

## Pesantren Teachers' Commitment from the Perspective of Local Wisdom: Sustainable Strategies for Curriculum Reinforcement

Rasyidin,<sup>1</sup>  Fauzan Ahmad Siregar<sup>✉2</sup> , Abdullah Sani Ritonga<sup>1</sup> 

<sup>1</sup> Sekolah Tinggi Ilmu Tarbiyah Ar-Raudlatul Hasanah Medan, Indonesia

<sup>2</sup> Universitas Islam Negeri Sultanah Nahrasiyah, Lhokseumawe, Indonesia

### ABSTRACT

✉ **Corresponding author:**  
Fauzan Ahmad Siregar  
[fauzanahmadsiregar@uinsuna.ac.id](mailto:fauzanahmadsiregar@uinsuna.ac.id)

**Received:** 1 April 2025  
**Revised:** 5 July 2025  
**Accepted:** 31 August 2025  
**Published:** 15 September 2025

This study aims *pesantren* teachers' commitment from the perspective of local wisdom as a foundation for sustainable curriculum reinforcement. Using a qualitative descriptive survey. The study reveals that the curriculum at *Pesantren* Ar Raudlatul Hasanah integrates five key orientations: holistic development, skill enhancement, incorporation of local wisdom, character building, and field project engagement. These elements manifest in both the official and hidden curricula and are delivered through direct instruction. Teacher commitment in this *pesantren* is categorized into three types: affective commitment, reflecting emotional connection; normative commitment, showing pedagogical dedication; and continuance commitment, prioritizing the *pesantren's* well-being. These overlapping commitments contribute significantly to the effectiveness of the educational program. Moreover, strong relationships among teachers foster a supportive, participatory environment, enhanced by social support, a sense of belonging, professional development opportunities, and a mentorship system. This supportive community strengthens teachers' enthusiasm and dedication, suggesting that fostering collaborative group activities can sustainably reinforce curriculum quality and educational outcomes in *pesantren* institutions.



**Keywords:** *Collaborative Community; Educational Effectiveness; Holistic Development; Local Wisdom; Sustainable Curriculum; Teacher Commitment.*

 : <https://doi.org/10.47766/idarrah.v9i1.5996>

Copyright (c) 2025 Idarah (Jurnal Pendidikan dan Kependidikan)

### INTRODUCTION

The essence of the quality of *pesantren* is that the education system implemented requires individual commitment and innovative policies (Prasetyo et al., 2025). this expansion often contrasts with uneven educational quality, particularly in terms of curriculum relevance and teacher commitment (Ibrahim et al., 2023). While existing studies acknowledge the critical role of *pesantren* teachers, they offer limited insight into how teacher commitment, rooted in local wisdom, can effectively sustain and enhance curriculum innovation (Hikmawati & Hosnan, 2022).

A significant research gap exists in exploring *pesantren* teachers' commitment through the perspective of local wisdom as a sustainable strategy for curriculum reinforcement (Sauri et al., 2018). Although numerous studies address curriculum reform and the challenges of modernization, few connect these issues to teachers' intrinsic motivation and the cultural values that underpin their professional engagement within *pesantren* institutions (Firdaus & Hermawan, 2021).

The curriculum plays a fundamental role in determining the direction of the educational and teaching process in *pesantren* (Prastowo et al., 2020). The curriculum also ensures that educational services are considered acceptable by the community and are sustainable in its practice (Cassar, 2022). The challenge of modernization threatens the ideology of *pesantren*. The response to this challenge is to maintain the purity of the curriculum by creating tension between traditional values and the demands of contemporary education (Hidayah, 2021). Therefore, it is important to conduct continuous evaluation and ensure that the teacher commitment model adapts to remain relevant and meet the needs of students and the demands of the ever-evolving community (Istifadah, 2023).

In the context of research, the *pesantren* curriculum requires the support and commitment of the *pesantren* organization community. Teachers are not only tasked with planning and delivering material according to the curriculum, but also to pay attention to the needs and learning styles of students, in addition to conducting regular progress evaluations with constructive feedback (Kumalasari, 2022). These responsibilities emphasize the importance of a teacher commitment model that prioritizes professional development and empowerment, to ensure that they are able to have high quality performance and create intelligent, skilled and virtuous students (Mahanani et al., 2022).

Previous studies often prioritize the curriculum aspect without performing deeper examination on the commitment factors of educators. Therefore, there is a need to examine the relationship between teacher commitment and the strengthening of curriculum. Research on commitment has been conducted in a wide variety of focus, such as Raharja & Muhyi's (2024) work, explain that the urgency of holistic sustainable human training and development to improve teacher competence, strengthen their commitment to the curriculum. Commitment is realized through the integration of spiritual values and academic achievement (Altun, 2017; Efendi et al., 2022).

Various studies have highlighted multiple barriers to maintaining strong commitment among *pesantren* teachers (C. W. Day et al., 2023). Beyond the lack of institutional support, recognition, and clarity in job expectations (Wang & Mat, 2022), the perspective of local wisdom emphasizes the cultural and traditional values that influence teachers' dedication. In *pesantren* settings, local wisdom often embodies mutual respect, communal harmony, and a deep sense of moral responsibility. When

these values are overlooked due to inconsistent policies or excessive administrative demands, the intrinsic motivation grounded in community and spirituality may weaken. This detachment from culturally embedded values can exacerbate fatigue and diminish enthusiasm, showing that sustainable commitment must intertwine not only structural support but also alignment with local cultural ethics (Azzam & Harsono, 2021).

Integrating local wisdom into curriculum reinforcement offers a sustainable strategy to bolster *pesantren* teachers' commitment (Marno et al., 2024). By recognizing and incorporating traditional knowledge systems, community expectations, and moral frameworks, the workplace environment aligns more closely with teachers' values and motivations. This alignment can mitigate challenges such as workload stress and unclear roles by fostering a supportive atmosphere where teachers feel valued beyond academic performance metrics (Yuliansyah & Herman, 2023). Hence, a curriculum that integrates local wisdom does more than educate students; it strengthens the entire educational community's resilience and dedication, promoting a lasting commitment that sustains both pedagogy and cultural heritage.

Accordingly, this study aims to fill existing gaps by critically examining the commitment of *pesantren* teachers through the perspective of local wisdom. It further seeks to identify sustainable strategies for curriculum enhancement that simultaneously preserve traditional values and respond effectively to contemporary educational demands. This focus is essential for fostering educational practices that are culturally meaningful, pedagogically sound, and resilient in the face of rapid societal transformations.

## METHOD

This study examines *pesantren* teachers' commitment from the perspective of local wisdom to identify sustainable strategies for reinforcing the curriculum. Seven informants were purposively selected, including the principal, deputy head, teaching director, and experienced senior teachers involved in curriculum development. This selection ensured a broad and rich understanding of teacher commitment in the educational process. Data were collected through in-depth interviews exploring informants' experiences and views on commitment models, complemented by digital and classroom observations to capture authentic teaching interactions in *Pesantren Ar Raudlatul Hasanah*. The data underwent qualitative analysis, including reduction, coding, and critical interpretation, to identify factors that either support or hinder teachers' commitment to curriculum enhancement. This approach helped reveal how local wisdom influences teacher dedication and can be sustainably integrated into curriculum development. The study's findings aim to guide *pesantren* institutions in

---

fostering durable teacher commitment as a foundation for continuous curriculum improvement aligned with cultural values and educational goals.

## RESULTS AND DISCUSSION

The teacher commitment model identified in this study includes several aspects; productive guidance, fostering a spirit of learning, and providing freedom for students to develop their thinking skills, initiative, and creativity. Consequently, strengthening the curriculum in *pesantren* should not be done by solely focusing on academic aspects, but also on developing character and spiritual values that are integral to *pesantren* education.

### Substance of the *Pesantren* Curriculum

The *pesantren* curriculum is thoughtfully designed to incorporate several important elements, with a strong foundation in religious teachings. Fundamentally, it aims to help students understand and practice Islamic values in their everyday lives (Alamin et al., 2024). Beyond religious instruction, the curriculum deeply embraces local wisdom, closely connected to the cultural traditions of the surrounding community. At Ar Raudlatul Hasanah, for instance, the curriculum reflects the local customs and cultural context. This community-oriented approach ensures that students not only gain knowledge of religion but also develop an appreciation and respect for the community's cultural heritage. Integrating local contexts into the educational materials enhances the relevance of learning and makes it easier for students to grasp the subject matter effectively (Prasetyo et al., 2022).

Moreover, the curriculum at Ar Raudlatul Hasanah takes a holistic approach through the implementation of the *Kulliyatul Mu'allimin Al Islamiyah* (KMI) curriculum, which specifically aims to cultivate future teachers. Holistically speaking, this curriculum aligns with the *pesantren's* vision of forming a dedicated community of educators. Students, with their diverse talents and potential, are expected to graduate not only prepared for various professions but also imbued with the spirit of educators who uphold and disseminate truth in their respective professions and communities. This sustained commitment to developing teacher cadres ensures that, regardless of their future career paths, alums retain their identity as bearers of knowledge and educators within society.

Teacher commitment, which reflects the attachment to the tasks and obligations trusted to teachers, is a key factor in creating responsibility and a responsive and innovative attitude towards the development of science and technology (Shahidi Hamedani et al., 2024). This commitment is very important to improve the performance of educational institutions both individually and collectively, in addition to playing a role in creating flexibility to create competitive and competitive schools.

Meanwhile, MKinney explained that caring leaders play a role in strengthening individual commitment (MKinney et al., 2014). The implementation of an integrated curriculum (religious and general knowledge) supports comprehensive *pesantren* education (Ali, 2019). On the other hand, Bashori focused on the phenomenon of *pesantren* modernity in terms of the curriculum of interests and talents (Prasetyo & Bashori, 2021). Meanwhile, teachers' spiritual commitment is influenced by the educational environment, which contributes to loyalty and dedication in teaching and, consequently, student development (Muttaqin, 2020; Rosid et al., 2024).

Furthermore, the curriculum at Ar Raudlatul Hasanah is oriented towards skills development. As a private institution, the *pesantren* maintains its independence and focuses on equipping students with essential skills such as public speaking, critical thinking, and entrepreneurship. These efforts aim to prepare students with relevant competencies applicable in the competitive job market. Graduates face the challenges of both employment and the industrial sector. To foster entrepreneurial spirit, the *pesantren* implements organizational education, providing students with opportunities to manage various business units, including kitchen cooperatives, student cooperatives, laundry services, and others.

Another important orientation of the *pesantren* curriculum is the strengthening of morals and character. Character education cultivates virtues such as honesty, discipline, responsibility, and tolerance. The curriculum aims to foster strong integrity and moral values in students.

Moreover, the *pesantren* curriculum incorporates the concept of the “*hidden curriculum*,” which refers to educational experiences beyond formal classroom instruction. This *hidden curriculum* manifests in various *pesantren* activities and is often project-based. Students are encouraged to organize and participate in projects, thereby exploring and developing their leadership talents and practical skills. In this regard, the curriculum emphasizes learning through projects and practical engagement.

The project-based curriculum within the context of *pesantren* is also understood as direct education or the “*direct method*.” This instructional model aims to enhance students' understanding through direct experience, with the expectation that they will develop and cultivate their individual talents. Regarding orientation, the curriculum aspires to offer comprehensive and relevant education that optimally supports students in realizing their potential.

Given students' diverse backgrounds, the educational approach must be dynamic. Research findings focus on the values and traditions embraced by *pesantren* institutions. For example, one key form of teacher preparation is the development of the “*teaching I'dad*.” Unlike the more extensive and complex Semester Learning Plans mandated by the Department of Education in other schools, the “*teaching I'dad*” for

---

*pesantren* teachers is less elaborate but deeply substantive, as it is organized specifically according to the unique characteristics of the subjects taught.

*Pesantren* have a focus on learning. One of them is the emphasis on learning planning. Teachers conduct thorough planning and objective evaluations. In addition, collaboration between fellow teachers in developing a curriculum that considers cultural diversity also requires a collective commitment to creating a harmonious learning atmosphere. Through a combination of adaptability, concern, and professionalism, teacher commitment can make a significant contribution in creating a productive and inclusive educational environment.

The relationship between commitment and curriculum strengthening is crucial (Kusnandi, 2017). However, there are still several limitations in understanding effective teacher commitment models and how these models can be optimally implemented in *pesantren*. Through the results of this study, three ideal commitment models will be explained to be applied in *pesantren*.

Teachers' affective commitment is closely related to their emotional attachment and involvement in educational institutions. In a study conducted at the Ar-Raudlatul Hasanah *pesantren* in Medan, it was found that teachers who have high affective commitment show a sense of pride and satisfaction in carrying out their teaching duties. They feel emotionally connected to the institution, which is reflected in the implementation of fun and creative learning activities. This emotional involvement inspires a positive learning environment in which teachers are able to contribute more actively in improving the quality of education.

Teachers at the Ar-Raudlatul Hasanah *pesantren* demonstrate a strong commitment that goes beyond just delivering lessons. They actively engage in curriculum development and participate in various extracurricular activities, showing deep enjoyment and satisfaction in their roles. This level of involvement reflects their sense of ownership and responsibility towards the *pesantren* as an institution. By collaborating closely with *pesantren* leaders and experienced senior teachers, they help design programs that enrich students' learning experiences. Their affective commitment - the emotional connection and positive attitude towards their work - not only enhances teaching quality but also positively influences students' personal growth and development.

Effective communication between teachers and *pesantren* leaders is a crucial factor in strengthening this affective commitment. When teachers feel valued and heard, their emotional attachment to the institution deepens, fostering greater motivation. Moreover, healthy interactions among teachers and between teachers and students build a strong sense of familiarity and community. This harmonious environment supports the sustainability of the *pesantren's* educational mission by maintaining teacher motivation and effectiveness in nurturing students. Thus,

teachers' affective commitment plays a vital role in ensuring that the *pesantren* continues to fulfill its goal of providing high-quality education rooted in both religious and community values. This research's findings are supported by Haganauer et al. and Day (C. Day & Harris, 2002; Hagenauer et al., 2018).

Normative commitment of teachers can be understood theoretically as the loyalty of teachers in carrying out their role as educators to build student character (Lancet et al., 2023). As educators, teachers are required to have a pedagogical character, to ensure that the school atmosphere truly contains pedagogical values. The educational atmosphere in schools, both in and outside the classroom, is expected to be able to run effectively to build student character, either as individuals, members of society, and as citizens (Manullang, Belferik, 2013).

The normative commitment of teachers reflects their loyalty in performing their role as educators, especially in building student character. The results of the study showed that this commitment was not only limited to carrying out teaching duties, but also to developing character and religious values that were in line with the goals of *pesantren* education.

The teachers have a strong pedagogical character, which is evidenced from the way they integrate noble values into the learning process. They are expected to be role models for students, not only in academics but also in moral and ethical aspects. The resulting educational atmosphere includes classroom learning and interactions outside the classroom that support the development of the character of students as good individuals, active members of society, and responsible citizens.

A supportive and conducive environment within *pesantren*, together with strong backing from *pesantren* leadership, plays a critical role in reinforcing teachers' normative commitment. Teachers feel motivated to participate actively not only in formal classroom teaching but also in various social and religious activities designed to strengthen community bonds and cultivate strong character in students. These activities include religious studies, social service projects, and student leadership programs, all aimed at fostering leadership skills and a sense of social responsibility that extend beyond academics.

Additionally, the way teachers assess students' character development is a vital component of their normative commitment. Teachers employ holistic assessment methods that evaluate cognitive, affective, and psychomotor domains to ensure students gain competence not only in academic knowledge but also in social and religious values. By maintaining this balanced approach, teachers contribute significantly to shaping students' integrity and moral character, fostering a generation equipped with both knowledge and strong ethical foundations. This commitment ultimately supports the formation of high-quality future leaders who are mindful of their community responsibilities. Other studies also found relevance between

---

normative commitment and the effectiveness of learning (Asiyah et al., 2021; Assunção Flores, 2021).

Continuance commitment refers to an individual's attachment to an institution based on considerations of what might be lost upon leaving. In this context, individuals choose to remain within the institution because it fulfills their needs (Benn, 2014; Priansa, 2014). Specifically, teachers' continuance commitment involves reflecting on the potential sacrifices they would face if they were to depart. This research reveals that teachers view their role not merely as a source of livelihood but also as a fulfillment of their spiritual and social needs. Their decision to stay is motivated by a strong sense of responsibility to educate students and contribute to their character development.

Factors that influence this commitment include strong social support among fellow teachers and the leadership of the *pesantren*. As a result, there is a supportive and collaborative environment at the institution which makes teachers feel valued and motivates them to stay. A sense of togetherness and shared goals in achieving quality education in the *pesantren* often adds to the strength of their decision to stay, which shows how important interpersonal dynamics are in this context.

The availability of adequate resources also contributes to teachers' decisions to stay. The *pesantren* provides various training and skill enhancement programs that help teachers in their professional development. In addition, a conducive working atmosphere for innovation in teaching makes them feel productive and valuable, making them less likely to leave the place.

The complementation between the teacher's personal vision and the *pesantren's* mission constitutes a significant factor in the decision to maintain commitment. Many teachers perceive their roles as extending beyond routine duties, dedicating themselves to a higher purpose encompassing educational and moral values. Consequently, the sustained commitment of teachers at Ar-Raudlatul Hasanah arises from a combination of interconnected individual, social, and institutional factors, which collectively generate strong motivation to remain engaged. This conclusion is further supported by studies conducted by Hashim and Prasetyo, which reveal that religious educational institutions consistently foster a sense of loyalty to achieve optimal performance outcomes (Hashim et al., 2021; Prasetyo et al., 2023).

This study reveals that *pesantren* teachers exhibit strong commitment in three principal ways. Firstly, their affective commitment is notably high, as they are emotionally attached to their teaching profession and derive enjoyment from it, thereby fostering a positive classroom atmosphere. Secondly, their normative commitment is reflected in their dedication to shaping students' character through both academic and extracurricular activities. Finally, teachers display continuance commitment by appreciating the personal and professional advantages associated

with remaining in the *pesantren*. Collectively, these forms of commitment contribute to establishing an effective learning environment and advancing students' character development.

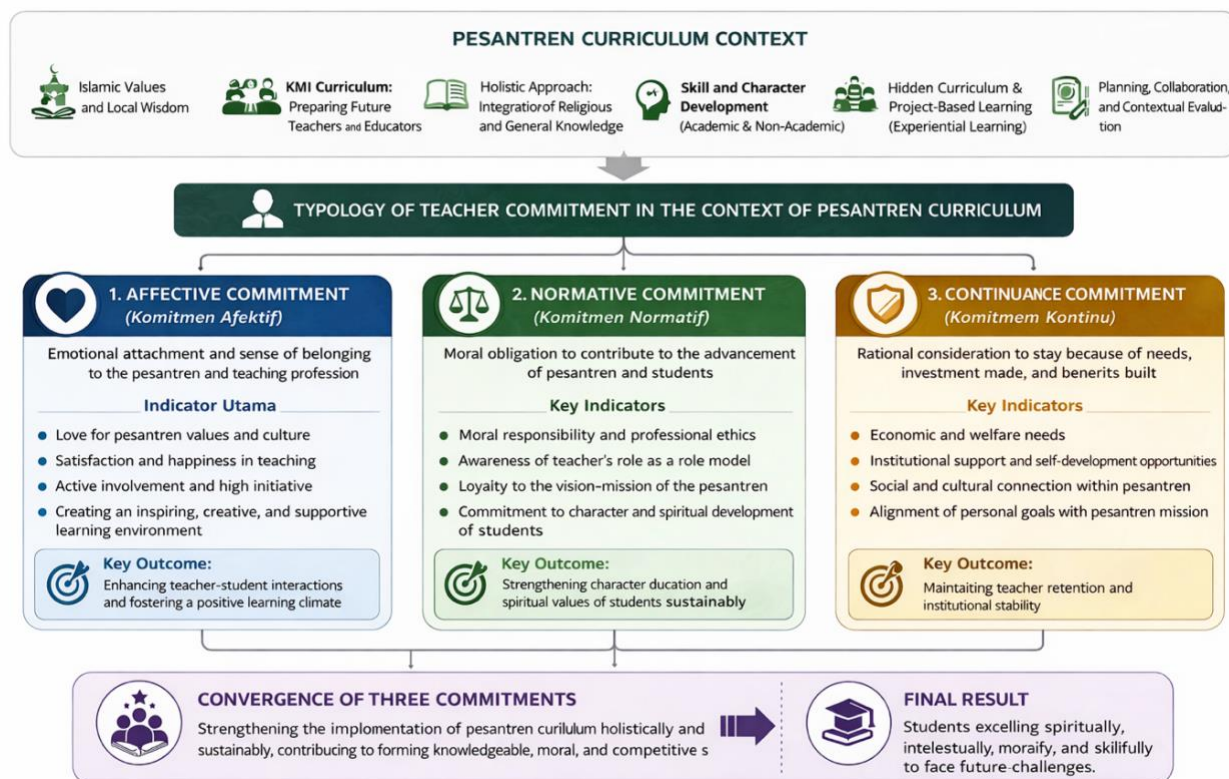


Figure 1: The model of teacher commitment typology within the pesantren curriculum

Figure 1 reveals a multidimensional and integrative framework in which affective, normative, and continuance commitments function synergistically to strengthen holistic education. Affective commitment is reflected in teachers' emotional attachment, intrinsic motivation, and active engagement, which foster a creative and supportive learning environment. Normative commitment, on the other hand, is grounded in moral responsibility, pedagogical values, and loyalty to the *pesantren's* mission, contributing significantly to the internalization of character and spiritual values among students.

Meanwhile, continuance commitment emphasizes rational considerations such as institutional support, professional development opportunities, and alignment between personal and institutional goals, ensuring teacher retention and organizational stability. These three dimensions are not isolated; rather, they interact dynamically within the *pesantren* curriculum—characterized by the integration of Islamic values, local wisdom, and experiential learning approaches—ultimately strengthening curriculum implementation and developing students' character and competencies. This finding underscores that sustainable educational quality in

---

*pesantren* is contingent upon the balanced integration of emotional, moral, and rational dimensions of teacher commitment.

## **Strategy for Building Teacher Commitment in Strengthening *Pesantren* Curriculum**

### *The Role of pesantren Culture in Building Teacher Commitment*

*Pesantren* has a strategy in building teacher commitment, one of which is through strengthening *pesantren* culture. Sequentially, *pesantren* have a mechanism for strengthening *pesantren* cultural values through the collective commitment of the *pesantren* community. Findings from this study show that strengthening *pesantren*' cultural values is achieved through a multifaceted process involving internalization of values, formation of a normative framework, and instilling a sense of communal attachment.

*Pesantren* culture is a form of manifestation of values that shape the character of students and teachers. One of them is the spirit of altruism. The internalization of the values in question is altruism. Although the elaboration of the normative framework is the *pesantren*'s milieu which is full of philosophical values that are rooted in the *pesantren* community (teachers and students), the normative framework can be explained such as that the *pesantren* environment forms characters of commitment, trustworthiness towards responsibilities, and loyal to the orders of superiors. Communal attachment can be explained as the *pesantren* environment forms a spirit of cooperation. If there is work that needs to be done, it will be carried out collectively. The culture of cooperation also strengthens the teacher's commitment that the interests of the *pesantren* is above individual interests.

The leadership of the *pesantren* plays an important role in encouraging teacher commitment. Another notable term is collective commitment, which is further strengthened through active participation and compliance of the *pesantren* community. The study contributes to the understanding of how the cultural values of *pesantren* become the foundation for building teacher commitment. Traditional educational institutions, such as *pesantren*, are identical to the ideology inherited since *pesantren* was first established. In addition, *pesantren* have their own strategies in maintaining a distinctive cultural identity amidst global changes and challenges.

### *Teacher Commitment to Creating Excellent Performance*

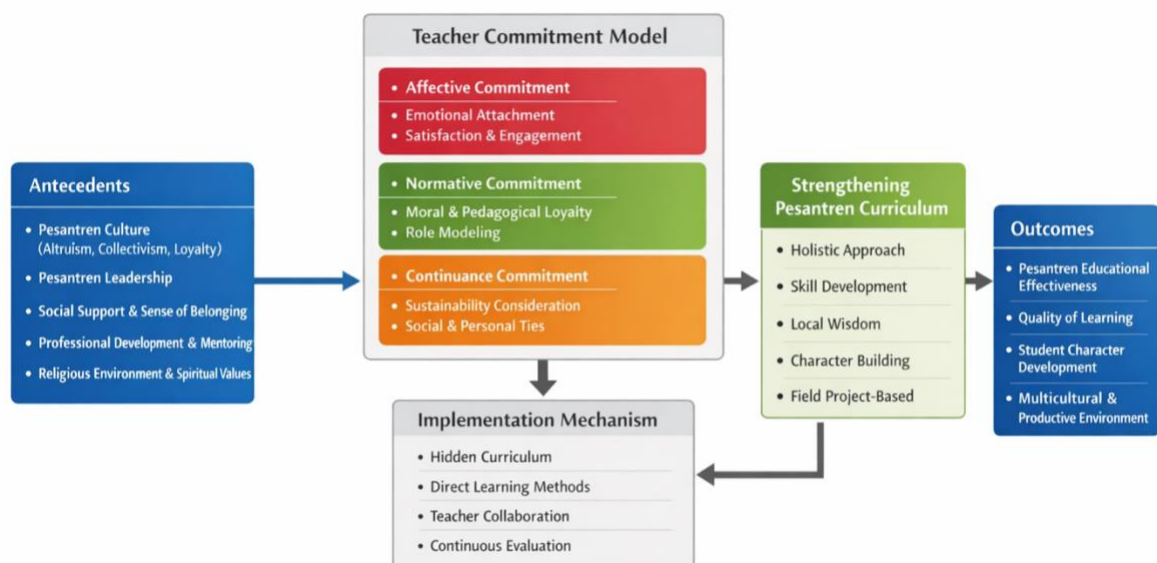
Improved teacher performance is also a positive implication of high motivation. When educators feel confident and encouraged by their social environment, they tend to be more innovative in their teaching approaches. The implementation of creative and interactive learning methods not only stimulates interest and concentration among students, but also improves the quality of education in *pesantren*. In addition,

good teacher performance creates a positive learning atmosphere, so that students will be more motivated to actively participate in learning activities. This collaborative and supportive atmosphere will create a generation that is not only academically educated but also has constructive social and emotional skills.

The teacher commitment model at Ar Raudlatul Hasanah *Pesantren* significantly strengthens the curriculum by integrating teacher empowerment, professional development, and spiritual values. Effective leadership fosters autonomy and growth opportunities, enabling teachers to uphold professional standards through systematic planning, reflective practice, diverse resources, and clear evaluations. Collaboration among teachers through regular meetings promotes inclusive learning, considering cultural diversity and fostering student solidarity.

Self-discipline is significant in supporting teachers' commitment; teachers can manage time, manage resources, and prioritize tasks efficiently by having strong discipline. Teaching with discipline and consistency plays a crucial role in creating a productive learning atmosphere. Teachers who consistently apply rules provide good examples so that students understand the expectations and feel safe in the learning process. *Pesantren* administrators have succeeded in creating a harmonious and productive educational environment with a varied approach to learning despite facing diverse cultural challenges.

The results of this study are supported by Rosid's study on the relevance of spiritual commitment to the stability of the implementation of the *pesantren* curriculum (Rosid et al., 2024). In addition, Romi's study revealed that Islamic educational institutions instill a religious spirit that correlatively forms teachers' affective commitment (Romi & Ahman, 2020). The implications of this research reveal the importance of building a strong collective commitment among stakeholders for the preservation and transference of cultural values in the educational environment.



---

### Figure 1: Teacher Commitment in Strengthening *Pesantren* Curriculum

Figure 1 highlights that teacher commitment serves as a core variable bridging the institutional context of *pesantren* and the effectiveness of curriculum strengthening. Structurally, the model identifies *pesantren* culture, leadership, social support, and spiritual environment as antecedent factors shaping three dimensions of teacher commitment: affective, normative, and continuance. These dimensions operate simultaneously to promote value internalization, pedagogical loyalty, and sustained teacher engagement within the institution.

The teacher commitment model at Ar Raudlatul Hasanah Pesantren significantly strengthens the curriculum by integrating teacher empowerment, professional development, and spiritual values. Effective leadership fosters autonomy and growth opportunities, enabling teachers to uphold professional standards through systematic planning, reflective practice, diverse resources, and clear evaluations. Collaboration among teachers through regular meetings promotes inclusive learning, considering cultural diversity and fostering student solidarity.

## CONCLUSION

At Ar Raudlatul Hasanah Pesantren, the implemented curriculum is guided by five primary orientations that collectively enhance the quality development of students. These include a holistic approach, skills development, local wisdom, character emphasis, and project-based learning. The application of these orientations is evident not only within the formal curriculum but also through the hidden curriculum and direct instructional methods employed. Teachers' commitment at this pesantren can be categorized into three forms: affective commitment, which pertains to their emotional connection; normative commitment, reflecting their pedagogical values; and continuance commitment, demonstrating their prioritization of the pesantren's interests. The successful realization of these curriculum orientations is strongly supported by factors such as robust social networks among teachers, ongoing professional development, and mentoring programs led by senior educators. Thus, the integration of these elements not only reinforces teacher commitment but also contributes significantly to the enhancement of educational quality provided to students.

---

**BIBLIOGRAPHY**

- 'Azzam, M. A., & Harsono, M. (2021). Organizational Commitment and Loyalty: A Millennial Generation Perspective in Indonesia. *Journal of Asian Finance, Economics and Business*, 8(3), 1371–1383. <https://doi.org/10.13106/jafeb.2021.vol8.no3.1371>
- Alamin, N. S., Rahmawati, Z. S., Maha, M. B., Nisa', S., & Zalzuli, A. (2024). Hidden Curriculum in Students' Activities at Modern Islamic Boarding School: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java. *Miqot: Jurnal Ilmu-Ilmu Keislaman*, 48(1), 57–72. <https://doi.org/10.30821/miqot.v48i1.1134>
- Albrahim, F. A. (2020). Online Teaching Skills and Competencies. *Turkish Online Journal of Educational Technology-TOJET*, 19(1), 9–20.
- Ali N. (2019). Integrative Curriculum of Religion and Science at Special Pesantren for University Students. *Ulul Albab Jurnal Studi Islam*, 20(1), 95–122. <https://doi.org/10.18860/ua.v20i1.6353>
- Altun, M. (2017). The Effects of Teacher Commitment on Student Achievement. *International Journal of Social Sciences & Educational Studies*, 3(3). <https://doi.org/10.23918/ijsses.v3i3p51>
- Asiyah, S., Wiyono, B. B., Hidayah, N., & Supriyanto, A. (2021). The effect of professional development, innovative work and work commitment on quality of teacher learning in elementary schools of Indonesia. *Eurasian Journal of Educational Research*, 2021(95), 227–246. <https://doi.org/10.14689/EJER.2021.95.13>
- Assunção Flores, M. (2021). The Multidimensionality of Teacher Professional Learning: Context, Content and Change. *European Journal of Teacher Education*, 44(4), 429–431. <https://doi.org/10.1080/02619768.2021.1973164>
- Benn, P. (2014). *Commitment*. Routledge. <https://doi.org/10.4324/9781315710211>
- Cassar, C. (2022). Designing Curriculum About Governance and Sustainability in Higher Education: A Case Study. In *Managing Risk and Decision Making in Times of Economic Distress, Part A* (pp. 1–35). <https://doi.org/10.1108/S1569-37592022000108A030>
- Day, C., & Harris, A. (2002). Teacher Leadership, Reflective Practice, and School Improvement. In *Second International Handbook of Educational Leadership and Administration* (pp. 957–977). Springer Netherlands. [https://doi.org/10.1007/978-94-010-0375-9\\_32](https://doi.org/10.1007/978-94-010-0375-9_32)
- Day, C. W., Simpson, A., Li, Q., Bi, Y., & He, F. (2023). Teacher professionalism: Chinese teachers' perspectives. *Journal of Professional Capital and Community*, 8(2), 65–89. <https://doi.org/10.1108/JPCC-01-2022-0004>

- Efendi, D., Rifani, S. R., Milanti, A., Efendi, F., Wong, C. L., Rustina, Y., Wanda, D., Sari, D., Fabanjo, I. J., De Fretes, E. D., Mohamad, R. W., Sawasemariay, O., Faidiban, R. H., Nur, Q., Tiwery, I. B., Huda, M. H., & Mobalen, O. (2022). The Role of Knowledge, Attitude, Confidence, and Sociodemographic Factors in COVID-19 Vaccination Adherence among Adolescents in Indonesia: A Nationwide Survey. *Vaccines*, 10(9). <https://doi.org/10.3390/vaccines10091489>
- Firdaus, F., & Hermawan, H. (2021). Manajemen Kurikulum Berbasis Pesantren di SMP Muhammadiyah Jono Bayan Purworejo. *TAMADDUN: Jurnal Pendidikan Dan ...*, 22(2), 113-120. <http://journal.umg.ac.id/index.php/tamaddun/article/download/3610/2182>
- Hagenauer, G., Gläser-Zikuda, M., & Moschner, B. (2018). University Students' Emotions, Life-Satisfaction and Study Commitment: a Self-Determination Theoretical Perspective. *Journal of Further and Higher Education*, 42(6), 808-826. <https://doi.org/10.1080/0309877X.2017.1323189>
- Hashim, A. K., Torres, C., & Kumar, J. M. (2021). Is More Autonomy Better? How School Actors Perceive School Autonomy and Effectiveness in Context. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-021-09439-x>
- Hidayah, S. N. (2021). Pesantren for Middle-Class Muslims in Indonesia (Between Religious Commodification and Pious Neoliberalism). *QIJIS (Qudus International Journal of Islamic Studies)*, 9(1), 209. <https://doi.org/10.21043/qijis.v9i1.7641>
- Hikmawati, N., & Hosnan, H. (2022). Timeline of Curriculum Policy in Indonesia. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 6(1), 65-86. <https://doi.org/https://doi.org/10.47766/idadrah.v6i1.524>
- Istifadah, I. (2023). Peran Strategis Hubungan Masyarakat dalam Meningkatkan Kualitas Pesantren: Analisis Peran, Kualitas Hubungan, dan Dampaknya. *PESANTREN: Studies in Islamic School and Social Education*, 1(1), 47-58.
- Jusubaidi, J., Lindgren, T., Mujahidin, A., & Rofiq, A. C. (2024). A Model of Transformative Religious Education: Teaching and Learning Islam in Pondok Modern Darussalam Gontor, Indonesia. *Millah: Journal of Religious Studies*, 23(1), 171-212. <https://doi.org/10.20885/millah.vol23.iss1.art6>
- Kumalasari, D. (2022). Integrating Models Character Education in History Learning. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 19(2), 1-7.
- Kusnandi. (2017). Model Inovasi Pendidikan dengan Strategi Implementasi Konsep "Dare To Be Different." *Journal Wahana Pendidikan*, 4(1), 132-144.
- Lancet, S., McKittrick, L., & Morando Rhim, L. (2023). Leadership as an Implementation Driver: Identifying Best Practices to Support Organizational Change. *Journal of Disability Policy Studies*, 34(2), 115-126. <https://doi.org/10.1177/104420732111066793>

- 
- Mahanani, P., Akbar, S., Kamaruddin, A. Y. B., & Hussin, Z. B. (2022). Educational Analysis to Develop Character in Malaysia and Indonesia. *International Journal of Instruction*, 15(3), 377–392. <https://doi.org/10.29333/iji.2022.15321a>
- Manullang, Belferik, S. M. (2013). *Esensi Pendidikan IQFQ- SQ*. Medan: Unimed.
- MKinney, R., Larson, H. A., Moody, J. A., Schwartzkopf, M. F., Hale, A. D., & Conn, S. R. (2014). Altruism, Commitment, and Leadership in High School Mentors. *Journal of Counseling in Illinois*, 47, 17.
- Muttaqin, I. (2020). Types and Characteristics of Kyai Leadership Within Pesantren. *Dinamika Ilmu: Jurnal Pendidikan*, 20(1), 165–174.
- Prasetyo, M. A. M., & Bashori, B. (2021). Modernitas Pesantren Ditinjau dari Aspek Kurikulum (Studi Kurikulum Berbasis Minat Bakat). *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 95. <https://doi.org/10.17977/um027v4i22021p95>
- Prasetyo, M. A. M., Bashori, B., & Lailisna, N. N. (2023). Beyond Conventional Boundaries: A Literature Study on Madrasah Management and the Construction of Online Learning Innovations. *Al-Ta Lim Journal*, 30(2). <https://doi.org/10.15548/jt.v30i2.774>
- Prasetyo, M. A. M., Salabi, A. S., & .... (2022). Multikriteria Analisis untuk Pengembangan Berkelanjutan Organisasi Pembelajaran. *Southeast Asian Journal of Islamic Education Management*, 3(1), 157–176. <https://doi.org/10.21154/sajiem.v3i1.96>
- Prastowo, A. I., Firman, A. J., Mulyanto, T., & Wiranata, R. R. S. (2020). The Independent Learning Curriculum Concept of Imam Zarkasyi's Perspective In Pesantren For Facing The Era of Society 5.0. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–6. <https://doi.org/10.1145/3452144.3452147>
- Priansa, D. J. (2014). *Perencanaan & Pengembangan SDM*. Bandung: Alfabeta.
- Raharja, S. J., & Muhyi, H. A. (2024). Effects of Organisational Competence and Commitment on Cooperative Human Resource Performance: A Study on Cooperatives in Bandung City, Indonesia. *Review of Integrative Business and Economics Research*, 13(2), 176–196. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85188471204&partnerID=40&md5=5aa5767ce11234716d59a9ee87002172>
- Romi, M. V., & Ahman, E. (2020). Islamic Work Ethics-Based Organizational Citizenship Behavior to Improve the Job Satisfaction and Organizational Commitment of Higher Education Lecturers in Indonesia. *International Journal of Higher Education*, 9(2), 78–84.
- Rosid, A., Adi, P. H., & Purnomo, R. (2024). How Psychological Ownership Increases

- 
- Subordinate Commitment in Islamic Spirituality Workplace? A Case of Indonesian Islamic Boarding School. *Islamic Guidance and Counseling Journal*, 7(1). <https://doi.org/10.25217/0020247417100>
- Satudata.kemenag.go.id. (2023). *Jumlah Pondok Pesantren Menurut Tipe*. Kementerian Agama. <https://satudata.kemenag.go.id/dataset/detail/jumlah-pondok-pesantren-menurut-tipe>
- Shahidi Hamedani, S., Aslam, S., Mundher Oraibi, B. A., Wah, Y. B., & Shahidi Hamedani, S. (2024). Transitioning towards Tomorrow's Workforce: Education 5.0 in the Landscape of Society 5.0: A Systematic Literature Review. *Education Sciences*, 14(10), 1041. <https://doi.org/10.3390/educsci14101041>
- Wang, G.-X., & Mat, A. (2022). Job Satisfaction as the Mediator Between a Learning Organization and Organizational Commitment Among Lecturers. *European Journal of Educational Research*, 11(2), 847–858. <https://doi.org/10.12973/eu-er.11.2.847>
- Yuliansyah, M., & Herman, M. (2023). The Influence of Teacher Performance , Commitment , and Professionalism on Student Learning Outcomes. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 07(01), 274–286. <https://doi.org/https://doi.org/10.33650/al-tanzim.v7i1.4486>