

Readiness of Islamic Boarding School-Based Education Personnel in Modern School Administration in South Sumatera Province

Saiful Umar

FISIP, Universitas 17 Agustus 1945 Surabaya

Corresponding author: saipulumar18@gmail.com

Abstract: Pesantren-based educational institutions practically refer to the approach of the national curriculum and compilation with the curriculum of the Ministry of Religion and the local curriculum which is the policy of each pesantren. The pesantren curriculum tends to be conventional, influenced by salafi principles, which are still considered relevant to today's conditions. This study aims to measure the readiness of education personnel in efforts to modernize Islamic boarding school-based educational institutions, as well as to map the potential for administrative readiness and institutional management. This quantitative research uses an exportatory descriptive approach, taking 9 educational institutions at the SD/MI and SMP/MTs levels in South Sumatra Province. Respondents are educational staff, both teachers and administrative and management staff. The analysis was carried out with inferential statistics to measure the level of school readiness. The results of the study indicate that the education staff has a relatively ready readiness, both education staff at the SD/MI and SMP/MTs levels. It can be said that education staff have shown their readiness to modernize administration in school management, although there are almost differences in the pattern of readiness at each level, which in education staff at the SD/MI level is more visible in behavioral readiness and emotional attitudes, and in educational staff at the SD/MI level. SMP/MTs level education shows more readiness in thinking and readiness from emotional attitudes.

Keywords: educational staff readiness, administrative modernization, pesantren-based schools

INTRODUCTION

In the process of modernization, education plays a large enough role. Through education, it is hoped that the development of knowledge, skills and values as well as the attitudes needed in the modernization process can be widely transformed among the community, both through informal and non-formal formal education, including pesantren-based education. Modernization everywhere has changed various traditional structures and institutions (pesantren). One of them is the fading function of Islamic institutions such as schools that are in the management of Islamic boarding schools, as the unpreparedness of their educational staff who still tend to maintain a conventional attitude (Halil, 2015). Pesantren is an Islamic educational institution that has strong historical roots so that it occupies a relatively central position in the scientific world. In society, pesantren as a sub-culture was born and developed along with changes in global society. In addition, it is an educational institution that has its own characteristics and is different from other educational institutions (Barus, 2017).

Facing the changing times that are so fast, the world of Islamic boarding schools is experiencing a shift towards more positive developments, both structurally and culturally, which involves leadership patterns, patterns of leadership and student relationships, communication patterns, ways of making decisions and so on, which pay more attention to the principles of leadership. Scientific management based on Islamic values (Basyit. 2017).

It is the dynamics of the development of this kind of pesantren that displays the figure of a pesantren that is dynamic, creative, productive and effective as well as innovative in every step it offers and develops. So that pesantren is an adaptive and anticipatory institution to changes and progress of the times and technology without leaving religious values.

In its development, Islamic boarding schools have gone through various cycles of development, both in the methodological order and in the organization of the pesantren itself (Hasyim, 2016). Even more so regarding institutional modernization which is a word that is synonymous with the development of pesantren today. Modernization has become a general trend in all aspects of life, whether political, economic, social, educational, and even religious. One aspect that is clearly visible is in the world of education, as an aspect that is closely related to modernization. The idea of developing a pesantren institution is the influence of the Islamic education modernization program (Ichsan, Sembiring, & Luthfiah, 2020). This modernization program is rooted in the modernization of Islamic thought and institutions as a whole. In other words, maintaining institutional thinking, especially traditional Islamic schools, will prolong the misery of being left behind by Muslims in the progress of the modern world (Dahlan, 2018). This raises a question for Azra (Ichsan, Sembiring, & Luthfiah, 2020), "what is the real relationship between modernization and education, more specifically with Islamic education in Indonesia?"

The importance of the role of education in the modernization process is also stated by Anderson (Sagala, 2017) in his writings on the modernization of education. Modernization can only be achieved by renewing and expanding education. Therefore, the leaders of developing countries prioritize education for the modernization process. The modernization process demands changes and rapid development of society. This requires adjustments to certain knowledge, skills, values and attitudes from the community (Siswati, 2018). It can be interpreted that education in development is required to carry out increasingly complex and broad tasks. In Indonesia, for example, education is also required to stimulate the community to preserve forests, participate in family planning programs, increase the love of saving in tabanas, and so on.

Islamic Boarding School

Pesantren-based schools are Islamic school institutions that are managed or located in the pesantren environment. Pesantren-based schools can be referred to as Islamic schools, namely educational institutions that provide students with learning that includes religious knowledge, namely the accompanying Islamic religion (Bariroh, Subekti, & Musthofa, 2020). Islamic schools contain an educational curriculum in general, but in teaching and learning activities a religious curriculum is also provided, or the definition of an Islamic school is an educational institution which in the learning process is added with Islamic religious knowledge in the form of materials and other activities (Bashori, 2017).

In Islamic schools students will be provided with more religious knowledge than ordinary formal schools (Dahlan, 2018). Children will get additional religious knowledge both in learning materials and there is an activity that supports children's religion. For example, in the material children will be taught about sciences such as fiqh, but if in activities children will be invited to practice activities that are usually carried out as a place to worship Allah such as praying Dhuha in congregation or reading the Qur'an properly and correctly (Bashori, 2010). 2017). Students will be familiar with various activities that encourage religious skills so as to create a foundation within themselves so that they are not easily swayed into negative foreign cultures. Children have control over themselves so that they are always on the right path, and can be trained to think clearly in dealing with various life problems (Fazlurrahman, 2019).

Readiness of School Administration Modernization

Administration is the whole process of cooperation between two or more people based on a certain rationality to achieve the goals that have been set. School is an educational institution or organization that has a formal, non-formal and informal nature, established by the state, private sector or a combination of both with the aim of providing education, managing and educating students through the process of teaching and learning activities provided by educators or teachers (Rozi, & Aminullah, 2021). With these two understandings, it can be concluded that school administration is all activities starting from controlling, managing and regulating activities that involve the cooperation of several parties so that the purpose of establishing schools to provide education through the teaching and learning process can run well (Subhan, 2012).

Rogers (Subhan, 2012), explains that modernization is a process of individual change from a traditional way of life to a more complex life, towards technological advances and is a rapid change in way of life. While Alatas (Sagala, 2017) states that modernization is a process in which modern scientific knowledge covering all aspects of human life is introduced at all levels, with the ultimate goal of achieving a better and more satisfying life (Sagala, 2017).

According to Djazifah (Wahidah, 2015), education and modernization have a meeting point in the human aspect. Education emphasizes the aspect of actualizing the capital of human independence in order to humanize and civilize themselves and their environment. Madjid (2014), explains that modernization emphasizes the resources contained in the repertoire of human life in order to fulfill the needs of human life itself. Thus, it can be said that education is an effort within humans and modernization is an effort outside humans, in order to achieve a good life for humans themselves (Madjid, 2014).

Modernization is a change in the object, and change is part of the response to the situation (Karo, 2017). In a situation requires a creative process to produce an invention. However, not all reforms are called innovations, because not all individual groups, both formal and informal groups consider something new. Educational innovation is very important for the continuity of education, so as to produce the desired impact, and the acceptance of a innovation as a sign of modernization. Kristiawan (Kamal & Mukromin, 2018), said that modernization is a social change, where social change is a change that occurs in community institutions related to values, attitudes, social and behavioral patterns that are influenced by culture both materially and immaterially. It requires some readiness.

Bandura (Utami, et al., 2022; Fitriah, & Mirianda, 2019), revealed that readiness is divided into three types, namely attitude and emotional readiness, cognitive readiness and behavioral readiness, namely attitude and emotional readiness (Emotive Attitudeinal Readiness). consists of:” a sense of responsibility in doing the task, eager to complete the task, the ability to manage tasks, be independent and feel happy doing the task; Cognitive readiness (Cognitive Readiness) includes the ability to think critically in doing tasks, knowing one's potential, being able to apply the knowledge and skills possessed, realizing the value of the task in itself. Then behavioral readiness, which includes being able to work in a team and being able to manage time well.”

Like several types of readiness through Bandura's theory, it can be seen that school readiness is very important to determine future school achievement (Nurjannah, et al., 2021; and Widayani, 2020). In line with the opinion of the Indonesian government that school readiness is something that plays an important role in education for the nation's children.

METHODOLOGY

This study uses a quantitative method with an exploratory descriptive approach. The population in this study is elementary and junior high school educational institutions located in the pesantren environment, and in the management of Islamic boarding schools in the province of South Sumatra, a total of 317 schools at the SD/MI (Madratsah Ibtidaiyah) and Junior High School levels. MTs (Madarasah Tsanawiyah). Sampling was done by using quota purposive sampling technique, the size of the sample was determined by the slovin formula with a margin of error of 0.01 so that the required quota of samples was 76 education personnel. Sampling was carried out in 8 districts/cities in South Sumatra.

Table 1. Research respondents

	Elementary School		Junior high school	
a. Instructor	18	45%	16	44%
b. Administration staff	12	30%	12	33%
c. Head of Education Unit	10	25%	8	22%
	40	100%	36	100%

Table 1 is the proportion of the number of sampling between education staff at the SD/MI level and SMP/MTs which is relatively almost comparable which also shows a comparable sampling background.

The research instrument used a questionnaire method designed in the form of a Thurstone scale with 5 closed answer choices. Furthermore, the results of data analysis carried out by inferential statistical analysis were used to determine the level of readiness of each respondent.

RESULTS AND DISCUSSION

Prior to data analysis, according to the research procedure, the validity and reliability of the measuring instrument were tested, with the results as summarized in the following table.

Table 2. Summary of Validity Test Results for Education Personnel Readiness

No.	Indicator	rxy Value
1.	Responsibility on duty	0,642
2.	Eager to do the job	0,384
3.	Task management skills	0,422
4.	Independent and feeling happy	0,545
5.	Able to think critically	0,638
6.	Recognizing your potential	0,343
7.	Apply existing knowledge	0,364
8.	Realizing values in assignments	0,352
9.	Applying self-skills	0,457

10.	Able to work in a team	0,656
11.	Able in time management	0,436

The results of the analysis of the validity test show that the value of the validity coefficient moves from a value of 0.343 to 0.656, which means that all indicators in this study have an rxy coefficient value (corrected item total) of more than 0.30 which according to Azwar, the validity of the item can be determined by the value of the item discrimination index of 0.30. . So that all the items proposed as research instruments are valid.

Then the value of the reliability test of the measuring instrument using the Cronbach's formula obtained the value of = 0.867 ($\alpha > 0.70$) which can be said to be the research instrument for the readiness of education personnel used in this study is quite reliable.

Table 3. Summary of the validity test of school administration modernization

Indicator	Sub Indicator	rxy value
a. Work planning	1. Make a work plan	0,436
	2. Develop a work priority scale	0,364
	3. Able to operate administrative system	0,524
b. Work activity	4. Able to apply document management	0,462
c. Good administration	5. Follow the school administration template	0,386
	6. Orderly organize the structure of the document	0,678
d. Adaptation to change	7. Good relationship with colleagues	0,654
	8. Good communication in the work environment	0,427

The results of the analysis of the validity test show the value of the validity coefficient moves from a value of 0.364 to 0.678, which means that all indicators in this study have an rxy coefficient value (corrected item total) of more than 0.30 which according to Azwar the validity of the item can be determined by the value of the item discrimination index 0.30. So that all the items proposed as research instruments are valid.

Then the value of the reliability test of the measuring instrument using Cronbach's formula obtained a value of = 0.894 ($\alpha > 0.70$) which can be said that the school administration modernization research instrument used in this study is quite reliable.

Furthermore, the results of inferential statistical analysis that measure the level of readiness of education personnel with efforts to modernize school administration can be illustrated in the following graph.

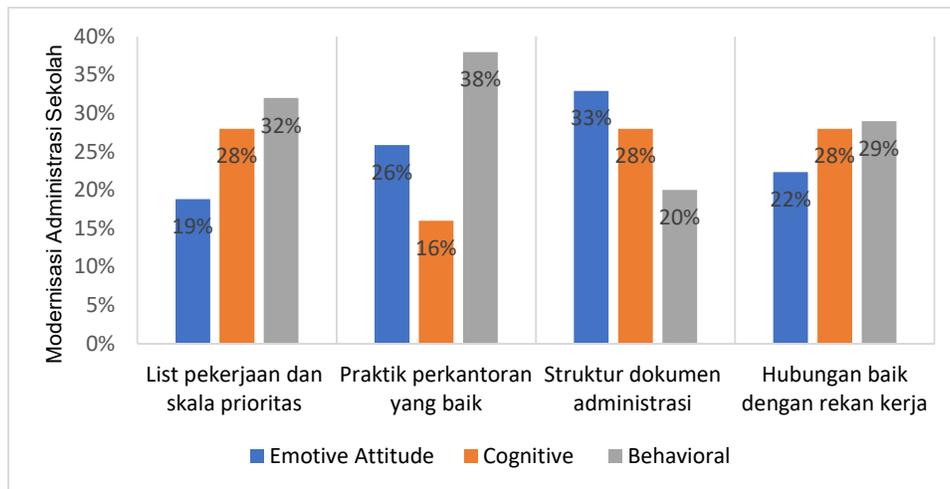


Figure 1. Readiness of education personnel with modernization efforts

Graph Figure 1 shows work planning indicators in the aspect of preparing work plans and making a priority scale of 32% shown in the form of behavioral readiness supported by 28% cognitive readiness. Similarly, 38% of work activity indicators are shown in the form of behavioral readiness which is supported by 26% of emotional readiness; and the indicators of administrative order show 33% of emotional readiness, supported by 28% of thought readiness; and indicators of adaptation to change which are 29% shown in behavioral readiness and supported by 28% readiness in thinking.

Efforts to modernize school administration based on pesantren are very dependent on the readiness of human resources, namely educational staff, both at the SD/MI level and at the SMP/MTs level, which is summarized in the following figure.

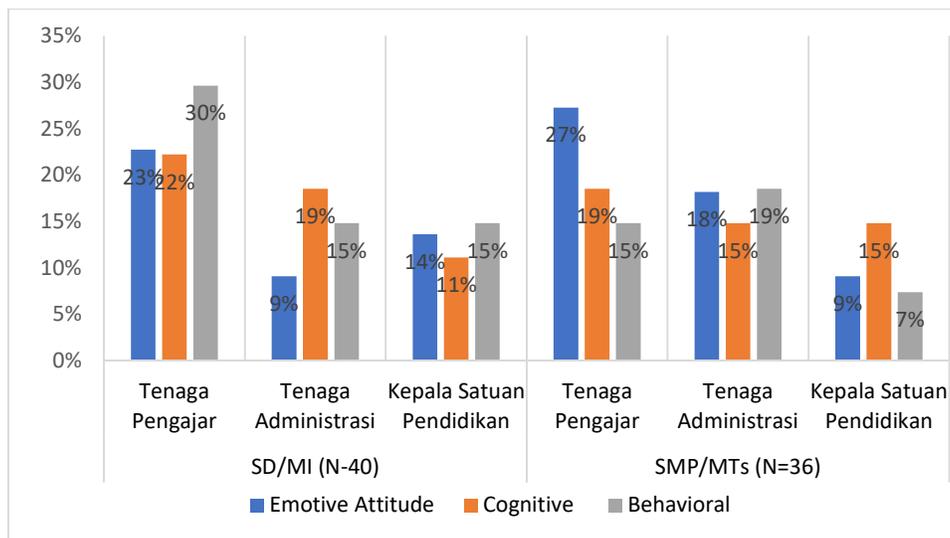


Figure 2. Readiness of Education Personnel

Figure 2 shows that the SD/MI education staff in the group of teachers or teaching staff have readiness in behavioral aspects that are supported by emotional readiness, this is the same as the Head of Education Unit group, while the administrative staff shows more readiness in thought and action. In the group of

education staff at the SMP/MTs level, it shows that the group of teachers or teaching staff shows emotional readiness that is supported by thought readiness; and the administrative staff shows readiness in action which is supported by an almost balanced emotional attitude readiness. Meanwhile, the head of the education unit mostly showed readiness from the cognitive aspect. It can be said that the readiness of education personnel at the SD/MI education level with SMP/MTs has almost a different form of readiness.

Practically, as the graph above can be exemplified in the tasks of administrative staff in the change process which is dominated by indicators of readiness for behavior (behavior) and thinking (cognitive), such as having to be able to master applications such as Microsoft Excel, Google Sheets, Microsoft Word, Google docs, Microsoft Powerpoint, google slides, google mail and yahoo mail or school email applications in order to be able to carry out administrative tasks well besides that admin staff also need to master cloud storage applications such as google drive, dropbox or Microsoft one drive to be able to backup and collaborate with other staff.

This ability that demands the readiness of cognitive and behavioral indicators also applies to the duties of educators or teachers, as well as heads of education units. The process of modernizing school administration also requires teachers to be better able to develop all of their competencies, not just pedagogical and professional, which so far have only been proven by portfolios, but practically the competence of social interaction and personality becomes an assessment of their readiness for change.

Table 4. Level of readiness of education personnel

Readiness Indicator	Sub-Indicator of Education Personnel Readiness	Elementary School		Junior High School	
		f	%	f	%
Emotive Attitudinal Readiness	a. Responsibility on duty	9	23%	8	22%
	b. Eager to do the job	10	25%	9	25%
	c. Task management skills	9	23%	12	33%
	d. Independent and feeling happy	12	30%	7	19%
	Total Respondents	40	100%	36	100%
Cognitive Readiness	a. Able to think critically	6	15%	5	14%
	b. Recognizing your potential	4	10%	2	6%
	c. Apply existing knowledge	12	30%	12	33%
	d. Realizing values in assignments	4	10%	5	14%
	e. Apply self skills	14	35%	12	33%
Total Respondents	40	100%	36	100%	
Behavioral Readiness	a. Able to work in a team	14	35%	20	56%
	b. Able in time management	26	65%	16	44%
	Total Respondents	40	100%	36	100%

The readiness of the education staff on the emotive attitude indicator in the SD/MI group of readiness to modernize is more dominated by the independent aspect and feeling happy in doing the task, while the SMP/MTs group is more dominated by the ability to manage tasks. On indicators of cognitive readiness, SD/MI and SMP/MTs education staff are both dominated by aspects of applying self-skills in the process of implementing KBM activities and being able to take advantage of the knowledge they have. As for behavioral indicators, the SD/MI education staff is dominated by the aspect of time management skills, and in the SMP/MTs group it is dominated by the ability to cooperate with work relations.

Furthermore, in terms of the level of readiness of education personnel in their efforts to modernize school institutions, both SD/MI and SMP/MTs, it can be seen in the graph (Figure 3) which shows that education personnel are classified as very ready to adjust to the process of modernizing school administration at the SD/MI level. and SMP/MTs are educators or teachers, including those classified as less prepared. Meanwhile, the administrative staff from both SD/MI and SMP/MTs levels have shown their readiness to follow changes or modernization of school administration.

The readiness of an administrative staff can be exemplified in managing their duties, that school administration administrative staff or TU staff will often be faced with various documents that need to be inputted, compiled, and various other activities. This list can be in the form of sticky notes / paper, using digital notes such as excel or using to do list applications such as microsoft todo, evernote, google keep and other applications, with this work list, admins can also make it easier to choose work reporting work that has been done to superior. Administrative staff need to compile a list of daily or weekly jobs based on a priority scale. Admins must be able to plan work from the most important and urgent so that they can complete the work on time, in addition to making a list of tasks, the admin does not forget to do their work and can even help one team to help if the work is felt to be unable to be done well by itself. The process of modernizing the administration of education personnel, one of which requires administrative staff to optimize their mental abilities to make it easier to carry out their duties. This also applies to the root staff or the head of the education unit.

The level of readiness of the education staff can also be seen from the following graph.

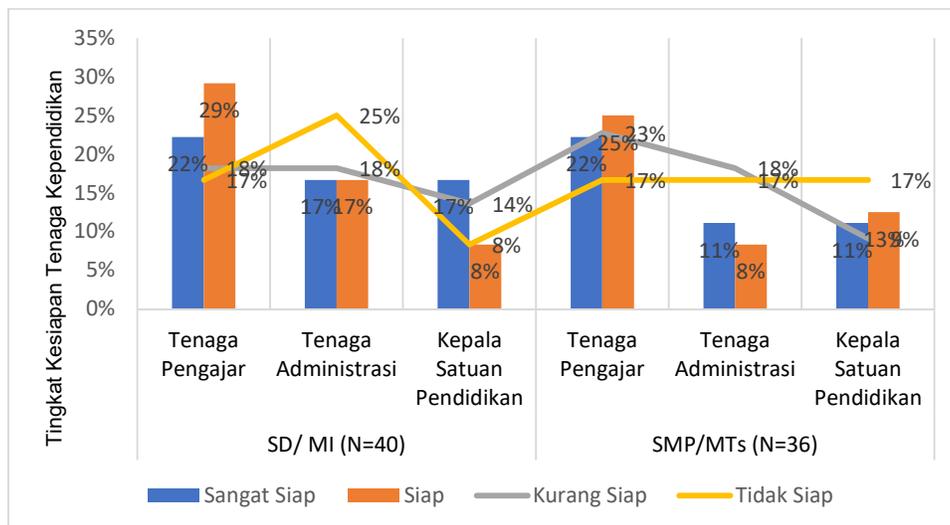


Figure 3. Level of readiness of education personnel to modernize administration

The yellow line shows the unpreparedness of education personnel in the process of modernizing school administration, this is mostly experienced by school administration staff, however, it is also known

that education personnel such as teachers and school leadership are also listed as unprepared in the process of changing the modernization of school administration based on pesantren. this. The gray line also explains the unpreparedness of education staff, especially teaching staff such as teachers in the junior high school/MTs teacher group, indicating that they are less ready to make changes to the modernization of school administration which are seen as related to the curriculum.

The graph also illustrates that readiness will appear if two conditions occur, namely: a) if a teaching staff such as a teacher is ready to act, he believes he will get a feeling of satisfaction with the targets achieved, b) if a school administration staff or teachers only have the desire to be ready to act but not realized so that a feeling of dissatisfaction arises, c) if a person is not ready to act but is forced to realize his action, so that a feeling of dissatisfaction arises, d) if someone has received strong readiness support, it will lead to a higher level of satisfaction.

Discussion

The results of the data analysis as stated above can provide an illustration that the percentage of education staff readiness, which includes teaching staff or teachers, administrative staff and heads of education units, which includes management or school management. The level of readiness of education personnel in this study shows readiness in the fairly ready category, which means that the education staff has begun to adapt to various changes, and has begun to prepare themselves to interact with various new things, especially the use of technology. For educational organizations such as schools, dealing effectively with change is one of the key skills required for modern school management (Hamzah et.al, 2018). Readiness for change is important, both at the institutional level and at the individual level in this case the teacher as the main constituent (Hamzah et.al, 2018) determining the success of services in new situations (Harahap, Wahdi, & Wulandini, 2020).

Armenakis (Hamzah et.al, 2018) defines readiness for change (RFC) as cognitive antecedents that include beliefs, attitudes, and intentions, for behavior that supports or hinders change efforts. RFCs in the process of modernizing administration in schools, especially schools that are under the management of pesantren, are like public schools, which can be observed from the education staff in their attitudes and intentions of the people within the school. Widayani (2020), stated that how important change efforts need to be, and how confident the ability of school managers, especially education staff, is to be able to undergo change successfully. Efforts to build readiness for change as an effort to modernize school administration in the pesantren environment have been carried out by changing the cognition of school managers through communication about messages for change.* Messages for change need to contain two things, namely; a) there is a need to change, in the form of a gap between what the school wants to achieve and what conditions are currently happening, and b) belief in the ability of education personnel and groups (individual and collective efficacy) affected by change that they are able to change (Al-Ababneh & Alrhaimi, 2020; Munif, Rozi, & Aminullah, 2021).

According to Hanpachern (Bashori, 2017; and Fazlurrahman, 2019), school administrators and educators (Pondok Pesantren) must enrich the readiness for change construct by defining it as the extent to which education actors are mentally, psychologically, and physically ready to act and participate in a change effort. According to the report by Bariroh, Subekti, and Musthofa (2020), there are three attitudes related to change: promoting (supporting change efforts), participating (willing to participate in change efforts), and resisting (rejecting change efforts). Readiness for change occurs when someone shows a high attitude towards promoting and participating and low on resisting. The opposite of RFC is resistance for change, namely a condition when someone shows a high attitude towards resistance, and low on promoting and participating. Graph (Figure 3) shows the existence of score analysis which explains that they are not

ready or even unprepared to face the process of modernizing school administration as the starting point for overall modernization in school management.

Slameto (Gouvara, Harahap, & Wahdi, 2020) explains that readiness is the overall condition of a person, where he is ready to give a reaction in the form of an answer or reaction to a situation that will occur. According to Utami, et al (2022), that readiness is shown in the form of emotional and physical control ability to face every challenge that exists in the process of change, it is relatively necessary, in addition to the readiness of thinking to give birth to various more creative ideas to facilitate the teaching and learning process.

The results of data analysis (Table 4) can provide an overview of the needs that need to be met immediately, that a teacher or educator must have or be able to make a change or innovation in learning. In the learning process, teachers must be able to make innovations in learning, because each student has their own uniqueness so that educators are asked to be able to meet the needs of students in learning. As the opinion of Hamzah et.al, (2018) that modernization is close to innovation, namely a school's readiness to make the latest discoveries in the interaction process between educators and students so that a pleasant atmosphere is achieved and the distribution of knowledge runs optimally and creates behavioral changes in a positive direction.

Pesantren-based school institutions in principle combine general or academic education with assimilated religious education. This means as a cultural process and instill values. It is said that pesantren-based education must be able to increase human dignity which lasts throughout life. Fitriah and Mirianda (2019), explained that education also develops according to civilization and at the same time plays a role in the formation of human civilization so that education must be designed to follow the rhythm of changes in civilization. Utami, et., al (2022), suggested that the factors of information and communication technology development and the emergence of market relations in the field of education are related to the practical implementation of ideas and concepts for the formation of a modernized education system. An important thing about the modern education system and the process of its formation is globalization, namely the character of the world with a deep and inherent process, in this case an important part that is considered by Islamic Boarding Schools that oversee school institutions both in SD/MI and SMP/MTs.* Considerations that the manifestation of the process of integration of the modern world and the intense interaction between countries in various areas of people's lives has an impact that supports religious values or vice versa.

Responding to the swift current of change towards modernization, school institutions both SD/MI and SMP/MTs in the Pesantren environment have prepared support and follow technological developments as learning media and school administration management systems. The challenge for pesantren-based educational institutions is also to pay attention to the readiness of teachers to face technological developments as much as possible accompanied by solutions to overcome existing problems. The first solution is to provide understanding or knowledge to all educators to be able to use technology in learning in order to guide students in using technology. Given the many remote and isolated areas, especially in South Sumatra, it is also hoped that there will be a system that can facilitate the implementation of education so that it can cover the entire South Sumatra region. Providing continuous training, mentoring, and evaluation to educators must certainly be done to realize responsive, reliable, and adaptive educators. Educators must also make more optimal efforts in order to create innovative learning, thus providing opportunities for children to be creative, solve problems, optimize literacy, collaboration, and critical thinking skills. The Armenakis & Harris study (Al-Ababneh & Alrhaimi, 2020), states that one of the key messages that need to be included in the message of change is principal support, namely messages related to organizational support (pesantren) related to commitment and resources needed to change.

CONCLUSION

The results of the research and discussion show that the readiness of education personnel in schools at the SD/MI and SPM/MTs levels in South Sumatra can be categorized as quite ready. This is shown by the support of school administrators, namely Islamic Boarding Schools which oversee school institutions to meet the needs of change in terms of the use of technology and learning media that are continuously adapted to the needs of technological developments. From the aspect of human resources, both education staff, administrative staff and heads of education units as school managers are quite ready to make changes to the modernization of school administration, although there are some who are still experiencing obstacles in adjusting to the change process.

Based on the data analysis and discussion studies presented, it is recommended that the school management and the organization of the Islamic boarding school foundation that oversees the school should provide continuous training, mentoring, and evaluation to educators to create responsive, reliable, and adaptive educators. It is also recommended to prepare educators to be able to create innovative learning, so as to provide opportunities for children to be creative, solve problems, optimize literacy, collaboration, and critical thinking skills.

REFERENCES

- Al-Ababneh, H.A., and Alrhaimi, S.A.S (2020). Modern Approaches to Education Management to Ensure the Quality of Educational Services. *TEM Journal*. Volume 9, Issue 2, Pages 770-778
- Bariroh, Z., Subekti, A., and Musthofa, I (2020). Modernization of Islamic Religious Education Curriculum at SMP Tazkia International Islamic Boarding School Dau Malang. *VICRATINA: Journal of Islamic Education*. Volume 5 Number 5, p: 15-24
- Barus, M.I (2017). Modernization of Islamic Education According to Azyumardi Azra. *Journal of Al-Karim STAI-YAPTIP*, Vol.3 No.1, p: 1-14
- Bashori (2017). Modernization of Islamic Boarding Schools. *Mamangan Social Science Journal*. Volume 6, Number 1, p:47-69
- Basyit. A (2017). Renewal of the pesantren model: a response to modernity. *COORDINATES* Vol. XVI No. October 2, 2017, p:293-323
- Dahlan, A (2018). Modernization of Islamic Education: Sketches of Islamic Boarding Schools. *Journal of ANSIRU PAI* V o l. 2 No. 2, p:1-13
- Fazlurrahman, M (2019). Modernization of Islamic Education: Fazlur Rahman's Alternative Ideas. *TA'LIM: Journal of Islamic Education Studies*. Vol.1 No.1, p:73-89
- Fitriah, D and Mirianda, M.U (2019). Teacher Readiness in Facing the Challenges of Technology-Based Education. *Proceedings of the National Seminar on Graduate Program Education at Pgrri Palembang University*, 03 May 2019, p. 148-153
- Gouvara, W., Harahap, S., and Wahdi, H (2020). Readiness to Face Changes in Elementary School Teachers Against Types of Culture and Organizational Support. *JAMP-Journal of Educational Administration and Management*, *JAMP-Journal of Educational Administration and Management*, Vol. Vol.3, No. 4, p. 274-288

- Halil, H (2015). Islamic Boarding School Curriculum Innovation in Projecting Future Alternative Education Models, *Journal of Islamic Studies*, 1(2), 1–23\
- Harahap, S., Wahdi, H., and Wulandini (2020). Readiness to Face Changes in Elementary School Teachers Against Types of Culture and Organizational Support. 359-36
- Hasyim, M (2016). Modernization of Islamic boarding school education in the perspective of Kh. Abdurrahman Wahid. *CENDEKIA, Journal of Islamic Studies*. Volume 2, Number 2, p:1-25
- Ichsan, A.S., Sembiring, I.D., and Luthfiah, N (2020). Islamic education faces tradition, transition, and modernization. *Fitrah: Journal of Islamic Education (FJIE)*. Vol. 1 No. 1
- Kamal, F and Mukromin (2018). Islamic Boarding School Modernism as a Non-Dichotomous Islamic Educational Institution. *Paramurobi Journal*, Vol. 1, No. 2, p:10-21
- Karo, T.K (2017). Modernization of Islamic Education in Egypt. *Journal of WARAQAT* Volume II, No. 2, p:97-132
- Madjid, N. (2014). *Modern Islam and Indonesianness*. Bandung: PT Pemuda Rosdakarya.
- Munif, M., Rozi, F., and Aminullah, M (2021). Islamic Boarding School-Based School Curriculum Development Innovation in Increasing Public Trust. *MANAZHIM: Journal of Management and Educational Sciences*, Vol. 3(2), p.183-200
- Nurjannah, S.M., Rusdinal, Hadiyanto, and Adi, N (2021). Readiness to Accept Organizational Change in the Pandemic Period for School Administration Staff at SMPNs in Payakumbuh City. *Journal of Education Tambusai*, Volume 5 Number 3 Years, p. 7407-7413
- Sagala, S. (2017). *Strategic Management in Improving the Quality of Education*. Bandung: Alfabeta
- Siswati (2018). Integrated Islamic Boarding School as a solution to the problems of Islamic religious education in the era of globalization. *JPII*. Volume 2, Number 2, p:123-138
- Subhan, A (2012). *Indonesian Islamic Education Institutions in the 20th Century The Struggle between Modernization and Identity*, Jakarta: Kencana
- Utami, S.W., Rusdinal, Jasrial, and Ningrum, T.A (2022). Readiness to accept organizational changes during the pandemic for school administration staff in state junior high schools. *Journal Of Educational Administration And Leadership*, Volume 2 Number 3, p 321-324
- Wahidah, E.Y (2015). Study on the Implementation of Traditionalization and Modernization of Education in Islamic Boarding Schools. *Muadib-Journal of Islamic Education*. Vol.05 No.02,p:184-205
- Widayani, K. (2020). Implementation of Change Management on the Performance of Educators and Education Personnel at Mts Negeri 3 Medan. *HIJRI - Journal of Islamic and Educational Management*, Vol. 9. No. 1, p. 78 – 86



© 2023 by the authors. Submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/3.0/>).