

Quality Islamic Boarding School Model: Linking the Principles of Teacher Professionalism and Organizational Management

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ABSTRACT: *Contradictory professional and managerial principles such as quality monitoring and evaluation are integrated to shape contemporary professional action. This study aims to determine the directions of teacher professionalism and organizational management as a quality control model in Islamic boarding schools/dayah in Southeast Aceh district. This type of qualitative research with descriptive survey techniques. Primary data sources were obtained from informants and survey results, while preliminary data was obtained from various expert studies in the form of journals, books and other encyclopedias as support. Data analysis using an interactive model. The research data was then transcribed, and a data reduction process was carried out, which consisted of coding, choosing keywords, and categorization. The research results provide a model of professionalism as an aspect of change and 'organizing professionalism' as a new model. The Islamic boarding school teacher professionalism model leads to three parts: The formation of (1) Satisfaction Value of Quality Commitment; (2) Moral Commitment Trust Value, and (3) Performance Value for Continuous Change. The social implications expected through this research are a model of building organizational values in shaping teacher professionalism as an evaluative means of sustainable quality.*

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 dan pengelolaan organisasi sebagai model pengendalian mutu pada pesantren/dayah di Kabupaten Aceh Tenggara. Penelitian berjenis kualitatif dengan teknik survei deskriptif. Sumber data primer diperoleh dari informan dan hasil survey, sedangkan data primer diperoleh dari berbagai study ahli baik berupa jurnal, buku, dan ensiklopedia lainnya sebagai pendukung. Analisis data menggunakan model interaktif. Data penelitian kemudian di transkrip dan dilakukan proses reduksi data yang terdiri dari koding, pilihan kata kunci, dan kategorisasi. Hasil penelitian mencoba memberikan model profesionalisme sebagai aspek perubahan dan 'profesionalisme pengorganisasian' sebagai model baru. Model profesionalisme guru pesantren mengarah pada tiga aspek: Terbentuknya (1) Nilai Kepuasan terhadap Komitmen Mutu; (2) Nilai Kepercayaan Komitmen Moral, dan (3) Nilai Kinerja untuk Perubahan Berkesinambungan. Implikasi social yang diharapkan melalui penelitian ini adalah model bangunan nilai-nilai organisasi dalam membentuk profesionalitas guru sebagai sarana evaluatif mutu berkelanjutan.

Keywords: *Quality Commitment, Qualified Pesantren, Teacher Professionalism, Organization Management.*

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I. INTRODUCTION

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

Through Dayah Education Office, the Aceh government has five strategic targets to improve infrastructure: the guidance and development of pesantren, 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, as the oldest Islamic Education institution, has become one of the local wisdom manifestations. Therefore, Aceh province established Dayah Education Agency to guarantee education services in dayah. Dayah Education Office is one of the instruments of the Aceh Government, which has the duties and functions to improve, promote, and develop the implementation of the Dayah Education Program in Aceh (Dpd, 2019). One of the educational policies and reforms of Pesantren in Aceh through the Dayah Education Office is the establishment of the 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 Dayah Education Office, 2022). Dayah accreditation system emerged as a form of quality assurance for delivering dayah education (Prasetyo & Fadhillah, 2022). 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.

The modern education system brings an ideological resolution to the management of pesantren 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 pesantren ideologies, policies related to the formal level teacher profession in pesantren, and social problems increasing public demands on the quality of pesantren education (Ikhwan, 2017). The research also tries to analyze the work of professionals in pesantren as a continuous quality evaluation. The manifestation of a professional work environment, pesantren / dayah can innovate (Madu, 2012);(Zainal et al., 2022).

Contradictory professional and managerial principles, such as autonomy and control, or quality and efficiency, combine to form contemporary professional action (Goodwin, 2021);(Ikhwan, 2022). The new direction 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 minimal, even though the intensity of education carried out by pesantren is more than in schools in general (Muqit, 2018);(Prasetyo & Zulkhairi, 2022).

The government has firmly established teacher competency standards, one of which is professional competence (Dudung, 2018). 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 pesantren (Ikhwan & Yuniana, 2022).

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 professionalism is not just a formality formed through a pragmatic system but how to build professionalism through the cultural values in pesantren.

II. METHOD

This research is qualitative with a descriptive survey technique. The study was conducted at three pesantren/dayah 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, processing, 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 & Johnny, 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);(Ikhwan, 2021).

Furthermore, the reduced data will be presented as a narrative. To make conclusions from the data that has been submitted, concluding each formulation of the research problem is carried out by evaluating teachers' competency to improve teachers' professionalism in pesantren. The next stage presents several examples of significant indicative research on the professionalism of pesantren teachers demonstrated through implementing 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 study 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. 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 Pesantren 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 sincere teacher 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 in Pesantren is that teachers must 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, Anwar, 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, 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, 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.

Islamic Boarding School Teacher Professionalism Indicators

“Furthermore, 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.”

This research aims to explore the developing professional identity of the pesantren teachers. It explores the professional attitude that will be built from Panca Term Islamic Boarding School is sincerity. This research shows how pesantren teachers begin to develop their professional identity through the *Panca Jiwa* implementation of practice communities within the loyalty to Kyai rather than through the material oriented.

As Glinow said, professionalism indicators are on time, honesty, responsibility, appreciation of others and focus (McShane & Glinow, 2018);(Prasetyo, Ilham, et al., 2022). Meanwhile, Senge stated professionalism as a self-upgrading. Each individual in the concept of learning school was demanded to increase their competency. The research showed that teachers' upgrading was shown from extracurricular activities done by the teachers' coordinator.

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 ways 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 pesantren can be described as an invitation to act sincerely because if it is assessed materially, the pesantren manager must pay a budget for education that lasts 24 hours.

However, the teacher is one type of profession formally stated in government law. Renaldi, one of the secretariats of Darul Amin, assisted by the Dayah Education Office, said:

"Especially in Aceh, pesantren 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 Pesantren Darul Amin in the form of pesantren regeneration. Pesantren Darul Amin is the only Islamic boarding school directly assisted by Dayah Education Office because of its border states. Because they get monthly operational assistance, the regeneration program can optimise pesantren's income. 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 pesantren and the quality of their graduates. Pesantren education requires the active role of teachers, so a positive pattern of human relations is needed.

The teacher, with an inviting attitude, shows the development of professionalism in pesantren. Teachers' professional identity and calls to action are metaphors and strategies for mobilizing pesantren teachers. The 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 the 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 Pesantren Al Ikhlas.

The leadership revealed that one form of teacher professionalism is to invite each other to do good because every activity in pesantren 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 identifying the factors that influence and shape learning effectiveness.

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

“Pesantren teachers must master teaching skills, in other terms, pedagogical competence or teaching competence. The characteristics of various pesantren require the teacher's active role to master the traditional tariqah according to individual lessons.”

The different characteristics of pesantren lessons encourage 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 pesantren 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 can teach. Even after graduating, the alums are required to serve in certain pesantren.

Professionalism of Pesantren Teachers

The research tries to provide a model of professionalism as an aspect of change and 'organizing professionalism' as a new model. The model of professionalism of pesantren teachers leads to three aspects: The formation of (1) the Value of Satisfaction on Quality Commitment; (2) the Value of Belief in Moral Commitment, and (3) the Value of Performance – Continuous Change.

1. Satisfaction Value on Quality Commitment

Educational organizations, 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 and trusts in individual professional practitioners. A slight semantic questionnaire study on the concept of professionalism was conducted. The results strongly emphasize knowledge, competence, skills, and coupling with the profession and professional practice.

The work dynamics that develop in a 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 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 behaviour, 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 of Islamic boarding school teachers explains the teacher's critical role in a broader concern in practical ethics. The crucial part 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. 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 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 instil commitment and loyalty to the 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 element. Some show the ethical and moral aspects. Building values and attitudes rely on a leader's authority, license, and legitimacy and create a work environment full of Islamic boarding school life values. As a manifestation of their commitment to quality, several pesantren hold competency tests for teachers, followed by first-year and sixth-year teachers (under six years).

2. Value of Trust in Moral Commitment

The understanding of professionalism has changed by considering where the professional practice is carried out. Starting with the section on defining the field and clarifying the concept, the second section examines the idea of professionalism, its history, and current development. The value of trust owned by pesantren can form a commitment to pesantren quality. Subsequent research data shows that the deal of teachers' confidence in the pesantren's philosophy of life can create a moral obligation.

Acceptance of a professional role means committing. 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 conveys information to the students' guardians or treats them. This behaviour shows the teacher's professionalism and relies on practised technical expertise. The main thing in

providing pesantren education services is the readiness to serve students 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 confidence in professionals. Pesantren is a miniature of society, so the dynamics created in the life of the pesantren are acculturation of the values of the pesantren itself.

Pesantren plays a role in creating social stability. Pesantren is born in 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 crucial 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 the Islamic boarding school's staff, explained:

"We, teachers, are considered by students as their fathers at school because they are far from their families. 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 issue – 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 position means having a moral commitment to acquiring and relying on practised 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.

3. Performance Value build Commitment to Continuous Change

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 corporate 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 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 period is more extended 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. It can be understood that in addition to effective leadership, it can produce successor cadres. One form of professional management is the regeneration program.

Changes in pesantren have a long-term orientation. Organizational change only occurs with social interaction, where communication becomes the primary 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 corporate communities to implement successful change projects. In pesantren, there is a narrative that rests on many assumptions about the nature of social reality, historical meaning, and the desired direction of change.

Assessment of pesantren's success is commonly considered through the improvement of students and student achievements in competition events. 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 can plan and evaluate the teaching and learning process and use the evaluation results to improve the quality of their education, which in turn will be able to improve their performance. Thus, the better the professional competence, the better the ability of the teachers to carry out their duties and responsibilities.

Recently, pesantren faced the Covid-19 pandemic phenomenon, which indirectly constructed the perspective of pesantren leaders on teacher competence. The fulfilment of teacher competence is social and educational competence and technological competence. The need for Islamic boarding school teachers who are experts in the IT field is beneficial. The ability to operate technology is not only for improving the learning process but also for educational marketing services. In observations of pesantren in Southeast Aceh, 85% have social media accounts ranging from Facebook, Instagram, and YouTube. One of the 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. The number of viewers on the account proves it. Samri revealed;

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

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 model of professionalism of pesantren teachers leads to three aspects: The formation of (1) the Value of Satisfaction on Quality Commitment; (2) the Value of Belief in Moral Commitment, and (3) the Value of Performance for Continuous Change.



Figure 1. *The Model of Professionalism of Pesantren Teachers*

Pesantren tries to build teachers' professionalism based on these indicators: (a) Works mastership: boarding schools create standard working achievement based on teachers' job descriptions; (b) Loyalty reinforcement: teachers do their jobs based on love. Boarding schools evaluate teachers' attitudes based on the trust that has been given; (c) Integrity Possession: teachers form good morality life. Boarding schools can monitor the harmony between intention and attitude shown by the teachers. Teachers can work hard and cooperate among themselves; and (d) understanding Vision: boarding schools have a primary foundation to achieve teachers' performances and vision.

This research will help organizational education institutions develop their organizational change research agendas and provide leaders as decision makers with concepts, theories, and models that can easily be applied to the pesantren to lead change effectively.

Whereas boarding school teachers, the education profession is based on loyalty to their job. Love for their work can lead them to defend and fight for their career of a good name. Therefore it will not be loathsome with words, attitudes and daily actions. They will act carefully and thoroughly, reckoning self-discipline, to keep developing positive character.

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

IV. CONCLUSION

The Islamic boarding school teacher professionalism model leads to the formation of a Satisfaction value for Quality Commitment, a Trust Value for Moral Commitment, and a Performance Value for Sustainable Change. Satisfaction scores for this quality commitment include satisfaction through readiness to live in Islamic boarding schools; satisfaction through experiences in Islamic boarding schools; satisfaction through understanding the vision of the pesantren; satisfaction through individual or institutional achievement. Meanwhile, the value of trust for moral commitment consists of belief in the value of the five souls of Islamic boarding schools in the formation of mental, character and morals; trust in pesantren cadres; sincere faith in work brings self-vocation; institutional commitment in ensuring the needs of teachers. The performance values for continuous change include assessing performance through hard skills and soft skills; performance value through regeneration patterns; performance value through the mastery of IT-based competencies; reward performance through loyalty. Fulfilment of the professionalism principles of Islamic boarding school teachers does not only aim to achieve good grades that must be appreciated materially.

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