



CHANGE MANAGEMENT IN THE IMPLEMENTATION OF FORMAL DINIYAH EDUCATION PROGRAM AT AL-HIKMAH ISLAMIC BOARDING SCHOOL, BANDAR LAMPUNG

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Abstract:

The main process in achieving success in the management of educational institutions is highly dependent on change management and its supporting components. In the change management at Al-Hikmah Islamic Boarding School in Bandar Lampung, an overview of the implementation of the Formal Diniyah Education Program is presented. This program is rooted in the Kitab Kuning, which are classical Islamic texts that serve as references for the tradition of Islamic scholarship in pesantren. In line with the pesantren's motto, which aims to produce students who are qualified as true scholars (Ulama Sejati), this research aims to explore how change management is implemented at Al-Hikmah Islamic Boarding School in Bandar Lampung. The researcher employed data collection techniques such as observation, interviews, and documentation. For data validity, the research used source triangulation. The data analysis involved data reduction, data presentation, and drawing conclusions. The findings of this study show that change management at Al-Hikmah Islamic Boarding School includes the following phases: Exploration Phase, This phase involves an analysis of aspects that support the Formal Diniyah Education Program (PDF), such as resource needs, government policies, and local community perspectives. Planning Phase, This phase is crucial in change management, where the pesantren leader must develop clear strategies and plans for the implementation of the Formal Diniyah Education Program. Action Phase, In this phase, effective teaching and learning activities are carried out, educational facilities are developed, and strict quality control is enforced. Additionally, the pesantren leadership ensures that the Formal Diniyah Education Program runs smoothly even without permanent donors. Integration Phase, This phase represents the final step in the change management process. Furthermore, the study aims to ensure that the Formal Diniyah Education Program produces high-quality future scholars (ulama).

Keywords: *Change management, education, boarding school.*

INTRODUCTION

Pesantren is one form of education in Indonesia that reflects the richness of local culture. In addition, it is one of the strengths of Indonesian education that represents the culture of the archipelago. Pesantren is an Islamic educational institution that focuses on teaching the Islamic religion and Islamic sciences, as well as a place of residence for students. According to scholars, pesantren has an important role in the dissemination

and preservation of Islamic values. Kyai Haji Hasyim Asy'ari, the founder of Nahdlatul Ulama (NU), views pesantren as an Islamic educational institution that prioritizes the teaching of the holy book of the Quran and other Islamic sciences. KH. Hasyim Muzadi, a NU cleric and former General Chairperson of PBNU, calls pesantren an educational institution that has an important role in educating the younger generation so that they can spread Islamic da'wah well. KH. M. Anwar Mansyur, a cleric and founder of the Al-Munawwir Islamic Boarding School, emphasized that pesantren is an educational institution that is useful for producing young scholars who can lead Muslims.

Thus, Islamic boarding schools are Islamic educational institutions that provide religious and Islamic sciences to students, and play an important role in the formation of character and leadership of Muslims. Islamic boarding schools have an important role in forming a society that is skilled in reading and writing and has broad cultural knowledge. This became even more significant when Indonesia was under colonial rule which made education only accessible to the colonial nation and nobility. In this context, Islamic boarding schools play a role as educational institutions that provide an alternative that is contrary to the elite group.

Islamic boarding schools, which are generally located in rural areas and are considered centers of traditional Islam, are currently beginning to experience urbanization. Formal Diniyah Education, which is part of Islamic boarding school education and is carried out in the framework of formal education at the elementary and secondary levels using yellow books as its subject matter, is recognized as part of the implementation of Islamic boarding school education based on Law Number 18 of 2019 concerning Islamic boarding schools. Formal Diniyah Education is considered a form of recognition of the academic tradition of Islamic boarding schools that is inherently present in the existence of the Islamic boarding school. (Republik Indonesia, n.d.)

As an important component in the structure of national education, formal diniyah education (PDF) plays a role in preparing individual students to become an integral part of society who have a deep understanding and apply the values of religion that are accepted, as well as become experts in the field of religious knowledge. In addition, PDF also aims to form individual students who are able to understand and implement the values of religious teachings, or create individuals who have broad knowledge, creativity, innovation, and dynamism in an effort to increase the intelligence of a religious nation.

The function and purpose of formal Islamic education (PDF) is explained in the 1945 Constitution, Article 31 paragraph (2) that the Government shall endeavor to organize and organize a national education system, which is regulated by law. ("Law" 31, No. 2 (1945), n.d.) And Law Number 20 of 2003 concerning the National Education System, Article 3 which states as follows: Functions to develop the abilities and form the character of students and a dignified national civilization in order to enlighten the life of the nation. ("Law on the National Education System" 20, No. 3, n.d.)

The latest regulation of the Ministry of Religious Affairs regarding formal education units is the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 27 of 2020 concerning Guidelines for the Implementation of Hindu Religious Education in Formal Education Units. The regulation regulates various aspects related to the implementation of Hindu religious education in formal education units, starting from the curriculum, evaluation, facilities and infrastructure, to the rules and regulations of Hindu religious education.

In addition, the Ministry of Religion also has various regulations related to other formal education units, such as Regulation of the Minister of Religion of the Republic of Indonesia Number 21 of 2017 concerning Guidelines for the Implementation of Islamic Education in Higher Education and Regulation of the Minister of Religion of the Republic of Indonesia Number 11 of 2019 concerning Amendments to Regulation of the Minister of Religion Number 18 of 2018 concerning Religious Education in Islamic Boarding Schools..

Pesantren as a traditional Islamic educational institution that focuses on understanding, experiencing, and practicing Islamic teachings with an emphasis on religious morals as a guide to behavior. Pesantren includes elements such as pondok, mosque, kyai, and classical books, which are the core of traditional Islamic education.

("Dynamics of the Pesantren Education System", 1994).

Change management is a topic that is closest to the description of the totality of a leader's duties. Almost everything a leader does to some extent is related to the implementation of change management. How to manage change effectively. Management has increasingly been felt as a basic need, both by a group of individuals, groups, and organizations to achieve their goals. The definitions of change management above are that management is an art or science in organizing, moving, leading, guiding, and evaluating subordinates in order to achieve organizational goals effectively and efficiently. Change has benefits for the survival of an organization, without change it is certain that the age of the organization will not last long. (Nawawi, 2014, p. h. 33.)

According to Kurt Lewin's theory, he is one of the pioneers of classical theory in planned change management. Although classic, this model is still the main reference as a contemporary organizational change methodology. This model describes the stages in making planned, sustainable changes in the long term in an organization. Lewin's theory is known to explicitly emphasize that change is real. It is very important for managers or change agents to identify the appropriate theory or model of change that provides a framework for implementing, managing and evaluating change. Kurt Lewin's theory model is: unfreezing, changing, and refreezing. (Aminuddin, 2019)

Change plays an important role in maintaining the survival of an organization. Without change, it is certain that the age of the organization will not last long. The purpose of change is to ensure that the organization is not trapped in a static state, but remains dynamic in facing the development of the times. In the era of technological advancement and increasing patient awareness of the importance of quality services in the health sector, adaptation and innovation are very important. The Qur'an that explains the changes of Q.S Al-Baqarah Verse 11:

وَإِذَا قِيلَ لَهُمْ لَا تُفْسِدُوا فِي الْأَرْضِ قَالُوا إِنَّمَا نَحْنُ مُصْلِحُونَ ﴿١١﴾

Translation: When it is said to them, "Do not cause harm on the earth," they answer, "Indeed, we are only those who do repairs."

From the explanation above, it can be concluded that polytheists have been ordered not to cause damage on earth. However, they answered that they were not the ones who caused damage, in fact they organized and invited to goodness. However, in reality, polytheists do the opposite, namely committing sins and destroying the contents of the earth..

Management changes at the Al-Hikmah Islamic Boarding School in Bandar Lampung emerged from an intrinsic desire that came from within each individual. Efforts to prepare change management at this Islamic boarding school can be likened to a double-edged sword. On the one hand, the head of the madrasah will obtain valuable information from the stakeholders involved, while on the other hand, they will feel motivated and involved in the change process. By actively involving the head of the madrasah in change management, it is hoped that significant progress will be made at this Islamic boarding school. According to Pidarta, the head of the madrasah plays a key role in the success of the madrasah, especially in the context of change management. These two theories are located in the first phase which is relevant to readiness to face the next phase. Change management itself aims to change existing conditions into better conditions and in accordance with the times. For example, at the Al-Hikmah Islamic Boarding School, there have been many significant changes since 2010 until now. (Change Management and Organizational Structure After the Transfer of Administrator and Supervisory Positions to Functional Positions in DKI Jakarta Province, Rizqon Hermawan et al., 2023)

Al Hikmah Islamic Boarding School in Bandar Lampung faces several problems that affect the education process and welfare of students. One of the main issues is limited facilities, such as inadequate classrooms and lack of access to modern learning resources, which hinder the quality of teaching. In addition, financial problems are also a challenge, where limited operational funds make it difficult to provide decent salaries to teachers and meet the basic needs of students. On the other hand, the lack of parental

participation in supporting Islamic boarding school activities also contributes to the low motivation of students. All of these problems require attention and appropriate solutions so that Al Hikmah Islamic Boarding School can function optimally in educating the next generation.

The focus of this research is the Implementation of Change Management at Al-Hikmah Bandar Lampung. The sub-focuses are: Exploration phase, Planning phase, Action phase, Integration phase. This research formulates the research problem of the Implementation of Change Management at Al-Hikmah Bandar Lampung. The purpose of this research is to describe: To determine the identification of the level of membership concern, seek external assistance with change experts and implement, contract with consultants who define the responsibilities of each party at the Al-Hikmah Islamic Boarding School Bandar Lampung. To determine the design to move the organization from the current state to the future, create the right arrangements to manage the change process, get support for the actions taken, evaluate implementation activities and feed back the results so that any necessary adjustments and improvements can be made at the Al-Hikmah Islamic Boarding School Bandar Lampung.

RESEARCH METHODS

This study uses a descriptive qualitative method, a research method based on the philosophy of post-positivism and is used to study the state of natural objects (as opposed to experiments). Data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization. The type of descriptive research is descriptive research that describes what happened at that time in the field or describes the data in the field in real terms and is based on events/phenomena in the background where the research was conducted. The author conducted research at the Al-Hikmah Islamic Boarding School in Bandar Lampung, located at Jalan Sultan Agung Gang Raden Saleh Raya No. 23, Kedaton, Kec. Kedaton, Bandar Lampung City, Lampung 35141

In this study, the data collection techniques used include interviews, where the research instruments are arranged in the form of written questions with answers that have been prepared in advance. In addition, observation techniques are applied, especially when the research is related to human behavior and work processes, and when the number of respondents observed is not too large (Fadli, 2021). The researcher applied the passive participant observation method, where the researcher was present at the location of the observed activity without being directly involved. In this case, the researcher acted as an independent observer. Data was also collected through documents, including archives, books, articles, and images that support the research.

Data analysis is a systematic process for understanding and synthesizing information obtained from interviews, observations, and documents. The data will be organized into categories and descriptive, and arranged into a model that is relevant to the research, making it easier to draw conclusions that can be understood by researchers and other readers. This process involves data reduction, data presentation, verification, and drawing conclusions (Achjar, Komang Ayu Henny, 2023). To check the validity of the data in the context of the principal's academic supervision, the researcher used the source triangulation technique, which includes verifying data from various sources using different methods and times (Rijali, 2019).

RESULT AND DISCUSSION

Based on the research results, the author uses qualitative research with interview methods, observations, and documentation presented in narrative form and described in the form of questions. In solving the research problem on the management of change in the Al-Hikmah Islamic boarding school in Bandar Lampung, the author conducts a data mining process by conducting a direct review and obtaining information at the Al-Hikmah Islamic boarding school in Bandar Lampung, as follows:

Exploration Phase of Change Management in Formal Early Childhood Education Institutions at Al-Hikmah Bandar Lampung

The exploration phase of change management at Al Hikmah Bandar Lampung Formal Islamic Education Institution is a crucial initial step in planning and implementing changes needed to improve the quality of education. In this phase, management conducted an in-depth analysis of the current conditions, including the curriculum, teaching methods, and existing infrastructure. The results of the analysis showed that there were a number of challenges that needed to be overcome, such as limited facilities and a lack of modern teaching resources.

One of the main focuses of this exploration phase was identifying the needs and expectations of the various parties involved, including teachers, students, and parents. Through surveys and interviews, management collected relevant data to understand the perspectives of each stakeholder. The results showed that students wanted a more interactive and relevant learning method with the times, while parents hoped for an increase in the quality of education and their involvement in the learning process.

In an effort to formulate a vision and goals for change, management realized the importance of involving all parties in the process. Collaborative discussions were held to develop a clear and focused vision, so that all stakeholders had the same understanding of what they wanted to achieve. The resulting vision emphasized the development of student character and improving academic quality, as well as creating an inclusive and supportive learning environment.

Resource mapping is also an important part of this exploration phase. Management evaluates the available human resources, facilities, and funds. The evaluation results show that despite limitations, there is still potential to optimize existing resources. Management plans to seek partnerships with other institutions and donors to support better education needs.

Stakeholder engagement during the exploration phase was vital. Management held discussion forums and workshops to gather ideas and gather input. This not only provided an opportunity for all parties to contribute, but also built a sense of ownership of the changes to be made. As a result, there was strong support from all stakeholders to continue the change process. One of the key findings from this exploration phase was the need for training for teachers to adopt more innovative teaching methods. Many teachers felt unprepared to implement new approaches, making training a priority in the change plan. Management was committed to providing the necessary training and resources for teachers to adapt well.

From the analysis conducted, management also realized that effective communication is very important to ensure that all parties understand the change plan. Therefore, a clear communication strategy will be implemented so that information about the change can be conveyed properly. This is expected to reduce resistance that may arise during the implementation process. Overall, the results of this exploration phase provide a clear picture of the challenges and opportunities that exist at the Al Hikmah Formal Diniyah Education Institution. With a deep understanding of the current conditions, management can formulate a more targeted and effective plan. This exploration process also creates a strong foundation for the upcoming planning and implementation phases.

The success of the exploration phase is highly dependent on the support and involvement of all parties. By building good collaboration between management, teachers, students, and parents, it is hoped that the planned changes can run smoothly and provide a significant positive impact on educational institutions. This exploration phase is considered a very important initial step in creating sustainable changes that are relevant to the needs of the times. Thus, the Al Hikmah Formal Diniyah Education Institution can prepare itself to face existing challenges and adapt to the needs of society, as well as provide quality education for students.

1. Planning Phase of Change Management in Formal Early Childhood Education Institutions at Al-Hikmah Bandar Lampung

The planning phase of change management at Al Hikmah Formal Islamic Education Institution Bandar Lampung is an important step after the exploration phase, which aims to formulate concrete strategies in implementing previously identified

changes. In this phase, management, together with stakeholders, prepares a systematic and measurable plan to achieve the goal of improving the quality of education. The results of the discussion showed that all parties are committed to contributing to this process.

One of the first steps taken in the planning phase is to formulate clear goals and objectives. The goals set include curriculum improvement, teacher professional development, and improvement of learning facilities and resources. By setting specific goals, management hopes to focus efforts and resources on areas that need the most improvement, so that the results achieved can be measured and evaluated effectively.

In designing the change plan, management also considers various strategies that can be used to achieve the goals that have been set. For example, to improve the curriculum, management plans to adopt a more interactive learning model that is based on the needs of students. In addition, periodic training for teachers is also planned to ensure that they have the skills and knowledge needed to implement new methods. Resource mapping is one of the important aspects in this planning phase. Management analyzes available resources, including teaching staff, facilities, and funds. The mapping results show that despite limitations, there is still potential to optimize existing resources. Management plans to seek additional funding sources through collaboration with other institutions and donors, so that the change plan can be implemented properly.

Parental and community involvement is also a focus in the planning process. Management realizes that their support is crucial to the success of the changes to be made. Therefore, programs involving parents and the community, such as seminars and workshops, are designed to increase their awareness and participation in the education of students. This is expected to create a positive synergy between educational institutions and families. This planning process also involves establishing clear indicators of success. These indicators will be used to evaluate the effectiveness of each step taken. With measurable indicators, management can monitor progress and make necessary adjustments if the expected results are not achieved. This is important to ensure that the changes made truly have a positive impact on students and the institution.

During the planning phase, the importance of effective communication between all parties is also emphasized. Management is committed to conveying information about the change plan clearly and openly, so that all stakeholders understand their roles and responsibilities. Discussion forums and regular meetings will be held to ensure that all parties can provide input and understand the progress of the plan that has been prepared. This planning phase also considers the risks that may occur during the change process. Management has identified several potential risks, such as resistance from teachers or students to new methods. Mitigation strategies are also formulated, such as providing additional support and training to address concerns that may arise. With a proactive approach, it is hoped that risks can be minimized..

Overall, the planning phase of change management at the Al Hikmah Formal Islamic Education Institution in Bandar Lampung shows a strong commitment from all parties to improve the quality of education. With a structured plan involving all stakeholders, this institution is on the right track to achieve its stated goals. This planning process provides a solid foundation for future implementation steps, so that it is hoped that the changes made can have a significant impact on students and the community.

The success of this planning phase is expected to be continued into the implementation phase, while maintaining the spirit of collaboration and good communication. Thus, the Al Hikmah Formal Diniyah Education Institution can become an institution that is more responsive and adaptive to the needs of the times, and provide quality and sustainable education for students.

2. Phase of Change Management Action in Formal Early Childhood Education Institutions at Al-Hikmah Bandar Lampung

The action phase of change management at the Al Hikmah Formal Islamic Education Institution in Bandar Lampung is the implementation phase of the previously prepared change plan. In this phase, management and all stakeholders began to

implement various strategies that had been planned to improve the quality of education. Observation results showed that this process was going well, although there were challenges that had to be faced. One of the main actions implemented was the implementation of a new curriculum that was more interactive and relevant to the needs of students. Management ensured that all teachers were trained to adopt new teaching methods, including the use of technology in learning. The response from students was very positive, with many reporting increased motivation and interest in learning after the curriculum was updated. Training for teachers was also a major focus in this action phase. Management has held several training sessions aimed at improving teachers' pedagogical skills. The results of the post-training evaluation showed that teachers felt more confident and ready to use new methods in their teaching. This shows that investment in teacher professional development is critical to the success of change.

Parental and community involvement also increased during the action phase. Programs designed to strengthen collaboration between educational institutions and families have shown positive results. For example, regular meetings with parents to discuss student progress and educational programs have succeeded in creating a more solid support for students. This involvement also contributed to a more supportive and positive learning environment. Pre-established monitoring and evaluation mechanisms began to be implemented to assess the impact of the actions taken. Established success indicators were used to measure progress, such as improvements in academic grades and students' satisfaction with their learning experiences. Initial results showed significant improvements in students' academic achievement, indicating that the changes made were having a positive impact.

However, challenges remain, especially in terms of some teachers' adaptation to the new teaching method. Some teachers still find it difficult to integrate technology into the classroom. To address this, management provides additional support, such as mentoring and discussion sessions to share experiences. This approach is expected to help teachers who are having difficulties to adapt to the new method more effectively. Open discussions between management, teachers, students, and parents are also an important part of the action phase. These forums provide an opportunity for all parties to provide feedback and input. Management is committed to responding to every input received, so that all parties feel heard and involved in the change process. This creates a greater sense of ownership of the changes made..

One significant outcome of this action phase was the creation of a more inclusive learning culture. Students felt more comfortable participating in discussions and sharing their opinions, which created a more dynamic learning environment. Teachers also reported increased interaction with students, which had a positive impact on the classroom atmosphere. All of this shows that the changes made were not just curriculum changes, but also enriched the students' learning experience..

Overall, the action phase of change management at Al Hikmah Formal Islamic Education Institution has shown significant progress and provides a strong foundation for the upcoming integration phase. With the successful implementation of the new curriculum and increased stakeholder engagement, the institution is on track to achieve higher education goals. The success of this phase also shows the importance of collaboration and good communication in achieving sustainable change. Moving forward, it is important to continue to maintain this spirit of change and ensure that all elements involved remain committed to supporting the change process. With a sustainable and responsive approach to the needs of students, Al Hikmah Formal Islamic Education Institution can continue to adapt and provide quality education for future generations..

3. Integration Phase of Change Management in Formal Early Childhood Education Institutions at Al-Hikmah Bandar Lampung

The integration phase of change management at the Al Hikmah Formal Islamic Education Institution in Bandar Lampung is a crucial stage that emphasizes efforts to make the changes that have been implemented an inherent part of the organizational culture. After going through the action phase, the institution is now focusing on internalizing the new curriculum and innovative teaching methods into daily practice.

The evaluation results show that teachers and students have begun to adapt, creating a more dynamic and responsive learning environment.

One important aspect of this integration phase is the success in integrating a more relevant and contextual curriculum. The new curriculum implemented not only includes academic material, but also emphasizes character development and spiritual values. Discussions with teachers and students indicate that they feel more involved and motivated, which has a positive impact on the quality of learning in the classroom. Parent and community involvement has also increased during this integration phase. Programs designed to strengthen collaboration between educational institutions and parents, such as seminars and workshops, have succeeded in creating more solid support for students. As a result, parents better understand their role in supporting their children's education, which creates a more supportive atmosphere for students to learn and develop.

The pre-established monitoring and evaluation mechanisms functioned well to assess the effectiveness of the integration of changes. The established success indicators were used to evaluate the impact of the implemented changes. The evaluation results showed significant improvements in students' academic achievement, as well as positive feedback regarding their learning experiences. These data provide evidence that the changes made were not merely cosmetic, but had a real impact on improving the quality of education.

However, challenges remain, especially in maintaining consistency of new practices among all teachers. Some teachers still have difficulty in fully adapting to the new teaching methods. Management responded to this challenge by providing additional support, such as mentoring sessions and access to better learning resources. With this proactive approach, the institution strives to ensure that all teachers can adapt well to the changes made.

One of the positive outcomes of this integration phase is the formation of a more inclusive and responsive learning culture. Students feel more comfortable expressing opinions and asking questions, creating a more dynamic learning environment. Teachers also experienced an increase in their self-confidence, which has an impact on the quality of interactions in the classroom. All of this shows that the changes made not only change the teaching methods, but also enrich the learning experience of students.

In addition, the educational institution has also begun to develop collaborations with other institutions and communities to expand resources and learning opportunities. This collaborative program not only provides students with access to learning from various sources but also strengthens the relationship between the educational institution and the community. Thus, the integration of these changes is not only beneficial for the institution but also for the surrounding environment.

Overall, the integration phase of change management at Al Hikmah Formal Islamic Education Institution has succeeded in creating a better learning environment that is responsive to the needs of students. With successful integration, the institution not only improves the quality of education but also builds a more cohesive and supportive community. The success of this phase shows the importance of collaboration between management, teachers, students, and parents in achieving common goals. Moving forward, it is important to continue to maintain this spirit of change so that the institution can continue to adapt to the times and the needs of the community. A long-term plan for sustainable development must be made, including regular training for teachers and parent participation programs. With a strong commitment from all parties, Al Hikmah Formal Islamic Education Institution can continue to provide quality and relevant education for future generations.

KESIMPULAN

This paper concludes that change management plays a crucial role in the implementation of the Formal Diniyah Education Program at Al-Hikmah Islamic Boarding School, Bandar Lampung. Through four phases—exploration, planning, action, and integration—the study shows that the involvement of all stakeholders, including teachers, students, and parents, is essential for the success of the change. The implementation of a more interactive curriculum has increased the motivation and academic achievement of students. In addition, training for teachers is a key step to ensure that they are able to implement new teaching methods. An effective monitoring and evaluation mechanism is also needed to assess the impact of the changes made.

The results of this study emphasize the importance of good communication between all parties during the change process. With discussion forums and regular meetings, all stakeholders can provide input and understand the development of the plan that has been prepared. The involvement of parents and the community has also been shown to increase support for students, creating a more positive learning environment. Overall, the collaborative and planned change management approach at Al-Hikmah Islamic Boarding School is not only able to strengthen the quality of education, but also

prepare students to become qualified ulama cadres, ready to face the challenges of the times and contribute to society.

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