MAINTAINING *SALAFI* VALUES THROUGH INNOVATIVE MANAGEMENT PRACTICES AT PESANTREN

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ABSTRACT

This research investigates the dynamic management strategies implemented by Tegalrejo Asrama Perguruan Islam (API) Pesantren, addressing the challenges of modernization and community demands. Utilizing a qualitative field study approach, the focus is on exploring innovative change management models in Islamic boarding schools. The findings reveal that API Tegalrejo Pesantren successfully navigates modernization challenges through innovative practices such as integrating general and religious education, conducting extracurricular programs, instigating character education initiatives, and fostering collaborative partnerships. Following the principles of adjacent and incremental innovation, the institution consistently enhances teaching quality, facilities, and curriculum to meet evolving societal needs. Despite limitations, Islamic boarding schools steadfastly uphold their commitment to nurturing a generation that is intellectually adept, grounded in religious principles, and socially responsible. The research recommends continuous development of educational innovations within Islamic boarding school institutions and suggests future research to explore additional dimensions of their adaptation strategies during the modernization era. This will contribute to a more comprehensive understanding of the dynamic processes at play in Islamic boarding schools.

Keywords: API Tegalrejo Pesantren, Change Management Innovation, Islamic Education

ABSTRAK

Penelitian ini mengkaji strategi manajemen dinamis yang diterapkan oleh Pesantren Asrama Perguruan Islam (API) Tegalrejo untuk menavigasi kompleksitas era modernisasi dan menjawab kebutuhan Masyarakat. Penelitian ini menggunakan pendekatan studi lapangan kualitatif yang titik fokusnya eksplorasi model inovasi manajemen perubahan di pesantren. Hasil penelitian menunjukkan, Pesantren API Tegalrejo telah secara efektif mengatasi tantangan modernisasi melalui pendekatan inovatif, termasuk mengintegrasikan pendidikan umum dan agama, mengadakan program ekstrakurikuler, memulai upaya pendidikan karakter, dan membina kemitraan kolaboratif. Berlandaskan prinsip-prinsip inovasi berdekatan dan tambahan, institusi ini secara konsisten meningkatkan kualitas pengajaran, fasilitas, dan kurikulum agar selaras dengan kebutuhan dinamis masyarakat. Meski memiliki keterbatasan, Pesantren

tetap teguh dalam dedikasinya untuk membina generasi yang cerdas secara intelektual, berlandaskan agama, dan bertanggung jawab secara sosial. Penelitian ini merekomendasikan agar lembaga pesantren terus mengembangkan inovasi pendidikan dan mendukung penelitian di masa depan untuk mengeksplorasi dimensi tambahan strategi adaptasi pesantren selama era modernisasi, sehingga berkontribusi pada pemahaman yang lebih komprehensif tentang proses dinamis ini.

Kata Kunci: Inovasi Manajemen Perubahan, Pendidikan Islam, Pesantren API Tegalrejo

INTRODUCTION

The rapid pace of modernization and globalization has brought about significant changes in societies worldwide, necessitating the adaptation of various institutions, including Islamic educational institutions such as pesantren (Islamic boarding school). The importance of addressing the challenges and opportunities presented by this era of modernization lies in the ability of these institutions to meet the evolving needs of their communities while preserving their cultural and religious values. Change management at Pesantren Fathul 'Ulum Kwagean Kediri involves three phases: unfreezing, changing, and refreezing, as well as undergoing an evolution in organizational structure, physical infrastructure, technology, and human resources (Mustopa, 2020). Previous studies have examined the transformation and innovation of pesantren in various aspects, including leadership, management, and curriculum changes(Hanafi et al., 2021).

These studies, however, often focus on broader institutional changes and may not delve into the nuanced responses of individual pesantren to modern challenges. The role of Kyai Asyhari Abta as the caretaker of Pondok Pesantren Tegalsari during the Covid-19 pandemic included acting as a catalyst, solution provider, process facilitator, and resource connector (Dinana & Subiyantoro, 2021). Four steps for pesantren to embark on a path towards renewal and modernization are outlined (Azra, 2012). This call for change is echoed by Arifin, who highlights a shift in the leadership styles of *Kiai* (Islamic teachers) from a prophetic and paternalistic approach to a more formal and persuasive one. Pesantrens play a role in unifying the nation's culture and selecting innovations that are in line with the principle of "maintaining the good from tradition and adopting the better from new innovations," while still preserving their identity (Saifudin, 2017). Further, two significant shifts in pesantren history are identified: the change in function and the shift in management practices (Ainurrafiq, 2001; Et.al, 2021; Khoirudin et al., 2022).

This transition in pesantren leadership has been investigated, with a focus on the process of leadership transfer, the elements of leadership competence, and how *Kiai* prepares for these competencies (Karim et al., 2022a; Soebahar, 2013). Notably, the transfer of leadership is now based on the competence of the successor rather than lineage alone. While this marks a positive trend towards meritocracy, there is less understanding of how these competencies are nurtured and assessed within the pesantren context. It suggests a growing emphasis on meritocracy and professionalization within pesantren. At Pondok Pesantren Miftahul Huda, systematic and structured change under the leadership of the kyai has enabled the institution to optimally achieve its objectives (Diana & Sa'diyah, 2021). The concept of an ideal pesantren has been debated extensively by scholars. One argument put forth suggests that an effective system should encompass several elements (Perawironegoro, 2017). Yet, this discourse does not fully explore how these ideal elements are operationalized in the face of modern pressures. Other studies emphasize the importance of inspiring leadership styles and futuristic management (Abidin, 2020; Khusniyah, 2014).

Change management in Islamic boarding schools becomes crucial for achieving objectives and facing the challenges of the Covid-19 pandemic, with the vital role of the *Kiai* in driving innovation and change (Sadat, 2021). However, there is scant research on the specific strategies used by pesantren to navigate the unprecedented disruptions caused by the pandemic. Scholars

also emphasize the importance of evaluation and innovation in education to ensure its relevance and effectiveness (Fuad et al., 2020; Saefullah & Rusdiana, 2016). The existing literature suggests a need for innovation in Islamic education, yet offers limited insight into the practical application of these innovations at the grassroots level. These scholars emphasize the importance of adopting a holistic approach to change, combining multiple strategies to create lasting and impactful transformations. At the same time, they argue for integrating religious and secular knowledge, stressing the need for Islamic education to respond to globalization and technological advancements.

Innovation in Islamic boarding school management has attracted the interest of researchers, emphasizing the importance of embracing new ideas and practices to address contemporary challenges and enhance the quality of education (Afif, 2019). Nevertheless, these studies often do not provide detailed case studies that demonstrate how innovative practices are implemented in the day-to-day management of pesantren. Recent studies provide insight into various initiatives and programs being implemented in Indonesia's pesantren system to optimize subjects, management, and infrastructure, as well as to introduce accelerated learning systems and pesantren-based junior high schools (Muafiah et al., 2022; Thoha & Hannan, 2022; Zainal et al., 2022).

In synthesizing this extensive body of research, it becomes apparent that there is a knowledge gap regarding the specific methods by which individual pesantren, such as Pondok Pesantren API Tegalrejo, manage the balance between traditional values and modern necessities. Studies highlight the importance of embracing modern management, technology, educational reforms, and quality assurance to handle social change, as well as the implementation of total quality management (TQM) to achieve practical Islamic education goals (Budiharso & Suharto, 2022; Efendi, 2022; Karim et al., 2022b; Rahtikawatie et al., 2021). These studies also explore the role of spiritual leadership in pesantren, involving meditation, mediation, and reflection to develop senior and junior leaders. Efforts to improve the quality of education in Pondok Pesantren Tahfidz Qur'an have been examined (Prayogi et al., 2021), identifying critical areas of focus, such as vision and mission, facilities, organizational development, academic and administrative evaluation, communication, parental and community support, and quality culture development. Similarly, strategies employed by pesantren in Java, Indonesia, to respond to the growing Muslim middle class are investigated, highlighting the development, inclusion, and creation of new pesantren education programs (Hidayah, 2021).

Accountability mechanisms in the context of Pondok Pesantren Wali Songo have been explored, arguing that improved public trust and convenience in school management help maintain the institution's legitimacy as a provider of Islamic education services (Buanaputra et al., 2022). Dynamics of pesantren management, their challenges, and the potential for applying prophetic management in these institutions are discussed (Indra et al., 2020). Other studies delve into various aspects of pesantren management, including the provision of science-based subjects, mental resilience development, entrepreneurial orientation, knowledge management, innovation, and coping strategies for EFL classroom management (Baharun & Adhimah, 2019; Habibi et al., 2018; Kurniasari et al., 2019; Rofiaty, 2019).

While these studies have provided valuable insights into the changes occurring in pesantren, controversies still exist regarding the most effective and sustainable ways to manage these changes and bridge the identified knowledge gaps. Previous research has revealed inadequacies in addressing the practical application of change management and innovation strategies in specific pesantren settings. There is a paucity of research on the innovative management of change implemented by individual pesantren in response to the modernization era and the fulfillment of societal needs.

This study aims to bridge the identified research gap by closely examining how Pondok Pesantren API Tegalrejo preserves salafi values in knowledge, practice, and daily life while integrating modern advancements. It seeks to understand the unique mechanisms this pesantren employs to uphold its core religious principles amidst the modernization wave, a nuanced process not extensively covered in existing literature. The gap directs attention to the pesantren's maintenance of salafi values amidst modernization. The significance of this research lies in its detailed exploration of Pondok Pesantren API Tegalrejo's innovative approach to managing change, contributing to the broader discourse on pesantren management and offering insights that could guide other Islamic educational institutions in balancing tradition with modernity. By providing a case study of Pondok Pesantren API Tegalrejo, this research endeavors to contribute to the development of more effective and sustainable strategies for Islamic education in the modern era, emphasizing the importance of retaining foundational values while embracing necessary change.

METHOD

This qualitative field research aims to analyze Change Management Innovation in the Educational System at the Salaf API Tegalrejo Islamic Boarding School in Magelang, utilizing a clear and coherent conceptual framework supported by relevant literature and theories. The study seeks to answer how the change management innovation model is implemented at the school by selecting a representative sample of teachers, administrative staff, and students. Data collection procedures include observation techniques, in-depth interviews, document analysis, and focused group discussions. Data analysis will be conducted using Braun and Clarke's Thematic Analysis, which offers a flexible and rich analysis of the data through six phases: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2021). The iterative analysis process involves immersion in the data, coding, identifying patterns and themes, and maintaining a reflexive journal for transparency and trustworthiness. The final report comprehensively describes the research findings, conclusions, and recommendations for future research, contributing to the existing body of knowledge on change management innovation in educational settings and potentially providing insights for other institutions seeking to implement innovative change management models. Thematic analysis Braun and Clark's Model is shown in Figure 1.
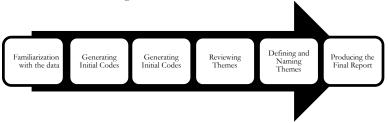

Figure 1. Thematic Analysis Braun and Clark's Model

RESULTS AND DISCUSSION
Managing Innovation of Change in Pesantren API Tegalrejo to Serve Societal Needs in the Modern World

Pesantren API Tegalrejo in Magelang is essential in educating the nation and adapting to modernization through innovation in education and service systems. Pesantren recognizes the needs of society and develops services in education, health, economy, and human resource development. In the past, it was noted that only a few children were known to study in pesantren, while the majority attended regular schools. However, nowadays, there has been a

noticeable shift in the trend toward studying in pesantren. The act of being a student in a pesantren is now considered a source of pride, particularly within the context of Syubbanul Wathon. It is acknowledged with gratitude that there has been an increase in the interest to enroll children in pesantren while simultaneously attending regular schools (Izzudin, Personal Communication, February, 2023).

The initial development in Tegalrejo was rooted in Salafism. However, it is now recognized that serving society entails accommodating diverse demands. Pesantren must adapt to these changes. In other words, it is emphasized that in the present context, pesantren needs to function akin to a mall, offering visitors a comprehensive range of services to meet their various needs (Chudori, Personal Communication, February, 2023). Practices of adjacent innovation and incremental innovation in API Tegalrejo Pesantren is shown in Table 1.

Table 1. Practices of Adjacent Innovation and Incremental Innovation in pesantren API Tegalrejo

Aspect	Adjacent Innovation	Incremental Innovation
Program	Development of extracurricular programs such as social activities, leadership, and personal development	Improvement of teaching quality through training and competency development for educators
Collaboration	Collaboration with the government, educational institutions, and non-governmental organizations to gain access to new resources, knowledge, and technology	Development of facilities, including adding or renovating classrooms, laboratories, libraries, and dormitories
Curriculum	Integration of general and religious education in the curriculum, enabling students to develop knowledge and skills in various fields	Curriculum refinement, tailored for societal needs, scientific progress, and technology, also incorporates character education.

The innovations implemented by API Tegalrejo Islamic Boarding School, informed by the principles of adjacent and incremental innovation, demonstrate the institution's adaptability and responsiveness to societal needs and technological advancements. Pessantren commitment to these innovative practices positions it as a forward-thinking institution, capable of producing graduates who are well-equipped to contribute positively to society. The findings of this study offer valuable insights into the transformative power of innovation in the context of Islamic education, providing a benchmark for other similar institutions.

Managing Innovation Change at Pesantren API Tegal Rejo in Magelang

The innovative approach to change management in pesantren API Tegal Rejo aligns with description of change management as an organization's effort to meet the changing demands over time to adjust the internal and external situation of the organization (Saefullah & Rusdiana, 2016). The pesantren demonstrates this by dividing their management and administration between pesantren Salaf API Tegal Rejo and Syubanul Wathon foundation, and implementing a differentiated task distribution in each service. This innovative leadership and management approach allows them to respond to changing societal needs while preserving traditional practices. In pesantren Salaf, there is a meeting held every three months for all sons, grandsons, and so forth to support the teaching at Pondok Salaf (Izzudin, Personal Communication, February, 2023).

The separate management model in each educational and community service at pesantren API Tegal Rejo is a unique and distinctive characteristic. At this pesantren, the original institution and old traditions are maintained while taking the good aspects. The division of tasks in managing pesantren is also differentiated in each service, distribution, and authority according to the agreement in the family meeting. As administrators of the pesantren, each of us

underwent training to fulfill our roles. This training was essential because without it, pesantren would face challenges in dealing with the community. Apart from assuming administrative responsibilities, senior students are also trained to instruct junior students once they have completed their studies in Ihya' (Hanif, Personal Communication, October, 2022).

In pesantren management format, the caregivers found a new way to maintain pesantren Salafi by (1) separating the management between pesantren Salaf API Tegal Rejo and foundation of Syubanul Wathon, (2) not allowing teachers from pesantren Salaf API Tegal Rejo to become teachers at Syubanul Wathon foundation, and (3) separating the location of Syubanul Wathon from pesantren Salaf. It is done to maintain pesantren Salaf as the legacy of pesantren API Tegal Rejo founder. The spirit of student leadership is trained by becoming administrators. Pesantren emphasizes that every student who graduates must become an administrator. It is done to prepare students to engage in the community, where the task of pesantren is to produce leaders in the community.

Besides managing pesantren and instructing younger students, students develop sincerity. Therefore, senior students who graduate do not receive a large reward even though they manage pesantren or teaching. They are taught to accept what they have and carry out their duties with sincerity and dedication for the good of pesantren and the surrounding community. It is also part of their mental and spiritual training to face challenges in the real world. To produce qualified students, pesantren API Tegal Rejo also provides training in skills and self-development, such as communication skills, leadership, entrepreneurship, and others. It is done so that the students have sufficient preparation to face the working world and become productive community members after graduating from pesantren.

Thus, pesantren API Tegal Rejo in Magelang strives to produce students with good character and quality in knowledge, leadership, and service sincerity. It is done so that the students can become the future generation who can maintain the existence and values taught by pesantren API Tegal Rejo throughout its history. The change management innovations implemented by pesantren illustrate the school's adaptability and commitment to balancing tradition and modernization. These practices align with the principles of change management, innovative leadership, and adaptive response to societal changes found in the relevant previous studies, thereby positioning pesantren as a forward-thinking institution in the context of Islamic education. Innovation of change management at pesantren API Tegalrejo is shown Table 2.

Table 2. Innovation of Change Management at pesantren API Tegalrejo

No.	Innovation in the Pesantren	Innovation Form (Modern/Theoretical Term)	Description
1	Separation of Pondok and Foundation Management	Structural and Organizational Innovation	The structural separation between pesantren Salaf API Tegal Rejo and foundation of Syubbanul Wathon to handle educational and community aspects efficiently.
2	Family Consultation	Participative Decision-Making	Tri-monthly family meetings for discussion and joint decision-making, involving all family members in management.
3	Salafi-based Management	Traditional Value-Based Management	Maintaining Salafi values in education management while adapting to modern needs.
4	Santri Leadership Training	Leadership Development	A program to train students in leadership and management, preparing them to become community leaders.

No.	Innovation in the Pesantren	Innovation Form (Modern/Theoretical Term)	Description
5	Multifaceted Education	Integrated Education System	Combining religious education with life skills and self-development, preparing students for the workforce.
6	Teaching with Sincerity	Altruistic Educator Model	Teaching senior students to become junior student instructors with a focus on service and sincerity without pursuing large rewards.
7	Pesantren Concept Like a Mall	One-Stop Service Model	The pesantren offers a variety of services and facilities like a shopping center, accommodating community desires.
8	Development of Student Self-Sufficiency	Self-Sufficiency Training	Skills training such as communication, leadership, and entrepreneurship to develop student self-sufficiency.
9	Ihya'-Based Learning	Incremental Learning Approach	A phased learning process for students, starting with teaching Ihya' as a foundation before advancing to further learning.
10	Management of Tradition and Modernization	Balanced Modern-Traditional Management	Preserving Salafi traditions while implementing modern aspects in the management and administration of the pesantren.

The Innovation of Forming the Values of Salafi Pesantren at Modern Islamic Boarding Schools

This research demonstrates how Pesantren API Tegal Rejo Magelang adapts traditional values in their education system during the era of modernization. Pesantren strives to uphold Salafi Pesantren's values while adapting to the evolving needs and progress of modern society. One of the innovations implemented by Pesantren is the integration of Salafi Pesantren values with formal education within the Syubanul Wathon Foundation. They achieve this by applying several Salafi Pesantren traditions such as *mujahadah* (night prayer), *tirakat ngrowot* (fasting sunnah), and *puasa dalailul khoirot* (special fasting). Teaching character values through habitual practices is expected to form students with controlled desires, sincerity, strong personality, independence, and humility, and to improve their understanding of religious knowledge and adherence to religious rules.

Education at Pesantren API Tegal Rejo emphasizes student discipline and independence. The strict rules at the pesantren and the interactions between students and teachers foster humility. The caretakers firmly hold onto the ancestral traditions of Salafi Pesantren, and novice students at the Syubanul Wathon Foundation are introduced to these traditions.

The teaching of character values and Pesantren traditions extends to the teachers at Pesantren API Tegal Rejo Magelang. Teachers participate in *ngaji* activities and hold special sessions. Gus Izudin stated in an interview that teachers, too, are held to strict discipline, and this discipline is transmitted to the students. At Pesantren, the ustadz, also known as *Kiai* junior, is a senior student entrusted by the *Kiai* to teach junior students. The ustadz serves as the *Kiai*'s assistant in teaching. Frequently, the ustadz is chosen from senior students whom the *Kiai* trusts to instruct junior students. In this Pesantren, these trusted senior students are also referred to as qori.

The findings of this study confirm the shifts in function and management in pesantren (Ainurrafiq, 2001). Pesantren API Tegalrejo illustrates this shift through its practices of adjacent and incremental innovation. They have expanded the scope of their services to meet societal

needs and have developed their management to adapt to technological advancements. Furthermore, this study supports assertion that the management of pesantren needs to be futuristic to accelerate their response to advances in information and communication technology (Abidin, 2020). This is evidenced by pesantren API Tegalrejo's adoption of current educational technologies and its collaborations with various parties, allowing them access to new resources and knowledge.

The practices of pesantren API Tegalrejo also align with argument that pesantren should be more adaptive and responsive to changing times (Abdurrahman, 2017). This is manifested through the school's various innovations in education, learning, and management systems. In particular, the improvements in the quality of teaching through educator training and competency development, as well as curriculum development to meet societal needs, demonstrate the school's adaptiveness. Furthermore, the integrative approach in their education, combining religious and general knowledge, echoes concept of innovation in Islamic education (Tafsir, 1992).

This study highlights the importance of innovation in the management of pesantren (Afif, 2019). Through their practices of adjacent and incremental innovation, pesantren API Tegalrejo has demonstrated its commitment to addressing the challenges of the times and enhancing the quality of education. Finally, this study affirms depiction of innovation in Islamic education as a process that involves the discovery, development, and application of new ideas in various aspects of education (Naif, 2016). Through their innovative practices, pesantren is indeed actively involved in this process, significantly impacting the quality of education and the school's capacity to meet societal needs.

Pesantren should be more adaptive and responsive to the changing times is reflected in pesantren API Tegal Rejo's model of separate management in each educational and community service (Jubba et al., 2022). Pesantren emphasis on student leadership training and its provision of skills and self-development training, such as communication skills, leadership, entrepreneurship, also aligns with highlight of the importance of innovation in pesantren management and depiction of innovation in Islamic education as a process involving the discovery, development, and application of new ideas in various aspects of education (Mittal & Raghuvaran, 2021; Wardana et al., 2020).

The study findings also connect with discussion on accountability mechanisms in Pesantren Wali Songo in Indonesia (Buanaputra et al., 2022). By encouraging student participation in administration, pesantren API Tegal Rejo increases trust and provides comfort to the school's management in legitimizing their actions. Furthermore, the commitment to maintaining the pesasntren Salafi by separating it from foundation of Syubanul Wathon resonates with the necessity for pesantren in Indonesia to adopt a new paradigm in the era of digitalization, incorporating modern management, technology, and educational reforms(Sirojudin, 2022; Susdarwono, 2022).

This study also echoes with explanation that the implementation of total quality management (TQM) in pesantren in Indonesia can increase the achievement of effective Islamic educational goals (Ijah et al., 2021; Jajuli et al., 2022). Pesantren API Tegal Rejo's commitment to producing quality students through its leadership and self-development programs reflects this approach. Furthermore, discussion on the dynamics of pesantren and management and the challenges and implementation of prophetic management in pesantren can be seen in the separation of management at pesantren API Tegal Rejo (Indra et al., 2020). The way of life of the descendants of *Kiai* Chudori's family is a role model for the students. The students highly respect the family members of *Kiai* Chudori's descendants and the family's guests. The values of obedience and humility of the students are prominent characteristics in pesantren API Tegal Rejo, especially in the pesantren Salafi. Students learn respect for family members by

demonstrating humility, like halting and bowing their heads as caregivers or guests pass. it becomes a prominent characteristic in pesantren API Tegal Rejo.

The management system of pesantren API Tegal Rejo aligns with previous research on the adaptability and innovativeness of Islamic educational institutions (Keswara & Wijayanti, 2022; Suprapto, 2016). They've managed to maintain pesantren Salafi values while adapting to societal changes, reflecting the spirit of change management innovation (Saefullah Asep & Rusdiana Ahmad, 2016). The distinct management system divides pesantren Salaf API Tegal Rejo and foundation of Syubanul Wathon and separates teacher roles, maintaining the traditional pesantren Salafi while introducing modern educational practices. This innovative structure aligns with the argument that modern management practices are essential in the current era of digitalization (Budiharso & Suharto, 2022). The values of respect, humility, and obedience ingrained in students at pesantren API Tegal Rejo align with the traditional values emphasized in Islamic education (Efendi, 2022). Meanwhile, the pesantren focus on cultivating future community leaders mirrors the emphasis on leadership development within pesantren (Indra et al., 2020).

The case of pesantren API Tegal Rejo exemplifies an effective model for traditional Islamic educational institutions to uphold religious and cultural integrity while embracing the demands of modernization, providing valuable contributions to the educational innovation discourse. This research illustrates the school's adeptness in combining the traditional values of Salafi Pesantren with contemporary educational principles through the application of strict discipline and character education for both students and teachers. Pesantren API Tegal Rejo's efforts in maintaining cultural and religious heritage, evidenced by its focus on accountability mechanisms and total quality management, epitomize change management innovation that resonates with current scholarly dialogues on innovation within Islamic education management. The school's dedication to preserving age-old traditions while concurrently adapting to the modern era's challenges stands as a significant case study in navigating the complexities of educational evolution.

CONCLUSION

This study explores the proactive change management strategies implemented by Pesantren API Tegalrejo to navigate the intricacies of the modernization era and respond to evolving societal needs. Pesantren API Tegalrejo has adeptly embraced the challenges of modernization through innovative change management, incorporating elements such as the integration of general and religious education, the establishment of extracurricular programs, character education initiatives, and collaborative partnerships with diverse stakeholders. Guided by the principles of Adjacent Innovation and Incremental Innovation, this pesantren consistently enhances the quality of teaching, facilities, and curriculum, tailoring them to align with the dynamic needs of society. Despite inherent limitations and challenges, Pesantren remains steadfast in its commitment to cultivating intellectually sound, religiously grounded, and socially responsible generations. Within this context, our research recommends that pesantren institutions persist in developing innovations within their education and service systems. Furthermore, we advocate for future research endeavors to explore additional dimensions of pesantren adaptation strategies during the modernization era, thereby contributing to a more comprehensive understanding of these dynamic processes.

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