

Reform and Innovation in Islamic Boarding School Education Management: Standardization of *Madrasah Diniyah Salafiyah*

Hamdanah

Islamic Educational Department, Universitas Islam Jember, Jember, East Java, Indonesia

Email : hamdanahutsman@gmail.com

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Abstract:

This research focuses on analyzing and understanding the process of reform and innovation in the management of Islamic boarding school education, emphasizing the standardization of *Madrasah Diniyah Salafiyah*. This study aims to identify challenges, strategies, and impacts of reform and innovation in the context of Islamic boarding school education management by examining the implementation of standardization of *Madrasah Diniyah Salafiyah*. This research method uses a qualitative approach with a case study in the *Madrasah Diniyah Salafiyah* Islamic Boarding School. Data were collected through participatory observation, interviews with teachers and students, and analysis of curriculum and learning achievement documents. The analysis used descriptive and thematic approaches to identify patterns in implementing curriculum innovations and their impact on student achievement. The results showed that curriculum innovation has positively improved student achievement and skills. However, several challenges still need to be addressed, such as gaps in the understanding of teachers and students regarding these innovations. The implications of this research highlight the importance of continuity of education reform and management innovation in increasing pesantren's relevance, effectiveness, and competitiveness in producing qualified graduates who can compete in the global era.

Keywords: *Reform, Innovation, Standardization, Madrasah Diniyah Salafiyah*

Abstrak:

Penelitian bertujuan untuk menganalisis tentang proses reformasi dan inovasi pengelolaan pendidikan pesantren, menekankan pada standardisasi *Madrasah Diniyah Salafiyah*. Penelitian ini bertujuan untuk mengidentifikasi tantangan, strategi, dan dampak reformasi dan inovasi dalam konteks manajemen pendidikan pesantren dengan mengkaji implementasi standardisasi *Madrasah Diniyah Salafiyah*. Metode penelitian ini menggunakan pendekatan kualitatif dengan studi kasus di *Madrasah Diniyah Pondok Pesantren Salafiyah*. Data dikumpulkan melalui observasi partisipatif, wawancara terhadap guru dan siswa, serta analisis dokumen kurikulum dan capaian pembelajaran. Analisisnya menggunakan pendekatan deskriptif dan tematik untuk mengidentifikasi pola penerapan inovasi kurikulum dan dampaknya terhadap prestasi belajar siswa. Hasil penelitian menunjukkan bahwa inovasi kurikulum positif meningkatkan prestasi dan keterampilan siswa. Namun ada beberapa tantangan yang masih perlu diatasi, seperti kesenjangan pemahaman guru dan siswa mengenai inovasi tersebut. Implikasi penelitian ini menyoroti pentingnya kesinambungan reformasi pendidikan dan inovasi manajemen dalam meningkatkan relevansi, efektivitas, dan daya saing pesantren dalam menghasilkan lulusan berkualitas yang mampu bersaing di era global.

Kata Kunci: *Reformasi, Inovasi, Standarisasi, Madrasah Diniyah Salafiyah*

INTRODUCTION

Madrasah Diniyah is one of the educational models with its own characteristics, especially in Islamic boarding schools and communities (Ploetzner et al., 2020; Khalil et al., 2022; Diana, 2023). In the past, *Madrasah Diniyah* in Islamic boarding schools were able to produce undeniable output in the depth of knowledge, giving birth to great scholars who were highly dedicated to building the morality of the people and the nation (Aziz, 2020; Rusdi et al., 2022; Ashari et al., 2023). Modern Islamic boarding schools such as Tebuireng Islamic Boarding School in Jombang and Pondok Gontor, as well as Islamic boarding schools that are in line with Tebuireng, have produced highly influential scholars and scholars, showing the existence and essential contribution of *Madrasah Diniyah* in the intellectual development and morality of Muslims.

However, the existence of *Madrasah Diniyah* is now facing severe challenges (Ashari et al., 2023; Hasanah et al., 2023; Arifin & Sanjani, 2024). Many *Madrasah Diniyah* began to lose interest from the community, were considered outdated, or even threatened with their existence due to the lack of students. However, the existence of *Madrasah Diniyah* remains very important in the context of religious and religious-based education, which is a national identity that must be maintained, developed, and fostered (Jarvis et al., 2020; Foster & Saleh, 2021; Wijaya & Khoir, 2022).

Madrasah Diniyah is supported by various legal umbrellas, including in the Law of the Republic of Indonesia (Susilawati & Misbah, 2022). However, to advance *Madrasah Diniyah*, it is necessary to meet national education standards, from content standards, processes, graduate competencies, educator competencies, and infrastructure to educational management and assessment standards (Hayani et al., 2024).

In this context, research on educational administration in *Madrasah Diniyah* becomes essential. There have been many studies on education models and teaching methods in *Madrasah Diniyah*, but education management in *Madrasah Diniyah* still needs to be studied. Therefore, this study aims to explore the role of kyai/nyai in making innovation policies and reformulation of education management in *Madrasah Diniyah*, implementation of education management in *Madrasah Diniyah*, obstacles faced, management strategies, and government expectations.

One of the main focus issues is the role of kyai/nyai in making innovation policies and reformulating education management in *Madrasah Diniyah* (Konst & Kairisto-Mertanen, 2020; García-Hernández et al., 2022; Jacquet et al., 2022). Transactional and transformational leadership theories can be used as a foundation for understanding the role of kyai/nyai in making such policies (Sihite et al., 2020; Siangchokyoo et al., 2020; Algothani & Mydin, 2022). This theory states that influential leaders not only solve problems that arise but can also inspire and guide members of the organization towards a more excellent vision.

In addition, implementing education management in *Madrasah Diniyah* is also a challenge that needs to be solved. Education management theory, such as

systems theory and contingency theory, can be used to analyze the factors that influence the implementation of education management in *Madrasah Diniyah*. With a better understanding of these theories, we can identify effective strategies to improve the implementation of education management in *Madrasah Diniyah*.

In the academic literature, several research studies have been conducted that are relevant to the problems of innovation, reformulation, and standardization in Islamic boarding schools. One of them is research by Ismail et al. (2022). This research discusses in depth how Islamic boarding schools in Indonesia adapt to changing times through innovation and reformulation in curriculum development. The study also highlights the importance of standardizing education in Islamic boarding schools to ensure quality.

Another relevant study was conducted by Fitria (2023). This research shows efforts to reformulate traditional teaching methods in Islamic boarding schools to remain relevant to the needs of the times. In addition, the study underscores the importance of standardizing the educational process in Islamic boarding schools to increase its effectiveness. Rahman (2019) also researched curriculum standardization in Islamic boarding schools Fathurrochman et al. (2021). This research identifies the challenges in standardizing the curriculum and the strategies to overcome them. In addition, this study also explores how educational innovations can be applied to meet established standards.

Finally, the research by Bashori et al. (2022) highlights leadership practices that support educational innovation in Islamic boarding schools. The study also discusses how management policies and practices are reformulated to ensure effective standardization of education in these institutions.

Based on the literature review, several research gaps exist in the context of innovation, reformulation, and standardization of Islamic boarding schools. One of them is the need for more research that focuses on the concrete implementation of innovations and reformulations in education management in Islamic boarding schools and their impact on the quality of education. In addition, the role of leadership in driving innovation and effective strategies in overcoming barriers to implementation needs to be better understood. The need for a deeper understanding of stakeholder perceptions and expectations related to innovation and standardization of Islamic boarding schools is also a focus that needs further research. By filling the gaps in this research, it can significantly contribute to improving the quality of education in Islamic boarding schools in accordance with the demands of the times.

Departing from the research gaps that have been identified, the novelty of research can be focused on developing models of implementation of innovation and reformulation in education management in Islamic boarding schools. This research will pay attention to the role of leadership in driving change, overcoming barriers, and facilitating effective adoption of innovation. In addition, research will also deepen understanding of the impact of Islamic boarding school standardization on the quality of education and the readiness of students to face the demands of the times. Research methods that can be used include case studies, in-depth interviews, participatory observation, and content analysis to gain a comprehensive understanding of the implementation of innovation and

reformulation and related stakeholder perceptions. Thus, this research is expected to provide new, deeper insights and practical solutions to improve the quality of education in Islamic boarding schools to the challenges of the times.

RESEARCH METHODS

This research uses a descriptive qualitative approach focusing on a deep understanding of education administration in *Madrasah Diniyah*. The qualitative approach was chosen because it allows researchers to explore the complexity of social and cultural phenomena and understand the context and meaning behind such educational administrative practices (Alharahsheh & Pius, 2020; Arar et al., 2022; Maulidah et al., 2023). A descriptive approach describes in detail how the administration of education in *Madrasah Diniyah* is run and understood by its stakeholders. In addition, the study also adopts an ethnographic approach, which allows researchers to understand cultural events and life views of the subjects who are the focus of the study. Using this approach, researchers can explore human thinking in the context of educational administration in *Madrasah Diniyah*. The Grounded Research approach is also applied as a data analysis paradigm, emphasizing that the analysis must be based on data obtained from the field, making it possible to obtain a more profound and accurate understanding of the phenomenon under study. Through this approach, this research can make a meaningful contribution to understanding educational administration practices in *Madrasah Diniyah* and provide valuable insights for developing educational policies and practices in the institution.

This study used various qualitative data collection techniques (Busetto et al., 2020; Mezmir, 2020). First, in-depth interviews were conducted with stakeholders such as kyai/caregivers of Islamic boarding schools, ustad, education observers, and students. This technique allows researchers to deeply understand their views and experiences related to educational administration in *Madrasah Diniyah*. Furthermore, participatory observations were carried out to directly observe the teaching and learning process, interactions between kyai, ustad, teachers, and students, and behavior patterns in managing *Madrasah Diniyah*. Researchers also use focus group discussion (FGD) techniques to collectively collect views, concepts, and ideas from a group of people relevant to the research topic. Finally, data is also collected through documents related to education administration in *Madrasah Diniyah*, such as school regulations, curriculum, and other administrative records. By combining these data collection techniques, the research can deeply understand education administration in *Madrasah Diniyah* and explore various relevant perspectives from the stakeholders involved (Levitt et al., 2021).

The data analysis technique used in this study is ethnographic analysis, which is more related to cultural anthropology models (Dressler, 2020). This approach allows researchers to understand and describe in depth the cultural events that occur in the context of educational administration in *Madrasah Diniyah*. The ethnographic analysis will involve researchers in in-depth dredging of the collected data from interviews, observations, and group discussions. In addition, this study also used the Grounded Research method proposed by Schlegel

(Mortillaro & Schlegel, 2023). This method emphasizes that all analysis must be based on existing data so that the results obtained can change according to the incoming data. Thus, this study will use an inductive approach to analyze data, where findings will emerge from the data. This holistic analysis technique allows researchers to explore and describe precisely what happens in the administration of education in *Madrasah Diniyah* and understand the various cultural aspects surrounding it.

RESULTS AND DISCUSSIONS

Innovation and reformulation of education management in Islamic boarding schools, especially *Madrasah Diniyah Salafiyah*, is a crucial step in maintaining the relevance and quality of Islamic education. In the context of Islamic boarding school education standardization, efforts to adopt best practices in education management are becoming increasingly important. This article will explore the importance of innovation and reformulation of education management to achieve higher education standards in *Madrasah Diniyah Salafiyah*.

Curriculum Innovation and Reform: Analytical Studies

Curriculum innovation for *Madrasah Diniyah Salafiyah* Islamic Boarding School, as explained by Akrim, A. (2022), is a significant effort to maintain the relevance and quality of Islamic education in the face of dynamic times. Understanding curriculum innovation is critical to enriching the principles of essential education learning. However, the biggest challenge is ensuring the successful implementation of these curriculum innovations in education. Educational success depends heavily on teachers' understanding and skills in managing the learning process, including understanding and applying the new curriculum. Therefore, teachers need to be able to teach students about curriculum innovation strategies because, without these innovations, it is easier for educators to measure educational progress objectively.

For the learning process to run effectively, the curriculum must be reformed and adapted to the demands of the times, especially in the era of globalization and advances in information technology. It aims to equip learners with religious knowledge and skills in using information technology and communicating well in Indonesian, English, and Arabic as world languages. In addition, there needs to be improvements in timing and learning materials. Some pesantren still need help with problems related to the lack of structure in teaching and learning schedules and inadequate face-to-face sessions. Therefore, innovation is needed in the form of the proper academic calendar so that every student can follow learning more regularly and be directed by the curriculum that has been set. Thus, curriculum innovation and proper timing will ensure the achievement of more effective and efficient educational goals for students in pesantren.

The results of interviews with madrasah teachers show that curriculum innovation also plays a vital role in strengthening basic education principles. Teachers recognize that by integrating innovation into the curriculum, they can provide students with a more holistic and comprehensive education in terms of religious knowledge and the development of relevant skills. AA, as a teacher, revealed that "While curriculum innovation brings great benefits, we face the

challenge of adapting to change and acquiring the resources needed to implement the new curriculum (I_AA_2023)."

Based on the interview results, curriculum innovation has a vital role in improving the quality of education in *Madrasah Diniyah Salafiyah*. Through in-depth analysis, several findings were found that provide a deeper understanding of the importance of curriculum innovation in the context of the Madrasah. One of the main findings is that curriculum innovation allows *Madrasah Diniyah Salafiyah* to maintain pure Islamic values while remaining relevant to the times. By adopting innovations in the curriculum, madrasahs can adapt to the demands of modern times without losing their roots in religious teachings (Roy et al., 2020).

In addition, it was found that curriculum innovation requires the active involvement of teachers in the implementation process. Teachers must have the necessary knowledge and skills to adapt curriculum innovations well. The results of interviews with madrasah teachers help reinforce these findings by providing insight into the challenges and opportunities in implementing curriculum innovations in the field. Curriculum innovation also plays a vital role in optimizing teaching time and methods. Madrasahs must develop a well-structured academic calendar to ensure that teaching and learning time can be utilized efficiently and effectively.

A conceptual overview of the importance of curriculum innovation in the context of *Madrasah Diniyah Salafiyah* is presented in the following table:

Table 1. Curriculum Innovation

No.	Findings
1.	Curriculum innovation maintains pure Islamic values while remaining relevant to the times.
2.	Curriculum innovation reinforces basic education principles by providing a holistic and comprehensive education.
3.	The active role of teachers in implementing curriculum innovations is critical to the program's success.
4.	The development of a structured academic calendar helps optimize teaching time and methods.

Through the integration of these findings, curriculum innovation has a significant impact on improving the quality of education in *Madrasah Diniyah Salafiyah*. Therefore, continuous efforts to develop and adopt innovations in the curriculum are essential in ensuring that madrasahs remain relevant and practical educational institutions that prepare future generations.

Reformulation of Islamic Boarding Schools

As an implication of the existing challenges, the validity of the construction of Islamic boarding schools is questioned because historically, the dynamics of permanent education have not taken place in a vacuum context; they are always in a dynamic context and continue to experience dynamics. When the dynamics of change come into contact with the world of pesantren, as soon as possible, pesantren will undergo reformulation in the form of deconstruction and even reconstruction. This will happen as long as the social process continues, and the social process will never stop, so the social process that occurs in the Islamic

boarding school will come into contact with the main element variables and the five souls of the Islamic boarding school (Ismail et al., 2022).

Therefore, in carrying out reformulation, as an effort to consider the education system developed in Indonesia, three models can be developed, namely, reformulation of Islamic boarding schools by continuing to develop the *Salafiyah pesantren system* from elementary to high school levels (*al ma'had al 'aly*) with certain specifications, as done by PP Syafiyah Sukorejo Situbondo. Second, the reformulation of pesantren by developing madrasahs/public schools that are integrated with the pesantren education system so that state madrasahs become part of the development of pesantren education systems such as Darus Sholah Islamic boarding schools and Shofa Marwa Jember Islamic boarding schools, East Java.

Third, if analyzed further, the three reformulation models certainly have advantages in addition to their disadvantages because Islamic boarding schools are known to vary significantly. With various considerations, many experts state that the best development of madrasahs/public schools is the development of madrasahs/public schools that are integrated with the Islamic Boarding School system, not separate ones. With an integrated system, the development of students' intellectual intelligence (IQ), Emotional Intelligence (EQ), and spiritual intelligence (SQ) will develop in an integrated, not partial, manner. However, regardless of the choice, many things must be considered when choosing a reformulation model. We must also consider the capabilities of human resources and our infrastructure's social arrangement.

Realize *Madrasah Diniyah Salafiyah* in producing scholars who master Islamic knowledge in depth. There needs to be innovation and standardization in education management. Through interviews with ustadz and ustadzah in pesantren, it was revealed that the administration and management system that needs to be better structured has become an obstacle in the teaching and learning process in *Madrasah Diniyah Salafiyah*.

"Many of us feel that the administrative system that has not been organized effectively and efficiently has hindered the achievement of the goals of pesantren education. There needs to be innovation in planning, organizing, monitoring, and financing so that the education process can run better" (I_U_2023).

This is also supported by a statement delivered by one of the ustadz contained in the institution and educational institution. Where he said that: "The lack of standard and flexible education standards is also a challenge. With the standardization of more structured education, pesantren can provide higher quality education according to the needs of the times (I_U_2023).

The interviews with the ustadz and ustadzah in the Islamic Boarding School (*Madrasah Diniyah Salafiyah*) revealed significant findings about the need for innovation and reform in education management. The respondents expressed similar thoughts that the administration and management system that needs to be better structured has become an obstacle in achieving education goals in pesantren. There is agreement that planning, organizing, monitoring, and financing have yet to run optimally in pesantren (Arifanti et al., 2022).

The ustadz and ustadzah recognize the importance of innovation in education administration and management systems. They consider this innovation necessary to improve the effectiveness and efficiency of the learning process in *Madrasah Diniyah Salafiyah*. In addition, in the context of pesantren education, standardization of education is also a significant concern. The lack of standardized and flexible education standards is one of the problems faced. With the existence of more structured standards, the quality of education can be significantly improved.

The following is a reformulation table covering several aspects of education management in Islamic Boarding Schools (*Madrasah Diniyah Salafiyah*).

Table 2. Education Reform of *Madrasah Diniyah Salafiyah*

Reformulation Aspects	Description
Curriculum Planning	Update the curriculum to suit the needs of the times and include religious education and lessons relevant to technological developments.
Organizing	Reorganize the educational organizational structure to improve the efficiency and effectiveness of pesantren management.
Monitoring and Evaluation	Implement a structured monitoring and evaluation system to measure educational performance and find areas of improvement.
Resource Development	Develop human resources and educational facilities to support quality learning.
Standard Availability	Establish transparent and standardized educational standards to ensure uniform quality of education throughout the pesantren.

Analysis of the reformulation table shows the need to update the curriculum to be more responsive to the times, reorganize the organizational structure to increase efficiency, improve teaching and learning process supervision, and manage education funds more transparently and efficiently. This is important to improve education management in Islamic Boarding Schools (*Madrasah Diniyah Salafiyah*) to support better educational progress.

Likewise, there are two perceptions. When the term curriculum was first mentioned, curriculum in the narrow sense was as content or subject matter and was also known as curriculum in the traditional sense (Sundby & Karseth, 2022). With this understanding, it is assumed to be able to achieve educational goals as previously formulated, both national educational goals, institutional goals, curricular goals, and instructional goals, as well as both curricula in a broader sense, as student learning experiences organized in schools, both in the classroom and outside the classroom to achieve educational goals, so that what is included in this definition in addition to a set of curricula is also a set of components which intentionally helps set educational goals.

Management of *Salafiyah Madrasah Diniyah* Standardization on Innovation

Innovation and management reform must be carried out, and the management of pesantren or *Madrasah Diniyah Salafiyah* in primary and secondary education must implement school-based management demonstrated by independence, partnership, participation, and open accountability. Meanwhile, *Mahad Ali* must establish the autonomy of higher education by applicable laws and

regulations. In *Madrasah Diniyah Salafiyah*, there must also be guidelines that regulate the educational curriculum and syllabus, educational calendar or academic timeline, organizational structure, distribution of teaching tasks and schedules, distribution of educational tasks, academic regulations, rules, and operational costs. With this, Islamic Boarding Schools (*Madrasah Diniyah Salafiyah*) can be managed professionally.

Funding for pesantren (*Madrasah Diniyah Salafiyah*) consists of investment, personal, and operational costs. The foundation has provided the fee, and donations have been made from *student guardians*, but in the current era, there has been assistance from the government. More is needed, especially when compared to state educational institutions. Fund management in Islamic boarding schools usually needs more administrative order; much depends on the head of the foundation (the management of the Islamic boarding school and his closest people). Many have also implemented a modern bookkeeping system, but they are still under the firm control of caregivers. As a result, it can hinder accountability and transparency. Administration of pesantren financial management. In the future, this should not happen.

This section will present the data collected from the results: observations, in-depth interviews, FGD [Focus Group Discussion], and documentaries. First, how education administration and management are applied in *Diniyah schools*, according to Kyai FH. Those who are NGO activists and observers of educational and political issues: In general, most administration and management in *Madrasah Diniyah* have yet to be carried out, let alone good administration and management. Most *Madrasah Diniyah* needs better planning, organization, and evaluation.

According to Kyai ZF., *Madrasah Diniyah* has also implemented the same administration and management as the formal one, but the students often need to pay more attention to its implementation. Why do the *students* in the *Diniyah madrasah* need to pay more attention to the existing administration and management? According to the ZF scholar, students may feel bored and bored because in the morning, in formal classes, they have received various materials that are almost the same as the material delivered at *Madrasah Diniyah*, unlike Kyai ZF. Kyai FR even said that he never gathered *Diniyah teachers* to discuss the curriculum and planned materials or evaluated the shortcomings of the learning system implemented in *Madrasah Diniyah* in his Islamic boarding school; even student absences and teacher absences never existed.

Very calmly, Kyai FR replied that the teachers and students of this pesantren do not feel pain, all needs are provided, students need knowledge, and they must practice their knowledge. "They must be disciplined, but everyone feels they need each other; students need to seek knowledge, and teachers need to practice their knowledge (I_FR_2023)."

Unlike Kyai FR, Kyai ZF said, "Yes, when asked about administration and management, I found this cottage famous for its stringent disciplinary rules. Likewise, the rules applied in *Madrasah Diniyah* are actually stringent, including the absence of teachers and the absence of students from *Madrasah Diniyah*, but the management of *Madrasah Diniyah* they are not as neat and disciplined as formal schools (I_ZF_2023)."

Later, *Kyai ZF* also replied, "Those who are in school in the early hours of the morning have gone to elementary, middle or high school. So they are exhausted, tired and bad, and neglected" (I_ZF_2023).

So even though there are absentees, many of them still do not enter or skip class even though those who do not enter are punished, which attracts many *students* who are still absent from entering *Madrasah Diniyah* they instead choose to be punished after being asked by AL *santri* who also happens to attend high school he said that he was exhausted because since 06.30 in the morning, there has been a learning process after being asked what punishment was given to students who were absent from the teaching, he said, "I did choose to be absent even though I was punished; why did he answer that if he was still forced always to enter, at least the material would not enter my mind? Mom, after being asked if not want to deepen her religious knowledge by diligently entering *Diniyah's* class. (I_AL_2023)."

He continued, "The material in *Diniyah* has also been delivered a lot in his high school" (I_AL_2023). When asked by one of the managers of *Madrasah Diniyah*, what kind of punishment is given to students who skip class while participating in *Diniyah*? *Kyai ZF* says: "The punishment was given by being asked to read the Quran or clean the bathroom (I_ZF_2023)."

After being asked, what do students think so that students can actively participate in *Diniyah* lessons? The three of them said yes, it would be better if those who already attended elementary, junior high, or high school were not forced to take education at *Madrasah Diniyah* so that students could choose whether to attend formal school or *Diniyah school*. Or if there are students who are physically capable and interested in attending formal schooling and then attending *their diniyah*, that is fine, as long as they are not forced to attend both. In contrast to the three students, Al, Nd, and Rs. So Mh, who was accepted at the pesantren that explicitly manages *the Diiniyah Madrasah*, said, "I did not go to boarding with a formal school because I wanted to deepen my religious knowledge (I_MH_2023)."

After being asked whether there is a curriculum applied in *Madrasah Diniyah*, is there good administration and management? He replied, "My cottage has no curriculum or strict rules for students who attend *Diniyah* (I_AL_2023) education."

The question is whether students must be more active in following the subject matter. Mh says: "Yes, the teaching and learning process is very loose because there is no absenteeism, no evaluation, and no punishment for students who skip class (I_ND_2023)."

The interview revealed that the administration and management in *Madrasah Diniyah* still need to be more regular and relaxed than in formal schools. Students tend to attend school in the morning at formal schools, so their supervision in *Madrasah Diniyah* is considered less strict. Regarding payment and business for teachers, *Kyai ZF* stated that despite being given a business, very few apologies were submitted, showing a lack of appreciation for the teachers. In addition, some *Diniyah madrasahs* also face obstacles related to unclear curricula, inadequate infrastructure, and limited human resources needing adequate

competence. Kyai FR even stated that no payment was given to the Diniyah teachers; they only got accessible meal facilities and assistance in the marriage process.

Meanwhile, the ustadz and ustadzah were not given special requirements and were not paid to carry out their roles, indicating a high moral responsibility in realizing education in *Madrasah Diniyah*. Nevertheless, Kyai never expected donations from the government, showing his independence in maintaining the continuity of *Madrasah Diniyah*. Despite facing several obstacles, *Madrasah Diniyah* continues to run with a significant number of students, indicating that there is still interest and need for education in the pesantren (Sundby & Karseth, 2022).

The next obstacle is the limited capacity of administrative and institutional management. According to Kyai FR, "I do not know calmly about administration or management. It is important to read the Qur'an. I have never been bothered with administrative matters, namely about management. The important thing is that students want to read the Qur'an (I_FR_2023)."

Then Kyai FR said, "I do not know how many students are diligent in chanting and are not lazy; thank God it turns out diligent students are not tired of being absent. I never ask my students to be diligent in reciting, reciting, and not absent during recitation, but thank God the children are still diligent even though there is no absence and no report card for evaluation (I_FR_2023)."

Then, the classic but no less critical problem of the constraint limit is funding. According to Kyai FH, "How can *Madrasah Diniyah* continue to exist and maintain quality? Does it need to be balanced with adequate funds? For example, many of the facilities and infrastructure of *Madrasah Diniyah* are used as it is. Regarding human resources, many Diniyah Madrasahs are not given business teachers or teachers to practice their knowledge, and they must be sincere. So, for recruiting prospective teachers, they cannot look for the best; for example, there are those who are of very good quality but prefer to become teachers in formal institutions and get various benefits as teachers or become Civil Servants (I_FH_2023)."

Madrasah Diniyah's management's expectations of the government. According to Kyai FH, the government, in this case, the Ministry of Religious Affairs, must conduct direct guidance so that the existence of *Madrasah Diniyah* can be maintained and even match equal education in quantity and quality. Kyai FH said that the Ministry of Religious Affairs should not only use *Diniyah madrassas* to benefit individuals and specific groups but also how the allocation of funds that should be the right of Diniyah madrassas can be allocated accordingly. Still, according to Kyai FH, so far, even though the existence of *Madrasah Diniyah* has been protected by law, the government seems to be half-hearted in paying attention to and empowering *Madrasah Diniyah* (Sundby & Karseth, 2022).

Innovation and reform of education management in Islamic boarding schools, especially *Madrasah Diniyah Salafiyah*, is an essential focus in maintaining the relevance and quality of Islamic education amid changing times. An in-depth study has explored the impact of such innovations and reforms in achieving higher education standards in *Madrasah Diniyah Salafiyah*.

One of the critical aspects highlighted is curriculum innovation. Analytical studies show that innovations in the curriculum play an essential role in strengthening basic education principles. The integration of this innovation allows the provision of more holistic and comprehensive education, not only in terms of religious knowledge but also in developing skills relevant to the times. However, challenges in implementing the new curriculum, including active teacher involvement and developing a structured academic calendar, were also identified in the study.

Furthermore, the reformulation of Islamic Boarding Schools is a significant concern. There are implications of the challenges faced, where the validity of the construction of Islamic boarding schools is questioned, and the dynamics of pesantren education are faced with the need to adapt to changing times. Research shows that three reformulation models can be considered, ranging from the development of the Salafiyah pesantren system to integration with madrassas/public schools to ensure higher quality education in accordance with the needs of the times.

However, constraints in the implementation of innovation and reform were also disclosed. The ustadz and ustadzah in *Madrasah Diniyah Salafiyah* admitted that the administrative and management system that needs to be better structured has become an obstacle to achieving the goals of permanent education. The lack of standard and flexible education standards is also a challenge. Innovation is needed in planning, organizing, monitoring, and financing to ensure the education process can run better and more effectively.

This research contributes significantly by providing an in-depth understanding of the importance of curriculum innovation in improving the quality of primary education in Pesantren *Madrasah Diniyah Salafiyah*. The comprehensive analysis identifies factors influencing the successful implementation of curriculum innovations, including the role of teachers in managing the learning process, as well as providing concrete recommendations for curriculum reform and more effective learning timing. It is hoped that this research can be a guide for policymakers and education practitioners in improving the quality of education in pesantren and enriching literature on Islamic education and curriculum innovation.

CONCLUSION

This study concludes that curriculum innovation is vital in improving the quality of primary education in Pesantren *Madrasah Diniyah Salafiyah*. A good understanding of the concept of curriculum innovation and the role of teachers in implementing it is the key to success in achieving educational progress. Curriculum reform and more effective adjustment of learning time are needed to keep up with the times and technology. Through these measures, pesantren can be more effective in equipping students with the religious knowledge and technological skills needed to face future challenges.

Further research studies can directly evaluate the implementation of curriculum innovations in *Madrasah Diniyah Salafiyah* Islamic Boarding School and its impact on student achievement and skills. It is also essential to learn the obstacles faced in implementing curriculum innovations and what strategies can

be applied to overcome them. This study can broaden the scope to see the impact of curriculum innovation on student learning motivation, parental involvement, and teacher satisfaction with new learning methods.

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