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QUALITY ISLAMIC BOARDING SCHOOL MODEL: THE LINKAGE BETWEEN THE PRINCIPLES OF TEACHER PROFESSIONALISM AND OUTCOMES

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ABSTRACT

To form current professional action, contradictory professional and management ideas such as quality and monitoring assessment are merged. The purpose of this research is to identify the professionalism concept of pesantren teachers as a model for quality control of Islamic boarding school education in Southeast Aceh Regency. This qualitative study employs descriptive survey methodologies. Use interactive models to analyze data. The study data is subsequently sent, and a data reduction procedure that includes coding, keyword selection, and classification is carried out. The findings revealed professional work in pesantren for First, research reveals that pesantren instructors' professionalism and professional attitudes may be detected. Second, the study demonstrates the significance of indicators of pesantren instructors' professionalism in the context (change) of pesantren organizations and communities. Third, this research attempts to present a model of professional competence as an element of change, as well as a new model of professionalism called 'organizes professionalism.' The Professional Model of Islamic Boarding School Teachers fosters the values of Satisfaction with Quality Commitment, Trust in Moral Commitment, and Performance Value - Continuous Change. The societal ramifications of this study include the paradigm of developing organizational values in creating teacher professionalism as a way of evaluating and sustaining quality.

Keywords: Islamic Boarding School; Pesantren Effectiveness; Quality Commitment; Teacher Professionalism;

ABSTRAK

Prinsip-prinsip profesional dan manajerial yang kontradiktif seperti kualitas dan monitoring evaluasi diintegrasikan untuk membentuk tindakan profesional kontemporer. Penelitian ini bertujuan untuk mengetahui prinsip profesionalisme guru pesantren sebagai model pengendalian mutu pendidikan pesantren di Kabupaten Aceh Tenggara. Penelitian berjenis kualitatif dengan teknik survei deskriptif. Analisis data menggunakan model interaktif. Data penelitian kemudian di transkrip kemudian dilakukan proses reduksi data yang terdiri dari koding, pilihan kata kunci, dan kategorisasi. Hasil penelitian menunjukkan pekerjaan profesional di pesantren untuk Pertama, penelitian menunjukkan apa profesionalisme guru pesantren dan sikap profesional apa dapat diidentifikasi. Kedua, penelitian menunjukkan pentingnya indikator profesionalisme guru pesantren dengan latar belakang (perubahan) konteks organisasi pesantren dan masyarakat. Ketiga, penelitian mencoba memberikan model

kompetensi profesionalitas sebagai aspek perubahan dan 'mengorganisir profesionalisme' sebagai model profesionalisme baru. Model Profesionalitas guru pesantren mengarah kepada pembentukan nilai Kepuasan terhadap Komitmen Mutu, Nilai Kepercayaan terhadap Komitmen Moral, dan Nilai Kinerja – Perubahan Berkelanjutan. Implikasi social yang diharapkan melalui penelitian ini adalah model bangunan nilai-nilai organisasi dalam membentuk profesionalitas guru sebagai sarana evaluatif mutu berkelanjutan.

Kata Kunci: Komitmen Mutu; Pondok Pesantren; Pesantren Efektif; Profesionalisme Guru;

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I. INTRODUCTION

In recent years, the growth of *pesantren/dayah* (name of Islamic boarding school in Aceh) in Aceh has been very significant. Empirical data shows the number of 1,177 Islamic boarding schools with a number of students of 124.922 (Ministry of Religion, 2022). Those number is the highest number of students in pesantren located in Sumatra. The phenomenon of increasing the quantity of Dayah demands competitive and quality pesantren education services (Ikhwan, 2017; Zulkhairi, 2021).

Through Dayah Education Office, Aceh government has 5 strategic targets to improve infrastructure: the guidance and development of Islamic boarding schools, the quality of dayah educators, and the infrastructure of the assisted Dayahs (Aceh Province Dayah Education Office, 2022a). To achieve this target, Education Office has budgeted approximately 527 billion rupiahs. It is recorded in the budget implementation document of the regional work unit (DPA-SKPD) (Aceh Province Dayah Education Office, 2022b).

Dayah Education Office is one of the instruments of Aceh Government which has the duties and functions to improve, promote, and develop the implementation of Dayah Education Program in Aceh (<https://dpd.acehprov.go.id/>, 2019). One of the educational policies and reforms of Islamic boarding schools in Aceh through Dayah Education Office is the establishment of Dayah Accreditation Board (BADA). The implementation of accreditation activities costs 1.8 billion rupiahs with the achievements of assessment activities, training, and capacity building of assessors (Aceh Province Dayah Education Office, 2022). Dayah accreditation system emerged as a form of quality assurance for delivering dayah education (Yani & Prasetyo, 2021). Dayah Education Office is trying to build accountability to stakeholders - the Acehnese community - that dayah education is not just alternative education but primary education that ensures the quality of its graduates.

Modern education system brings an ideological resolution to the management of Islamic boarding schools that leads to the revitalization of technology-based systems, increasing individual skill capacity and entrepreneurial independence (Kutsiyah, 2020; Lubis et al., 2009; Wekke, 2016). On the other hand, pesantren managers who hold a conservative view are afraid to innovate, are passive, and only wait for government assistance. Other problems found are the problem of the organizational structure of pesantren, the diversity of Islamic boarding schools' ideologies, policies related to the formal level teacher profession in Islamic boarding schools, and social problems increasing public demands on the quality of pesantren education. The research also

tries to analyze the work of professionals ¹⁴ in Islamic boarding schools as a continuous quality evaluation. The manifestation of a professional work environment, dayah has the capacity to innovate (Buto & Hafifuddin, 2022; Madu, 2012).

Contradictory professional and managerial principles such as autonomy and control, or quality and efficiency, ⁸ combine to form contemporary professional action (Goodwin, 2021). The new direction ⁸ in the professionalism of Islamic boarding school teachers is to link institutional, professional project policies with broader social movements. The form of activities to increase teacher professionalism is still very minimal, even though the intensity of education carried out by Islamic boarding schools is more than schools in general (Muqit, 2018; Prasetyo & Zulkhairi, 2022).

The government has firmly established teacher competency standards, one of which is professional competence. The decision illustrates how in this context, it becomes a standard that must be met in the implementation of quality learning. A professional attitude is a consequence of the work bond carried out with the approval of both parties between the school represented by the principal and the teacher concerned. The development of the terms local professionalism and branded professionalism is evidence that no system can assess the implementation of professionalism in Islamic boarding schools.

In contrast to other studies where quality studies are examined concerning aspects of change management, performance, leadership, and learning (Bashori et al., 2020; Berger & Hänze, 2015; Garira, 2020). This study examines the quality aspects related to competence and professionalism principles. The relevance of attention to the aspect of professionalism is not just a formality formed through a pragmatic system but how to build professionalism through the cultural values in pesantren.

II. METHOD

⁶ This research is qualitative with a descriptive survey technique. The research was conducted at three ¹³ Islamic boarding schools representing pesantren in Southeast Aceh. Those pesantren are Darul Amin, Darul Azhar, and Darul Iman. The three pesantren are homogeneous because they have an A accreditation and have the status of an integrated pesantren. The research process is carried out by searching for data, processing data, and analyzing data. At each stage, the researchers start with the latest phenomenon about professional competence. The description of the underlying scientific problem, in this case, is the teacher's professional competence. Data analysis in this study used interactive model descriptive qualitative data analysis techniques (Huberman & J, 2014; Menter & Assunção Flores, 2021). The research data was then transcribed, and a data reduction process consisted of coding, keyword choice, and categorization (Alwasilah, 2002).

Furthermore, the reduced data will be presented as a narrative. To make conclusions from the data that has been presented, concluding each formulation of the research problem is carried out by evaluating teachers' competency to improve teachers professionalism in Islamic boarding ¹¹ schools. The next stage presents several examples of significant indicative research ¹¹ on the professionalism of Islamic boarding school teachers demonstrated through the implementation of routine pesantren activities. So, evaluation is systemic, with feedback in the form of efforts to establish organizational values in shaping teacher professionalism to evaluate sustainable quality.

III. RESULT AND DISCUSSION

First, the research shows the professionalism of Islamic boarding school teachers and how professional attitudes can be identified. Second, the research shows the importance of indicators of professionalism of Islamic boarding school teachers with the background (change) in the context of pesantren organization and the community. Third, the research tries to provide a model of professional competence as an aspect of change and organizing professionalism' as a new model of professionalism. For this reason, empirical results are needed to identify teachers' work and professional attitudes in a pesantren work environment.

Job Identification and Professional Attitude of Islamic Boarding School Teachers

Professionalism is an ambiguous term commonly used to describe a variety of jobs (Day, 2012; Farrelly & Kongebro, 2019). However, in the context of pesantren, professionalism has a broader meaning; professionalism is a teacher who is sincere in his work. Conversely, professionalism is interpreted in a narrow sense, referring to the completeness of work according to the standards provided by the institution.

The phenomenon that occurs in Islamic boarding schools is that teachers are required to be professional but do not have a formal juridical basis.

"Sometimes, we work outside official hours. We are aware that every activity in pesantren cannot be counted as material only because the essence of working in pesantren is worship". stated Wahyu, a pesantren teacher with six years of employment.

The traditional image of professionalism is understood as handling cases related to managerial aspects. However, as Prasetyo and Zamhari research in pesantren terminology, professionalism is a matter of values and beliefs (Prasetyo et al., 2022; Zamhari & Rahmayanti, 2021).

It is normal to link professionalism with a well-managed organizational environment and to focus on educational management practices such as learning. In the pesantren, it appears where professional work is (re)organized in one way or another. Meanwhile, the leader of Darul Amin Islamic boarding school revealed,

"The professionalism of pesantren teachers is the extent to which they act sincerely in raising pesantren. If we want to calculate the material to pay for the teacher, pesantren cannot afford it,"

This capacity is operationally dependent on the development and possession of specialized knowledge and a public commitment by professionals to serve the interests of others. Furthermore, professionals precede professions, which are associations of those who have shown professional characteristics.

Some informants considered professionalism a contextual competence rather than a general ability. Practical knowledge, experience, and knowledge are more emphasized than theoretical knowledge and formal education.

Second, the research shows the importance of professionalism indicators of Islamic boarding school teachers with the background (changes) in the context of pesantren organization and society.

Islamic Boarding School Teacher Professionalism Indicators

Given the importance of discussing professionalism for modern organizations, it is appropriate to consider management as an emerging professional occupation if management can truly display the main characteristics of professionalism.

Discipline in forming Professionalism

The creation of rules and teacher discipline tends to be sectoral due to overlapping tasks. Assessment of learning quality through interactions that occur, patterned routines, and the capacity of the school organization to transform new socially constructed routines into superior performance.

Pesantren education is carried out for 24 hours. The interaction that occurs from all activities in pesantren is an educational activity. The teaching profession in Islamic boarding schools can be described as an invitation to act sincerely, because if it is assessed materially, how much budget must be paid by pesantren manager for education that lasts for 24 hours. ¹⁷

However, the teacher is one type of profession that is formally stated in government law. Renaldi, one of the secretariats of the border Islamic boarding schools assisted by Dayah Education Office, said:

“Especially in Aceh, Islamic boarding schools get more attention with the existence of Islamic Boarding School Education Office. This condition is an opportunity that must be maximized because not all provinces form Islamic Boarding School Education Office specifically”.

This optimization can be seen from the policy of Darul Amin pesantren in the form of pesantren regeneration. Darul Amin is the only Islamic boarding school directly assisted by Dayah Education Office because of its border status. Because they get monthly operational assistance, pesantren's income can be optimized through the regeneration program. This policy is a manifestation of the professionalism of fund management.

In the context of research, the professional competence of teachers will impact teacher performance, which will contribute to the organizational performance of Islamic boarding schools and the quality of their graduates. Pesantren education requires the active role of teachers so that a positive pattern of human relations is needed. ¹¹

¹³ The development of professionalism in Islamic boarding schools is shown by the teacher in an inviting attitude. Teachers' professional identity and calls to action are metaphors and strategies for mobilizing pesantren teachers. The form of invitation can be in the form of persuasive communication or an appeal in a WhatsApp group.

“In managing pesantren, many things happen in the field that requires immediate decisions. For that, we need an invitation to act and move. In pesantren, everything does not have to be decided through a decree document; many activities require a sense of calling from the teacher,” said Irfandi, the leader of Al Ikhlas Islamic Boarding School.

The leadership revealed that one form of teacher professionalism is to invite each other to do good because every activity in Islamic boarding schools demands the teacher's role. Pesantren is full of activities that require the active role of teachers in formal and non-formal hours. The core activity in pesantren education is learning. The teaching profession influences identification of the factors that influence and shape the ²¹

effectiveness of learning.

The professionalism of dayah teacher is assessed through the effectiveness of learning. In this study, the leadership believes that the professional aspect of teachers is judged by their performance in teaching. Arifin as the teaching director, said:

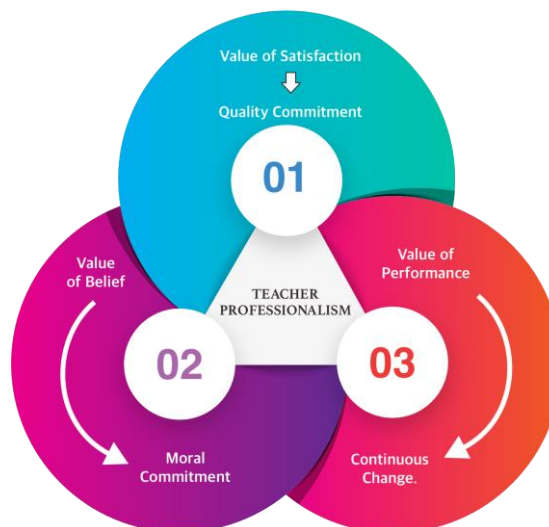
“Pesantren teachers must master teaching skills, in other terms, pedagogical competence or teaching competence. The characteristics of various Islamic boarding schools require the active role of the teacher to master the traditional tariqah according to certain lessons”.

The different characteristics of pesantren lessons encourage pesantren leaders to establish a teacher evaluation system. Teachers also need to do self-learning, which is conducting research with teaching practices validated and supported through research.

Several Islamic boarding schools in Southeast Aceh apply the converting system, which means a nursery for teachers. Pesantren with a convertible system are oriented towards creating pesantren graduates who are able to teach. Even after graduating, the alumni are required to serve in certain pesantren.

Third, the research tries to provide a model of professionalism as an aspect of change and 'organizing professionalism' as a new model of professionalism.

The model of professionalism of Islamic boarding school teachers leads to three aspects: Formation of (1) Value of Satisfaction on Quality Commitment; (2) Value of Belief in Moral Commitment, and (3) Value of Performance – Continuous Change.



Satisfaction Value – Quality Commitment

Educational organizations, as they are known to work in professional bureaucracies, need to adapt to increasingly fast and disruptive changes. The role of leadership in managing and organizing practices is not immune to transformational change. Society forces pesantren in the flow of interaction and communication to adapt to meet the demands of the industrial world.

Many professional jobs have acquired new environments and new conditions for their legitimacy. Decentralization, deregulation, privatization, and new market forms have transformed many professional work organizations, including schools, into more defined and limited organizations. Thus, there is a new demand for professionalism in the discourse of change and leadership of work organizations.

Professionalism is closely related to belief in abstract systems and institutions as well as trust in individual professional practitioners. A small semantic questionnaire study on the concept of professionalism was conducted. The results show a strong emphasis on knowledge, competence, skills, and coupling with the profession and professional practice.

The work dynamics that develop in pesantren environment are flexible. In this case, some activities in the pesantren are not. Understanding of professional attitude if subordinates or students are loyal to Kyai and do not give a critique or arguments.

"When a professional teacher carries out their duties fully committed and responsibly, this will makes pesantren have a high quality."

Interview excerpts show that the teacher's professionalism determines the quality of pesantren. In organizational behavior, how teachers act in pesantren is influenced by how teachers think. The way of thinking emerges from the interaction process and communication. Teacher professionalism is shown through skills in communicating and interacting with coworkers or guardians of students.

The result of professional ethics identification ⁹ of Islamic boarding school teachers is an explanation of the teacher's critical role in a wider concern in practical ethics. The critical role of a pesantren teacher is as a parent to the santri. Meanwhile, practical ethics is shown in the practice of the teaching profession in a state of structural normativity. That is, the work context in pesantren is togetherness, so the structure is merely a division of tasks.

One of the teachings in the educational value of pesantren is what we hear, see, and feel is education. The educational philosophy of pesantren provides an understanding that the professionalism of pesantren teachers cannot be judged from the material aspect but the aspect of devotion and loyalty.

"In pesantren, what we feel and want can be more important than what we calculate and rationalize. So, when working in a pesantren, teachers consciously instill commitment and loyalty to pesantren's leader," said Eka, one of the teachers responsible for developing the pesantren business unit.

Conceptually, the value of teacher satisfaction is a determining factor in forming commitment. If the teacher commits, it will provide quality work results. Teacher commitment is also shown through loyalty to the leader as a form of professionalism of subordinates to superiors.

Following the intelligence possessed by humans, which is intellectual intelligence, emotional intelligence, and spiritual intelligence, in this case, the cognitive aspect is dominant. A small part of the respondents shows the affective aspect. Some show the ethical and moral aspects. Building values and attitudes do not only rely on a leader's authority, license, and legitimacy but create a work environment full of Islamic boarding school life values.

As a manifestation of their commitment to quality, several Islamic boarding schools hold competency tests for pesantren teachers, followed by first-year teachers to sixth-year teachers (teachers working under six years).

Value of Trust – Moral Commitment

The understanding of professionalism has changed by considering where the professional practice is carried out. Starting with the ² section on defining the field and

clarifying the concept, the second section examines the concept of professionalism, its history, and current development.

The value of trust owned by pesantren is able to form a commitment to pesantren quality. Subsequent research data shows that the value of teachers' trust in the pesantren's philosophy of life is able to form moral commitment.

Acceptance of a professional role means having a commitment. Pesantren teachers, in this case, have the morals to carry out their responsibilities in teaching and educating. For example, when students feel sick at night, the dormitory teacher plays a role in conveying information to the students' guardians or treating them. This behavior shows the teacher's professionalism and relies on practiced technical expertise. The main thing in providing pesantren education services is the readiness to serve students for 24 hours. This commitment thus creates, reflects, and strengthens the normative foundation of professionalism. The professional relationship between teachers and students' guardians is rooted in trust. This is evidenced by the inclusion of their children in boarding schools.

The concept of professionalism is not directly associated with belief or trust. However, only indirectly through concepts such as ethics and responsibility. Rather, the cognitive attitude toward professionalism forms the decisive basis for trust in professionals. Pesantren is a miniature of society, so the dynamics formed in the life of the pesantren are acculturation of the values of the pesantren itself.

Pesantren plays a role in creating social stability. Pesantren are born from the community, and pesantren graduates will return to raise the community. Pesantren is also called a social laboratory. So, the professionalism of Islamic boarding school teachers is a key concept in the sociology of work, occupation, profession, and organization.

The professionalism of Islamic boarding school teachers in the sociological picture of work is togetherness with students in activities such as committees and extracurricular activities. Pesantren is an educational institution that carries out education and teaching for 24 hours. Anjas, one of Islamic boarding school's staff, explained:

"We, teachers, are considered by students as their fathers at school because they are far from their family. We are the ones who replace their parents' role," Anjas said as a student care staff.

The dynamics of relationships without hierarchical ties occur naturally and create a deep impression on the students. So, it is unsurprising that santri are loyal to their ustadz even after leaving the pesantren. This phenomenon identifies the professional ethics of pesantren teachers in other ethical fields. Therefore, the aim is to explain what makes professional ethics different and to discuss its critical role in the broader concerns of practical ethics.

The first task in an essay about this topic is to identify what distinguishes the topic – professional ethics – from other areas of ethics. Therefore, the aim is to explain what makes professional ethics different and to discuss its critical role in the broader concerns of practical ethics. His thesis is that professional practice has structural normativity: accepting the professional role means having a moral commitment to acquiring and relying on practiced technical expertise, first and foremost, in serving the vital needs of clients. This commitment thus creates, reflects, and strengthens the normative foundation of professionalism: a professional/client relationship rooted in trust.

Performance Value – Commitment to Continuous Change

⁴ Organizational change is a complex phenomenon and has always been. However, one that is becoming increasingly important as the recombination of individual human and other organizational resources begins to enter the daily schedule of managerial activities. Changes in the assessment of the practice of professionalism also consider the consequences of changing work contexts and working conditions, as work values and ideologies in certain educational institutions. The professionalism of school teachers is seen in their competence in teaching. Meanwhile, the understanding of professionalism for Islamic boarding school teachers is loyalty and obedience to the leadership.

One of the pesantren weaknesses nowadays is the regeneration system. Pesantren belongs to the people who have a long-term vision. Many pesantren have a shorter lifespan than their Kyai's age. On the other hand, Kyai's age is longer than pesantren's age, so it is not surprising that a Kyai has several pesantren during his life. The tension between universalistic principles and exclusive privilege needs to be embodied in ideas and expertise. So that it can be understood that in addition to effective leadership, it is capable of producing successor cadres. One form of professional management is the regeneration program.

Changes in pesantren have a long-term orientation. Organizational change does not occur without social interaction, where communication becomes the main facilitator. Changes will be effective if there is an understanding between leaders and subordinates to achieve the goals of change. Theories of change such as those described by Green, Hayes, and Shobirin Khasali (Cameron & Green, 2009; Hayes, 2018; Shobirin, 2017) No theory of organizational change is complete without mentioning the role of a cultural shift in persuading and seducing organizational communities to implement successful change projects. In pesantren, there is a narrative that rests on many ¹² assumptions about the nature of social reality, historical meaning, and the desired direction of change.

Interview	Open Coding
How is the understanding of professionalism in building teacher commitment?	Satisfaction Value – Quality Commitment
<i>“when the teacher is ready to live in pesantren, then he/she is committed to be involved in advancing pesantren” informant 1</i>	Satisfaction through readiness to live in pesantren;
⁵ <i>“Professional teachers are teachers who are responsible for students. Teachers must understand how students live in Islamic boarding schools, including a sense of responsibility if students are sick at any time. Informant 7</i>	Satisfaction through experiences in pesantren;
<i>“For the pesantren to be stable and achieve its goals, the teachers who live in the pesantren must graduate from pesantren” informant 3</i>	Satisfaction through the alignment of understanding of the vision of the pesantren;;

<p><i>“The community is now critical. Therefore, pesantren's quality is shown through the achievements in various competitions.”</i> Informant 5</p>	<p>Satisfaction through individual or institutional achievements</p>
<p>How is the understanding of professionalism in building moral commitment of teachers?</p>	<p>Value of Trust – Moral Commitment</p>
<p><i>“Islamic boarding schools build mental and character. So, Islamic boarding schools teach the values of life not only for academic improvement,”</i> the informant 3</p> <p><i>“In order to improve pesantren's progress, it is better to recruit santri themselves rather than relying on teachers to apply”</i> Informant2</p> <p><i>“The difference between Islamic boarding schools and public schools is that they teach values that build character and morals;”</i> Informant 4</p> <p><i>“Pesantren's attention to teachers has been very good. Teachers are facilitated with house in pesantren's environment”</i> informant 6</p>	<p>Belief in the five souls value of pesantren in the formation of mental, character, and morals</p> <p>Trust in pesantren cadres</p> <p>Sincere belief in work brings self-calling</p> <p>Institutional commitment in ensuring the teachers’ needs</p>
<p>How to understand professionalism in improving teacher performance</p>	<p>Performance Value – Continuous Change</p>
<p><i>“Teachers are required to be active in every activity. So, we need practical teachers who have expertise in extracurricular matters”.</i> Informant 2</p> <p><i>“teacher performance improvement is carried out through managerial coaching. In pesantren, there are senior teachers who foster junior teachers.”</i> Informant 4</p> <p><i>“Pandemic Covid 19 and the influence of technology make us realize that Islamic boarding schools need teachers who master IT”</i> Informant 8</p> <p><i>“teacher professionalism is seen in his loyalty to the leader. Indirectly good or bad performance is part of teacher loyalty”.</i></p>	<p><i>Assess performance through hard skills and soft skills</i></p> <p><i>Performance value through regeneration pattern</i></p> <p><i>Performance value through mastery of IT-based competencies</i></p> <p><i>Value performance through loyalty</i></p>

Assessment of pesantren's succes is commonly considered through the improvement of students and student achievements in competition events. In fact, the essence of pesantren education is learning. For this reason, the attention of Islamic

boarding school managers to the teaching competence of teachers is part of sustainable change. Mastery of teaching skills is part of teacher professionalism. This is because the teacher will be able to carry out educational and teaching activities well, they are able to plan and evaluate the teaching and learning process and be able to use the evaluation results to improve the quality of their teaching, which in turn will be able to improve their performance. Thus, it can be said that the better the professional competence, the better the ability of the teachers to carry out their duties and responsibilities.

Recently, Islamic boarding schools faced the Covid-19 pandemic phenomenon, which indirectly constructed the perspective of pesantren leaders on teacher competence. The fulfillment of teacher competence is not only social and pedagogic competence but also technological competence. The need for Islamic boarding school teachers who are experts in IT field is very useful. The ability to operate technology is not only for improving the learning process but also for educational marketing services. In observations of Islamic boarding schools in Southeast Aceh, 85% have social media accounts ranging from Facebook, Instagram, and YouTube. One of pesantren that stands out on social media is the Darul Amin boarding school. The quality of the content on pesantren activities showed that the social media had been managed professionally. It is proven by the number of viewers on the account. Samri revealed,

"The role of teachers as parents in Islamic boarding schools is to instill ethical and moral values to the students as agents of change in society in the future. Therefore, Islamic boarding school education is not just alternative but primary education".

Islamic boarding school teachers are unfamiliar with certification, but their performance in education that lasts 24 hours should ideally be certified. Fulfillment of the implementation of the teacher's duties does not only aim to achieve a good assessment that must be appreciated materially. More than that, the professional competence of Islamic boarding school teachers is oriented toward the practice of knowledge to bring blessings. Competence is defined as an increase in the qualifications and competencies of pesantren teachers, and it leads to technical skills in learning. Islamic boarding school teachers are said to be professional because acting as foster parents does not only play a role in the knowledge transfer process.

Aspect/ Dimension	Professional Attitude
Formation of Satisfaction Value on Quality Commitment	Sincere; Disciplined; Independent learning; Pedagogic improvement;
Formation of Values Trust in Moral Commitment	The role of foster parents; Religious activities in the community; Extracurricular activities;
Establishing Performance Values for Continuous Change	Cadreization; Control and evaluation system; Independent competency test; IT Mastery

The model of professionalism of Islamic boarding school teachers leads to three aspects: the formation of (1) Satisfaction value on Quality Commitment; (2) Belief value in Moral Commitment; and (3) Performance value – Continuous Change. More specifically, satisfaction with quality commitment is shown by the values of teacher professionalism, which are reflected in their sincere attitude at work; some teachers are forced to overlap positions. In addition, value of discipline in work and self-learning, teachers are required to have pedagogic competence according to the character of the lessons taught.

The form of professionalism for Islamic boarding school teachers is reflected in the value of trust and moral commitment through the dynamics of leadership as foster parents and the role of teachers in religious activities in society. Teachers independently are also able to carry out committee organizing and negotiating.

The form of professionalism of Islamic boarding school teachers is reflected in the performance value and changes in the sustainability of the leadership regeneration system through the application of the delegate function. Teachers also carry out quality improvement techniques through an evaluation and control system (monitoring-assessment-reporting). Pesantren also carries out teacher competency tests independently and periodically. Teachers must also master IT, which is being practiced in learning and activity reports. These activities aim to maintain quality and competitiveness against sustainable change.

This study shows the importance of forming the character of professionalism in educational service organizations. The emphasis on independent evaluation impacts how pesantren managers have conceptualized professionalism and by teachers themselves in the micro-dynamic pesantren climate that demands the teacher's role in the dynamics of social life in pesantren.

The expected social implication of this research is a model of building organizational values in forming teacher professionalism to evaluate sustainable quality. Meanwhile, the academic implications impact the pesantren management literature by showing what types of competencies are more prioritized according to the law (pedagogic competence, social competence, personal competence, and professional competence). Optionally, it is more likely to lead to superior, competitive and sustainable pesantren performance.

IV. CONCLUSION

Satisfaction Value – Quality Commitment. Satisfaction through readiness to live in a pesantren; Satisfaction through experience in pesantren; Satisfaction through a harmonious understanding of the vision of the pesantren; Satisfaction through individual or institutional achievements. Value of Trust – Moral Commitment. Belief in the five souls value of pesantren in the formation of mental, character, and morals; Trust in pesantren cadres; Sincere belief in work brings self-vocation; Institutional commitment in ensuring the needs of teachers. Performance Value – Continuous Change. Assess performance through hard skills and soft skills; Performance value through regeneration pattern; Performance value through mastery of IT-based competencies; Value performance through loyalty. The fulfillment of professionalism principles of Islamic boarding school teachers is not only aimed at achieving good valued that must be materially appreciated.

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