# Transformation of Educational Institution Management at Ilyas Karanganyar Islamic Boarding School

EKO PURBIYANTO[1,] TRI PAMUNGKAS[2]
[1]*Politeknik Assalaam Surakarta, Cental Java, Indonesia*
ekopurbiyanto7@gmail.com
[2]*Universitas Al-Hikmah, Jepara, Central Java, Indonesia*
tripamungkas890@gmail.com

## Abstract

Organizational transformation program is a strategic step that is not only an option, but also a necessity to ensure the sustainability and competitiveness of a company or organization. This transformation is closely related to the overall strategy, and often includes total changes involving all aspects of the organization, resulting in a completely new entity that is more adaptive to environmental changes. This transformation is very important so that the vision and mission of the organization can be realized optimally. This study aims to analyze the transformation process carried out by the Ilyas Karanganyar Islamic Boarding School, which includes the steps of planning, organizing, mobilizing, and supervising. The data sources in this study came from direct observation, interviews with related parties, and internal document analysis. The research method used is a qualitative approach with case studies to identify key findings related to productive, efficient, and effective collaboration in achieving common goals. The research findings show that innovation and change in education are key factors in increasing organizational competitiveness amidst the dynamics of ever-growing change.

Keywords: transformation, management, innovation, competitiveness

# Transformasi Manajemen Lembaga Pendidikan di Pondok Pesantren Ilyas Karanganyar

**Abstrak**

Program transformasi organisasi adalah sebuah langkah strategis yang tidak hanya menjadi pilihan, tetapi juga merupakan keharusan untuk memastikan keberlanjutan dan daya saing perusahaan atau organisasi. Transformasi ini erat kaitannya dengan strategi keseluruhan, dan sering kali mencakup perubahan total yang melibatkan seluruh aspek organisasi, menghasilkan entitas yang benar-benar baru dan lebih adaptif terhadap perubahan lingkungan. Transformasi ini sangat penting agar visi dan misi organisasi dapat terwujud secara optimal. Penelitian ini bertujuan untuk menganalisis proses transformasi yang dilakukan oleh Pondok Pesantren Ilyas Karanganyar, yang mencakup langkah-langkah perencanaan, pengorganisasian, penggerakan, dan pengawasan. Sumber data dalam penelitian ini berasal dari observasi langsung, wawancara dengan pihak terkait, dan analisis dokumen internal. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus untuk mengidentifikasi temuan utama terkait kolaborasi yang produktif, efisien, dan efektif dalam mencapai tujuan bersama. Temuan penelitian menunjukkan bahwa inovasi dan perubahan dalam pendidikan menjadi faktor kunci dalam meningkatkan daya saing organisasi di tengah dinamika perubahan yang terus berkembang.

Kata kunci: transformasi, manajemen, inovasi, daya saing

## INTRODUCTION

The world of education has undergone many changes along with the development of the times and the increasingly complex needs of society. Education is intended to create a conscious and planned learning atmosphere and learning process so that students can actively develop spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, and their religion. Management transformation in educational institutions, including Islamic boarding schools, is an important part of this effort to ensure that education can adapt to changes in the environment and the needs of the times.

Facts show that management transformation in Islamic boarding schools involves various aspects, from governance to a more modern and relevant educational approach. According to previous literature, this transformation often presents both challenges and opportunities. The advantages of management transformation in Islamic boarding schools include improving the quality of

education, more professional management, and the ability to compete with other educational institutions. However, this transformation also faces various shortcomings, such as resistance to change, limited resources, and differences in views between tradition and innovation. Managing the balance between maintaining the traditional values of Islamic boarding schools and the need for innovation is a major challenge in this transformation process.

Efforts to rebuild society through education emerged as a response to various problems faced, both in the social, economic, and cultural fields. Education is seen as the main means to develop basic human potential which includes physical, psychological, moral, social, and religious potential. These potentials need to be developed optimally so that individuals can function effectively in the future. Islamic education, as part of efforts to achieve optimal growth and development, plays an important role in developing these potentials. However, the status and abilities of graduates from the Islamic education system in Indonesia are still often questioned. Therefore, there is an urgent need for Islamic educational institutions to undergo significant changes. One of the institutions that must adapt to this change is the Ilyas Karanganyar Islamic Boarding School. To increase the competitiveness of its graduates, the management of education at this Islamic boarding school needs to be improved comprehensively. As stated by Hakim (2019), "Changes in education management are a strategic step that must be taken by Islamic educational institutions to ensure the relevance and quality of the education they offer." This transformation is expected to not only improve the quality of education but also equip graduates with the skills needed to compete in the era of globalization.

By using good management in educational institutions, the aim is to improve the quality of madrasa management. This is achieved by giving power to students and increasing their participation in efforts to improve the work of madrasas. The institutional management of the Indonesian education system is regulated by various regulations, such as UUSPN No. 20 of 2003 and PP no. 19 of 2005, together with the accompanying Government Regulations. Therefore, Islamic education management plays a very important role in the education system of the Ilyas Karanganyar Islamic Boarding School. Madrasah heads must pay close attention to the management of Islamic education. According to (Khozin, 2006), the weakness of leaders in carrying out their responsibilities is one of the failures in madrasa management, both private and state.

This is caused by a lack of roles and poor leadership. Therefore, to understand educational management at the Ilyas Karanganyar Islamic Boarding School, the performance of the leader is very important. Below is the definition of Islamic educational management, which comes from a combination of the meanings of Islam, management and education, namely: the process of creating social interactions carried out by people in an organization by focusing on Islamic teachings to achieve goals.

### *Previous research on the transformation of Islamic education management*

Previous research conducted by Herdiana et. al (2021) provides a comprehensive overview of the efforts to transform the environmental management of the Raudhatutta'allum Islamic Boarding School. Their research highlights several important steps taken in the transformation process, including changes in leadership style, preservation of traditional values, response to community needs, empowerment of human resources, student service programs, and strengthening alumni ties. The main focus of their research is on aspects of management and relationships with the community, which are the basis for the sustainability and relevance of Islamic boarding schools in a modern context. This research differs from existing research in several important aspects. First, this research not only focuses on the transformation of the environmental management of Islamic boarding schools but also on improving educational management at the Ilyas Karanganyar Islamic Boarding School. The focus is on how educational management at the Islamic boarding school can be improved to produce graduates who are more competitive and relevant to the needs of the times. Second, this research will examine in more depth how innovation and changes in educational management can have a direct impact on the quality of graduates,

Research conducted by Ismail et. al (2021) provides insight into how changes in learning management in Islamic Elementary Schools (SDI) can contribute to improving the quality of institutions. The study highlights several important aspects in learning management, including planning carried out by teachers through the creation of Learning Implementation Plans (RPP), organizing learning by school representatives in the curriculum field, implementing learning that follows the opening, core, and closing structures, and supervision and evaluation carried out by the principal. The results of this study indicate that effective learning management contributes significantly to improving the quality of learning and the relevance of SDI as a competitive educational institution. Differences between This Study and Previous Research: This study differs from the research of Ismail et al.

(2021) in several key aspects. First, this study focuses on the transformation of educational management at the Ilyas Karanganyar Islamic Boarding School, an Islamic educational institution that has different characteristics and challenges from Islamic Elementary Schools. While the research of Ismail et al. focuses on learning management in SDI, this study will examine education management more broadly, including non-learning aspects such as human resource management, community relations, and innovation in institutional management. Second, this study will also explore how transformed education management in SDI can improve the quality of graduates, so that they are able to compete in the world of work and society. This is a significant difference, considering that Ismail et al.'s research focuses more on the learning management process and does not explicitly examine its impact on graduate competitiveness in the job market.

The study conducted by (Ahyani & Dhuhani, 2024) focuses on the impact of digital transformation on office management in educational institutions, which shows significant differences from previous studies. While many previous studies have explored digital transformation in education in general or in the context of teaching and learning, this study specifically highlights the application of digital transformation in office management in the education sector. The main differences of this study compared to previous studies are: (1) Focus on Office Management: Most previous studies have focused on how information technology is used to support learning and teaching. This study, on the other hand, examines the application of this technology in the context of the daily operations of educational institutions, specifically in office management. (2) Literature Study Approach: This study uses a literature study approach to review various literature related to the development of information technology and its application in the education sector. This provides comprehensive insight into best practices and challenges faced in the digital transformation of office management. (3) Specific Problem Analysis: This study also highlights specific issues that educational institutions may face during the digital transformation process, such as data security and ethics, which may not have been widely discussed in previous studies. (4) Success Cases and Best Practices: This study not only identifies problems, but also offers solutions by detailing best practices and relevant success cases from the literature, thereby providing applicable guidance for practitioners.

The research conducted by (Rouf, 2016) focuses on the renewal and improvement of the quality of society in facing social, cultural, and educational changes, especially in the context of Islamic education management. This research

stands out compared to previous studies in several significant aspects: Differences with Previous Research, (1) Focus on Reform in Islamic Education Management: While many previous studies have examined social and cultural changes due to the development of science and technology, this study specifically highlights how these changes affect the management of Islamic education. Rouf (2016) links innovation and renewal to specific needs in Islamic education, which may have been less emphasized in previous studies. (2) Competence as a New Principle of Life: This study introduces the concept that in modern society, competence has become a new principle of life. The emphasis on the importance of competitiveness and competence in all levels of society is a fresher perspective and may not have been widely discussed in previous, more general literature. (3) Implications of Change in Islamic Education: This study not only acknowledges the existence of social and cultural changes, but also directly links them to the need for renewal in the management of Islamic education. This suggests a more specific approach to how global change and competition affect the structure and management of education in a religious context. (4) The Urgency of Innovation in the Context of Islamic Education: This study underlines the urgency of innovation in the management of Islamic education in response to developments in science and technology. This may not always be the main focus in more general research on social and cultural change.

Research by Nugraha et. al (2023) focuses on the transformation of Islamic education in the context of the Industrial Revolution 4.0 and spreads its impact on Islamic values and the learning process. This study uses a qualitative approach with a literature study to provide a comprehensive view of the changes needed in the Islamic education system. Here are some aspects that distinguish this study from previous studies: Differences with Previous Research: (1) Focus on the Industrial Revolution 4.0 in the Context of Islamic Education: While many previous studies have discussed the general impact of the Industrial Revolution 4.0 on education, this study specifically explores how this revolution affects Islamic education. The focus on the interaction between technological advances and Islamic values makes this study unique in the context of religious education. (2) Comprehensiveness of Proposed Solutions: This study not only identifies changes in Islamic education but also provides a series of concrete solutions. For example, regulatory changes, orientation of education to future needs, and increasing teacher capabilities are some of the specific steps proposed to address the challenges facing Islamic education in the digital era. (3) Emphasis on Digitalization and Innovation

in Academic and Administrative Services: In the context of the Industrial Revolution 4.0, this study pays special attention to the digitalization of academic and administrative services as a way to improve the efficiency and relevance of Islamic education. This is an area that may not have been widely discussed in previous studies that focused more on the curriculum aspect or traditional teaching methods. (4) Multidimensional Approach to Educational System Change: This study offers a multidimensional approach to improving the Islamic education system, covering various aspects such as regulation, curriculum, school management, and community involvement. This holistic approach distinguishes this study from studies that may only focus on one particular aspect of educational change.

**RESULTS AND DISCUSSION**

***Educational Management Planning at the Ilyas Karanganyar Islamic Boarding School***

  The process of finding relevant results in the context of planning for educational institutions, such as the Ilyas Karanganyar Islamic Boarding School, involves several important steps that enable managers to understand and implement planning effectively. The following is an explanation of the process: (1) Identifying Needs and Objectives: Identifying Needs: The first step is to understand the needs of the educational institution, such as improving the quality of teaching, managing resources, or developing infrastructure. Setting Goals: Once the needs are identified, the next step is to set specific, measurable, achievable, relevant, and time-bound goals (SMART goals). These goals must be in line with the institution's vision and mission, such as improving the quality of education or strengthening Islamic values in the curriculum. (2) Data Collection and Fact Analysis: Data Collection: To make effective planning, managers must collect relevant data, such as academic data, finances, human resources, and student needs. Fact Analysis: The data that has been collected must be analyzed objectively to get a clear picture of the current condition. This analysis may include a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to understand the strengths, weaknesses, opportunities, and threats facing the organization. (3) Developing Alternatives and Decision Making: Developing Alternatives: Based on the analysis of the facts, various alternative plans can be developed. Each alternative should be evaluated based on how well it supports the achievement of the organization's goals. Decision Making: From the various alternatives available, the manager must choose the most effective and efficient strategy to achieve the goals. This decision

should be based on rational and objective considerations, as emphasized by Terry (1985) Implementation and Monitoring: Implementation: The chosen plan must be clearly implemented, including the division of tasks, allocation of resources, and establishment of a time schedule. Successful implementation depends largely on how well the planning has been done. Monitoring: After the plan is implemented, it is important to monitor its implementation. This includes monitoring progress and adjusting if necessary to ensure that goals are still being achieved. (5) Evaluation and Adjustment: Evaluating Results: After the plan is implemented, the results must be evaluated against the goals that have been set. This evaluation helps determine whether the plan is successful or needs to be adjusted. Plan Adjustment: If the results are not in accordance with expectations, the plan needs to be adjusted. This may involve changing strategies, allocating resources, or setting new goals.

Conclusion: Research referring to the planning theory of G.R. Terry, as cited by (Sukarna, 2002), emphasizes the importance of careful and fact-based planning in the management of Islamic educational institutions. The process of finding these results includes identifying needs, collecting and analyzing data, developing alternatives, making decisions, implementing, and evaluating. Each step in this process is interrelated and aims to ensure that the goals of the institution can be achieved effectively and efficiently. By following this systematic planning process, the Ilyas Karanganyar Islamic Boarding School can better achieve its mission, optimize resources, and improve the quality of education provided to its students.

### *Organizing Education Management at the Ilyas Karanganyar Islamic Boarding School*

To explain more specifically about the findings related to the organization of educational management at the Ilyas Karanganyar Islamic Boarding School, it is important to describe how the organizational structure, roles, and responsibilities are arranged to support the educational goals and development of students at this institution. The following is a more specific explanation of the findings: (1) Organizational Structure: Management Hierarchy: The Ilyas Karanganyar Islamic Boarding School has a hierarchy-based organizational structure, where the leader of the Islamic boarding school, such as the kyai or caretaker, is in the highest position. Below him, there are representatives who are responsible for various fields, such as education, administration, finance, and student welfare. Department of Education: This department focuses on managing academic and curriculum aspects. In it, there is a coordinator or head of the madrasah who is responsible for

compiling the curriculum, arranging lesson schedules, and evaluating student learning outcomes. Department of Finance: Responsible for managing the budget, financial resources, and ensuring that the allocation of funds is in accordance with the operational needs and development programs of the Islamic boarding school. Department of Administration: This department handles general administration, including student registration, data management, and documentation related to the operation of the Islamic boarding school. (2) Roles and Responsibilities: Guardian/Kyai: As the highest leader, the kyai has full authority in determining the general policies of the pesantren, including in the aspects of education, ethics, and rules. The kyai also plays a role in determining the spiritual and moral direction of the pesantren. Deputy Guardian: The deputy guardian is responsible for assisting the kyai in managing the operations of the pesantren, including monitoring the implementation of educational activities and ensuring compliance with the vision and mission of the pesantren. Head of Madrasah: The head of the madrasah coordinates all teaching and learning activities, leads the team of teachers, and conducts routine evaluations of the effectiveness of learning and curriculum development. Teachers and Ustadz: Teachers or ustadz are directly responsible for the teaching process and the development of the morals of the students. They also play a role in developing the personality and improving the quality of the students' knowledge. Administrative Staff: They are responsible for carrying out administrative tasks, such as document management, student registration, and communication between the pesantren and the students' guardians. (3) Decision Making: Strategic Decisions: Strategic decisions, such as curriculum changes or new policy decisions, are usually made through deliberation meetings between the kyai, deputy caretaker, and the head of the madrasah. Decisions are made based on consensus, taking into account the needs of the pesantren and the long-term vision.Operational Decisions: Day-to-day operational decisions, such as rescheduling lessons or arranging extracurricular activities, are usually managed by the head of the madrasah or coordinators who are authorized in their respective fields. (4) Organizational Culture: Islamic Values: The management organization at Pondok Ilyas Karanganyar is heavily influenced by Islamic values that prioritize togetherness, sincerity, and commitment to moral education. This culture is reflected in the way staff interact and work together to achieve common goals. Character Development: In addition to academic aspects, the organization also focuses on character and spiritual development of students. Every staff member, from caretakers to teachers, is responsible for instilling Islamic values in the daily

lives of students. (5) Challenges and Development: Challenges: One of the main challenges faced is integrating modern technology into management and learning without sacrificing the traditional values of the Islamic boarding school. In addition, improving the quality of staff and adapting to changes in educational regulations are also the focus of attention. Development: To overcome these challenges, Pondok Ilyas Karanganyar continues to provide training and development for staff, and adopts a technology-based management system that is in line with Islamic principles.

With a clear organizational structure and well-defined roles, Pondok Pesantren Ilyas Karanganyar is able to carry out its functions effectively in producing students who are knowledgeable and have good morals. This well-planned educational management ensures that every element in the organization works harmoniously to achieve the expected educational goals.

### *Mobilizing Educational Management at the Ilyas Karanganyar Islamic Boarding School*

Mobilization is the action of managers who command, assign, direct, direct and guide organizational employees to carry out their duties to achieve organizational goals. In planning and organizing, managers do things to encourage or move activities to achieve goals. The statement about driving or motivation as an effort to encourage group members to show enthusiasm in achieving organizational goals was put forward by George R. Terry (1985) in his book entitled Principles of Management. Terry explains that motivation is an important element in management to direct employee energy towards achieving organizational goals.

To encourage individuals to implement their respective work programs, the leadership of the madrasa head is very important. According to (Sagala, 2004), mobilization is the ability to encourage other people to achieve goals with enthusiasm. Togetherness of steps and movements, an important component in organizations, is based on clear directions to achieve goals. When they use groups to make decisions, effective leaders tend to have supportive relationships with their subordinates and increase their self-confidence.

According to GR.Terry (1985) the level of progress, work decisions, work morale, and work performance contributions are signs of an effective leader. Leaders must have an innovative spirit to remain open to change and be able to predict future difficulties and opportunities. From the above opinion, it is clear that a leader can only do his best if his subordinates trust and respect him. If you want

to be an effective leader, managers and leaders must improve themselves. Becoming a leader requires considerable formal, technical, and personal authority.

In the Ilyas Karanganyar Islamic Boarding School organization, actuating means that the head of the madrasah gives instructions to teachers and other staff about how tasks should be carried out and reported, provides additional guidance to improve work methods, and provides supervision and control over the implementation of instructions. This ensures that teachers and all madrasa staff can carry out their duties in accordance with established work quality standards.

### *Supervision of Educational Management at the Ilyas Karanganyar Islamic Boarding School*

Control includes all systems, methods and means that an organization can use to implement the principles of efficiency and achieve overall organizational goals. Therefore, teachers act as controllers in the teaching and learning process at the Ilyas Karanganyar Islamic Boarding School. In relation to this responsibility, teachers must have the ability to evaluate, correct and assess the results of teaching whether or not they have achieved the goals that have been previously set.

The goals and objectives of supervision, as well as types of supervision, are several things that need to be considered when implementing supervision in educational management activities, according to (Gunawan, 2006). For more details, see the following:

1. Goals and objectives of supervision

Supervision is an effort to improve teaching and learning conditions. What is meant by "teaching and learning" is a situation where there is a process of interaction between educators and students to achieve predetermined learning goals. On the contrary, the aim of supervision is to improve and develop the teaching and learning process as a whole. This means that supervision not only aims to improve the quality of teacher learning, but also to help the growth of the teacher profession. This includes the use of facilities that help the teaching and learning process run smoothly, increasing teacher knowledge and skills, and other things.

2. Various types of supervision

According to Gunawan (2006), in the process of implementing supervision on madrasah administration books, there are two types of supervision methods that can be used, namely direct supervision methods and indirect supervision methods. Gunawan explained that the direct supervision method involves direct supervision by the supervisor of the work being done, while the indirect supervision method is

carried out through tools or other media without the physical presence of the supervisor.

***Basic Concepts of Educational Innovation at the Ilyas Karanganyar Islamic Boarding School Understanding Innovation***

Introduction to Discovery, Invention, and Educational Innovation Before discussing the meaning of discovery, innovation, and educational innovation, it is important to understand the basic concepts that underlie these terms. Discovery Refers to the process of finding something that already exists, but has not been known or recognized by anyone before. For example, the discovery of the Americas by Christopher Columbus in 1492. Although the continent had existed for a long time, the discovery was significant because Columbus was one of the first people from Europe to find and document it to the western world.

In contrast to discovery, invention is the process of creating something completely new, something that has never existed before. Invention involves creativity and innovation in creating new ideas, products, or theories that did not exist before. Examples of inventions are the discovery of electricity by Thomas Edison or the discovery of new theories in the field of education. Invention is the basis of many innovations because without the discovery of something new, innovation would not be possible.

Innovation is the development or application of existing inventions in new and creative ways to solve problems or meet specific needs. Innovation can be the introduction of new concepts, methods, products, or processes that are considered to be improvements or updates to existing ones. Innovation does not have to be something completely new, but can be a modification or improvement of existing discoveries to produce something more effective or efficient. For example, innovation in educational technology can be the development of more interactive learning software based on existing learning theories.

Definition of Educational Innovation Educational innovation is a change or new development in educational practices that aims to improve the quality and learning outcomes of students. Educational innovation is designed with the aim of achieving better educational outcomes, either through the introduction of new learning methods, the application of technology in the teaching and learning process, or the development of a curriculum that is more relevant to the needs of students and the community.

Educational innovation often involves the application of new educational theories or the discovery of more effective teaching methods. For example, the

introduction of project-based learning that allows students to learn through direct experience and practical application of the concepts taught.

In the context of research at the Ilyas Islamic Boarding School, educational innovation may not always be found as a new concept, but rather in the application of existing educational theories and practices that are adapted to the specific needs and context of the Islamic boarding school. Therefore, the discussion in this study will focus on the research results and theories that support the implementation of educational innovation in Islamic boarding schools.

### *The Concept of Islamic Religious Education at the Ilyas Karanganyar Islamic Boarding School.*

If it is only taught, Islamic law will not be internalized and practiced by people. They need to be educated through the educational process. In various ways, the Prophet Muhammad SAW has invited people to believe, do good deeds and have good morals in accordance with Islamic teachings. We see from one side that Islamic religious education focuses more on forming a better mental attitude that will be used to carry out good deeds for the needs of oneself and others.

On the other hand, Islamic religious education is not only theoretical but also practical, as stated by (Daradjat, 2005)that Islamic teachings do not separate faith and good deeds. Therefore, Islamic religious education is an education of faith and charity. Overall, it can be concluded that Islamic religious education in national general education institutions is defined as,

1) Islamic Religious Education aims to educate and develop students so that they are able to understand and practice the teachings of the Islamic religion and make it a way of life.

2) Islamic Religious Education is education that is based on the principles of the Islamic religion.

3) Islamic Religious Education is education through the teachings of the Islamic religion. Islamic Religious Education aims to educate and develop students so that they are able to understand, appreciate and practice all the teachings of the Islamic religion which they believe in thoroughly after completing the education period. Apart from that, students must also make Islamic teachings a way of life for the safety and prosperity of life in this world and the hereafter.

Majid and Aryani (2006) state that Islamic religious education is a conscious and planned effort to prepare students to know, understand and appreciate the teachings of the Islamic religion as well as the demand to respect adherents of other

religions in relation to inter-religious harmony so that unity and unity can be realized. nation, as stated in the Islamic religious education curriculum.

Islamic religious education at the Ilyas Karanganyar Islamic Boarding School is a conscious effort by educators to prepare students to believe, understand and practice Islamic teachings through teaching, guidance or training that is planned to achieve goals. Islamic teachings are broadly combined and categorized into three main things: faith, worship, and morals.

1. Morals

Morals at Ilyas Karanganyar Islamic Boarding School At Ilyas Karanganyar Islamic Boarding School, understanding morals is one of the core materials taught to students. Morals are understood as behavior or character that reflects the core values of Islamic teachings, which aims to shape the personality of students to be noble and civilized. This moral education emphasizes the development of the soul and mind, especially for teenagers, so that they have a noble human nature.

Scope of Moral Education. The moral material taught at this boarding school covers various aspects of life, including: Morals towards God: Teaching students to behave in accordance with religious teachings, worship sincerely, and always remember God in every aspect of life. This includes attitudes of resignation, gratitude, and obedience in carrying out His commands and avoiding His prohibitions.

(1) Morals towards Creatures: Covering behavior., a) Morals towards the Prophet: Students are taught to love the Prophet Muhammad SAW sincerely, which is manifested in the form of following his sunnahs. This includes emulating the Prophet's qualities in daily life, such as honesty, courage, and compassion for others.(2) morals towards Parents: Students are guided to love and respect their parents. A humble attitude, good communication, and gratitude for everything that has been given by parents are important points in this teaching. (3) morals towards Oneself: Here, students are taught to be honest, sincere, patient, and humble. Self-control and maintaining self-respect are also emphasized, so that they can grow into individuals who are mentally and spiritually strong. (4) morals towards Neighbors: Moral education also includes how to behave towards neighbors. Students are taught to establish good relationships with neighbors, be friendly, help in difficulties, and maintain harmony in the residential environment.

Moral Teaching Methods, moral education at the Ilyas Islamic Boarding School is not only delivered theoretically, but also applied in the daily lives of students. This teaching method includes: (1) observation: Caregivers and teachers

observe the behavior of students in their daily lives, providing corrections and advice if behavior is found that is not in accordance with moral teachings. (2) interviews: Students are given the opportunity to discuss and express their understanding of morals, so that they can better internalize these values. (3) written Sources: Moral teaching materials are also delivered through Islamic books and literature that contain teachings about commendable behavior and avoiding reprehensible traits.

Reinforcement Through Theory, to strengthen the understanding of the practical side, these moral teachings are supported by various theories taken from religious literature and the thoughts of scholars. For example, in his book on Islamic religious education, (Ali, 2008) explains that moral education includes four main categories as mentioned above. Theories from books by Imam Ghazali and Ibn Qayyim are also the basis for teaching in this Islamic boarding school, especially in emphasizing the importance of manners and morals in the life of a Muslim. This includes good behavior towards others, respecting parents, carrying out the sunnah, and maintaining good relations with the surrounding community

2. Creed

Understanding of Aqidah at Ilyas Karanganyar Islamic Boarding School Aqidah is the main foundation in Islam that is related to a person's faith. At Ilyas Karanganyar Islamic Boarding School, understanding of aqidah is one of the important pillars in the education of students. This aqidah is closely related to the concept of inner i'tiqad, which is a deep internal belief in the oneness of Allah as the only God who created, regulates, and has the power to destroy the universe.

The Importance of Understanding Tauhid Understanding of tauhid (the oneness of Allah) is the main basis in aqidah education at this Islamic boarding school. Tauhid is not only a theoretical aspect, but must also be internalized and implemented in everyday life by the students. The goal is that this understanding of tauhid can be a foundation for them in carrying out all forms of worship, both ritual and social. Tauhid is a binding faith that directs students to live their lives according to Islamic teachings.

Understanding Aqidah in the Context of Language and Terminology In terms of language, the word "aqidah" comes from the Arabic root word "عقد" (aqada) which means bond. In a religious context, aqidah refers to the "bond of faith", which is a strong belief that binds the heart of a believer to Allah and His teachings. This belief is not merely theoretical knowledge, but is a mental attitude that is formed through a process of consistent understanding, contemplation, and practice. Aqidah

functions as a foundation that forms norms, values, and behavior in the life of a Muslim.

Awareness of Aqidah and Belief in the Unseen Awareness of aqidah means having full and wholehearted belief in the unseen, which is something that cannot be seen or reached by the five senses, such as belief in Allah, angels, the Day of Judgment, destiny, and the books of Allah. This awareness is a very important aspect, because aqidah includes belief in things that cannot be proven empirically, but are believed to be true through revelation and deep belief. This mental attitude is formed through a systematic educational process, where knowledge about aqidah is processed in such a way as to form values and behaviors that are consistent with Islamic teachings.

Aqidah Teaching Method at Ilyas Islamic Boarding School To instill strong aqidah, Ilyas Islamic Boarding School uses an approach based on empirical data collected through: (1) Observation: Monitoring the development of students' understanding of aqidah in everyday life. (2) Interviews: Interacting directly with students to explore the extent of their understanding and belief in the concepts of aqidah being taught. (3) Written Sources: Using classical and contemporary books that discuss Islamic aqidah in depth, such as the works of prominent scholars.

Strengthening Through Theory and Literature This understanding of aqidah is not only based on daily experience but is also reinforced by various religious theories and literature. These theories provide a solid intellectual foundation for students to understand and practice aqidah. Classical Islamic theology books, such as "Al-Aqidah Al-Wasithiyyah" by Ibn Taymiyyah or "Al-Aqidah Ath-Thahawiyyah" by Imam Thahawi, are often used as primary references to deepen understanding of aqidah.

3. Worship

Understanding the teachings about the relationship between humans and God's rules and laws that govern human life is known as worship. This worship can be divided into two main categories: general worship and special worship.

General worship has a broad scope, including all good deeds done sincerely to get closer to Allah SWT. Because of its broad nature, general worship is difficult to explain systematically, but its essence is all good deeds that are in accordance with Islamic values.

Special worship is a form of worship that has clear rules and procedures, which have been determined by Islamic law. Some forms of special worship that have been regulated include: (1) Thaharah (purification): The process of purifying

oneself from impurities and hadas before performing worship. (2) Salat (prayer): Ritual worship that must be carried out five times a day with certain procedures and readings. (3) Arrangement of the corpse: Taking care of the corpse from bathing, shrouding, praying, to burying according to Islamic procedures.(4) Zakat: The obligation to pay part of one's assets to be given to those who are entitled to receive it, as a form of purification of oneself and one's assets. (5) Fasting: Refrain from eating, drinking, and things that break the fast from sunrise to sunset during the month of Ramadan. (6) Hajj and Umrah: Worship carried out in the Holy Land with a series of rituals that symbolize obedience and servitude to Allah SWT. (7) Iktikaf: Staying silent in the mosque to worship, especially during the last ten nights of Ramadan. (8) Sacrifice: Slaughter of animals on Eid al-Adha as a form of obedience and sacrifice.

Functions of Islamic Religious Education at the Ilyas Karanganyar Islamic Boarding School. Islamic religious education at the Ilyas Karanganyar Islamic Boarding School is designed to fulfill several main functions, which include: (a) Development: Strengthening the students' faith and obedience to Allah SWT, which has been instilled in the family. This education aims to deepen the understanding and practice of religious teachings. (b) Instilling Islamic Values: This education instills Islamic values as a guide to life, helping students achieve happiness in this world and the afterlife by living life according to Islamic teachings. (c) Mental Adjustment: Improving the ability of students to adapt to their environment, both physically and socially, and giving them the ability to change the environment in accordance with Islamic teachings. (d) Improvement: Correcting students' mistakes, weaknesses, and deficiencies in terms of belief, understanding, and practice of religious teachings in everyday life. (e) Prevention: Protecting students from negative influences from the environment or outside culture that can harm their development and prevent them from becoming whole human beings. (f) Comprehensive Religious Knowledge Learning: Encouraging students to study religious knowledge in a comprehensive and in-depth way, so that they have a strong and clear understanding of Islamic teachings. (g) Talent Distribution: Identifying and developing students' special talents in the field of Islam so that they can utilize these talents optimally for the good of themselves and others.

The Concept of Islamic Education at the Ilyas Karanganyar Islamic Boarding School. To get a complete picture of the concept of Islamic education at the Ilyas Karanganyar Islamic Boarding School, it is important to collect data from various sources. The data can be obtained through direct observation methods, interviews

with managers, teachers, and students, as well as analysis of written materials such as curriculum, learning materials, and Islamic boarding school policy documents. After that, the collected data needs to be analyzed and strengthened with relevant theories, which have been presented in the introduction to the research or study. This will help provide a strong theoretical foundation for the educational concept applied in the Islamic boarding school.

The process of classification and selection in social transformation is required by advances in information technology and demands for progress in various aspects. To adapt to change, Islamic education at the Ilyas Karanganyar Islamic Boarding School must have principles as a foundation for building an integrative social reality. The principles of Islamic education are as follows

The concept of education at the Ilyas Karanganyar Islamic Boarding School is based on several fundamental principles in Islamic teachings, which aim to shape the personality and faith of students holistically. These principles include:

1) The Principle of Tauhid

Tauhid is the main principle that must be instilled in students from an early age. The Ilyas Karanganyar Islamic Boarding School plays an important role as the main driving force in facing modern challenges, such as technological advances that often cause social inequality. The concept of tauhid emphasizes that all aspects of human life must be centered on the oneness of Allah SWT. According to Daradjat (2005), the formation of faith or tauhid should begin in the womb, which then develops along with the formation of personality. Tauhid is not only the foundation of religious life, but also the basis of scientific theory and methodology, as well as the foundation for studying Islamic thought. The principle of tauhid also protects humans from cultural influences that can damage Islamic values.

2) The Principle of Integration

Islamic education at the Ilyas Karanganyar Islamic Boarding School emphasizes the integration between worldly and hereafter life. Life in this world is considered as a path to eternal life in the afterlife. Therefore, students are taught to serve God and prepare themselves both spiritually and morally. This principle of integration is expected to produce a strong generation, able to face the challenges of the modern world, and still adhere to Islamic values.

3) Principle of Balance

In Islam, humans are considered to consist of three main elements: body, mind (intellect), and heart (spiritual). Education at the Ilyas Karanganyar Islamic Boarding School emphasizes the importance of balance between these three

elements. Harmony between physical, mental, and spiritual strength is the key to achieving a harmonious life. According to Daradjat (2005), this balance also includes balance between life in the world and the afterlife, ensuring that students do not only focus on material achievements but also on spiritual achievements.

4) Principle of Equality

Education at the Ilyas Karanganyar Islamic Boarding School also emphasizes the principle of equality and respect for differences. Islam teaches that differences are gifts from Allah SWT that must be seen as a means to complement each other. In the context of Indonesia's highly diverse society, this principle of equality is important to encourage moderate attitudes and tolerance. Education in this Islamic boarding school aims to form students who are able to appreciate diversity and strengthen unity.

5) Principle of Lifelong Education

Islamic education is not limited to a certain time or place, but rather lasts throughout life. Ilyas Karanganyar Islamic Boarding School instills the awareness that education is a continuous process, not only limited to the period of study at school or madrasah. Every individual is expected to continue learning and developing themselves throughout their lives. This is in line with the view that unlimited learning can develop human potential optimally, facilitate transformation and innovation, and improve human welfare both as social beings and as creatures of Allah SWT.

6) Implementation and Strengthening of Theory

To implement the principles above, Ilyas Karanganyar Islamic Boarding School uses an approach based on the results of observations, interviews, and written material studies. This method allows Islamic boarding school managers to obtain accurate and relevant data, which is then strengthened by the theories that have been presented in the introduction. Thus, education in this Islamic boarding school is not only theoretical but also practical, reflecting the needs and challenges faced by students in everyday life.

The educational concept applied in the Ilyas Karanganyar Islamic Boarding School is expected to produce a generation that is faithful, knowledgeable, and has noble character, and is able to contribute positively to society and be a role model in living a life in accordance with Islamic principles.

### Transformation and Innovation in Islamic Education Management at the Ilyas Karanganyar Islamic Boarding School.

The quote you provided appears to be a combination of several general concepts related to organizational transformation and management. No sources are directly identified in the text. However, concepts such as the definition of transformation, the importance of strategy in organizational management, and the etymology of the word "management" are frequently discussed in management literature, business textbooks, and academic sources.

Organizational Transformation: The definition that describes transformation as a comprehensive and all-encompassing change is a common concept that can be found in various management literature, such as books on change management, organizational theory, and business transformation. This concept emphasizes that transformation is not just a small change, but a fundamental and strategic change to achieve the vision and mission of the organization.

Management: The definition of management that comes from the word "to manage" and the etymology of "managio" or "managier" is a basic concept that is often explained in introductory management books, such as "Essentials of Management" by Harold Koontz and Cyril O'Donnell (1978). This term is commonly used in various contexts to describe the management function that includes planning, organizing, directing, and controlling resources.

In the Foundations of Educational Management, (Fattah, 2004) states that management is the process of planning, organizing, leading and controlling all organizational efforts so that organizational goals are achieved effectively and efficiently. The Ministry of National Education describes management as the process of utilizing resources effectively to achieve goals. Management, on the other hand, is the process of combining various work tasks so that they can be completed efficiently and effectively with and through other people. Al-tadbir (management) is the same term as the concept of management, according to (Ramayulis, 2008).

To describe the steps of change in Islamic education management at the Ilyas Karanganyar Islamic Boarding School, a comprehensive analysis is needed regarding the previous management model, as well as how the transformation process is currently and will take place. The following are several points that can be explained as findings, along with concrete data needed to provide a clear picture; (1) old management model, (a) planning, explaining how planning was done previously. (b) organizing, explaining how the organizational structure of the Islamic boarding school was in the past, (c) movement, explaining the approach used to motivate and

mobilize students and staff, (d) supervision, explaining how the supervision mechanism was carried out previously, (2) transformations that have been carried out, (a) innovation in planning, application of information technology for curriculum planning, use of student data for more personal learning planning, or involvement of more parties in the planning process, (b) new organizational structure, addition of positions to manage educational technology, or formation of special teams for curriculum innovation and human resource development, (c) modern mobilization approach, whether there are regular training programs for teachers, use of more interactive learning approaches, or use of new methods in religious learning that are more relevant to the current needs of students, (d) improved supervision system, use of applications to monitor teacher performance, development of new, more comprehensive evaluation instruments, or a more structured student feedback system. (3) concrete data needed, (a) planning documentation, a copy of the annual plan of the Islamic boarding school before and after the changes, including budget, schedule, and activity program, (b) organizational structure, diagrams of the old and new organizational structure, including descriptions of the tasks and responsibilities of each position, (c) training and development programs, a list of training programs that have been carried out, including training objectives, number of participants, and expected results, (d) evaluation and monitoring results, reports on the results of teacher and student evaluations before and after the changes, attendance data, academic achievement, and feedback from students and teachers, (e) case studies, application of technology in learning or mentoring programs for students, (4) data collection methods, (a) direct observation, conducting observations of daily activities at the Islamic boarding school to understand the changes that have occurred, (b) interviews, conducting interviews with Islamic boarding school administrators, teachers, students, and other parties involved to obtain their perspectives on the changes and transformations that are taking place, (c) documentation: collecting official documents related to planning, organizing, mobilizing, and supervision, (d) surveys or questionnaires, distributing questionnaires to students, teachers, and staff to collect quantitative data on their perceptions of the changes that have occurred, (5) the results, (a) higher effectiveness and efficiency, an increase in achieving educational goals with more efficient resources, (b) increasing the quality of education, an increase in the quality of learning and academic results of students, (c) satisfaction of students and teachers, an increase in satisfaction among students and teachers towards the learning process and management of the Islamic boarding school, (d) adaptation to

modern challenges, the ability of the Islamic boarding school to adapt to technological advances and social changes, remain relevant, and maintain Islamic values.

By explaining and providing these concrete data, changes and transformations in Islamic education management at the Ilyas Karanganyar Islamic Boarding School can be more easily identified, measured, and analyzed for continuous improvement.

On the other hand, the term "innovation", which was explained previously, refers to a concept, product or method that is considered or observed as new by a person or group of people (society). Innovation is carried out to achieve certain goals or solve problems. According to (Sa'ud, 2009), innovation in education occurs because there are problems and challenges that must be addressed through new and progressive thinking. Educational innovation is a basic effort to improve various aspects of education to make it more efficient and effective.

Thus, it can be concluded that Islamic religious education at the Ilyas Karanganyar Islamic Boarding School is a conscious effort by educators to prepare students to know, understand, appreciate, believe in, and practice the teachings of the Islamic religion through guidance, teaching, or training activities that are planned to achieve certain goals.

Religion has an important role in human life because it is a motivation for life and existence as well as a very important tool for development and self-control. Therefore, religion must be known, understood and practiced by humans so that it can become the basis of their personality so that they can become complete human beings.

**CONCLUSION**

At the Ilyas Karanganyar Islamic Boarding School, transformation and innovation in the management of Islamic religious education is a comprehensive and comprehensive change that covers all aspects of education to achieve something new in an effort to improve the management of Islamic education. Based on the description above, several conclusions can be drawn related to the transformation and innovation in the management of Islamic religious education at the Ilyas Karanganyar Islamic Boarding School, namely; (1) improving the quality of education: transformation and innovation in the management of education at the Ilyas Karanganyar Islamic Boarding School can improve the quality of Islamic religious education. New approaches to management and teaching methods can

create a more effective and efficient learning environment, thus facilitating an increase in the religious understanding of students. (2) adaptation to changing times: transformation in the management of education allows Islamic boarding schools to be more adaptive to social and technological changes. This includes the application of information technology in the teaching and learning process, which is not only relevant but also important to prepare students to face challenges in the digital era. (3) the role of innovative management: innovation in the management of education at this Islamic boarding school can create a more efficient, transparent, and accountable organizational structure. Good management will support teaching and learning activities and facilitate the achievement of educational goals. (4) increasing competitiveness: transformation and innovation can also increase the competitiveness of the Ilyas Karanganyar Islamic Boarding School among other Islamic educational institutions. With modern teaching methods and effective management, the Islamic boarding school can attract more students and maintain its reputation as a quality Islamic educational institution. (5) developing character and moral values: despite the application of technology and innovation, the Islamic boarding school maintains its focus on developing the character and moral values of students. This combination of tradition and innovation helps create individuals who are not only academically intelligent but also have noble morals, (6) implementation challenges: although transformation and innovation are important, their implementation may face challenges such as resistance from some staff or students who are accustomed to traditional methods, as well as limited resources and infrastructure. These are the conclusions that can be further developed based on data and findings from research conducted at the Ilyas Karanganyar Islamic Boarding School

**References**

Ahyani, E., & Dhuhani, E. M. (2024). Transformasi Digital dalam Manajemen Perkantoran Pendidikan: Sebuah Kajian Literatur . *Jurnal Visionary : Penelitian dan Pengembangan dibidang Administrasi Pendidikan*, 205-215.

Ali, M. D. (2008). *Pendidikan Agama Islam.* Jakarta: PT. Raja Grafindo Persada.

Daradjat, Z. (2005). *Pendidikan Islam Dalam Keluarga Dan Sekolah.* Bandung: PT.Remaja Rosdakarya.

Fattah, N. (2004). *Landasan Manajemen Pendidikan.* Bandung: Penerbit Remaja Rosydakarya.

Gunawan, A. H. (2006). *Administrasi Madrasah.* Jakarta: PT Renika Cipta.

Hakim, D. M. (2019). Pendidikan Moral Dalam Perspektif Shaykh Nawawi Al-Bantany. *Andragogi: Jurnal Ilmiah Pendidikan Agama Islam*, 15-29.

Herdiana, Y., Kosim, C. A., Erihadiana, M., & Syah, M. (2021). Transformasi manajemen masyarakat di lingkungan pesantren (mini research di pesantren Raudlotutta"allum Tamansari Kota Tasikmalaya) . *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 110-118.

Ismail, A. N., Tifliyal, F. M., Khoiriyah, M., Tamwifi, I., & Abitolkha, A. M. (2021). Transformasi manajemen pembelajaran dalam meningkatkan mutu lembaga pendidikan dasar islam . *Al-Idarah: Jurnal Kependidikan Islam* , 156-170.

Khozin. (2006). *Manajemen Pemberdayaan Madrasah.* Malang: UMM.

Majid, A., & Andayani, D. (2006). *Pendidikan Agama Islam Berbasis Kompetensi.* Bandung: PT Remaja Rosda Karya.

Nugraha, C., Nawawi, A. U., Asianto, M. F., Ramlan, R. S., & Jenuri. (2023). Transformasi pendidikan islam pada pengajaran dan nilai keislaman di era revolusi industri 4.0. *PROFETIK: jurnal mahasiswa pendidikan agama islam*, 1-12.

Ramayulis. (2008). *Ilmu Pendidikan Islam.* Jakarta: Kalam Mulia.

Rouf, A. (2016). Transformasi dan inovasi manajemen pendidikan islam. *Manageria: Jurnal Manajemen Pendidikan Islam*, 333-354.

Sa'ud, U. S. (2009). *Inovasi Pendidikan.* Bandung: Alfabeta.

Sagala, S. (2004). *Manajemen Berbasis Madrasah Dan Masyarakat: Strategi Meningkatkan Mutu.* Jakarta: Nimas Multima.

Sukarna. (2002). *Dasar-Dasar Manajemen.* Bandung: Mandar Maju.

Terry, R. G. (1985). *Principles of Management.* Michigan: Richard D. Irwin, Inc.

## Author's Biography

### Eko Purbiyanto

Born in Karanganyar, 15 July 1983. Teaching staff in Politeknik Assalaam Surakarta. He was in undergraduate study in Indonesian Literature in Sebelas Maret University, Surakarta, 2002 (1 semester), Bachelor of Management studies at UPBJJ Open University, Surakarta, graduated in 2012, Master in Management at Slamet Riyadi University, Surakarta, graduated in 2014. Now, he is on going Doctoral Degree of Islamic Education Management in UIN Raden Mas Said Surakarta in 2022-2025. Scientific work takes the form of journal publications and writing several books, either already published or still in progress.

### Tri Pamungkas

Born in Surakarta, 29 May 1993. Head of International Trade Undergraduate Study Program at Al-Hikmah University Jepara, Bachelor of Management Studies at STIE Trianada Surakarta, graduated in 2007; Masters in Management at Slamet Riyadi University, Surakarta, graduating in 2021; Scientific work takes the form of journal publications and writing several books, either already published or still in progress.