



Revolutionary Strategies for Enhancing Education in Islamic Boarding Schools

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ABSTRACT

This study aimed to provide an overview of the implementation of teacher learning management in improving student academic achievement at Madrasah Tsanawiyah Darussalam Buriko. Data were collected through interviews, observations, and documentation using a qualitative descriptive method. The findings indicate that effective learning management at Madrasah Tsanawiyah Darussalam Buriko involves three key stages: (1) Learning Planning: Lesson plans and other administrative tools are prepared, although often only to meet administrative requirements. (2) Implementation: Teachers generally follow their lesson plans, except in certain subjects where they rely solely on student textbooks. (3) Evaluation: This involves formative and summative assessments and evaluations of students' spiritual and social attitudes. Improved student learning outcomes are evidenced by fewer remedial cases attributed to teachers' innovative methods. However, challenges include insufficient infrastructure, additional teacher assignments, inadequate knowledge of planning and implementation, limited study duration, and student-related issues such as afternoon drowsiness, lack of enthusiasm, and discipline problems.

In today's rapidly evolving world, educational institutions face many challenges as they strive to meet their educational objectives and produce prepared graduates to succeed in a globalized and competitive environment ([Abbas, 2020](#); [Abidin, 2020](#)). These challenges are not only limited to academic content but also encompass broader societal, technological, and economic shifts. Educational institutions are expected to adapt to the rapid pace of change, from globalization and technological advancements to fluctuations in economic and political conditions. Furthermore, the increasing complexity of global issues such as social inequality, environmental concerns, and public health crises have added new dimensions to the role of education in preparing future generations ([García-Moriyón et al., 2020](#); [Rita et al., 2023](#)).

In this context, the role of educational institutions has expanded beyond traditional academic instruction. Schools and universities are now tasked with equipping students with intellectual knowledge, critical thinking, and problem-solving skills, and navigating complex social, technological, and economic environments ([Nghia et al., 2019](#); [Pham & Jackson, 2020](#)). Educational institutions must evolve to address internal and external challenges impacting their ability to deliver quality education ([Ahmad Sulton, 2022](#); [Almigheerbi & Ramsey, 2020](#)). Internally, they must contend with issues such as the quality of educators, the adequacy of educational facilities, and the formulation of effective curricula.

Externally, institutions face challenges related to the globalization of education, technological integration, and the demands of an increasingly competitive labor market ([Mairal-Llebot et al., 2024](#)).

In Indonesia, these challenges are particularly pronounced. Indonesia's education quality has lagged behind other countries in the ASEAN region, with systemic issues such as inadequate infrastructure, insufficient teacher training, and low student performance contributing to this gap ([Anwar, 2020](#); [Renfrew et al., 2021](#)). Islamic educational institutions, or pesantren, play a unique role in Indonesia's educational landscape. Traditionally focused on religious education, pesantren are now tasked with balancing religious instruction with academic excellence to produce well-rounded graduates capable of competing in a globalized world ([Ahmad Sulton, 2022](#); [Amet, 2023](#); [Aziz et al., 2021](#)). As globalization and modernization continue to influence the education sector, pesantren must adapt to maintain their relevance and effectiveness in this dynamic environment ([Iryani et al., 2021](#); [Puspitasari et al., 2020](#)).

Integrating technological advancements into educational practices is another critical factor that influences the success of educational institutions. The rise of digital learning tools, online resources, and information technology has transformed how educators deliver content and students engage with learning materials ([Baker et al., 2021](#); [Chankseliani & McCowan, 2021](#)). Institutions that successfully incorporate these technologies into their curricula can provide more flexible, accessible, and relevant education that meets the needs of modern students ([Giesenbauer & Müller-Christ, 2020](#); [Haleem et al., 2022](#)). However, for many Islamic educational institutions, the integration of technology and the modernization of educational practices pose significant challenges due to resource limitations and the need to balance traditional values with modern approaches ([Almigheerbi & Ramsey, 2020](#); [Greville Rumble, 2019](#)).

Pondok Pesantren Hidayatullah Bosso, located in North Walenrang Sub-district, Luwu Regency, is one such institution navigating these complex challenges. Established in 2014 by Ustadz Jumawir, S.Pd.I., the pesantren has grown from a modest Quranic education center into a reputable institution offering early childhood education through junior high school programs. As the pesantren has expanded, it has also implemented various strategic development initiatives to improve the quality of education, integrate technology into the learning environment, and adapt its curriculum to better align with the needs of its students and the demands of the modern world.

This research seeks to analyze the development strategies employed by Pondok Pesantren Hidayatullah Bosso, with particular attention to the steps taken to implement these strategies and the challenges encountered during their implementation. By exploring the case of this pesantren, the study aims to contribute to a broader understanding of how Islamic educational institutions in Indonesia can adapt to the pressures of modernization while maintaining their religious and cultural values. This research provides insights into the role of leadership, curriculum development, teacher training, and community engagement in fostering sustainable educational growth in pesantren. Furthermore, the findings of this study are expected to inform best practices for Islamic educational institutions striving to remain competitive and relevant in an increasingly globalized educational landscape.

METHODS

Design

This study employs a qualitative research methodology, a procedure that produces descriptive data in the form of spoken or written words and observable behaviors from the subjects. This type of research is descriptive, aiming to portray information based on factual data obtained in the field. Qualitative descriptive research develops theories grounded in field data ([Hennink et al., 2020](#)). Additionally, the study incorporates numerical data to support the analysis of the findings at Pondok Pesantren Hidayatullah Bosso.

The research location selected is Pondok Pesantren Hidayatullah Bosso, situated in Bosso village, North Walenrang sub-district, Luwu Regency. The site encompasses various elements of the pesantren, including the pesantren leadership, school principal, teachers, staff, students, and supporting infrastructure that facilitates the learning process. The subjects of this study include the leaders of Pondok Pesantren Hidayatullah Bosso, the school principal, mentors, educators, administrative staff, students, the school committee/representatives of students' parents, and the local community.

Research Instrument

The research instruments include observation sheets, where the researcher systematically observes and records indications related to the Development Strategies of Educational Institutions at Pondok Pesantren Hidayatullah Bosso, and interview guides for conducting structured and unstructured interviews.

Data Collection

The data collection techniques in this research include observation, interviews, and documentation. The observation method involves monitoring individuals, the learning process, the classroom environment, extracurricular activities, social interactions, evaluations, and related documents. Both structured and unstructured interviews are conducted using research instruments involving educators, students, and key informants such as Ustadz Jumawir (leader), teachers (Indar, Herawati, Jumriati, Absitin Sahurrini, Nengsi), and a parent (Jusri). The documentation method gathers written records, such as educator files and institutional development documents, providing corroborative evidence for the research.

Data Analysis

The data analysis technique in this thesis uses qualitative descriptive analysis, following three main steps: data reduction, data presentation, and conclusion drawing. Data reduction involves selecting and simplifying raw data from field notes, summarizing, and coding it to trace themes and guide further data collection. Data presentation organizes the information into formats like descriptions or charts, allowing for an easier understanding of the phenomena. This study presents data through descriptive narratives, supported by NVIVO software, which converts it into numerical data for clarity. The final step is conclusion drawing, where conclusions are formed inductively from interviews and documentary data, summarizing the study’s findings.

RESULTS

Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

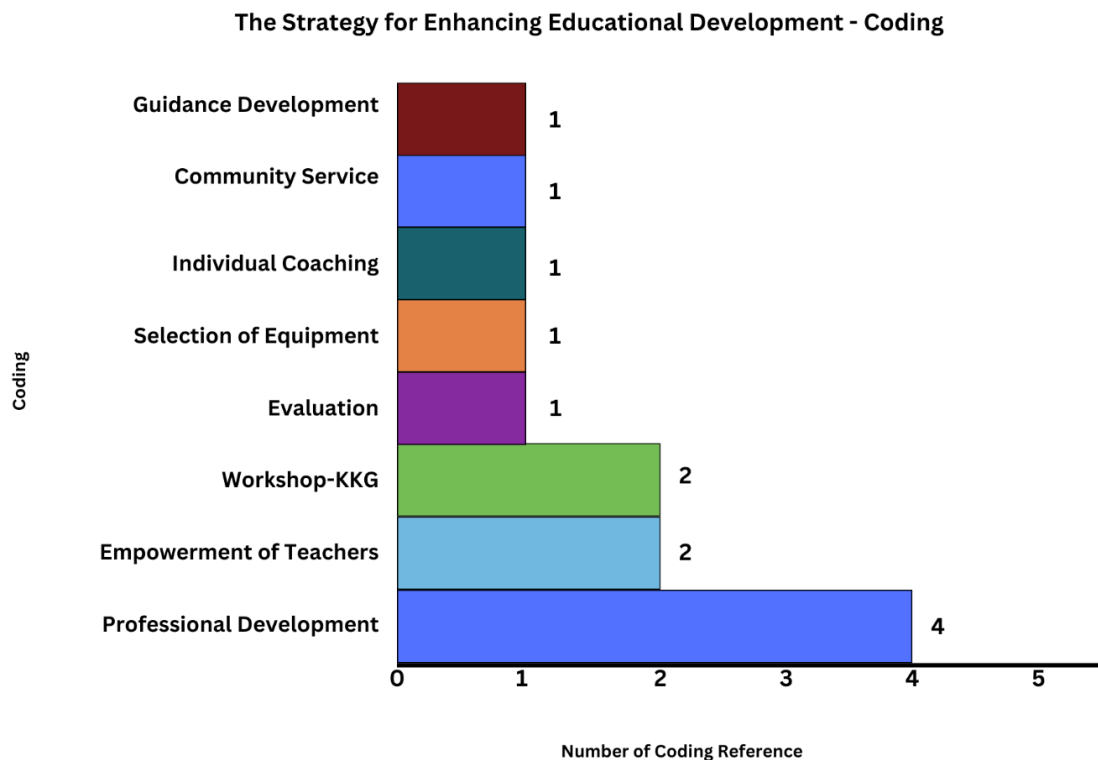


Diagram 1. The Strategy for Enhancing Education Development

The findings indicate that Pondok Pesantren Hidayatullah Bosso employs various strategies to enhance educational development. Key strategies include professional development, which is the most emphasized at 30.76%, followed by workshops and teacher empowerment (15.38% each). The pesantren focuses on developing autonomy, improving educational quality, and achieving economic self-sufficiency. Ongoing teacher training is prioritized to enhance teaching skills and methods, with continuous supervision to ensure improvements in the learning process.

The pesantren is also proactive in marketing and branding, fostering community participation, and promoting student achievements to remain competitive with nearby public schools. Additionally, strong communication between teachers, leadership, and parents supports synergy in improving educational quality. The pesantren has also diversified its programs to include vocational training and specialized guidance, such as tahfiz and Arabic language programs, which add significant value to the students. Furthermore, the pesantren provides various extracurricular activities, including scouting, soccer, and student organizations, to nurture students' interests and talents. Pondok Pesantren Hidayatullah Bosso has implemented comprehensive development strategies involving teachers, leadership, parents, and students, ensuring long-term educational success and sustainability.

Steps for the Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

Enhancing strategies for developing the Islamic boarding school's educational institution involves several approaches, one of which is evaluation. The evaluation process at the Islamic boarding school, led by Ustadz Jumawir, includes the following stages in the development of education:

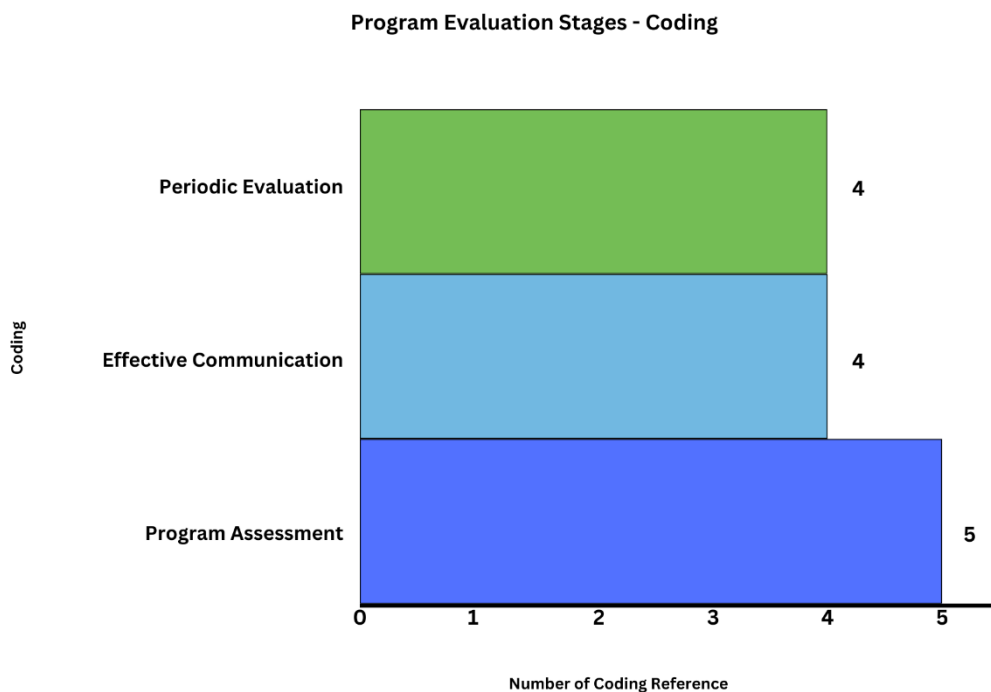


Diagram 2. Program Evaluation Stages

The evaluation and supervision process at Pondok Pesantren Hidayatullah Bosso involves a variety of approaches. The most frequently used strategy is periodic program inspections, accounting for 38.46% of respondents, while periodic evaluations and effective communication account for 30.76%. The pesantren's development strategy is built on several key steps to enhance education quality and address the needs of teachers and students. First, a needs analysis identifies fundamental requirements, focusing on teacher welfare, including incentives and allowances for additional responsibilities. Curriculum adjustments are made to ensure relevance to community and student needs, aligning with

the independent curriculum. Continuous teacher training is prioritized, covering teaching media, curriculum development, and religious studies.

The integration of information technology is also emphasized, although further improvements are needed to enhance teachers' use of digital tools in preparing teaching materials. Regular evaluations and supervision at multiple levels—from weekly to annual—are conducted to monitor and improve teaching quality and institutional performance. Lastly, parental involvement plays a crucial role in the development process. Regular meetings are held to discuss student progress and extracurricular activities. By implementing these strategic steps, Pondok Pesantren Hidayatullah Bosso has successfully enhanced the quality of education, contributed positively to the community, and helped students reach their full potential.

Challenges in Implementing the Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

However, there are challenges in the development process, which are outlined in the following diagram:

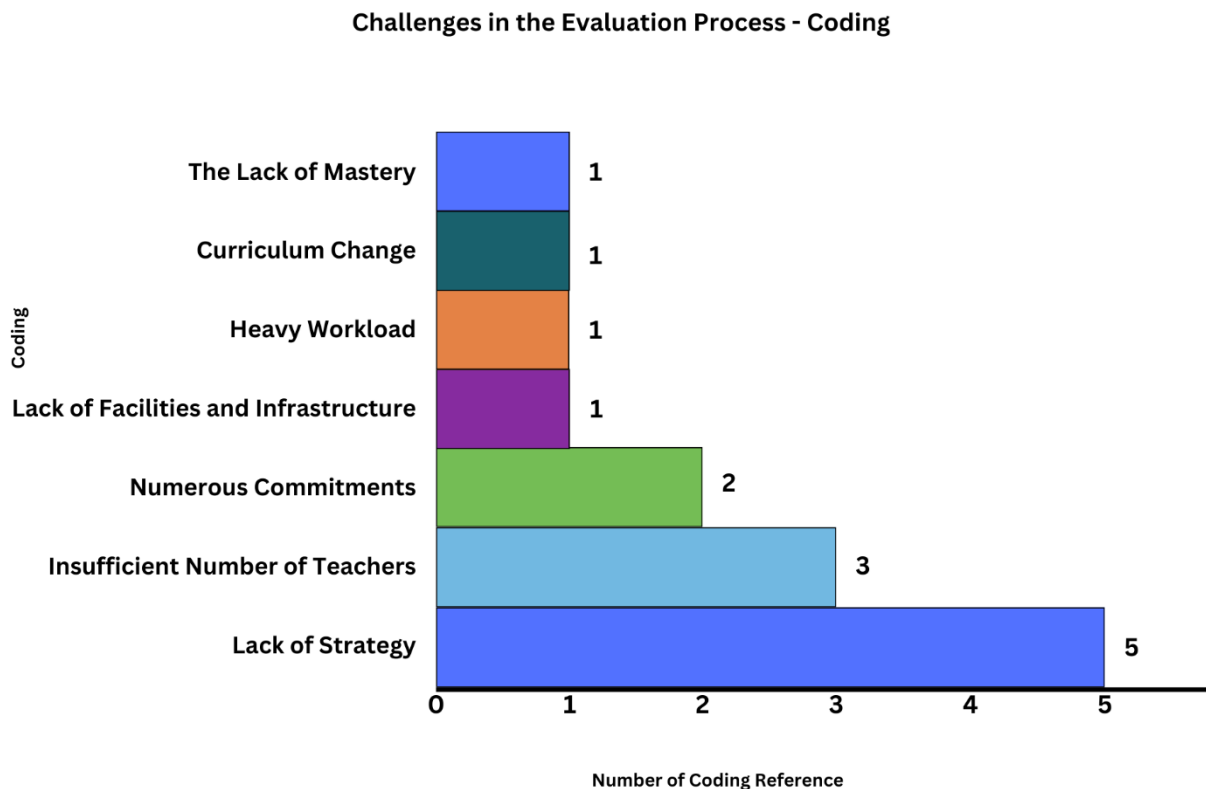


Diagram 3. Challenges in the Evaluation Process

The analysis reveals several significant challenges in the educational development process at Pondok Pesantren Hidayatullah Bosso, which hinder the institution's progress. Key challenges include insufficient strategy implementation (38.46%), teacher shortages (23.07%), and heavy workloads for existing staff (7.69%). Teachers are overwhelmed with additional tasks, leading to difficulty in maintaining education quality. Ibu Khaerawati stated, "The shortage of teachers means we have additional tasks, which often overwhelms us as we have to teach many classes with a substantial number of students."

Additionally, teacher absenteeism due to external commitments, as noted by Ibu Indar, further complicates the supervision process. Limited facilities and infrastructure, such as a lack of office supplies and technology, disrupt the smooth execution of tasks, requiring teachers to rely on personal resources, as highlighted by Ibu Jumriati.

Externally, the pesantren faces challenges such as curriculum changes and fluctuations in financial support, which add uncertainty to the institution’s operations. Ibu Jumriati mentioned, "One of the biggest challenges is adjusting to curriculum changes, so we must adapt quickly." The pesantren also must contend with social and cultural shifts and competition from other educational institutions, particularly public schools, requiring it to enhance its marketing and differentiation strategies to remain competitive. By addressing these challenges through improved strategic planning, teacher recruitment, resource enhancement, and adaptive management, Pondok Pesantren Hidayatullah Bosso can better position itself for sustainable development and success in a competitive educational environment.

Efforts to Overcome Constraints in the Strategic Development of Islamic Boarding School Educational Institutions

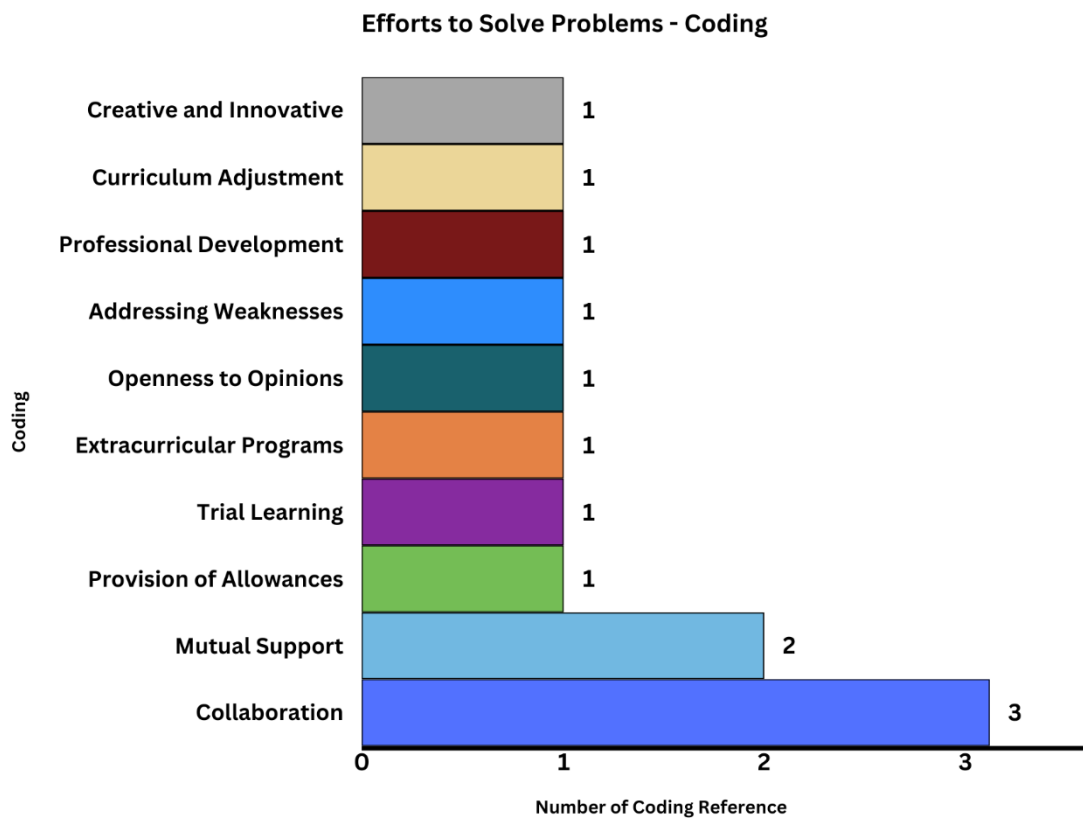


Diagram 4. Efforts to Solve the Problem

Based on the diagram of the findings analysis above, the Islamic boarding school has made several efforts to address the challenges. These efforts include creative and innovative aspects with a percentage of 7.69% (1 respondent); curriculum adjustment, with a percentage of 7.69% (1 respondent); professional development, with a percentage of 7.69% (1 respondent); addressing weaknesses among teachers and educational staff with a percentage of 7.69% (1 respondent); openness to opinions with a percentage of 7.69% (1 respondent); provision of extracurricular programs with a percentage of 7.69% (1 respondent); trial learning with a percentage of 7.69% (1 respondent); provision of allowances with a percentage of 7.69% (1 respondent); mutual support with a percentage of 15.38% (2 respondents); and collaboration with a percentage of 23.07% (3 respondents). One of the main strategies the leadership and teachers employ to address the challenges they face is collaboration in sharing the responsibilities they encounter.

DISCUSSION

Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

As presented in the findings, the development strategy at Hidayatullah Bosso Islamic Boarding School demonstrates a multifaceted approach aimed at enhancing the institution's educational and organizational aspects. One of the central elements in the findings is the professional development of teachers, which aligns with the theory of continuous professional development (CPD). CPD is critical for improving teacher effectiveness and student outcomes ([Njenga, 2023](#)). Professional development must be sustained, collaborative, and focused on improving classroom practice ([Tolchah & Mu'ammam, 2019](#)). At Hidayatullah Bosso, the emphasis on teacher empowerment through workshops and training reflects this theoretical foundation. Teachers are given opportunities to engage in continuous learning, which enhances their skills and knowledge, allowing them to implement innovative teaching strategies that benefit students ([Mustafa et al., 2021](#); [Oviawe & Uwameiye, 2020](#)).

Moreover, supervision as a means of improving teacher performance is supported by research that emphasizes the importance of regular, structured supervision in helping teachers reflect on their teaching practices and make necessary improvements ([Indra et al., 2022](#); [Mensah, 2019](#)). This form of supervision provides ongoing feedback and guidance, which is evident in the pesantren's approach of conducting supervision at least twice per semester. The iterative process of observation, feedback, and reflection is key to enhancing teacher performance ([Saleh & Satriawan, 2020](#); [Susiani et al., 2022](#); [Suyadi et al., 2022](#)).

The pesantren's focus on community involvement and parental support can be linked to previous research, which posits that a child's development is influenced by various environmental systems, with family and community playing significant roles ([Hussein et al., 2021](#); [Wajdi et al., 2022](#)). The pesantren creates a supportive environment that fosters student development by involving parents and the local community in the educational process ([García-Moriyón et al., 2020](#); [Mairal-Llebot et al., 2024](#)). According to several previous research, when schools actively engage families and communities, students experience better academic performance, improved behavior, and increased motivation ([Helan et al., 2024](#); [Puspitasari et al., 2020](#)). The openness of the pesantren's leadership in receiving feedback from parents and involving them in decision-making processes demonstrates the application of this research.

Regarding program diversification and offering extracurricular activities, several previous research studies argued that education should extend beyond the traditional classroom and involve real-world experiences that promote critical thinking, problem-solving, and personal growth ([Kohl et al., 2022](#); [Marta Baltodano 2023](#)). The pesantren's emphasis on extracurricular activities, such as scouting and sports, aligns with previous research that learning is most effective when active and engaging ([Naidoo, 2019](#); [Tømte et al., 2019](#)). By providing diverse programs that cater to students' interests, the pesantren supports holistic student development, helping them acquire academic knowledge and practical life skills.

Finally, the pesantren's need to adapt to changes in educational policy, such as shifts in the national curriculum, is supported by previous research, which highlights that educational institutions must be flexible and proactive in responding to policy changes to sustain educational quality ([Greville Rumble, 2019](#); [Karanja & Malone, 2021](#)). [Njenga \(2023\)](#) emphasizes the importance of professional learning communities and leadership that can guide institutions through change effectively. In the case of Hidayatullah Bosso, the leadership's proactive stance in adapting to curriculum changes reflects Fullan's principles, ensuring that the pesantren remains relevant and competitive.

The strategies employed by Pondok Pesantren Hidayatullah Bosso in its educational development are well-supported by several key educational theories. The focus on professional development, community involvement, supervision, program diversification, and adaptability to change are practical and theoretically grounded, making them effective approaches for enhancing the quality of education and achieving sustainable institutional growth. These strategies, aligned with established theories, contribute to a holistic development framework that positions the pesantren as a forward-thinking and resilient educational institution.

Steps for the Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

The development strategy at Pondok Pesantren Hidayatullah Bosso employs a comprehensive and structured approach to improve educational quality and address the holistic needs of students. Several key steps contribute to enhancing the institution's performance. The first critical step is the evaluation process, which includes periodic assessments, effective communication, and program inspections. Findings indicate that program inspections are the most frequently used evaluation method, reflecting the institution's goal of ensuring continuous improvement. Regular evaluations allow institutions to remain adaptive and improve their educational processes, aligning with previous research highlighting the importance of systematic assessments ([Prayitno, 2019](#); [Zainal et al., 2022](#)).

In addition to evaluations, a needs analysis identifies the fundamental requirements of teachers and students. Teacher welfare, a significant focus, is addressed through incentives and allowances, which support professional growth and contribute to higher-level functions such as self-actualization ([Prayitno, 2019](#)). It aligns with theories that stress the importance of meeting basic needs to promote teacher effectiveness and institutional success.

A vital strategy component is curriculum development, tailored to meet the community's and students' needs. The curriculum, based on the flexible Merdeka Curriculum, allows for adaptability in teaching methods, ensuring that learning is contextualized according to the learner's environment and social needs ([Nurmalasari et al., 2019](#); [Rehman, 2020](#)). This flexibility is crucial in creating a responsive and relevant educational experience.

Teacher training and development is another essential element. The pesantren provides continuous professional development through workshops on teaching media creation, curriculum development, and environmental education, ensuring educators are updated with modern teaching practices ([Mairal-Llebot et al., 2024](#); [Mallarangan et al., 2024](#)). This emphasis on professional growth highlights the importance of ongoing development in improving teaching effectiveness and student outcomes ([Gore et al., 2021](#); [Sancar et al., 2021](#)).

The utilization of information technology in the teaching process is also key. While teachers are proficient in using technology, there is room for further improvement to enhance learning outcomes. It is consistent with research emphasizing integrating technology into pedagogical strategies ([Puspitasari et al., 2020](#); [Susanto et al., 2020](#)). Regular evaluations and monitoring ensure the effectiveness of educational programs. Evaluations are conducted at multiple intervals—weekly, monthly, and annually—to assess teacher performance and institutional progress. This approach aligns with the previous study, which stresses continuous assessment to provide feedback for program improvement ([Molope & Oduaran, 2020](#)).

Finally, parental involvement plays a critical role in the development strategy. By holding regular meetings with parents, the pesantren fosters strong collaboration between families and the school, which research suggests leads to better educational outcomes ([Mairal-Llebot et al., 2024](#); [Rita et al., 2023](#)). Engaging parents in academic and extracurricular activities strengthens the support system for students, contributing to their success. In conclusion, the development strategy of Pondok Pesantren Hidayatullah Bosso is a comprehensive approach, incorporating evaluation, curriculum adjustments, teacher training, technology integration, and parental involvement. These strategies are grounded in educational theory and practice, ensuring that the institution meets contemporary educational standards and fosters an environment of continuous improvement. The systematic and collaborative efforts have positioned the pesantren as a high-quality educational institution that contributes positively to the community and supports the holistic development of its students.

Challenges in Implementing the Development Strategy of Educational Institutions at Hidayatullah Bosso Islamic Boarding School

The study reveals that while Pondok Pesantren Hidayatullah Bosso has implemented several development strategies, it faces significant internal and external challenges that hinder the effectiveness of these strategies. These challenges, identified through a comprehensive analysis, are both structural and operational, requiring focused attention to ensure the successful development of the institution.

One of the primary internal challenges is the insufficient number of teachers, significantly increasing the workload for existing staff. Teachers are often burdened with multiple responsibilities, including teaching large classes and taking on additional tasks such as administrative duties and extracurricular activities. As a result, many teachers feel overwhelmed, which impacts their ability to

maintain high educational standards. This scenario reflects the previous study, which suggests that excessive workload and responsibilities without adequate support can diminish teacher effectiveness ([Kim et al., 2019](#); [Podolsky et al., 2019](#)).

Another internal issue is teacher absenteeism due to outside commitments, especially among non-full-time teachers. Many of these teachers have to take on additional jobs outside the pesantren to supplement their income, making coordinating supervision and other administrative tasks difficult. It reflects previous studies, which posit that teachers engaged in multiple roles may struggle to balance their responsibilities, leading to decreased performance in their primary teaching roles ([Bowering & Reed, 2021](#); [Somech & Bogler, 2019](#)).

Lack of facilities and infrastructure also presents a significant challenge. The pesantren's limited access to essential resources, such as office supplies and printers, disrupts the smooth execution of day-to-day tasks. Teachers often have to use personal supplies, adding strain layers. It aligns with previous studies, emphasizing that organizations lacking essential resources are more likely to face operational challenges and inefficiencies ([Raval et al., 2020](#); [Zhu et al., 2020](#)).

Externally, the pesantren faces the challenge of adapting to changing education policies, particularly national curriculum changes. The frequent changes in curriculum demand that teachers quickly adjust their lesson plans and teaching methods to align with new standards. It places additional pressure on educators, who must continuously update their skills and knowledge. It is supported by previous studies, which stress the importance of teacher adaptability and preparedness in response to evolving educational landscapes ([Fairman et al., 2023](#); [Mairal-Llebot et al., 2024](#)).

Another external challenge is the fluctuation in financial support, as the pesantren relies heavily on donations to sustain its operations. Economic instability can lead to uncertainty in funding, affecting the pesantren's ability to maintain and improve its facilities, pay staff, and provide student resources. The previous studies are again applicable here, as they explain how fluctuations in critical resources, like financial donations, can jeopardize an organization's stability and growth ([Damsa et al., 2021](#); [Graham & Colin, 2023](#)).

Social and cultural changes also pose a challenge for the pesantren. As societal values and cultural norms evolve, the pesantren must remain flexible and responsive to ensure that its educational programs and values remain relevant and accepted by the community. Failure to do so may result in a disconnect between the institution and the surrounding community, affecting enrollment and community support. Additionally, the pesantren faces competition from public schools, which often have more resources and are perceived as offering more opportunities. To remain competitive, the pesantren must strengthen its marketing strategies and differentiate itself by emphasizing its unique educational programs and values.

The challenges faced by Pondok Pesantren Hidayatullah Bosso, both internal and external, highlight the complexity of managing and developing educational institutions. Addressing these challenges requires a strategic approach focusing on increasing teacher capacity, improving infrastructure, and ensuring adaptability to policy and societal changes. By doing so, the pesantren can better position itself to continue providing high-quality education while competing effectively with other institutions in the educational landscape. Combining teacher workload management, resource improvement, and adaptive leadership will be key to overcoming these obstacles.

Efforts to Overcome Constraints in the Strategic Development of Islamic Boarding School Educational Institutions

The findings from the research reveal several key efforts made by Pondok Pesantren Hidayatullah Bosso to address the challenges encountered in the strategic development of their educational institution. These efforts involve a combination of internal adjustments, collaborative approaches, and ongoing professional development to overcome structural and operational constraints.

According to the data, collaboration is one of the most prominent strategies, accounting for 23.07% of responses. Collaboration among teachers and leadership is crucial in distributing the workload and ensuring that tasks are managed effectively. By working together, staff can mitigate the pressure caused by limited resources and the shortage of teachers. This finding is consistent with previous studies, highlighting the importance of social interaction and collaboration in problem-solving ([Graesser et al., 2020](#)). Teachers can share insights and solutions through collective effort, helping the

pesantren maintain educational quality despite resource constraints ([Haataja et al., 2021](#); [Rojas et al., 2021](#)).

Another effort to overcome challenges is providing mutual support within the pesantren, representing 15.38% of the responses. Mutual support involves teachers and staff helping each other manage responsibilities, sharing ideas, and providing emotional and professional encouragement. This sense of community aligns with the previous study, which emphasizes the importance of peer support in fostering a positive and productive environment ([Cooper et al., 2024](#)). Through mutual assistance, teachers can feel more empowered and motivated to overcome difficulties such as heavy workloads and limited resources ([Palaniappan et al., 2023](#); [Sanchez-Moscona & Eiroa-Orosa, 2021](#)).

Curriculum adjustments are also a key strategy for addressing educational challenges, accounting for 7.69% of the responses. The flexibility of the curriculum allows the pesantren to adapt to the changing needs of the students and community. As Ustadz Jumawir pointed out in previous findings, the curriculum is modified to meet institutional goals and community expectations, reflecting [Karanja and Malone's \(2021\)](#) research. This approach ensures that learning remains relevant and practical, allowing students to benefit from a curriculum tailored to their specific needs and real-life applications.

Professional development also plays an essential role in overcoming challenges, with 7.69% of respondents emphasizing the importance of ongoing training and workshops for teachers. The previous study supports this focus on continuous learning, which stresses that professional development is crucial for improving teaching practices and student outcomes ([Sancar et al., 2021](#)). By investing in their staff's development, the pesantren ensures that teachers are better equipped to handle the challenges posed by curriculum changes, resource limitations, and evolving educational policies.

In response to the issue of limited resources, the pesantren has implemented creative and innovative solutions (7.69%). It includes trial learning methods and extracurricular programs to enhance the learning experience for students. Creativity in educational practice is essential when resources are scarce, allowing educators to find alternative ways to engage students. It aligns with previous studies, which argue that innovation in education can help institutions thrive under challenging circumstances by fostering an environment that encourages flexibility and creativity ([Aithal & Aithal, 2023](#); [Kumari et al., 2020](#)).

Another effort to address challenges is the provision of allowances for teachers and staff, which was identified by 7.69% of respondents. By offering financial incentives, the pesantren can motivate teachers to take on additional responsibilities, which helps mitigate the burden caused by the shortage of teachers. This approach reflects previous studies, which posit that when basic financial needs are met, individuals are more likely to be motivated and capable of higher-level functioning, such as teaching and leading effectively ([Almigherbi & Ramsey, 2020](#); [Yu & Levesque-Bristol, 2020](#)).

Lastly, the pesantren promotes openness to opinions (7.69%), encouraging feedback from teachers, parents, and students to improve the institution's operations. By fostering a culture of open communication, the leadership ensures that issues are identified early and solutions are developed collaboratively. It aligns with previous studies, which emphasize the importance of open dialogue and feedback in successfully implementing organizational changes ([Errida & Lotfi, 2021](#); [Sahay, 2023](#)).

Pondok Pesantren Hidayatullah Bosso has adopted a comprehensive approach to overcoming its challenges through collaboration, curriculum adjustments, professional development, creativity, and openness to feedback. These efforts, supported by educational theories, help ensure that the pesantren remains resilient and continues to provide high-quality education despite its constraints. By focusing on mutual support, innovation, and adaptability, the institution is better positioned to navigate its developmental challenges and achieve sustainable success.

CONCLUSION

The research conducted at Pondok Pesantren Hidayatullah Bosso reveals a multifaceted development strategy to improve education quality and foster institutional independence. Professional development emerges as a key strategy, significantly enhancing teacher skills through workshops and training. The continuous supervision of teachers, conducted at least twice per semester, plays a vital role in maintaining educational standards and improving teaching performance. Additionally, program diversification—including vocational programs such as tahfiz and Arabic language guidance—

contributes to the holistic development of students, supported by strong community involvement and parental collaboration.

Despite these positive strategies, the pesantren faces several internal and external challenges. The most significant internal challenge is the insufficient number of teachers, which results in excessive workloads and impacts the quality of education. Additionally, teacher absenteeism due to outside commitments and limited facilities and infrastructure exacerbates these challenges. The institution struggles with curriculum changes, fluctuating financial support, and the evolving social and cultural environment, all requiring rapid adaptation to ensure educational continuity. To overcome these challenges, Pondok Pesantren Hidayatullah Bosso has implemented several strategies, such as collaboration among teachers and leadership to share responsibilities, mutual support, and curriculum adjustments tailored to meet the community's needs. Creative solutions, such as integrating technology and offering extracurricular programs, have also been adopted to enhance the educational experience. Openness to stakeholder feedback further supports the institution's ability to address weaknesses and improve continuously.

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The authors declare no funding and conflicts of interest for this research.

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