transformative Islamic education management model. This model aims to transform students into individuals with faith, noble character, and intellectual and emotional intelligence. This is explained by Ustadzah Isyafnah, a teacher at Darul Hijrah Putri Martapura Boarding School.

The implementation of the transformative Islamic education management model at Darul Hijrah Putri Martapura Islamic Boarding School is expected to have a positive impact on students, Islamic boarding schools, and society in general. The implementation of this management model is hoped to elevate the boarding school to a position of educational superiority and to produce a generation of Muslim women who are faithful, noble, and knowledgeable and who are ready to become leaders and agents of change in society. (Interview with Isyafnah, 2024)

Darul Hijrah Putri Martapura Boarding School emphasizes improving teachers' competence through training and development. Intensive training is organized to enhance teachers' knowledge and skills through contemporary learning theories. The Head of Teaching, an important figure within the institutions, oversees the preschool, elementary, and secondary schools, and is responsible for the implementation of this policy. This continuous training ensures that teachers are up-to-date with the latest teaching methods and can apply them in the teaching and learning process. A previous study emphasized the basic teaching skills training which helps teachers master various skills needed in the learning process (Iqbal et al., 2021).

Supervision and coaching are conducted regularly to ensure learning effectiveness and the development of teachers' competencies. The teaching department, with the support of the principal and the personnel/HRD department, assumes responsibility for the implementation of these supervisory and coaching functions. Through close supervision, the boarding school can ensure that all teachers perform their duties well and continue to grow professionally.

Continuous teacher training is supported by contemporary learning theories that emphasize the importance of professional development for teaching effectiveness. According to Guskey (Guskey, 2002) in "Professional Development and Teacher Change", continuous and systematic training can improve teacher competence and student learning outcomes. This explanation aligns with the data findings mentioned, which show the importance of intensive training and regular supervision.

The boarding school leadership has prepared awards and motivation to increase the enthusiasm and commitment of teachers. These awards are based on the results of a regular monitoring and coaching process. A fair and transparent reward system makes teachers feel appreciated and motivated to continue improving their performance.

The boarding school has established collaboration with other educational institutions both domestically and internationally. This collaboration is designed to enrich the knowledge and experience of teachers by facilitating the exchange of information and

best practices. Through this exchange, teachers in boarding schools can adopt new methods and approaches that can improve the quality of education in boarding schools.

The collaboration with other educational institutions enriches teachers' perspectives and aligns with collaborative learning. Vygotsky (Vygotsky, 1978) in "Mind in Society" emphasized that learning occurs through social interaction and collaboration. By collaborating with other institutions, teachers can share best practices and experiences, ultimately improving the teaching quality in the classroom. This is relevant to the data-finding points.

c. Curriculum Development in the Transformation of Darul Hijrah Putri Martapura Boarding School

To provide education that is more comprehensive and aligned with national standards, Darul Hijrah Putri Martapura Boarding School has integrated the National Curriculum. The Education Office is responsible for overseeing these modifications to the national curriculum. By adopting the national curriculum, the boarding school ensures that students receive an education that is both religious in nature and general subjects. This approach aligns with the findings of previous research by Kusumawati and Nurfuadi explaining that the integration of the Islamic Boarding School curriculum with the national curriculum aims to unite religious education and general education, creating students with comprehensive knowledge and skills (Kusumawati & Nurfuadi, 2024).

The integration of the National Curriculum and the addition of modern life materials show an adaptation to the demands of globalization. According to Spring (Spring, 2016) in "Research on Globalization and Education," education must be relevant to the global context to prepare students for the challenges of the modern world. This is relevant to the data findings above, which show the importance of curriculum adaptation to national and global standards.

Islamic boarding schools in Indonesia have shown significant rapid development, evidenced by the varied forms of institutions proving that Islamic boarding schools can adapt in responding to contemporary challenges and societal demands (Saifuddin, 2017). Islamic boarding schools have various styles according to their respective characteristics, including salaf (traditional), modern (Ashriyah), and comprehensive (combination) Islamic boarding schools. These schools also feature diverse leadership styles underscoring the necessity for innovation and creativity in educational development to achieve the objectives of Islamic teaching (Mahsusi et al., 2024; Sukino, 2016a).

Thematic curriculum development is implemented to improve student comprehension by integrating diverse subjects. This curriculum adopts the KMI Darussalam Gontor approach for religious and linguistic subjects. The thematic approach

enables students to see the connection between subjects and understand the material more holistically.

The thematic curriculum development reflects an interdisciplinary approach that enhances holistic understanding. Drake and Reid (Drake & Reid, 2010), in “Integrated Curriculum: Increasing Relevance while Maintaining Accountability”, stated that a thematic curriculum can connect various subjects so that students can see the interrelationships between the concepts learned. This is relevant to the data-finding points.

The development of Islamic boarding schools is one indicator of the progress of Muslims. In the era of development, the times involved in technology and information are all sophisticated, which requires potential managers to continue to innovate and develop institutional management and organizational leadership through various efforts, both services, processes, managerial, and leadership development. The development of boarding school leadership is a need to answer the challenge of the times that boarding schools can develop through a better organizational management system, not just the influence of pre-modern leadership based on trust in personnel alone (Alfurqan, 2015, 2019). Islamic boarding schools can implement innovations, such as engineering in the management field, as a solution to the challenges faced (Muaz, 2013; Nasir et al., 2024).

To prepare students to face global challenges, Islamic boarding schools have added new materials including information technology and foreign languages. Arabic and English are the main focus of the additional material. These materials are designed to equip students with relevant and necessary skills in the modern era (Abdul Tolib, 2015).

The response of the students of Darul Hijrah Boarding School to the implementation of the transformative Islamic education management model is generally favorable. They welcome the changes this model brings, which they consider more modern and relevant to their needs in the digital era, as Alya Lisa Nafisah said.

Overall, implementing the transformative Islamic education management model at Darul Hijrah Boarding School has positively impacted us. This model helps us to develop our potential to the fullest and become a person of faith, purity, and noble character. (Interview with Nafisah, 2024)

Furthermore, the learning methods are also adjusted to be more active and innovative to increase students’ participation and interest in learning. The instruments, such as LCDs, projectors, markers, and whiteboards help create a more interactive learning method. This method allows students to be more involved in the learning process, improving understanding and the retention of information.

d. Improved Facilities in Supporting the Transformation of Darul Hijrah Putri Martapura Boarding School

The Darul Hijrah Putri Martapura Islamic Boarding School is currently in the process of constructing a new building for classrooms, laboratories (computer, science), and a library. This new building aims to create a more conducive learning environment for students. These facilities support a modern and effective teaching and learning process.

In addition to the construction of new buildings, the old buildings are also being renovated to improve quality and comfort. This renovation ensures that all facilities remain in good condition and can be used optimally. In a previous study, Abdul Tholib (2015) described the development of educational infrastructure that supports the teaching and learning process, including the provision of modern facilities such as computers and the internet (Abdul Tolib, 2015).

The integration of contemporary technological resources, such as computers and the internet, is instrumental in facilitating a more modern learning process. The BOS budget and funds from the boarding school have been allocated for this purpose. The efficacy and efficiency of the teaching and learning process are enhanced by the presence of adequate infrastructure.

Facility maintenance is conducted regularly to ensure that all facilities remain in good condition. The boarding school's facilities and infrastructure department is responsible for this maintenance, which has a dedicated section that handles facility maintenance. The implementation of regular and scheduled maintenance activities ensures that all facilities are always ready to use and in optimal condition. Abdurrahman's research explained the importance of managing facilities and infrastructure in pesantren education, including the use of budgets for modern facilities such as computers and the internet, as well as the need for periodic maintenance to maintain the quality of facilities (Abdurrahman, 2012).

Improving physical and technological facilities supports the learning environment theory, which emphasizes the importance of infrastructure in creating effective and enjoyable learning conditions. According to Bronfenbrenner's theory (Bronfenbrenner, 1979; Fandir, 2024) in "The Ecology of Human Development," a conducive learning environment can support students' academic and social development. This aligns with the data findings that showed an effort to improve facilities at Darul Hijrah Putri Martapura Boarding School.

The implementation of the transformative Islamic education management model at Darul Hijrah Putri Martapura Boarding School is still in its early stages. However, the

boarding school has shown some success and is committed to continuing to develop this model. This model's implementation is expected to provide benefits for students, teachers, boarding schools, parents, and the community in general.

The findings enrich the literature on Islamic education management by showing how boarding schools can transform to face modern challenges. The study adds new perspectives on applying modern management theory, contemporary learning, the globalization of education, and the learning environment in Islamic education.

The results of this study support the theories of modern management, contemporary learning, globalization of education, and the learning environment. It shows that these theories can be applied effectively in the context of Islamic education by adding an understanding of how transformation can be applied in Islamic boarding schools.

The transformation model implemented at Darul Hijrah Putri Martapura Boarding School can serve as a model for other Islamic boarding schools seeking to improve the quality of their education. The strategies used in this transformation can be adopted and adapted to the conditions of each boarding school.

The strategies that have proven effective in this study can be adopted by other educational institutions to improve management effectiveness and teaching quality. The model provides practical guidance for other institutions facing similar challenges in managing educational transformation.

2. Supporting and Obstacles Factors to the Implementation of the Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Boarding School

The transformative leadership model is essential in realizing a harmonious life order where individuals can accomplish their roles optimally. This is because transformative leaders can inspire and motivate followers to achieve common goals. In line with Rahmaini's explanation, which discusses the application of the transformative leadership model in madrasas, shows how leaders act as agents of change who can inspire and motivate organizational members (Rahmaini et al., 2021).

The transformative leadership model at Darul Hijrah Islamic Boarding School applies several elements in more detail, as Ustadz Nugroho Widi Susanto explained as follows:

Leadership has a long-term vision and can inspire all members of the boarding school. It involves everyone in the decision-making process. There is a training and development program for teachers and employees to improve skills and

knowledge. It implements a curriculum relevant to the times, including integrating technology into the teaching and learning process, especially the independent curriculum. Effective communication approach and management of resistance to change improve facilities to support the learning process. (Interview with Widi, 2024)

This was also reinforced by Ustadzah Laila Ulfah, who ensured that these elements were consistently and effectively applied at Darul Hijrah Islamic Boarding School.

There is a periodic evaluation. We are building a feedback system for students, staff, and parents to find out the weaknesses and strengths of existing programs and forming a supervisory team. We provide performance appreciation for teachers and employees and regular workshops. (Interview with Ulfah, 2024)

The transformative management model is positively related to psychological safety. Psychological safety is positively associated with innovation. Hence, the transformative management model indirectly affects innovation (Zhenzhong, 2016). This evidence would strengthen the argument that the transformative management model effectively encourages innovation by creating a psychologically safe environment where employees feel empowered to contribute their creative ideas (Zahid, 2013).

Implementing the transformative Islamic education management model at Darul Hijrah Putri Martapura Boarding School is supported by several factors but also faces several obstacles, as explained by Ustadz Nugroho Widi Susanto.

The application of this model is supported by several factors such as the adaptive curriculum, the participation of students, and the pattern of regeneration of leaders through organizations (students become administrators). The inhibiting factors are the rejection of some boarding school members to the proposed changes because they still feel unfamiliar, have limited resources, lack of understanding of transformative management, limited competence, complexity of management, and the existence of communication that has not been well established. (Interview with Widi, 2024)

The development of Islamic education began with the management of boarding schools and transformed into other formal and informal institutions, which provides awareness for scholars to continue to develop Islamic education and scientific treasures (Wahid & Janah, 2022). In line with this, in this study, the application of the transformative Islamic education management model is supported by several factors such as adaptive curriculum, student participation, and the pattern of regeneration of leaders through organizations. Likewise, according to the results of previous studies, the Sidogiri Islamic Boarding School, although thick with its tribal culture, is open to every form of

change and tries to take lessons because every development of time has its dynamics (Rohmani, 2017).

Previous research shows that in the era of Society 5.0, Islamic education in Islamic boarding schools needs to be expanded. Islamic education is not only limited to learning religious knowledge but also needs to include general knowledge. This is done to respond to the various challenges of Islamic education that arise in the era of Society 5.0 (Primarni et al., 2022; Sulistiani, 2019). Speaking of challenges, there are undoubtedly several challenges that can complicate the application of the transformational leadership model in Islamic education. The findings of this study indicate that there is resistance to change from some boarding school members, limited resources, lack of understanding of transformative leadership, limited competence, and complexity of leadership, and communication that has not been well established.

Despite these challenges, there are several things that can be done to increase the likelihood of success when implementing a transformative management model in Islamic education. These include providing training and development opportunities, creating a supportive environment, and encouraging communication and collaboration (Maisyura, 2019).

As the leader of Darul Hijrah Islamic Boarding School, Syahrudi Ramli tried to implement several strategies to deal with existing obstacles, as explained below.

Considering the existence of inhibiting factors, we overcome them in several ways, such as thorough socialization and education to all members of the boarding school, using technology to optimize the use of existing resources, conducting training and development to increase the understanding and competence of teachers about the transformative management model, decentralizing decision-making to give more autonomy to units in the boarding school, and building open and transparent communication between leaders, teachers, students, parents, and community leaders. (Interview with Ramli, 2024)

By applying the right strategies to overcome these obstacles, it is hoped that boarding schools can continue to develop and perfect the application of this model to provide optimal benefits for students, teachers, parents, the boarding school, and the community in general.

3. Implications of the Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Boarding School

The Transformative Islamic Education Management Model is the right solution to meet the challenges of Islamic education in the modern era. This model can lead

students to enlightenment and liberation to become individuals with faith and noble character who can contribute positively to society.

The implementation of the Transformative Islamic Education Management Model at Darul Hijrah Putri Martapura Boarding School has various positive implications, for students, teachers, the boarding school, parents of students, and society as a whole. Implications for students include improving students' character, increasing knowledge and skills, increasing students' motivation to learn, and increasing students' self-confidence in line with what was stated by Alya Lisa Nafisah.

This transformative model emphasizes the development of faithful, noble characters with intellectual and emotional intelligence and innovative and participatory learning methods, creating a nurturing and fun learning environment, that provides opportunities for us to learn actively and creatively. (Interview with Nafisah, 2024)

Then, from the parents of students, this model also has positive implications for them, as said by the guardian of the students, Siti Halijah.

My child, who attends Darul Hijrah Martapura Islamic Boarding School, with the application explained by the leadership and teachers, is a new model in the boarding school. With the application of this model, it can develop the character of children into individuals who have faith and noble character, and parents can also be involved in the development of these children. We can expect children to become individuals with noble character, qualified skills, and knowledge, and be ready to face the future. (Interview with Halijah, 2024)

Likewise, there are also positive implications among community leaders for the application of the transformative Islamic education model at Darul Hijrah Putri Martapura Boarding School, in line with what was discussed by one of the community leaders, H Aman.

The transformative model is expected to produce individuals who are faithful, noble, and have intellectual and emotional intelligence. This model is also expected to produce qualified graduates who are ready to contribute to the development of the nation and the state. (Interview with Aman, 2024)

Transformative Islamic education goes beyond teaching religious knowledge. It aims to bring about comprehensive change in individuals. Hopefully, this education will produce Muslims who understand religion well, can apply Islamic values in their daily lives, and actively contribute to building a better society (Purnamasari et al., 2023). Transformative Islamic education aims to deepen learners' religious knowledge and equip them with a comprehensive understanding of their role in building a just and meaningful society (Syukri & Yunus, 2020; Tafsir, 2020).

In line with this discussion, the findings of this study provide implications or influences for applying the transformative Islamic education management model at the Darul Hijrah Putri Islamic Boarding School. Based on the interview results, it was concluded that the application of the transformative management model has positive implications for each educational stakeholder. This transformative model emphasizes the development of characters who are faithful, noble, and have intellectual and emotional intelligence. This model is expected to produce quality graduates who are ready to contribute to the development of the nation and state.

We consider the many positive implications for each educational stakeholder. Ustadzah Isyafnah also provided suggestions for other Islamic boarding schools that want to adopt the Transformative Islamic Education Management Model, as explained below.

For other Islamic boarding schools that want to apply the transformative Islamic education management model, they should have a clear vision and mission, involve all stakeholders, make gradual changes, provide training and development, build effective communication, and conduct continuous evaluation and adaptation. (Interview with Isyafnah, 2024)

Transformative Islamic education aims to educate students academically and equip them with the ability and potential to build a better life for themselves and society (Purnamasari et al., 2023; Rosmilawati, 2021). This education focuses on creating individuals who are not only intelligent but also have noble character and can contribute positively to building a better environment.

The application of the transformative Islamic education management model in Darul Hijrah Putri Martapura Boarding School has various broad and deep positive impacts. This model is expected to bring benefits to the students, teachers, parents, the boarding school, and society in general, and contribute to the progress of the nation and the state.

C. Conclusion

The transformation of Darul Hijrah Putri Boarding School Martapura has brought positive changes in the organizational structure, teaching competencies, curriculum, and facilities. These changes improve the effectiveness of management and the quality of education provided to students. The findings support the research objective of identifying the boarding school's transformational Islamic education management model.

This study found supporting and inhibiting factors for the application of the transformational Islamic education management model at Darul Hijrah Putri Martapura Boarding School, including the application of this model is supported by several factors such as adaptive curriculum, the participation of santri, and the pattern of regeneration of

leaders through organizations (students become administrators). Obstacles are the resistance of some boarding school members to change, limited resources, lack of understanding of transformative management, limited competence, complexity of management, and poor communication. Solutions to overcome these obstacles include thorough socialization and education, the use of technology, training and development, decentralization of decision-making, and the establishment of open and transparent communication.

The transformative model of Islamic education management at Darul Hijrah Putri Boarding School Martapura has positive implications for all stakeholders in education. This transformative model emphasizes the development of characters who are faithful, noble, and have intellectual and emotional intelligence. This model is expected to produce qualified graduates who are ready to contribute to the development of the nation and state.

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