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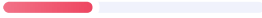


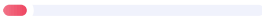



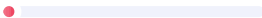









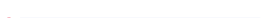





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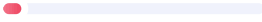
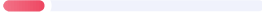



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Leadership in Learning Organization of Islamic Boarding School After Covid-19
Pandemic

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Abstract

Keywords: Effective Leadership; Learning Organization; Politics of Educational Policy; Covid-19

This article aims at providing institutional landscape analysis resting to aspects of leadership as a boarding school education policy amid the Covid-19 pandemic. The study is carried out qualitatively using analysis survey methods. Data is critically analyzed through various relevant literatures. Data analysis was reinforced by the results of interviews on boarding schools leadership in Aceh. The results of the study found the conceptual framework of the effectiveness of boarding school leadership in facing pandemic situations. The politics of leadership policy consist of four organizational areas that were usually arenas of policy-making, namely structural change, inter-departmental coordination, success management and resource allocation. Whereas the learner organizational leadership strategy namely (1) the readiness of long-term program blueprint; (2) the degree of focus in building, caring and developing a work mechanism; (3) the experience of the Boarding Board in executing financial strategies refers to less optimal field operational aspects due to pandemic; (4) strengthening partnership-based cooperation networks accompanied by systemic evaluation of the implementation of boarding school education and teaching and to oversee how the consequences system work in the middle of covid-19 pandemic. The expected implications can extend the conceptual insight of effective leadership and the politics of education policy in general.

Kata Kunci: Kepemimpinan Efektif; Organisasi Pembelajar; Politik Kebijakan Pendidikan; Covid-19.

Artikel ini bertujuan memberikan analisis lanskap kelembagaan bertumpu kepada aspek kepemimpinan sebagai kebijakan pendidikan pesantren di tengah pandemic Covid-19. Penelitian ini berjenis kualitatif dengan metode survei analisis. Data dianalisis secara kritis melalui beberapa literatur hasil penelitian yang relevan. Analisis data diperkuat oleh hasil wawancara pada pimpinan pesantren di Aceh. Hasil penelitian menemukan kerangka konseptual efektivitas kepemimpinan pondok pesantren menghadapi situasi pandemic. Politik kebijakan pimpinan mencangkup empat wilayah organisasi yang biasanya merupakan arena pengambilan kebijakan, yaitu perubahan structural, koordinasi antar departemen, suksesi manajemen dan alokasi sumber daya. Sedangkan strategi kepemimpinan organisasi pembelajar yaitu (1) kesiapan cetak biru program jangka panjang; (2) konsentrasi membangun, merawat dan mengembangkan sistem kerja; (3) pengalaman Pesantren dalam melaksanakan strategi keuangan mengacu pada aspek operasional lapangan yang kurang optimal akibat pandemic; (4) penguatan jaringan kerjasama berbasis kemitraan disertai evaluasi sistemik terhadap pelaksanaan pendidikan dan pengajaran pesantren serta bagaimana sistem konsekuensi di tengah pandemic covid-19. Implikasi yang diharapkan dapat memperluas wawasan konseptual kepemimpinan efektif dan politik kebijakan pendidikan secara umum.

INTRODUCTION

It is evident that ²³ modernization ²⁴ of boarding schools has been carried out holistically in Indonesia.²⁵

Irwan Fathurrochman, "Revitalization of Islamic Boarding School Management to Foster the Spirit of Islamic Moderation in Indonesia," *Jurnal Pendidikan Islam* 8, no. August ⁶ (2019): 239–58, <https://doi.org/10.14421/jpi.2019.82.;> Mahmud Arif, Siti Fatonah, and Abda Billah Faza MB, "The Dynamic Survival of Pesantren In Indonesia A Brief Explanation for Development of The Traditional Muslim Education," *Sunan Kalijaga International Journal on Islamic Educational Research* 4, no. 1 (December 14, 2020): 44–62, <https://doi.org/10.14421/skijier.2020.41.04.>

Leadership as a primary aspect,^{26 29} is no longer singular but rather ^{27,29} is done collectively and correctively.^{28,29}

Muh Misbah, Suhendar Sulaeman, and Syaiful Bakhri, "Role of Leadership in Organizational Change: A Case Study at Attaqwa Putra Islamic Boarding School Bekasi-Indonesia," *Asian Journal of Contemporary Education* 3, no. 1 (2019): 72–84.

The pattern makes boarding school a modern and visionary educational institution. ⁶ The spirit of equality among organizational individuals in improving competence-based ³⁰ learning becomes so effective in learning organizations that organizational development runs effectively and efficiently.

Birman, Beatrice, and Andrew Porter, "Evaluating the Effectiveness of Education Funding Streams," Management,³¹ 2018, 59–85, <https://doi.org/10.4324/9780203764640-4.>

Since March, Indonesia has been impacted heavily by Covid-19. Educational ⁶ institutions (schools, madrasah, boarding schools) have been affected in the

³² implementation of the learning process. ⁶ This situation has challenged the education system in Indonesia in many ways, thus, forcing educators (teachers) to adapt to virtual learning immediately. ⁶ Many educational institutions in the country are still struggling to shift from the traditional pedagogical approach to online learning.

I Ketut Sudarsana et al., Covid-19: Perspektif Pendidikan (Yayasan Kita Menulis, 2020); Noorhaidi Hasan, "The Salafi Madrasas of Indonesia," in *The Madrasa in Asia* (Amsterdam University Press, 2009), 247–74, <https://doi.org/10.1515/9789048501380-011>.

Existing educational institutions in Asian countries have already been integrating information technology ³³ in learning systems.

Theron Muller et al., *Innovating EFL Teaching in Asia* (Springer, 2012); Eka Srimulyani, "Islamic Schooling in Aceh: Change, Reform, and Local Context," *Studia Islamika* 20, no. 3 (April 14, 2014), <https://doi.org/10.15408/sdi.v20i3.513>.

In Indonesia, educational institutions are constantly experiencing the problems of the increasingly complex global challenge of science and technology.

³³⁶ Azmil Abidah et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar,'" *Studies in Philosophy of Science and Education* 1, no. 1 (2020): 38–49; Maimun Aqsha Lubis et al., "The Application of Multicultural Education and Applying ICT on Pesantren in South Sulawesi, Indonesia," *WSEAS Transactions on Information Science and Applications* 6, no. 8 (2009): 1401–11.

In the case of boarding school education institutions, ^{34,35} as demands for change continue to force educators to adapt and make changes, ranging from organizing educational policies as the result of development in science and technology.

Many means of information and communication technology are applied by educators to carry out teaching and learning activities remotely.³⁶

Muhammad Ilham et al., "E-Aedes Framework Based on Geographical Information System: Stakeholder Perceptions," *Journal of Multidisciplinary Academic* 4, no. 6 (2021): 453–56.

Unfortunately, it is not in line with the concept of boarding school education. Some⁶ of the things were constraints in the implementation of online education in boarding schools,³⁷ until before covid, the majority of³⁸ boarding schools carried out learning activities traditionally by face to face³⁹ interaction.

Hamid Fahmy Zarkasyi, *Sistem Pendidikan Dan Pengkajian Islam Di Pesantren Dalam Kontek Dinamika Studi Islam Internasional*, *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, vol. 13 (Jakarta: Puslitbang Pendidikan Agama Islam dan Keagamaan, 2016).

In addition to that,⁴⁰ the lack of technological resources in boarding schools became another factor of⁴¹ less effective online learning in boarding schools and madrasah.⁴²

Abdul Majir et al., "Framing the Image of Madrasah amid Covid-19 Pandemic: The Principal's Roles," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (April 4, 2022): 409–18, <https://doi.org/10.35445/alishlah.v14i1.1169>.

Islamic discourse on education can never be separated⁴³ with the⁴⁴ political and⁴⁶ cultural dynamics^{45,46} of a society.

Hamid Fahmy Zarkasyi, *Misykat: Refleksi Tentang Islam Westernisasi & Liberalisasi* (INSISTS, 2012).

In the context of the Boarding Board, the dynamics of Islamic education cannot be separated,⁴⁷ even shackled by the political policies of the state and the pluralism of the community.⁴⁸ Including⁶ in the covid-19 period where boarding school policies were intervened by the government.⁴⁹

Shofiyullah Muzammil et al., "COVID-19 and Well-Being: Pesantren Continuance in the Light of Biopolitics Perspective," in Ushuluddin International Conference (USICON), vol. 4, 2020.⁵⁰⁵¹

Another issue that pesantren encounter is the death of their leader as a result of Covid.⁵² Due⁶ to the limited number of successor cadres who meet the requirements of their predecessors, this criterion does not guarantee the pesantren's readiness. Learning⁶ the yellow book is synonymous with pesantren.

Hasan Asari and Zainal Abidin, "Kitab Kuning And Training Of 'Ulamâ': The Experience of Madrasah Al Qismul Ali Jalan Ismailiyah Medan," MIQOT: Jurnal Ilmu-Ilmu Keislaman 44, no. 1 (October 26, 2020): 93, <https://doi.org/10.30821/miqot.v44i1.750>.

The unified pattern of integration of the pesantren curriculum with the service curriculum has resulted in less-than-optimal pesantren output. Zulfikar Ali Buto and Hafifuddin Hafifuddin, "The Inovation⁵³ of Dayah Curriculum in Meeting The National Education Standards in Aceh," MIQOT: Jurnal Ilmu-Ilmu Keislaman 45, no. 2 (January 14, 2022): 305,⁵⁴ https://doi.org/10.30821/miqot.v45i2.822.

Observations of this occurrence inspire pesantren to engage in leadership and intellectual renewal. Succession⁶ to these difficulties necessitates a paradigm shift in leadership in terms of⁵⁵ developing strategies and shifting governmental priorities. Strategic⁶ decisions are no longer sectoral in character⁵⁶ ,⁵⁷ but rather accommodate institutional needs that lead to the pesantren's vision.

Muhammad Anggung Manumanoso Prasetyo et al., "Dimensional Analysis of School Based Pesantren Design Development" 7, no. 1 (2022): 1–13, <https://doi.org/10.25217/ji.v7i1.1636>.

Political intervention ⁵⁸to education policy in times of pandemic through ⁵political party, policy, and funds leads to some ⁶⁰negative sides of the education system ⁶¹thus affecting the quality of graduates. ⁶Today, demands and interventions against educational institutions are more vicious as the ⁶²educational institution becomes the main instrument to which the leadership in ⁶³boarding school is determined.

Steve Giegerich, "Education Policy Preparing for Jobs, Citizenship and Life,"

⁶⁴Tachers College Columbia University, 2019,

<https://www.tc.columbia.edu/articles/2019/january/schools-of-choice-it-can-depend-on-whos-choosing/>.

One of the determining factors for success affecting others is the effectiveness of leadership styles, and ⁶⁵key to the ⁶⁶effectiveness of this ⁶⁷style, is to harmonize the interests of boarding schools with stakeholders ⁶⁸in order for boarding schools to implement the educational process optimally.

Jaap Scheerens and R. J. Bosker, The Foundation of Educational Effectiveness (New York: Pergamon Press, 2012); Muhammad Rizki Al Mubarak and Much Imron, "The Leadership Style of Kiai ⁶⁹Manshur in Forming Anfa'linnas Students," Journal of Management and Entrepreneurship Research 1, no. 2 (January 29, 2021), <https://doi.org/10.34001/jmer.2020.12.01.2-9>. ⁷⁰

However, the ⁷¹essential problem with the effectiveness of this leadership ⁷²styles is how to understand the human ⁷³element ⁷⁴that is believed to be ⁷⁵extremely ⁷⁶complex and how to achieve organizational goals through ⁷⁷the completion of tasks. ⁶Both problems can affect the way managers implement various concepts of leadership styles.

Simon Reese, "Taking the Learning Organization Mainstream and Beyond the Organizational Level," *The Learning Organization* 27, no. 1 (January 2, 2020): 6–16, <https://doi.org/10.1108/TLO-09-2019-0136>.

In the context of educational organizations, research conducted by Taylor and Prasetyo et al

Colette M. Taylor, Casey J. Cornelius, and Kate Colvin, "Visionary Leadership and Its Relationship to Organizational Effectiveness," *Leadership & Organization Development Journal* 35, no. 6 (July 29, 2014): 566–83, <https://doi.org/10.1108/LODJ-10-2012-0130>; Muhammad Anggung Manumanoso Prasetyo, "Pesantren Efektif: Studi Gaya Kepemimpinan Partisipatif," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (June 10, 2022): 1–12, <https://doi.org/10.31538/munaddhomah.v3i1.159>.

generally⁷⁸ addresses the effectiveness of leadership roles in achieving organizational goals, whereas this study aims to find a conceptual framework of leadership effectiveness of boarding school education that can be relied⁷⁹ in the face of pandemic⁸⁰ covid-19 situation. Research⁶ methods are qualitative in type with survey approaches. Data⁶ analysis is carried out critically and amplified using relevant studies sourced from books as well as⁸¹ journals.

³³⁷ | The results of this study could later be utilized by academics, researchers, and practitioners as an ideal policy-building tool for boarding school managers so⁸² as to be able to maintain their existence in the middle of the Covid-19 pandemic. In⁶ addition, it can be a strategic framework in⁸³ developing⁸⁴ high⁸⁴ competitive boarding schools⁸⁵ organizations in the future.

METHODS

The study is carried out qualitatively with analysis survey methods. In⁶ collecting various necessary data, there are used various methods,⁸⁶ ⁸⁷ ⁸⁸ namely observation, interviews, and analysis of documentation materials. This⁶ study tends to avoid⁸⁹ any highly structured data collection tools in the approach. Data⁶ analysis was reinforced⁹⁰ by the results of⁹¹ interviews conducted online on⁹² six

boarding ⁹³schools ⁹⁴leadership in Aceh. Analysis ^{6,95}done ⁹⁶ to data by using logic, both deductive and inductive. ^{6,97}Acting as the informant was the leader of modern boarding schools in the southeastern Aceh district of Aceh Province. ⁶The specified source of informants represents boarding schools with Accreditation "A" and executes the educational and teaching process in the middle of Covid-19. ⁶Data analysis used data triangulation techniques.

Michael Huberman and Matthew B Miles, The Qualitative Researcher's Companion (Sage, 2002).

Data triangulation is an attempt to check data correctness or information obtained by the researchers from different points of view while reducing as much as possible ⁹⁹ any bias found out ⁹⁸ during data collection and analysis.

A. Chaedar Alwasliyah, Pokoknya Kualitatif, Dasar-Dasar Merancang Dan Melakukan Penelitian Kualitatif, 3rd ed. (Bandung: Pustaka Jaya, 2017); Burhan Bungin, "Metodologi Penelitian Kualitatif: Aktualisasi Metodologis Ke Arah Ragam Varian Kontemporer," 2019; John W. Cresswell and V.L. Plano Clark, Designing and Conducting Mixed Methods Research (2nd Ed.) (California: Sage Publication, 2011).

RESULTS

Based on the Covid-19 data reported, although the recovery rate continued to show an increase, mortality has steadily increased. ⁶Increased alertness was constantly committed by boarding school ¹⁰⁰ ¹⁰¹ ¹⁰² ^{103,104}, in order that those staying inside the school ¹⁰⁵were not contracted. ⁶Through dynamic patterns of organizational life, boarding schools ¹⁰⁶constantly learn how to hold on to sudden changes ¹⁰⁷including the existence of Covid-19, ¹⁰⁸boarding schools ¹⁰⁹are able to survive in carrying out learning processes. ⁶It was this condition that later led to the manager of the educational institution becoming adaptive in facing social

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changes, ¹¹⁰ the data review is conducted objectively and amplified using applicable research from Harris ¹¹¹

Alma Harris and Michelle Jones, "COVID 19 – School Leadership in Disruptive Times," *School Leadership & Management* 40, no. 4 (August 7, 2020): 243–47, <https://doi.org/10.1080/13632434.2020.1811479>.

and Bahroni ¹¹²

Imam Bahroni and Muammar Ansori, ¹¹³ "Methods of Implementing Kulliyatul Mu'allimin Al-Islamiyah Disciplinary Character Education For Sixth Grade Students at Darussalam Gontor Modern Islamic Institution," *Jurnal At-Ta'dib* Vol 14, no. 1 (2019). ¹¹⁴

as journals. ¹¹⁵ ¹¹⁶

Moral and character building is one of the bargaining power of an educational institution including ¹¹⁷ boarding ¹¹⁸ school. Prevention ⁶ is better than treatment, supervising the potentially infected santri, ¹¹⁹ boarding ¹²⁰ school has to hold regular checks, ¹²¹ if there is a santri ¹²² forced to be discharged, ¹²³ the school needs to give special requirements when he is about to return to boarding school.

It is necessary for any pesantren to show ¹²⁴ its ¹²⁵ characteristic identity by not eliminating its unique characteristics of pesantren as Islamic values-based educational institutions with its function as filters. This ⁶ program has a plus value in the education of faith namely ¹²⁶ emphasis on sensitivity and sharpness of mind. By ⁶ this plus value, it is expected ¹²⁷ that pesantren will be presented ¹²⁸ as a pioneer of character education projects in answering all educational problems.

In the context of research, changes refer to the aspect of education quality, this ¹³⁰ is influenced ¹³¹ by level ^{132,133} of institution ability to optimally manage all of its potentials ¹³⁴ ranging from education, students, learning processes, educational advice, finance and ¹³⁵ including its relationship with society. On ⁶ this occasion, Islamic education institutions must be able to change the paradigm of

education ¹³⁶ which is oriented ¹³⁷ towards the quality of all the activities that interact ¹³⁸ in it.

Various types of research on organizational innovation show its ¹³⁹ fundamental role in improving school organization performance. On ⁶ the other hand, misunderstanding of values taught in organizational ¹⁴⁰ culture leads to ambiguity among school administrators, which in turn it can give obstacles to ¹⁴² education ¹⁴¹ implementation process. Even ^{6 143}, schools having no cultural characteristics are ¹⁴⁴ seen as incompetent ones.

All the elements laid out in Islamic educational institutions become the responsibility of the leader. ¹⁴⁵ Together ⁶ these efforts helped eliminate barriers and began to encourage ¹⁴⁶ higher learning on the organization's ¹⁴⁷ agenda. They ⁶ also suggest a subtle shift in focus, away from sustainable improvement and toward a commitment to learning. ¹⁴⁸

The most fundamental difference between a learning organization with a traditional organization lies in the attitude between the two that should lead to resource development.

Tibor Baráth, "Learning Organization as a Tool for Better and More Effective Schools," *Procedia Manufacturing* 3, no. Ahfe ⁶ (2015): 1494–1502, <https://doi.org/10.1016/j.promfg.2015.07.330>.

. The learning organization ¹⁴⁷ is a dynamic organization, ¹⁴⁹ an organization capable of providing encouragement and facilities to people within the organization to ¹⁴⁷ always ¹⁵⁰ improve its competence. Nevertheless, ¹⁵¹ to be able to become ⁶ such a learning organization, the organization ¹⁴⁷ should be able to change its way of viewing things in particular aspects of adaptive management to change. ¹⁵²

Learning Organization ¹⁵³ as a tool for better and more effective schools. ¹⁴⁷ Organizational ⁶ learning can be defined as a relatively permanent attitude or behavior to make changes as the ultimate result of the organizational ¹⁵⁴

experience. Learning is also interpreted as to how individuals always prepare to change by performing endless activities. Funding research is conducted objectively using applicable research from Fedai et all

Lutfiye Fedai, Zehra Altinay Gazi, and Fahriye Altinay Aksal, "Developing a Scale for Schools as Learning Organizations towards Quality Culture," International Journal of Educational Sciences 15, no. 1–2 (September 25, 2016): 96–102, <https://doi.org/10.1080/09751122.2016.11890517>.

, and Salabi.

Agus Salim Salabi and Muhammad Anggung Manumanoso Prasetyo, "Organizational Culture of Sukma Bangsa Learning School (Analytical Study of Learning Organization Primordial Value)," Sukma: Jurnal Pendidikan 6, no. 1 (2022): 91–110, <https://doi.org/10.32533/06105.2022>.

DISCUSSION

The Response of Islamic Boarding School as a Learning Organization in Times of Covid-19

Boarding schools are continually learning how to maintain unexpected changes, including the presence of Covid-19, through complex organizational life patterns. Boarding schools are able to survive in the conduct of learning processes. It was this situation that later led the educational institution's manager to become adaptive to social changes.

The learning organization is a dynamic organization, an organization able to provide people inside the organization with support and facilities to enhance their competence at all times. However, in order to become such a learning organization, the organization should be able to adjust its way of seeing things to change specific aspects of adaptive management.

In the current situation for ¹⁶⁶ example, on the basis of ¹⁶⁷ public accounting audits, each boarding school effectively used funds from donors such as parent groups, school operations aid funds, or funds from other institutions so ¹⁶⁸ they were not trapped ¹⁶⁹ in unethical practices such as bribery and budget misappropriation, administrative negligence, and so on.

Related to the implementation learning organization or implementation stage, ¹⁷⁰ there are three phases of activities taken namely ¹⁷¹ observe, inquiry ^{172,173} further and seek to explain. Description ⁶ of the activity of each stage ¹⁷⁴ above briefly is as follow: In the observe stage, ¹⁷⁵ quality assurance visits faculty in which there is developing ¹⁷⁶ innovation program. In ⁶ this opportunity, Quality Control Team (QCT) will listen to and see various events, issues and ¹⁷⁷ reactions from lecturers and students to the program implementation. The ⁶ visit in this stage can be seen as a closer orientation to know more about related ¹⁷⁸ program. ¹⁷⁹

Values held ¹⁸⁰ by the organization ¹⁴⁷ for its own organizational needs. Meaning ^{6,181,182} that the values in the organization ¹⁴⁷ play an urgent role for ¹⁸³ organizational development which ¹⁸⁴ then it is reflected in normal ^{182,185} forms and also ¹⁸⁶ in the basic ¹⁸² belief of organizational ¹⁸⁸ members. In ⁶ the field of education, human resource capacity growth is a series of interventions aimed at enhancing the ¹⁹¹ performance, efficacy and ¹⁸⁹ responsiveness of ¹⁹¹ government by concentrating attention on development, human capital, organizational improvement and ¹⁹⁰ institutional or environmental change.

Improvement of Islamic boarding schools must start by ¹⁹² an intention to realize excellence ¹⁹³ schools. Thus, ⁶ it is necessary for supports ¹⁹⁴ given by all components including teachers by ¹⁹⁵ showing good performance. Correlatively, ⁶ if there is a good ¹⁹⁸ individual performance, then ¹⁹⁶ there will be also well-organization ¹⁹⁷ performance. ^{199,201}

In this issue, as stated Argote ^{202,203}

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Linda Argote, "Organization Learning: A Theoretical Framework. In: ⁶ Organizational Learning," Springer, Boston, MA, 2013, 31–56, https://doi.org/10.1007/978-1-4614-5251-5_2.

and ²⁰⁴ Salabi

Agus Salim Salabi and Muhammad Anggung Manumanoso Prasetyo, "Studi Tentang Pelembagaan Substansi Budaya Organisasi Dalam Konsep Learning Organization," Reflektika 17, no. 1 (2022): 63–94, <https://doi.org/10.28944/reflektika.v17i1.573>.

Boarding school as ²⁰⁵ a organization ²⁰⁸ of learning organization is a dynamic ²⁰⁸ organization, an organization capable of providing encouragement and facilities to people within the ¹⁴⁷ organization ²⁰⁶ to always improve its competence. ²⁰⁷ Thus, ⁶ effective leadership occurs ²⁰⁹ only if leadership ethics and values become a leading principle of a leader in implementing his leadership.

Principals as leaders of ^{147,210,211} organization need to construct ²¹² commitment basis of organizational members through a learning organization ^{213,214} which is designed ²¹⁵ with organizational adaptation and acculturation management with ²¹⁶ surrounding environment. ⁶ In a strong learning organization, ²¹⁷ organizational members have a ²²² high commitment to realizing ^{218,219} organizational mission and ²²² also in implementing ²²⁰ organizational strategies to face ²²¹ competitive environment and other external forces.

Commitment to an educational organization in this framework is a condition that causes a member of an ²²³ educational organization to take advantage of an organization and its organizational goals and intends to maintain its membership in the educational ¹⁴⁷ organization. ⁶ However, commitment is an easy word to pronounce for ²²⁴ a discourse, but ²²⁶ in fact, it is often ²²⁵ difficult to implement as a psychological aspect of educational organization members. ⁶ Here, it is ²²⁷ greatly necessary for a transformational leader to ²²⁸ standardize the commitment

of educational organization members as a measure or parameter. Measuring⁶ the level of commitment of organizational members can be done by the readiness level of educational organization member²²⁹ capacity to suffer, to fight,²³⁰ and to sacrifice^{231,232} to ensure the realization of organizational^{233,234} vision and mission. Usually²³⁵ in order to²³⁶ develop commitment²³⁷ of educational organization members, leaders have a tendency of transactional thinking²³⁸ shifting²³⁹ the whole ideality of educational organizations. It⁶ means that educational organization members will provide the highest commitment if they obtain reciprocal compensation such as visible or invisible rewards.

It is different from²⁴¹ the transformational²⁴¹ leadership²⁴⁰ in generating commitment of educational organization members. It⁶ is not using such types of transaction^{242 243}, since transformational behavior is against transactional behavior. One⁶ of the ways taken by this transformational leader is by empowering all organizational resources. This⁶ assumption is supported by the research conducted.

The pesantren method also results in the regeneration of leadership. Because⁶ a significant number of peasant leaders have perished from Covid-19.^{244 6} The regeneration program is implemented²⁴⁵ in many phases, including the institutional network phase, the recruitment phase for pesantren cadres, the program implementation phase, and the evaluation phase for pesantren cadres. Leadership^{6,246} cadre²⁴⁷ results in an increase in academic programs or scholarships for teachers of peasant schools. Teachers⁶ who pursue additional education are able to²⁴⁸ develop institutional networks and alter their conceptual frameworks. For this reason,²⁴⁹ a series of steps are taken, beginning with the²⁵⁰ establishment of²⁵⁰ partnerships with educational institutions. The⁶ subsequent step is the recruitment of cadres with superior loyalty standards,²⁵¹ who meet academic requirements,²⁵² and are prepared to return to boarding schools. The⁶

subsequent²⁵³ phase is implementation, during which pesantren create programs based on needs. During⁶ the evaluation phase, monitoring is conducted²⁵⁴ using existing academic outcomes.

The management³¹ of Islamic education institutions is an inseparable issue from political dynamics and public culture. In⁶ the context of pesantren, policymaking¹⁵ is also inseparable from political decisions which accommodate²⁵⁵ the interests of a group. There⁶ will be standards of behavior when organizational²⁵⁶ community understands organizational goals derived from the organization¹⁴⁷ but in a more specific manner.²⁵⁷ Another⁶ important²⁵⁸ role is the means as a form of medium to achieve goals including²⁵⁹ specialization of labor, compensation systems and²⁶⁰ organizational structures.

Six special²⁶¹ methods that can be²⁶² a succession of leadership in covid-19 handling and help overcome rejection of the boarding school policies, the leaders²⁶³ can use education and communication, participation and engagement, facilitation and support, negotiation and agreement, manipulation and co-optation, explicit and implicit coercion.

Figure 1: Leadership in Learning Organization Novelty Model

The change strategy provides a strong basis for²⁶⁴ building learning organizations.^{6,265} In the practical order of stages²⁶⁶ that boarding schools perform as a learner²⁶⁶ organization.²⁶⁶

First, as policy makers²⁶⁷, it is important for leaders to prepare²⁶⁹ for the blueprint of the long-term program. Communication²⁶⁸ activities being a truly important²⁷⁰ component²⁷¹ occur informally before and after every organized activity. Strong-⁶ cultured²⁷² principals need to go further than just statements of bliss and

342 | statistical analysis in confirming²⁷² organizational values. Second⁶, the leadership of concentration on concepts and measures in building, caring for and²⁷³ developing a working system already structured in a Long-term program. The⁶ implementation of the program is done²⁷⁴ with systemic principles. As^{6,275} a practical and effective step in building a management team. The⁶ leadership also has a strategy in²⁷⁶ creating a positive culture through a more written understanding in²⁷ meaning, management³¹, and measurement of learning²⁷⁸ (MP2).

Third, the boarding school's experience in executing financial strategies refers to operational aspects of the field that are optimally faceted²⁷⁹ due to the pandemic. Leaders⁶ are expected²⁸⁰ to realize that they not only cooperate but also dynamic human resources with the same future goals, and they²⁸¹ need to develop opportunities to achieve organizational goals as a collective learning community of organizational²⁸² societies. Fourth⁶, strengthening partnership-based cooperation networks accompanied with²⁸³ systemic evaluations of the implementation of boarding school education and teaching as well as how²⁸⁴ the consequence system amid covid-19 pandemics. Models⁶ and strategies in this study are expected²⁸⁵ to provide a functional basis for the development of²⁹⁰ effective²⁸⁶ leadership concepts according to local wisdom as well as²⁹⁰ contribute to the development of²⁹⁰ organizations (capacity building) especially^{287,288,290} to²⁸⁹ boarding schools that have been considered less competitive.

The advent of boarding school educational institutions with strong leadership characteristics became a guarantee for the boarding school²⁹¹ existence and help² to leverage incompetent leaders and teams in nurturing and strengthening organizations. Thus⁶, this concept also became a useful²⁹³ strategy for the practice of collective leadership.

Pesantren need²⁹⁴ time to develop post-covid system stability; in this case, education and the economy are the revitalization's focal points²⁹⁴. Anticipation⁶ of

the covid circumstance in which all operational activity at Pesantren ceases in order to²⁹⁵ block the entrance door. Therefore,⁶ pesantren managers create priority projects aimed at fostering²⁹⁶ pesantren autonomy by bolstering business units. Cooperatively⁶ with several traditional institutions and local cooperatives, business units are strengthened.

The second objective is to modernize the yellow book learning system. In this⁶ instance, Pesantren implements innovation by purchasing digital libraries as online resources. The⁶ online collection of resources includes both paid and unpaid sources. The⁶ digital library's book sources are then categorized²⁹⁷ into core curriculum resources and supplementary curriculum materials. Effective yellow book learning can be attained²⁹⁸ through unique learning techniques. Pesantren⁶ in Aceh Tenggara struggle to combine the official curriculum with the official curriculum. The⁶ diminished proportion of yellow book learning is insufficient to generate ulama. The⁶ integration plan has not yielded optimal results; coordinated efforts and policy innovation are required.²⁹⁹ The⁶ yellow book learning is modernized³⁰⁰ using technology-based learning policies and the development of³⁰¹ more diverse and adaptable teaching techniques.

Therefore, some Islamic boarding schools with superior infrastructure attempt to change learning using technology, whilst³⁰² Islamic boarding schools with insufficient infrastructure prioritize human resource development.

Several Pesantren, like Darul Amin, Darul Iman, and Darul Azhar, have³⁰³ improved their human resources by implementing regeneration programs. Senior⁶ teachers in Pesantren are encouraged to pursue master's degrees. Meanwhile,⁶ those who have not been inspired³⁰⁴ to participate in the teacher relocation program. Following⁶ Covid, some pesantren formed institutional collaborations

to collaborate in learning through teacher exchanges and requests for adiwiyata (dedicated teachers).

The Dayah Education Office also contributes to the rehabilitation of post-pesantren by providing operational support and facilities. The external response of the organization to pesantren has two important features: (a) intergovernmental organizations respond synchronously, and (b) the pandemic triggers widespread non-mainstream adaptation to the changing pesantren environment, providing opportunities for legitimizing work and program planning of existing activities.

External parties' responses are also explained using a rational choice viewpoint and a sociological institutionalist perspective. The government's justification is that the government does not provide much operational help because it is heavily in debt, and the pesantren have a private status. From a sociological standpoint, the pandemic is viewed as a shock of uncertainty, and its impact on pesantren organization is an adaptation and revitalization strategy to ensure that education in pesantren stays quality and empowered during the day.

An ideal leader will emerge from the awareness of his weakness. The results of personal analysis become a critical factor for learning, commitment to change, and refers to the value of self-moving and self-pretentiousness to build a solid example for organizational members. The results of this study show a construct of contextual leadership transformation, where leadership coaching and strengthening is carried out indirectly through third-party assistance namely society and the organizational environment.

The expected implications can extend the conceptual insight of effective leadership and the politics of education policy in general. Whereas the social implications are expected for boarding school educational institutions to be

³¹⁹able to survive and perform maximally in carrying out the educational process ³²⁰thus contributing positively to the revitalization of post-covid-19 education.

CONCLUSION

The most fundamental difference between a learning organization with a traditional organization lies in the attitude between the two that should lead to resource development. ⁶The ¹⁴⁷learning ¹⁴⁷organization is a dynamic ³²organization, an organization capable of providing encouragement and facilities to people within the ¹⁴⁷organization ³²²to always ³²³improve its ⁶competence. ³²⁴Through ⁶six ³²⁵special methods (education and communication, participation and engagement, facilitation and support, negotiation and agreement, manipulation and co-optation, explicit and implicit coercion) ³²⁴that can be constructive efforts in covid-19 handling. ⁶The ¹⁴⁷effectiveness of the learning ¹⁴⁷organization's leadership is ³²⁶accomplished with a series of stages through the building of the ³²⁷concept of ³²⁸learning ^{6,329}organization. ³²⁷namely (1) the readiness of the long-term program blueprint; (2) the concentration of building, treating, and developing a working system; (3) the experience of the boarding in executing financial strategies refers to less optimal operational aspects due to pandemic; (4) strengthening the partnership-based cooperation networks accompanied by systemic evaluation of the conduct of education amid covid-19 pandemics. ⁶After articulating various perspectives of organizational insight, learning organizations developed through associations between past actions, their effects, and future operations. ⁶Findings can also be used ³³⁰as a framework for ³³⁰understanding and analyzing boarding school strategic policies amid the Covid-19 pandemic.

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1.	Takfir → Takfir	Misspelled words	Correctness
2.	Takfir → Takfir	Misspelled words	Correctness
3.	an institutional	Determiner use (a/an/the/this, etc.)	Correctness
4.	te → on	Wrong or missing prepositions	Correctness
5.	<i>This article aims at providing institutional landscape analysis resting to aspects of leadership as a boarding school education policy amid the Covid-19 pandemic.</i>	Unclear sentences	Clarity
6.	. The; . Data; . Whereas; . August; . Educational; . This; . Many; . Some; . Including; . Due; . Learning; . Succession; . Strategic; . Today; . Both; . Research; . In; . Analysis; . Acting; . Data; . Increased; . Through; . It; . Prevention; . By; . On; . Even; . Together; . They; . Ahfe; . Never...	Text inconsistencies	Correctness
7.	<i>is carried out</i>	Passive voice misuse	Clarity
8.	<i>is critically analyzed</i>	Passive voice misuse	Clarity
9.	literatures → literature, kinds of literature, pieces of literature, works of literature	Incorrect noun number	Correctness
10.	<i>was reinforced</i>	Passive voice misuse	Clarity
11.	schools → school	Incorrect noun number	Correctness
12.	study's results	Wordy sentences	Clarity
13.	organizational → administrative	Word choice	Engagement
14.	that were	Wordy sentences	Clarity
15.	<i>policy-making; policymaking</i>	Text inconsistencies	Correctness

16.	, and	Comma misuse within clauses	Correctness
17.	organizational → corporate	Word choice	Engagement
18.	, namely	Punctuation in compound/complex sentences	Correctness
19.	, and	Comma misuse within clauses	Correctness
20.	work → working	Misuse of modifiers	Correctness
21.	strategies,	Punctuation in compound/complex sentences	Correctness
22.	a covid-19	Determiner use (a/an/the/this, etc.)	Correctness
23.	It is evident that modernization	Wordy sentences	Clarity
24.	the modernization	Determiner use (a/an/the/this, etc.)	Correctness
25.	holistically in	Improper formatting	Correctness
26.	aspect,	Comma misuse within clauses	Correctness
27.	rather → instead	Word choice	Engagement
28.	correctively → correctly	Confused words	Correctness
29.	<i>Leadership as a primary aspect, is no longer singular but rather is done collectively and correctively.</i>	Unclear sentences	Clarity
30.	competency-based	Confused words	Correctness
31.	<i>Management; management</i>	Text inconsistencies	Correctness
32.	implementing	Wordy sentences	Clarity
33.	in → into	Wrong or missing prepositions	Correctness

34.	ae	Conjunction use	Correctness
35.	ae	Wordy sentences	Clarity
36.	<i>Many means of information and communication technology are applied by educators to carry out teaching and learning activities remotely.</i>	Passive voice misuse	Clarity
37.	schools,	Punctuation in compound/complex sentences	Correctness
38.	the majority of → most	Wordy sentences	Clarity
39.	face to face → face-to-face	Misspelled words	Correctness
40.	to that	Wordy sentences	Clarity
41.	of → in	Wrong or missing prepositions	Correctness
42.	madrasah → madrasahs	Incorrect noun number	Correctness
43.	<i>be separated</i>	Passive voice misuse	Clarity
44.	with → from	Wrong or missing prepositions	Correctness
45.	a society	Determiner use (a/an/the/this, etc.)	Correctness
46.	<i>Islamic discourse on education can never be separated with the political and cultural dynamics of a society.</i>	Unclear sentences	Clarity
47.	<i>the dynamics of Islamic education cannot be separated</i>	Passive voice misuse	Clarity
48.	<i>In the context of the Boarding Board, the dynamics of Islamic education cannot be separated, even shackled by the political policies of the state and the pluralism of the community.</i>	Unclear sentences	Clarity
49.	<i>Including in the covid-19 period where boarding school policies were intervened</i>	Passive voice misuse	Clarity

by the government.

50.	USICON → ICON, UNICON	Misspelled words	Correctness
51.	<i>Shofiyullah Muzammil et al., "COVID-19 and Well-Being: Pesantren Continuance in the Light of Biopolitics Perspective," in Ushuluddin International Conference (USICON), vol. 4, 2020.</i>	Incomplete sentences	Delivery
52.	as a result of → due to	Wordy sentences	Clarity
53.	Inovation → Innovation	Misspelled words	Correctness
54.	<i>Zulfikar Ali Buto and Hafifuddin Hafifuddin, "The Inovation of Dayah Curriculum in Meeting The National Education Standards in Aceh," MIQOT: Jurnal Ilmu-Ilmu Keislaman 45, no. 2 (January 14, 2022): 305, https://doi.org/10.30821/miqot.v45i2.822.</i>	Incomplete sentences	Delivery
55.	terms of	Wordy sentences	Clarity
56.	in character	Wordy sentences	Clarity
57.	character,	Punctuation in compound/complex sentences	Correctness
58.	te → in	Wrong or missing prepositions	Correctness
59.	a political	Determiner use (a/an/the/this, etc.)	Correctness
60.	negative → opposing	Word choice	Engagement
61.	, thus	Punctuation in compound/complex sentences	Correctness
62.	educational	Wordy sentences	Clarity
63.	school → schools	Incorrect noun number	Correctness
64.	Teachers → Teachers	Misspelled words	Correctness

65.	the key	Determiner use (a/an/the/this, etc.)	Correctness
66.	effectiveness → point, significance	Word choice	Engagement
67.	style,	Comma misuse within clauses	Correctness
68.	in order for → for	Wordy sentences	Clarity
69.	Manchur → Mansur	Misspelled words	Correctness
70.	<i>Jaap Scheerens and R. J. Bosker, The Foundation of Educational Effectiveness (New York: Pergamon Press, 2012); Muhammad Rizki Al Mubarak and Much Imron, "The Leadership Style of Kiai Manshur in Forming Anfa'linnas Students," Journal of Management and Entrepreneurship Research 1, no. 2 (January 29, ...</i>	Incomplete sentences	Delivery
71.	essential → fundamental, basic, actual	Word choice	Engagement
72.	styles → style	Incorrect noun number	Correctness
73.	element,	Punctuation in compound/complex sentences	Correctness
74.	that is → which is	Pronoun use	Correctness
75.	is believed	Passive voice misuse	Clarity
76.	extremely → highly	Word choice	Engagement
77.	<i>However, the essential problem with the effectiveness of this leadership styles is how to understand the human element that is believed to be extremely complex and how to achieve organizational goals through the completion of tasks.</i>	Unclear sentences	Clarity
78.	generally → Generally	Improper formatting	Correctness

79.	relied on , or relied upon	Wrong or missing prepositions	Correctness
80.	the pandemic	Determiner use (a/an/the/this, etc.)	Correctness
81.	<i>Data analysis is carried out critically and amplified using relevant studies sourced from books as well as journals.</i>	Unclear sentences	Clarity
82.	so as to → to	Wordy sentences	Clarity
83.	in → for	Wrong or missing prepositions	Correctness
84.	high → highly	Confused words	Correctness
85.	schools → school	Incorrect noun number	Correctness
86.	are used	Passive voice misuse	Clarity
87.	various → different	Word choice	Engagement
88.	<i>In collecting various necessary data, there are used various methods, namely observation, interviews, and analysis of documentation materials.</i>	Unclear sentences	Clarity
89.	tends to avoid → avoids	Wordy sentences	Clarity
90.	was reinforced	Passive voice misuse	Clarity
91.	the results of	Wordy sentences	Clarity
92.	on → with	Wrong or missing prepositions	Correctness
93.	schools → school	Incorrect noun number	Correctness
94.	leadership → leaders	Confused words	Correctness
95.	Analysis → Research, Study	Word choice	Engagement
96.	done → is done	Incorrect verb forms	Correctness

97.	They are acting, or They were acting	Incomplete sentences	Delivery
98.	out	Wrong or missing prepositions	Correctness
99.	<i>Data triangulation is an attempt to check data correctness or information obtained by the researchers from different points of view while reducing as much as possible any bias found out during data collection and analysis.</i>	Unclear sentences	Clarity
100.	a boarding	Determiner use (a/an/the/this, etc.)	Correctness
101.	school → schools	Incorrect noun number	Correctness
102.	school,	Punctuation in compound/complex sentences	Correctness
103.	<i>Increased alertness was constantly committed by boarding school, in order that those staying inside the school were not contracted.</i>	Unclear sentences	Clarity
104.	in order that → so that	Wordy sentences	Clarity
105.	<i>were not contracted</i>	Passive voice misuse	Clarity
106.	constantly → continuously	Word choice	Engagement
107.	, including	Punctuation in compound/complex sentences	Correctness
108.	, boarding → ; boarding, . Boarding	Punctuation in compound/complex sentences	Correctness
109.	are able to → can	Wordy sentences	Clarity
110.	, the → ; the, . The	Punctuation in compound/complex sentences	Correctness
111.	Harris.	Closing punctuation	Correctness

112.	Bahroni → Bahraini	Misspelled words	Correctness
113.	Ansori → Ansari	Misspelled words	Correctness
114.	<i>Imam Bahroni and Muammar Ansori, "Methods of Implementing Kulliyatul Mu'allimin Al-Islamiyah Disciplinary Character Education For Sixth Grade Students at Darussalam Gontor Modern Islamic Institution," Jurnal At-Ta'dib Vol 14, no. 1 (2019).</i>	Incomplete sentences	Delivery
115.	ae → As	Improper formatting	Correctness
116.	<i>as journals.</i>	Incomplete sentences	Correctness
117.	, including	Punctuation in compound/complex sentences	Correctness
118.	a boarding	Determiner use (a/an/the/this, etc.)	Correctness
119.	santri	Unknown words	Correctness
120.	the boarding	Determiner use (a/an/the/this, etc.)	Correctness
121.	checks,	Punctuation in compound/complex sentences	Correctness
122.	santri	Unknown words	Correctness
123.	<i>be discharged</i>	Passive voice misuse	Clarity
124.	Any pesantren must show	Wordy sentences	Clarity
125.	characteristic → distinctive, distinct	Word choice	Engagement
126.	, namely	Punctuation in compound/complex sentences	Correctness
127.	<i>is expected</i>	Passive voice misuse	Clarity

128.	<i>be presented</i>	Passive voice misuse	Clarity
129.	, this → ; this, , and this, . This	Punctuation in compound/complex sentences	Correctness
130.	<i>is influenced</i>	Passive voice misuse	Clarity
131.	the level	Determiner use (a/an/the/this, etc.)	Correctness
132.	the institution	Determiner use (a/an/the/this, etc.)	Correctness
133.	institution → institution's	Incorrect noun number	Correctness
134.	potentials → potential	Incorrect noun number	Correctness
135.	, and	Comma misuse within clauses	Correctness
136.	education paradigm	Wordy sentences	Clarity
137.	<i>is oriented</i>	Passive voice misuse	Clarity
138.	in → with	Wrong or missing prepositions	Correctness
139.	its → their	Pronoun use	Correctness
140.	organizational → corporate	Word choice	Engagement
141.	the education	Determiner use (a/an/the/this, etc.)	Correctness
142.	<i>On the other hand, misunderstanding of values taught in organizational culture leads to ambiguity among school administrators, which in turn it can give obstacles to education implementation process.</i>	Unclear sentences	Clarity
143.	Even,	Punctuation in compound/complex sentences	Correctness
144.	<i>are seen</i>	Passive voice misuse	Clarity

145.	leader's responsibility	Wordy sentences	Clarity
146.	to encourage → encouraging	Wordy sentences	Clarity
147.	organization's; organization; Organization	Text inconsistencies	Correctness
148.	learning → education	Word choice	Engagement
149.	organization, an	Wordy sentences	Clarity
150.	always → continually, continuously, constantly, consistently	Word choice	Engagement
151.	always to improve its competence	Inappropriate colloquialisms	Delivery
152.	<i>Nevertheless, to be able to become such a learning organization, the organization should be able to change its way of viewing things in particular aspects of adaptive management to change.</i>	Unclear sentences	Clarity
153.	They are learning, or They were learning	Incomplete sentences	Delivery
154.	organizational → corporate, administrative, managerial, executive	Word choice	Engagement
155.	<i>is also interpreted</i>	Passive voice misuse	Clarity
156.	to	Wrong or missing prepositions	Correctness
157.	to	Wordy sentences	Clarity
158.	<i>is conducted</i>	Passive voice misuse	Clarity
159.	research → analysis	Word choice	Engagement
160.	et al → et al.	Comma misuse within clauses	Correctness
161.	, and	Punctuation in compound/complex sentences	Correctness

162.	Salabi → Salami	Misspelled words	Correctness
163.	are able to → can	Wordy sentences	Clarity
164.	an organization	Wordy sentences	Clarity
165.	in order to → to	Wordy sentences	Clarity
166.	, for	Punctuation in compound/complex sentences	Correctness
167.	on the basis of → based on	Wordy sentences	Clarity
168.	, so	Punctuation in compound/complex sentences	Correctness
169.	were not trapped	Passive voice misuse	Clarity
170.	<i>Related to the implementation learning organization or implementation stage</i>	Misplaced words or phrases	Correctness
171.	, namely	Punctuation in compound/complex sentences	Correctness
172.	inquiry → inquire	Confused words	Correctness
173.	<i>Related to the implementation learning organization or implementation stage, there are three phases of activities taken namely observe, inquiry further and seek to explain.</i>	Unclear sentences	Clarity
174.	stage → step	Word choice	Engagement
175.	stage → location, setting	Word choice	Engagement
176.	a developing	Determiner use (a/an/the/this, etc.)	Correctness
177.	, and	Comma misuse within clauses	Correctness
178.	the related	Determiner use (a/an/the/this,	Correctness

		etc.)	
179.	program → programs	Incorrect noun number	Correctness
180.	are held	Incorrect verb forms	Correctness
181.	Meaning → , which means	Incomplete sentences	Delivery
182.	<i>Meaning that the values in the organization play an urgent role for organizational development which then it is reflected in normal forms and also in the basic belief of organizational members.</i>	Unclear sentences	Clarity
183.	for → in	Wrong or missing prepositions	Correctness
184.	, which	Punctuation in compound/complex sentences	Correctness
185.	it	Pronoun use	Correctness
186.	normal → standard, typical	Word choice	Engagement
187.	basie → fundamental	Word choice	Engagement
188.	organizational → corporate, executive	Word choice	Engagement
189.	, and	Comma misuse within clauses	Correctness
190.	, and	Comma misuse within clauses	Correctness
191.	<i>In the field of education, human resource capacity growth is a series of interventions aimed at enhancing the performance, efficacy and responsiveness of government by concentrating attention on development, human capital, organizational improvement and institutional or environmental change.</i>	Unclear sentences	Clarity
192.	by → with	Wrong or missing prepositions	Correctness

193.	excellence → excellent	Confused words	Correctness
194.	supports → support	Incorrect noun number	Correctness
195.	, including	Punctuation in compound/complex sentences	Correctness
196.	, by	Punctuation in compound/complex sentences	Correctness
197.	by showing → to show	Incorrect verb forms	Correctness
198.	a good → an excellent	Word choice	Engagement
199.	be also → also be	Misplaced words or phrases	Correctness
200.	a well-organization	Determiner use (a/an/the/this, etc.)	Correctness
201.	<i>Correlatively, if there is a good individual performance, then there will be also well-organization performance.</i>	Unclear sentences	Clarity
202.	Argote.	Closing punctuation	Correctness
203.	, Argote	Punctuation in compound/complex sentences	Correctness
204.	Salabi → Salami	Misspelled words	Correctness
205.	a organization	Determiner use (a/an/the/this, etc.)	Correctness
206.	always → continually, continuously, constantly, consistently	Word choice	Engagement
207.	always to improve its competence	Inappropriate colloquialisms	Delivery
208.	<i>Boarding school as a organization of learning organization is a dynamic organization, an organization capable of providing encouragement and facilities to</i>	Unclear sentences	Clarity

people within the organization to always improve its competence.

209.	<i>only</i>	Misplaced words or phrases	Correctness
210.	<i>the organization</i>	Determiner use (a/an/the/this, etc.)	Correctness
211.	organization → organizations	Incorrect noun number	Correctness
212.	<i>a commitment</i>	Determiner use (a/an/the/this, etc.)	Correctness
213.	which is → that is	Pronoun use	Correctness
214.	which is	Wordy sentences	Clarity
215.	<i>is designed</i>	Passive voice misuse	Clarity
216.	<i>the surrounding</i>	Determiner use (a/an/the/this, etc.)	Correctness
217.	organizational → corporate, executive	Word choice	Engagement
218.	organizational → corporate	Word choice	Engagement
219.	<i>the organizational</i>	Determiner use (a/an/the/this, etc.)	Correctness
220.	organizational → corporate	Word choice	Engagement
221.	<i>the competitive</i>	Determiner use (a/an/the/this, etc.)	Correctness
222.	<i>In a strong learning organization, organizational members have a high commitment to realizing organizational mission and also in implementing organizational strategies to face competitive environment and other external forces.</i>	Unclear sentences	Clarity
223.	educational → academic	Word choice	Engagement

224.	a discourse	Determiner use (a/an/the/this, etc.)	Correctness
225.	difficult → challenging	Word choice	Engagement
226.	<i>However, commitment is an easy word to pronounce for a discourse, but in fact, it is often difficult to implement as a psychological aspect of educational organization members.</i>	Unclear sentences	Clarity
227.	greatly necessary → essential, vital, indispensable	Word choice	Engagement
228.	a transformational leader must standardize	Wordy sentences	Clarity
229.	member → members	Incorrect noun number	Correctness
230.	te	Incorrect verb forms	Correctness
231.	to fight, and to → fight, and	Wordy sentences	Clarity
232.	te	Incorrect verb forms	Correctness
233.	organizational → corporate	Word choice	Engagement
234.	the organizational	Determiner use (a/an/the/this, etc.)	Correctness
235.	Usually,	Comma misuse within clauses	Correctness
236.	in order to → to	Wordy sentences	Clarity
237.	the commitment	Determiner use (a/an/the/this, etc.)	Correctness
238.	of → toward	Wrong or missing prepositions	Correctness
239.	, shifting	Punctuation in compound/complex sentences	Correctness
240.	the transformational	Determiner use (a/an/the/this, etc.)	Correctness

		etc.)	
241.	<i>It is different from the transformational leadership in generating commitment of educational organization members.</i>	Unclear sentences	Clarity
242.	transaction → transactions	Incorrect noun number	Correctness
243.	transaction,	Punctuation in compound/complex sentences	Correctness
244.	<i>Because a significant number of peasant leaders have perished from Covid-19.</i>	Incomplete sentences	Correctness
245.	<i>is implemented</i>	Passive voice misuse	Clarity
246.	The leadership	Determiner use (a/an/the/this, etc.)	Correctness
247.	increases	Wordy sentences	Clarity
248.	are able to → can	Wordy sentences	Clarity
249.	¶ For this reason	Intricate text	Clarity
250.	establishing	Wordy sentences	Clarity
251.	standards,	Punctuation in compound/complex sentences	Correctness
252.	requirements,	Comma misuse within clauses	Correctness
253.	subsequent → next, following	Word choice	Engagement
254.	<i>is conducted</i>	Passive voice misuse	Clarity
255.	<i>In the context of pesantren, policymaking is also inseparable from political decisions which accommodate the interests of a group.</i>	Unclear sentences	Clarity
256.	the organizational	Determiner use (a/an/the/this, etc.)	Correctness

257.	<i>There will be standards of behavior when organizational community understands organizational goals derived from the organization but in a more specific manner.</i>	Unclear sentences	Clarity
258.	important → critical, vital	Word choice	Engagement
259.	, including	Punctuation in compound/complex sentences	Correctness
260.	, and	Comma misuse within clauses	Correctness
261.	special → unique	Word choice	Engagement
262.	that can	Wordy sentences	Clarity
263.	leaders,	Comma misuse within clauses	Correctness
264.	strong basis for → solid basis to	Word choice	Engagement
265.	In → in	Incomplete sentences	Correctness
266.	<i>In the practical order of stages that boarding schools perform as a learner organization.</i>	Unclear sentences	Clarity
267.	policy makers → policymakers	Confused words	Correctness
268.	important → essential, crucial, vital	Word choice	Engagement
269.	leaders need to prepare	Wordy sentences	Clarity
270.	a truly important → an essential, a critical, a vital, a crucial	Word choice	Engagement
271.	component,	Punctuation in compound/complex sentences	Correctness
272.	<i>Strong-cultured principals need to go further than just statements of bliss and statistical analysis in confirming organizational values.</i>	Unclear sentences	Clarity

273.	, and	Comma misuse within clauses	Correctness
274.	is done	Passive voice misuse	Clarity
275.	-As → , as	Incomplete sentences	Correctness
276.	in → for	Wrong or missing prepositions	Correctness
277.	in → of	Wrong or missing prepositions	Correctness
278.	<i>The leadership also has a strategy in creating a positive culture through a more written understanding in meaning, management, and measurement of learning (MP2).</i>	Unclear sentences	Clarity
279.	are optimally faceted	Passive voice misuse	Clarity
280.	are expected	Passive voice misuse	Clarity
281.	, and they → . They also	Hard-to-read text	Clarity
282.	organizational → corporate	Word choice	Engagement
283.	with → by	Wrong or missing prepositions	Correctness
284.	as well as how → and	Wordy sentences	Clarity
285.	are expected	Passive voice misuse	Clarity
286.	effective → practical	Word choice	Engagement
287.	, specially	Punctuation in compound/complex sentences	Correctness
288.	specially → especially	Commonly confused words	Correctness
289.	te → in	Wrong or missing prepositions	Correctness
290.	<i>Models and strategies in this study are expected to provide a functional basis for the development of effective leadership</i>	Unclear sentences	Clarity

concepts according to local wisdom as well as contribute to the development of organizations (capacity building) specially to boarding schools that have been considered less co...

291.	school → school's	Incorrect noun number	Correctness
292.	help → helped	Faulty tense sequence	Correctness
293.	useful → valuable, helpful	Word choice	Engagement
294.	<i>Pesantren need time to develop post-covid system stability; in this case, education and the economy are the revitalization's focal points.</i>	Unclear sentences	Clarity
295.	in order to → to	Wordy sentences	Clarity
296.	aimed at fostering → to foster	Wordy sentences	Clarity
297.	<i>are then categorized</i>	Passive voice misuse	Clarity
298.	<i>be attained</i>	Passive voice misuse	Clarity
299.	<i>are required</i>	Passive voice misuse	Clarity
300.	<i>is modernized</i>	Passive voice misuse	Clarity
301.	the development of → developing	Wordy sentences	Clarity
302.	whilst → while	Outdated language	Clarity
303.	have → has	Faulty subject-verb agreement	Correctness
304.	<i>been inspired</i>	Passive voice misuse	Clarity
305.	<i>adiwiyata</i>	Unknown words	Correctness
306.	<i>The Dayah Education Office also contributes to the rehabilitation of post-</i>	Unclear sentences	Clarity

pesantren by providing operational support and facilities.

307.	important → essential	Word choice	Engagement
308.	<i>The external response of the organization to pesantren has two important features: (a) intergovernmental organizations respond synchronously, and (b) the pandemic triggers widespread non-mainstream adaptation to the changing pesantren environment, providing opportunities for legitimizing work and p...</i>	Hard-to-read text	Clarity
309.	<i>are also explained</i>	Passive voice misuse	Clarity
310.	<i>External parties' responses are also explained using a rational choice viewpoint and a sociological institutionalist perspective.</i>	Unclear sentences	Clarity
311.	the government → it	Wordy sentences	Clarity
312.	<i>is viewed</i>	Passive voice misuse	Clarity
313.	, and its → . Its	Hard-to-read text	Clarity
314.	and commitment	Conjunction use	Correctness
315.	change,	Punctuation in compound/complex sentences	Correctness
316.	is → are	Faulty subject-verb agreement	Correctness
317.	, namely	Punctuation in compound/complex sentences	Correctness
318.	Whereas → At the same time,, In contrast,, In comparison,	Incomplete sentences	Correctness
319.	be able to	Wordy sentences	Clarity
320.	, thus	Punctuation in	Correctness

		compound/complex sentences	
321.	organization, an	Wordy sentences	Clarity
322.	always → continually, continuously, constantly, consistently	Word choice	Engagement
323.	always to improve its competence	Inappropriate colloquialisms	Delivery
324.	<i>Through six special methods (education and communication, participation and engagement, facilitation and support, negotiation and agreement, manipulation and co-optation, explicit and implicit coercion) that can be constructive efforts in covid-19 handling.</i>	Unclear sentences	Clarity
325.	special → unique	Word choice	Engagement
326.	is accomplished	Passive voice misuse	Clarity
327.	the learning, or a learning	Determiner use (a/an/the/this, etc.)	Correctness
328.	learning organization concept	Wordy sentences	Clarity
329.	namely → Namely	Improper formatting	Correctness
330.	<i>Findings can also be used as a framework for understanding and analyzing boarding school strategic policies amid the Covid-19 pandemic.</i>	Unclear sentences	Clarity
331.	te → on	Wrong or missing prepositions	Correctness
332.	Inovation → Innovation	Misspelled words	Correctness
333.	Manshur → Mansur	Misspelled words	Correctness
334.	USICON → ICON, UNICON	Misspelled words	Correctness
335.	Tachers → Teachers	Misspelled words	Correctness

336.	<i>Aznil Abidah et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar,'" Studies in Philosophy of Science and Education 1, no. 1 (2020): 38–49;</i>	Criticizing Higher Education Policy in Indonesia: Spiritual Elimination ... https://journal.walisongo.ac.id/index.php/Nadwa/article/download/8579/pdf	Originality
337.	<i>The results of this study could later be</i>	Utility values for glaucoma patients in Korea	Originality
338.	<i>It was this condition that later led to</i>	Sleep Apnea Memorials and Tributes - SleepHealth https://www.sleephealth.org/asaa/memorials-and-tributes/	Originality
339.	<i>agenda. They also suggest a subtle shift in focus, away from</i>	Building a Learning Organization - Harvard Business Review https://hbr.org/1993/07/building-a-learning-organization	Originality
340.	<i>Learning Organization as a tool for better and more effective schools.</i>	Learning Organization as a Tool for Better and More Effective Schools ... https://www.sciencedirect.com/science/article/pii/S2351978915003315	Originality
341.	<i>In the field of education, human resource capacity</i>	The Emerging Situation in Afghanistan and Indo-Afghan Relations https://www.vifindia.org/article/2011/september/16/The-Emerging-Situation-in-Afghanistan-and-Indo-Afghan-Relations	Originality
342.	<i>The implementation of the program is done with</i>	NGICP NGICP https://ngicp.org/about/about-ngicp/	Originality
343.	<i>REFERENCES Abidah, Aznil, Hasan Nuurul Hidayatullaah, Roy Martin Simamora, Daliana Fehabutar, and Lely Mutakinati. "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar.'" "</i>	Criticizing Higher Education Policy in Indonesia: Spiritual Elimination ... https://journal.walisongo.ac.id/index.php/Nadwa/article/download/8579/pdf	Originality

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https://www.academia.edu/28090035/Learning_Organization_as_a_Tool_for_Better_and_More_Effective_Schools | Originality |
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https://www.sciencedirect.com/science/article/pii/S2351978915003315 | Originality |
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https://www.emerald.com/insight/content/doi/10.1108/LODJ-10-2012-0130/full/html | Originality |
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https://files.eric.ed.gov/fulltext/EJ1265931.pdf | Originality |
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