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## The Innovation of Pesantren Development in Aceh Province Through the Effectiveness of Organizational Culture

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**Abstract:** Pesantren or Dayah Perbatasan is a government-affiliated Islamic boarding school education institution. Operatively, the border dayah is under the aceh province's education department. The study highlighted various factors towards improving Dayah Perbatasan in terms of development referring to the concept of organizational development. The proposed conceptual framework will be validated through the results of the study. The results of the study underlining development innovation are done through the effectiveness of organizational culture, namely as a primary instrument of forming work engagement and trust in leadership that assists the leadership in drafting efficient strategies to address organizational change. The practical implications this study faced provided new insights for boarding school leaders to understand the concept of organizational development as a manifestation of organizational change. The study has the originality of the concept value of developing government-style red plate boarding schools. In addition, the study adopted the development theory of change management organizations integrated with various factors related to boarding school changes.

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## Introduction

The dynamics of national development cannot be separated from the current education system. Islamic education is an integral part of the National Education System to produce quality human resources (Zaki et al., 2022). Islamic education in Islamic Boarding School gains legitimacy to develop and meet the educational needs of the Islamic community as majority citizens (Azra, 2014). The phenomenon that occurs in the needs of the industrial world is in line with people's expectations so that Islamic educational institutions can develop and become more competitive. Thus, an institutional development model is urgently needed to become one of the transformations and innovation parts of Islamic boarding school management (Azra & Jabali, 2010).

Dayah Perbatasan is an Islamic educational institution fostered by Aceh Province, located in the border area of Aceh and North Sumatra provinces. Currently, the Dayah Perbatasan consists of four Islamic boarding schools located in the border areas of the province: Darul Amin (Southeast Aceh), Safinatussalah (Aceh Singkil), Manarul Islam (Aceh Tamiang), and Minhajussalam (Subulussalam City) (<https://dpd.acehprov.go.id/>, 2019). The



four *dayahs* pay attention to the change and development of Islamic-based education. *Dayah Perbatasan* also continues to adapt to develop its capacity by strengthening a positive *pesantren* culture so that effective learning can be conducted to produce quality output (Saifulloh & Neoh, 2022).

Based on this phenomenon, *pesantren* development policy leads to improvement and change in systems, human resources, organization, and culture. It should refer to the planned organizational sustainability change model. The organizational change model consists of several stages, the most crucial of which is forming the value of the organization (Salabi & Prasetyo, 2022). In the context of organizational values, the change model refers to the concept of organizational development, which is carried out by considering the character of the local wisdom of the Acehnese people who apply *sharia qanuns* (Hadi, 2017; Mardhatillah et al., 2019). It is hoped that efforts to realize organizational development will receive maximum support from all components of the *pesantren* organization itself. The value of sociological wisdom shown by *Dayah Border* is its unique social process. *Dayah*, through the support of its alumni, is able to show its presence at the local and national levels. This process has grown naturally in *Dayah* subculture, which appears to be more open to leadership roles in society (Hanafiah, 2018).

The development of *dayah* amid the local community dynamically becomes the community's fortress against social problems (Roche, 2012). The urgency is positively proportional to the community's efforts to support *pesantren's* development. Within ten years since its construction, through the results of initial observations reinforced by several relevant studies, *Border Dayah* is seen as an effective boarding school because it increasingly exists in terms of increasing the quantity of students and developing in quality (Humas Provinsi Aceh, 2021; Prasetyo, 2020). Organizational development is one of an approach and technique of organizational transformation to survive change and ensure the organization's sustainability (Zaki et al., 2022). Organizational development programs should be carefully structured using a series of analyzes and guided by the skills required by the organization or the policy standards set by the government. The development aims to improve the technical, theoretical, and moral abilities of teachers so that their work performance is good and achieves optimal results (Prasetyo & Zulkhairi, 2022).

The majority of management experts argue that organizational development in the context of educational organizations is manifested in the form of change through the formation of organizational culture (Banerjee, 2014). Organizational development studies present patterns of adaptation and transformation of organizational culture changes (Armenakis et al., 2011).

This research was conducted to formulate an effective *pesantren* development pattern that simultaneously accommodates the values of local wisdom in its management system. The values of local wisdom are expected to be a stimulus for the organizational community in realizing effective Islamic boarding schools to build Islamic character to reduce social problems due to moral damage (Durkheim, 2012).

The theme of organizational development has become a contemporary issue related to sustainable of *pesantren* development. The originality of this research is in a comprehensive study that combines the concept of *pesantren* modernization with government-style corporate management (Naldo et al., 2020). Specifically, the argument leads to the development of *pesantren* (read: *dayah perbatasan*) by strengthening *pesantren's* organizational culture. The originality of this study also shows the existence of Islamic boarding schools on the issue of renewal in creating competitive, effective *pesantren*. The development model can also be a



reference for city or district governments outside Aceh province interested in developing a government-style red plate boarding school. The expected social implication is that the development of *pesantren* can bring positive changes to the community around *pesantren* in terms of improving the economy and education.

Previous research studies conducted Driskill, Kodama and Kutsiyah revealing the relevance of organizational culture to educational innovation (Driskill, 2018; Kodama, 2019; Kutsiyah, 2020). The problem is that only a few discuss in detail the linkage of organizational culture in increasing the innovation power of Islamic boarding schools. Based on the *pesantren* culture and behavior approach, this study investigates the process of building organizational culture and the components of the different effects of each on creating competitive value for Islamic boarding schools in global arenas

## Research Method

The study is carried out qualitatively with analysis survey methods. In collecting various necessary data, there are used various methods, namely observation, interviews, focus group interviews and analysis of documentation materials. This study tends to avoid any highly-structured data collection tools in the approach. In-depth interview techniques were also carried out with Kyai and mentors as primary data sources, while participants and alumni were secondary. The data can be validated through active students and alumni. Data analysis was reinforced by the results of interviews on four Dayah Perbatasan in Aceh. This study also examines the innovation model carried out by the Dayah Perbatasan Aceh Province. Innovation refers to the concept of organizational development. The data were transcribed and analyzed qualitatively, inspired by the constant comparative analysis method. (Alwasliyah, 2017; Bungin, 2019; Cresswell, 2015).

## Result and Discussion

The definition of development is an effort to improve technical capabilities, both in terms of ability, knowledge, and attitudes referring to the needs of educational services (Cahyadi, 2017; Prasetyo et al., 2022). Because it is quality-oriented, the focus of development is customer satisfaction oriented. The development program is structured regularly and carefully based on scientific methods and guided by the skills needed by the organization today and for the future.

Some of the reasons for developing *dayah* are as follows future uncertainty (disruption era) and the need for change are logical consequences as well as opportunities to create more value effectively in a dynamic *pesantren* environment; the demands for change are not seen as pressures that cause tension or dangerous turmoil. If *pesantren* want to continue to exist, *pesantren* must continue to interact with changing situations; and there is a tendency for teachers and *pesantren* to prefer a stable situation, and their behavior tends to choose within the comfort zone. The essence of every change is to expand comfort. If *pesantren* want to continue to exist, *pesantren* must continue to interact with changing situations; (c) there is a tendency for teachers and *pesantren* to prefer a stable situation, and their behavior tends to choose within the comfort zone.

The essence of every change is to expand comfort. This study's analysis of the development process includes the main activities that link capacity mapping with system, organizational and individual performance processes. For this reason, the development of the Frontier *Dayah* organization in this paper is reviewed from the dynamics of the *Dayah*



leadership; development of *dayah* in aspects of curriculum, human resources, economy and infrastructure; and effectiveness of the development of Frontier *Dayah*.

## **Dayah Perbatasan Development Review and Analysis**

### *Curriculum Development*

The curriculum concept developed by *Dayah* Borders is an integration model between *Kitab Kuning* curriculum-muallimin system and tahfids (Arfiansyah & Riza, 2016; Hadi, 2017). Apart from the curriculum model developed, it still refers to the formation of morals. The teaching process in Islamic boarding schools uses projects that combine several curriculum concepts at once.

At first, many teachers did not know the curriculum, but because the institution had a system, they just had to implement it. Observation results show no significant difference in innovative ways of teaching teachers, especially young teachers, which are identical to the ability to adapt to technology. In general, teachers are still lecturing, although it is added a little with question and answer activities while optimizing technology in learning is still rarely done.

The problems faced in learning situations, some people in teaching are ineffective, even seem to apply a book-keeping system without understanding the essence of the material, especially general lessons. On the other hand, students are faced with personal situations that are not conducive such as the teacher doing other work during teaching hours, students facing emotional teachers in class because of personal conflicts, or young teachers who teach less confidence every time, crowded classes due to lack of supervision. In addition, there are situations where teachers are highly respected because of their charisma and breadth of knowledge. Still, some teachers are harassed for not satisfying their performance and complaints of students with the condition of institutional facilities that do not support the learning process.

The research findings above show that the teacher readiness factor needs to be studied in detail and transparently. No matter how good the curriculum is, if the teacher does not have the competence, it will not improve the quality of education in each period. The teacher in the *dayah* functions as a driving force for the educational process and has a very dominant influence on students' learning achievement. The curriculum and supporting infrastructure do not provide value without the teacher's presence as the main component in the education system. The level of teacher quality determines the quality of educational outcomes. Managerial efforts to improve the quality of teachers are by participating in education and training.

The focus of training can be carried out comprehensively to prepare teachers and employees to work effectively. The types of training that can be applied are expatriate training, acculturation training, and technology transfer training. One of the neglected issues is the implication of using a training system that is developed in a particular cultural context and then applied holistically.

The success of implementing *pesantren* curriculum is done by changing leadership skills to manage their knowledge resources efficiently and increasing the ability to innovate in teaching and learning by teachers. *Dayah* managers are also able to manage knowledge to act as a mediator between transformational leadership and teaching and learning innovation in increasing teacher competency capacity in the realm of professional competence and pedagogy.



Research by Hidayat, Seftiani, (2019) Mahmud, (2019) revealed that the implementation of curriculum technically depends on the teacher's creativity, skill, sincerity, and perseverance. One of the skills that need to be prepared is the teacher's knowledge of the curriculum itself. To that end, the manager designs a capacity-building process. The work steps are carried out with several main activities such as determining the learning mapping methodology according to the problems that arise, scheduling education and training activities for Islamic boarding schools teachers, and action plans for developing teacher teaching capacity.

Three things become the focus of the effectiveness of implementing the border *dayah* development process in the aspects of curriculum and learning: first, teacher empowerment; the goal is to have the skills and then change the teaching paradigm towards the target of achieving the quality of education. Second, concrete attention to the welfare of teachers so that they can improve their work. Third, avoiding frequent curriculum changes, a curriculum that does not match needs, is not marketable, and continues to change.

### *Human Resource Development*

HR<sup>17</sup> plays a vital role in the development of an educational institution. Educational institutions as the main instrument for producing quality human resources are required to be adaptive to the times. HR development can also be done with a performance appraisal system. In this case, each border *dayah* follows the system determined by the *Dayah* Education Office.

Teacher performance appraisal consists of processes ranging from performance measurement, performance appraisal, and performance evaluation. The evaluation process is not deficient in monotonous work, but the output produced. The causes of work deficiencies can be analyzed through improvements in several aspects of examples in the field such as the lack of teacher skills, especially teacher service, work motivation problems due to unclear job descriptions, and several things that cause the decrease in work motivation teachers and employees.

In this development objective, the performance assessment results are used to provide counseling, guidance, and design training and development programs for employees who are considered underachieving. Before implementing the HR capacity development training, the implementing party mapped out the gaps in capacity. In this case, the main activity can be in the form of mapping the gap between ideal capacity and reality.

In the study of organizational development and planning, the scope of organizational development is required by taking into account the stages of resource allocation. The focus of activities at this stage is identifying funding for capacity-building activities. Leaders are required to allocate resources by formulating resource requirements according to the required budget and can be approved by *pesantren's* leader.

Many factors determine quality educational institutions, but few discuss the relationship with work ethic and commitment aspects. Evidence of commitment is by looking at the tenure of teachers and employees. *Dayah* Darul Amin has the highest ratio of teacher tenure; there are ten teachers with over eight years of service, meaning that most of them have followed the *pesantren* development process and understand the system more deeply. The quantity evidence is proof that the human resource development system is running effectively because teachers feel comfortable with the work situation. The development of border *dayah* is quite significant. As seen from the increase in the number of students, Darul Amin became the



boarding school with the highest number of <sup>13</sup> students at the beginning of the 2020-2021 academic year, with 743 students.

### *Development of Dayah Economic Independence*

Economic improvement for an educational institution is an absolute must (Qomar, 2007; Zarkasyi, 2006). Technically, the thing to do is consult with education stakeholders to determine the goals and targets. In this case, the border *dayah* is authorized by *Dayah* Service. As for the following work steps, each *dayah* unit determines the coordinator of activities and is in charge of independence capacities development activities such as forming a technical team or work unit.

The development of *dayah* independence rests on economic stability through business units and the improvement of Islamic boarding school infrastructure. The independence factor has an important portion in the development of organizations, including Islamic boarding schools, each Islamic boarding school tries to fulfill these aspects, but some do not work effectively due to various factors: (1) the lack of reliable human resources in managing business units; (2) leaders do not brave enough to take risks to invest; (3) policy support; (4) limited knowledge about entrepreneurial management.

Compared to other border schools, Darul Amin border schools are at the forefront of the economic development aspect of Islamic boarding schools. In 2020, *Dayah* Darul Amin had several business units, student cooperatives and canteens become the business unit with the largest income. In 2019, *Dayah* Border Darul Amin was engaged in plantations and fisheries. As a start-up in fisheries, apart from fish ponds, Darul Amin has also developed a bio-floc business with the santri kitchen market segment. The goal is to maintain financial turnover internally. Your motto is that your shopping is charity, which indirectly forms a sense of belonging to the boarding school.

There are two types of Border *Dayah* funding sources. First, it comes from the *Dayah* Education Office, which covers the monthly operational costs of teachers' salaries and infrastructure provision. Second, independent sources, from tuition and meals for students and components such as health money, asset maintenance, etc., that are supportive of the students' education process.

The program is also inseparable from the *pesantren's* protective economic strategy, with 650 students becoming a safe point to maintain the financial stability of *pesantren*. In the policy aspect, Darul Amin also benefited from the lead character of Kyai, who is brave to take risks to reinvest the profits. As additional capital, the source of the *pesantren* is santri savings which are played as investment capital.

### *Infrastructure Development*

The capacity and completeness of the building is negotiable attraction. The community as consumers makes buildings and infrastructure one of the important factors in considering entering their children in boarding schools. Therefore, *Dayah* Education Office budgets for physical buildings for each border *dayah* every year. Funds are sourced from the Aceh government budget.

The progress of building completeness, in general, has been evenly distributed. In 2019, Education Office collaborated to complete one of the priority programs, the problem of *pesantren* land assets. By working together with each local government (Aceh Tamiang, Aceh Tenggara, Subulusaalam, and Aceh Singkil), the land status on border areas officially



becomes the provincial government's assets through the land grant method. In general, the facilities and infrastructure owned by the Frontier *Dayah* have met educational standards.

With the completeness of these buildings, Border *Dayah* managed to become a leading Islamic boarding school in each region. Regarding the provision of infrastructure, Islamic boarding schools have provided various supporting facilities for improving the quality of education, including the mosque as the center of activity, student dormitories, and classrooms as components of the *pesantren*. There are also various supporting facilities such as administrative offices, teacher housing, laboratories, meeting halls, sports facilities, ceremonial grounds, counseling guidance rooms, libraries, security posts, fences, and other supporting facilities.

*Pesantren* is given the impression of a dirty and unhealthy place. To refute the anomaly, *Dayah* Education Office facilitates *pesantren* with Santri Health Centers (Puskestren) in each *pesantren*. Even in *Dayah* Darul Amin, Puskestren operates with the support of health workers from doctors, midwives, and nurses. It becomes a guarantee of attention to the students' health. *Dayah* Perbatasan with the simplicity of their management learn from *pesantren* who are superior and experienced so they can work together. During the development period, *pesantren* management utilizes the minimum available facilities and tries to provide maximum service to maintain public trust.

### **The Effectiveness of Border Islamic Boarding School Development through Organizational Culture**

In addition to the review of *dayah* development aspects that have been described, the development of effective *pesantren* is characterized by strong educational leadership; high commitment of employees to school programs; strong partnership network; a conducive climate for learning; have a competitive and comparative advantage according to the peculiarities of the institution; meet parental expectations, and the number of students is increasing or at least stable.

Some of the fundamental values that can make an organization develop are, first, the existence of respect for human rights. People in Islamic boarding schools are perceived as responsible, conscientious, and caring. With a more workload, teachers need respect and proper treatment with respect. Second, there is trust and support. A healthy and effective Islamic boarding school has the characteristics of trust, openness, and a conducive work climate that supports development. Third, the process of delegation or equalization of power; An effective and growing organization will reduce the pressure on hierarchical authority and control. In this context, *pesantren* leadership is a charismatic figure so that a hierarchical level is formed naturally. With full awareness, *pesantren* community obeys the instructions set by *pesantren* leadership.

An effective boarding school avoids conflict and confrontation, even if there are problems that do not need to be hidden, even need to be faced openly and resolved. In the case of conflict resolution, leadership involvement plays a significant role. In it, strengthening organizational culture contains processes and optimization of technology, including the preparation of strategic plans, program design, goals, and implementation of innovative organizational changes. Organizational development has the main objective of improving and enhancing the functions and governance of the organization. Increasing organizational productivity and effectiveness has implications for the capacity of organizational managers in strategic policy decisions on the scope of structure, culture, tasks, technology, and human



resources. The main strategy in this target is to develop human resources with the principle of collaboration and optimization of educational stakeholders.

Organizational development efforts carried out in Border Dayah are generally directed at two objectives: increasing the pesantren organization's effectiveness and increasing its members' satisfaction. The border area needs to be developed due to the demands or dynamics of changing globalization, community demands, and increasing institutional capacity to create competitive dayah.

Islamic boarding school culture is famous for inculcating the values of sincerity (Zarkasyi, 2006), including in the development of the *dayah*, safeguarding the heritage of *pesantren* values, makes *dayah* have high shared values in building its organizational culture. The organizational culture structure is fundamental in the dynamics of the development of Islamic boarding schools. It tends to be conservative (maintaining *ilia*) and has family values. Still, it highly values innovation as the gateway to its organizational progress. An effective organizational culture is designed and built by *pesantren*'s leader; research conducted by Mardiyah (Mardiyah, 2012), and Dhofier (Dhofier, 1984) supports this assumption.

The conceptual approach in this study refers to Schein's organizational culture model (2010) (2009) (J. Hogan & V.Coote, 2014). The basic assumption of model development is that Schein's model offers a traceable explanation of the cultural processes that support organizational innovation, especially in service organizations, including schools. Despite the intuitive appeal and practical value of Schein's conceptual framework, the need for empirical research concerning models of organizational culture is limited. In this case, it is in line with Abe's and Mizaj research that the education carried out by the Frontier *Dayah* can be a backlash against the negative social reproduction trend in general education (Abee et al., 2019; Mizaj, 2018).

The *pesantren* development process is carried out in stages by strengthening several aspects of organizational behavior. Organizational behavior includes individuals, groups, and organizations (Kudussamah, 2020; McShane & Glinow, 2018). In the context of research, the individual behavior is shown by the teacher in *pesantren* (read *ustadz*) is sincere in working, loyal to the leader, and independent. Teachers should be proud at the level of individual behavior because they are part of the Aceh government's struggle to develop Islamic educational institutions. On the other hand, individuals feel or group worried because they are honorary status, not guaranteed to be appointed as an employee. This condition becomes a dilemma -big problem- that affects work behavior in Islamic boarding schools.

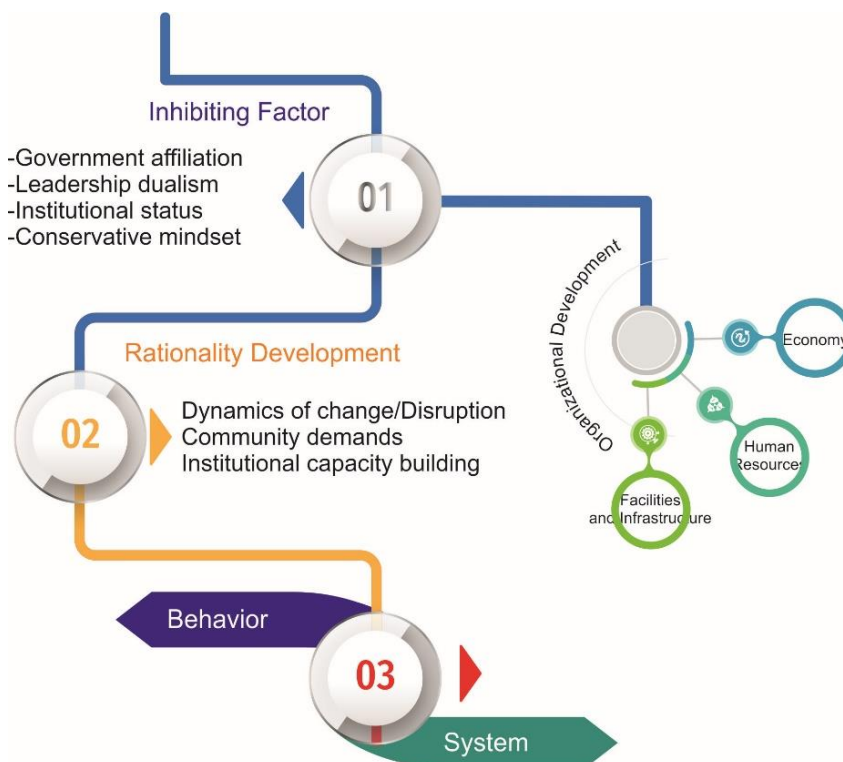


Figure 1: Inhibiting Factors and Models of Border *Dayah* Organizational Development

Development activities are carried out by considering the operational and philosophical juridical factors. The juridical factor is that Border *Dayah* is under the guidance of the *Dayah* Education Office. The philosophical factor refers to the vision and mission of border *Dayah* being established to become a fortress of faith on the border. While operational factors are carried out by taking into account, the system applied to each border area according to the social characteristics of the existing community.

There are efforts<sup>2</sup> by *dayah* in increasing support and instilling public trust in the organization. If there is a conflict with the community, the *pesantren's* manager tries to reduce the intensity of the conflict by accommodating the interests of the *pesantren* community and according to *pesantren's* goals. The participatory leadership style plays an important role in an effective decision-making process so that it can be accepted by all components of the *dayah*, both internally and externally.

Organizational development efforts carried out in Border *Dayah* generally lead to two goals, increasing the effectiveness of the *pesantren* organization and increasing the satisfaction of its members. This is in line with the concept of organizational development presented Anderson, Dagli and Senge (Anderson, 2016; Doganay & Dagli, 2020; Senge, 2014). Conceptualization is interpreted through the study results: First, *dayah* needs to increase support and instill trust internally (community organizations) and externally (supports from the government and parents). *Dayah* grows up amid the local community, so leaders need to garner community support. This support will manifest if the community understands the program run by the *pesantren*. Here again, it requires leaders who come from the local area because they have regional closeness.

Second, reducing the emergence of confrontations with organizational problems, both visible and hidden (hidden conflict). Study of conflicts within groups or between groups. On



the other hand, the opposite of *sweeping problems under the rug* means tips in reducing conflict are policies that are applied to accommodate the interests of *pesantren* community and according to the goals of *pesantren*. The participatory leadership style plays an important role in an effective decision-making process so that all *dayah* components can accept it. Third, creating an environment that establishes role authority based on knowledge and skills. The environment formed in each Border *Dayah* is ideal. This cannot be separated from the knowledge and skills of the Leaders in managing the *dayah*. In addition, the strong support of senior teachers to the leadership plays an important role in maintaining the stability of *dayah*.

Fourth, there is an increase and openness of communication vertically, horizontally, and diagonally. In this case, *Dayah* Education Office regularly facilitates Rais Aam meetings. The event is held at the end of every year. Apart from equalizing visions between *Dayahs*, it can also be used as a tool for exchanging ideas regarding the development of *dayahs* to make them more competitive. Fifth, increasing the level of enthusiasm and individual satisfaction in the organization; find synergistic solutions to conflict around *pesantren* community. This is indicated by the increasing level of self and group responsibility in planning and implementation. The leader's age and experience invite charisma to his subordinates, and it becomes an important asset in growing the enthusiasm of subordinates in carrying out *dayah* programs.

### ***Development Characteristics of Frontier Dayah***

The efforts carried out have similarities and differences because they are both under the auspices of the Aceh *Dayah* Education Office with the same characteristics of the context and vision-mission of development. The difference in characteristics lies in the curriculum and management system. Safinatussalamah and Minhajussalam applied the salaf *pesantren* curriculum, Manarul Islam integrated salafy-khalafy, while Darul Amin implemented the Gontor KMI system.

Educational background forms different leadership characteristics in terms of experience and creativity of the subject of Rais Aam *pesantren*. All Rais Aam feel the education of salafy boarding schools. Darul Amin's leadership is experienced in pioneering Islamic boarding schools ranging from Islamic boarding schools in North Sumatra to Malaysia. Within the scope of organizational experience, both in the community and in the education office, all leaders are very flexible in building networks and mobilizing *pesantren* community to excel.

Referring to the strategic planning that has been set, each *pesantren* has a different priority development program. The following is a comparative analysis of the four border *dayahs*. *Dayah* Border Darul Amin has made Islamic boarding schools' regeneration and economic strengthening a priority program. The Manarul Islam Border *Dayah* Aceh Tamiang has made institutional restructuring a priority program. This is due to the lack of vision alignment between school principals in charge of formal education and *pesantren* leaders. Minhajussalam is at the forefront of yellow book-based education and has become a regional icon in all competitions at regional and national levels. Minhajussalam Subulussalam Border *Dayah* concentrates on developing *Kitab Kuning* learning.



Figure 2: Comparative Characteristics of Frontier *Dayah* Organizational Development

Dayah Perbatasan Safinatussalamah, located in Aceh Tamiang Regency, the easternmost region of the Aceh province, faces such formidable challenges. As an area that is prone to religious conflicts (Islam-Christianity), it affects the development of Islamic boarding schools. *Pesantren* managers have difficulty in maintaining human resources for teachers. Many teachers do not last long to serve in *pesantren*. For that reason, the management makes recruitment as a priority program for *pesantren*. Cooperative attitudes, community participation, and support affect the sustainability of the *pesantren*. Since its inception, the surrounding community has responded positively to the *pesantren*'s policy which is oriented towards improving the quality of Dayah Perbatasan. In addition, the presence of *pesantren* leaders with the status of regional sons is a stimulus for community support for *pesantren*.

Implementing the supervisory and evaluation managerial functions is carried out through two working steps. First is the impact evaluation by evaluating teachers, employees, and Islamic boarding schools as an organization. Second, a follow-up plan is carried out by analyzing the findings of process monitoring and impact evaluation in the context of *pesantren* needs.

The effectiveness of the Dayah Perbatasan can be seen from a series of innovations carried out starting from the implementation of an integrative curriculum, talent development programs, the establishment of business units as a form of independence, and the *pesantren*'s contribution to the community. Several studies reinforce the results of the evaluation by Sarkawi on the role of the *dayah* in cultivating faith (Hasan & Sarkawi, 2021), Bashori's research on the development of the Adiwiyata Islamic Boarding School model (Bashori et al., 2021).

The research is expected to contribute to the management of Islamic boarding schools, especially in policymaking and insight into innovation planning. The social implications expected for the *pesantren* community must respect the cultural values that are built to recognize *pesantren*'s goals. In this case, the leaders, teachers, and the entire *pesantren* community understand that organizational culture can support implementing an effective



quality improvement strategy. Furthermore, the management of Islamic boarding schools combines two things, philosophical aspects and operational, technical aspects.

## Conclusion

The presence of four Dayah Perbatasan is a concrete manifestation of the Aceh government's concern for the development of Islamic boarding schools. This manifestation is in the formalization of the Dayah Perbatasan institution under the guidance of *Dayah* Education Office. After 12 years of existence, the Dayah Perbatasan developed into an effective *pesantren*. Currently, the border *dayah* are the leading Islamic boarding schools in their respective regions, seen from their academic achievements and the number of students. Effectiveness can be seen from a series of innovations carried out starting from implementing an integrative curriculum, talent development programs, establishment of business units as a form of independence, and *pesantren*'s contribution to society. The development of organizational culture is shown through the characteristics of each *dayah*. The Southeast Aceh border area focuses on strengthening the regeneration system and developing business units. *Dayah* Minhajussalam on the development of *Kitab Kuning* learning method. *Dayah* Safinatussalamah on improving the competence of human resources and *Dayah* Manarul Islam on institutional restructuring and institutional capacity building.

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