

From Tradition to Transformation: The Role of Accreditation in Improving the Quality of Education in Islamic Boarding Schools

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This study explores the role of accreditation, specifically the implementation of ISO 21001:2018, in enhancing educational quality at Islamic boarding school Nurul Jadid, Paiton, Probolinggo. Using a qualitative approach with a case study design, data were collected through observation, interviews, and documentation over a seven-day field study. The analysis employed the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. The findings reveal that accreditation not only improved administrative systems and documentation but also significantly influenced human resource attitudes, organizational culture, and public perception of the institution. The integration of quality standards contributed to greater institutional accountability, professionalism, and internal collaboration. Moreover, the pesantren's ability to maintain its traditional Islamic values while adopting international quality frameworks demonstrates that transformation and tradition can coexist harmoniously. This research provides new insights into how quality assurance systems can be contextualized in religious-based education and offers a model for other Islamic institutions seeking sustainable reform.

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1. INTRODUCTION

Amidst the dynamics of global change and increasing demands for quality education, traditional institutions such as Islamic boarding schools face major challenges in adapting without losing their identity (Bhagoji, 2024; Molthan-Hill, Ledley, Blaj-Ward, & Mbah, 2024). According to data from the Indonesian Ministry of Religion, by 2023 there will be more than 36,000 active Islamic boarding schools in Indonesia, but only a small number have been formally accredited or adopted an international standard quality management system (Anshory, Mujiburrohman, Nurachman, & Santoso, 2024;

Romdoniyah, Ibrahim, & Arifudin, 2024). This condition raises serious questions about how the quality of education in Islamic boarding schools can be guaranteed and developed systematically. Islamic boarding schools as educational institutions based on Islamic values have a strategic role in producing generations with character, but in the era of public accountability and global competition, their existence is required to be more measurable and standardized (Haris, 2023; Jamhari & Asrori, 2022).

Accreditation, in this context, becomes an important instrument in measuring and improving the quality of education. The Total Quality Management theory Deming (1991) emphasizes the importance of a continuous evaluation process to ensure the quality of educational institutions, which is in line with the objectives of accreditation as a form of formal recognition of an institution's quality standards. When Islamic boarding schools begin to adopt quality management approaches such as ISO 21001:2018, this signifies a paradigmatic transformation from a traditional approach to a more modern and measurable governance. This process is certainly not only administrative, but also has a direct impact on organizational culture, learning systems, and public perception of Islamic boarding schools.

However, there is cultural resistance to these standardization efforts. Some people think that the implementation of formal systems such as accreditation can obscure the unique values of Islamic boarding schools. This is where the importance of academic studies to explore how accreditation can be implemented without eliminating local wisdom, but instead strengthening it through a transformational approach. The institutional transformation theory approach emphasizes that institutional change does not always mean the elimination of tradition, but can be a positive and productive process of adaptation and renewal. Thus, this study is important to understand these dynamics in more depth.

The main problem in this study is how accreditation, as an instrument of educational modernization, plays a role in improving the quality of education in Islamic boarding schools, especially in the context of institutions that have adopted international standards such as ISO 21001:2018. Although many Islamic boarding schools have experienced significant developments in infrastructure and curriculum, there are still few studies that specifically discuss the effects of the accreditation process on improving overall quality. This is relevant considering the increasing demands of society for transparency and quality of education services. Therefore, this study seeks to analyze more deeply the extent to which accreditation can be a driving force for the transformation of educational quality in Islamic boarding schools without sacrificing the traditional values that are its foundation.

Research by Iqbal (2024) in the *Journal of Educational Quality* shows that accreditation has a significant influence on improving the quality of learning management in Islamic educational institutions in Southeast Asia. They emphasize the need to integrate local values into the adopted quality system. Second, Hoare (2022) in the *International Journal of Islamic Educational Studies* examined the impact of accreditation on increasing institutional transparency, and found that Islamic boarding schools that follow international standards have better governance and are more responsive to stakeholder needs. They concluded that the transformation process will only be successful if there is a contextual and participatory approach. These three studies show that accreditation plays an important role in driving Islamic education reform, but have not specifically reviewed how Islamic boarding schools that adopt ISO 21001:2018 combine tradition and modern quality systems. This is where this research is positioned to fill the gap in the study.

Previous studies tend to highlight the influence of accreditation on the managerial or administrative aspects of Islamic education in general. However, not many have discussed in detail how the transformation of values, culture, and educational practices occurs in the context of Islamic boarding schools that apply international quality standards. There is no study that specifically dissects the role of accreditation in improving the quality of tradition-based education such as Islamic boarding schools on a concrete and representative case study scale. This study offers a new contribution by

exploring how accreditation is not only understood as a form of administrative compliance, but also as a catalyst for cultural, curricular, and institutional transformation within Islamic boarding schools.

The novelty of this study lies in its approach that combines quality management analysis with a study of institutional cultural transformation in the context of Islamic boarding schools. This study is the first to specifically examine the implementation of ISO 21001:2018 in Islamic boarding schools as an effort to transform quality based on a globally recognized education management system. In addition, the approach used is qualitative-descriptive with an in-depth case study of one large Islamic boarding school, which allows for a holistic understanding of the dynamics of change that occurs. Another novelty is in the analysis of the integration of Islamic values, traditional education systems, and modern accreditation principles in one complete analytical framework. This provides a new perspective in viewing accreditation as an integrative process, not just a formality.

The main objective of this study is to analyze the role of accreditation in improving the quality of education in Islamic boarding schools, with a particular focus on the transformation that occurs in the managerial, curriculum, and organizational culture aspects. This study aims to explore how accreditation can be a strategic instrument that combines a modern quality system with traditional Islamic boarding school values. More broadly, this objective reflects an effort to provide theoretical and practical contributions to the development of local, contextual, yet global-standard Islamic education quality. Through a deep understanding of the transformation process at Nurul Jadid Islamic Boarding School, this study is expected to be a reference for other Islamic boarding schools that are in the process of improving institutional quality.

The selection of Nurul Jadid Islamic Boarding School in Paiton, Probolinggo as the research location was based on a number of strategic and academic considerations. First, this Islamic boarding school is one of the few Islamic boarding schools in Indonesia that has implemented an international standard quality management system, namely ISO 21001:2018. This success makes Nurul Jadid a pioneer in the implementation of modern education governance in the Islamic boarding school environment. Second, this institution has a complex institutional structure and serves both formal and non-formal education levels, making it very representative to be used as a case study for institutional transformation. Third, there is open access to data and support from the Islamic boarding school management for academic activities, which allows the research process to run optimally.

2. METHODS

The research method used in this study is a qualitative approach with a case study design, because it aims to explore in depth the dynamics and role of accreditation in improving the quality of education in Islamic boarding schools. This approach allows researchers to understand the phenomenon contextually and holistically through direct interaction with research subjects. The location of this research is the Nurul Jadid Islamic Boarding School located in Paiton, Probolinggo Regency, East Java. This Islamic boarding school was chosen because it is one of the Islamic educational institutions that has implemented the ISO 21001:2018 quality management standard, making it relevant as an object of accreditation-based quality transformation study. Data collection techniques were carried out through direct observation of institutional activities, in-depth interview with Islamic boarding school leaders, heads of educational units, teachers, quality management staff, and documentation of archives, accreditation reports, and internal quality policies. Data analysis used an interactive model developed by Miles, Huberman, and Saldaña (2014), which includes three main components, namely: data condensation, data display, and conclusion drawing/verification. The analysis process was carried out simultaneously during the data collection process to maintain the depth and consistency of the findings. The duration of the study was carried out for seven consecutive days. During this period, the researcher was intensively in the pesantren environment to ensure direct involvement and a comprehensive understanding of the dynamics of the ongoing transformation of educational quality.

3. FINDINGS AND DISCUSSION

Changes In Educational Governance

Changes in educational governance are a systemic transformation process that includes updating policies, organizational structures, decision-making mechanisms, and managerial practices in educational institutions to improve the effectiveness, efficiency, accountability, and quality of educational services (Lin, Chao, 2022; Mincu, 2022). This change is driven by the demands of the times, technological developments, and the need for an adaptive, transparent education system that is able to respond to global challenges sustainably (Mohamed Hashim, 2022; Sari, 2023). As implemented at the Nurul Jadid Paiton Islamic Boarding School, Probolinggo. According to the Nurul Jadid Islamic Boarding School education bureau, the change in governance is part of a quality improvement strategy that is oriented towards international standards and institutional information transparency. They explained that the latest policy is aimed at strengthening the documentation system, monitoring, and performance-based evaluation (MA;2025). The Islamic boarding school staff also said that this change is evident in the implementation of SOPs in educational units, strengthening the reporting system, and routine supervision by the internal quality team (H;2025). Although this process still faces challenges in adapting to work culture and implementation consistency, both agree that the change in governance has encouraged the creation of more effective coordination and transparency in Islamic boarding school management.

Chart 1, Dynamics of Changes in Educational Governance at Nurul Jadid Islamic Boarding School



This chart systematically illustrates the driving factors, aspects that have changed, policy implementation based on interview results, and the real impact of the process of changing educational governance at the Nurul Jadid Islamic Boarding School. This change was triggered by the demands of the digital era and the need for accountable and adaptive educational management to international quality standards. Aspects that have undergone transformation include institutional policies, organizational structures, decision-making systems, and daily operational management. Implementation in the field is supported by statements from the education bureau and Islamic boarding school staff indicating the implementation of SOPs, documentation systems, and routine evaluations. Although challenges remain, especially in terms of work culture, this change has encouraged the creation of more effective coordination and increased managerial transparency. This chart is designed to provide a complete understanding of how governance transformation can strengthen the quality of Islamic boarding school-based education.

The implementation of governance changes at the Nurul Jadid Islamic Boarding School shows that traditional institutions are able to adapt to modern management systems without losing their religious identity. Structural updates, implementation of SOPs, and strengthening of the evaluation system are indications that Islamic boarding schools are not only surviving but also developing in the context of quality-based governance. This is in line with the findings of Achruh (2024) who emphasized the importance of institutional accountability in Islamic educational institutions in order to be able to respond to global challenges. In addition, a study by Sodikin (2024) emphasized that effective governance transformation will increase public trust and the internal efficiency of educational

institutions. Nurul Jadid is a concrete example of how a systemic approach to education management can produce synergy between traditional values and institutional innovation, creating a professional, accountable, and quality-oriented management model that is sustainable.

Based on field findings, it can be concluded that the changes in governance implemented at Nurul Jadid Islamic Boarding School are strategic steps in facing the increasingly complex demands of managing educational institutions. The improvement steps taken reflect institutional awareness to improve the quality of educational services through a structured and well-documented system. This process not only reflects the ability to adapt to the development of modern educational management, but also shows a commitment to maintaining quality continuity on an ongoing basis. Through a systematic approach, the Islamic boarding school is able to create a working mechanism that is more responsive to the internal and external needs of the institution. Strengthening coordination between units, optimizing the role of the quality team, and implementing procedural standards show that these changes are directed at creating better institutional efficiency. Overall, this transformation makes a real contribution in encouraging Islamic boarding schools to become superior, professional, and trusted institutions in organizing Islamic education.

Improving the Image of the Institution in the Eyes of the Public

Improving the image of the institution in the eyes of the public refers to a systematic process aimed at shaping a positive public perception regarding the institution’s credibility, professionalism, and service quality (Hani’, 2024; Sandyakala, 2020). In the educational context, this is achieved through the implementation of standardized quality management systems such as ISO 21001:2018, which emphasize accountability, transparency, and stakeholder-centered approaches, thereby enhancing public trust and institutional reputation (Kayyali, 2021; Vorobyova et al., 2022). Interviews with three informants from Islamic boarding school Nurul Jadid —namely the head of the quality assurance unit, a senior teacher, and a public relations officer—revealed that the implementation of ISO 21001:2018 has significantly contributed to improving the institution’s public image. They explained that the system has brought more structured management, measurable services, and professional communication with the community. One informant stated that the public now shows greater trust and pride in enrolling their children at Nurul Jadid, due to the visible assurance of quality and institutional integrity (AQM;2025).

Picture 1, evidence of improving the Institution's Image from Various News Media



The application of ISO 21001:2018 at Islamic boarding school Nurul Jadid has elevated the institution’s standing in the eyes of the public by reinforcing structured governance and improving service delivery. This change fosters a perception of professionalism and reliability, particularly among parents and stakeholders seeking educational environments that balance tradition with accountability. As noted by Masabanda (2025) the adoption of quality management systems in Islamic educational institutions enhances public confidence through clear documentation and consistent performance. Similarly, research by Maulana (2025) highlights that ISO implementation contributes to organizational

credibility and increases public engagement through transparent processes. At Nurul Jadid, the visible impact of standardization not only supports academic improvement but also strengthens institutional branding. These developments reflect how aligning internal systems with global benchmarks can serve as a catalyst for public trust, stakeholder loyalty, and long-term institutional sustainability in the context of pesantren-based education.

Based on the results of field findings and in-depth analysis, it can be concluded that the implementation of ISO 21001:2018 at Nurul Jadid Islamic Boarding School has made a significant contribution in forming a more structured, responsive, and quality-oriented educational governance. These changes not only have an impact on the internal aspects of the institution, but also strengthen external relations with the community by increasing credibility and public trust. The quality management system implemented encourages institutions to be more professional, transparent, and adaptive to the dynamics of stakeholder needs. The standardization carried out is a strategic foothold in building the reputation of Islamic boarding school-based educational institutions that are able to compete healthily at the national and even international levels. This marks a paradigm shift from tradition-based management to modern governance that maintains the basic values of Islamic boarding schools. This success shows the importance of managerial innovation in strengthening the position of Islamic educational institutions in the era of global transformation.

Changes in Human Resources Attitudes and Organizational Culture

Changes in human resources (HR) attitudes and organizational culture refer to a transformative process that reflects shifts in values, mindsets, and work behaviors of individuals and collectives within an institution (Nugroho, 2024; Zeb et al., 2021). These changes may be triggered by the implementation of new policies, system innovations, or demands for quality improvement that require continuous adaptation. In the context of educational institutions, such transformation aims to create a more professional, accountable, and collaborative work environment, aligned with the institution's vision and mission to achieve excellence and sustainability (Akpa, 2021; Zacharias, 2021). Interviews with the head of the quality assurance division, a senior teacher, and an administrative staff member at Islamic boarding school Nurul Jadid revealed that the implementation of ISO 21001:2018 has significantly impacted the development of a new work culture. They explained that teachers and staff have begun to adopt more disciplined, systematic, and results-oriented work habits. One informant noted that attitudes toward change are now more open, including acceptance of evaluations, proper documentation, and adherence to standardized procedures. Furthermore, interdepartmental collaboration has improved, and the organizational culture is gradually reflecting values of professionalism, accountability, and efficiency—elements that were not previously emphasized in the pesantren’s management system.

Below is the observation table compiled from field findings related to changes in HR attitudes and organizational culture at Islamic boarding school Nurul Jadid following the implementation of ISO 21001:2018. This table reflects key indicators observed during the research process.

Table 1, Indicators of HR Attitude and Organizational Culture Change

Observed Aspect	Field Findings
Work Discipline	Personnel show improved punctuality in performing tasks and participating in activities.
Procedural Documentation	Work processes have become more structured, with well-organized activity records.
Response to Evaluation	Teachers and staff are more open to feedback and actively involved in improvements.
Interdepartmental Collaboration	Increased coordination and teamwork between units is now more structured.

The table above illustrates that the implementation of ISO 21001:2018 has influenced not only administrative systems but also fostered more professional work patterns within the pesantren environment. The four main indicators—discipline, documentation, receptiveness to evaluation, and collaboration—have shown positive changes. This suggests that organizational culture transformation is progressing in parallel with individual shifts in fulfilling institutional responsibilities.

The application of ISO 21001:2018 at Islamic boarding school Nurul Jadid has triggered a fundamental shift in how personnel approach their roles and interact within the institutional framework. Enhanced discipline, structured documentation, and stronger interdepartmental cooperation illustrate a transition toward a more accountable and performance-oriented work culture. This aligns with the findings of Bagga (2023), who noted that standardized management systems in educational institutions foster behavioral change and professional consistency among staff. Similarly, research by Olafsen (2021) emphasizes that quality assurance frameworks lead to greater openness to feedback and continuous improvement. At Nurul Jadid, the growing acceptance of evaluation and improved coordination among units reflect an environment where change is embraced collectively. These developments indicate that when a traditional institution adopts a global standard, it not only strengthens its operational structure but also redefines its internal values and behavioral norms, supporting long-term institutional excellence and resilience.

Based on the findings, the implementation of ISO 21001:2018 at the Islamic boarding school Nurul Jadid has significantly contributed to the development of a more systematic and adaptive governance structure in religious education. This standard serves not only as an administrative framework but also as a catalyst for institutional transformation toward greater accountability and measurable outcomes. The alignment with quality benchmarks has fostered a culture of continuous learning, encouraging sustained collective behavioral change. Improvements in work efficiency, openness to evaluation, and strengthened collaboration between departments reflect a growing institutional commitment to integrity and consistency. Within the context of an Islamic boarding school, this transformation demonstrates that traditional faith-based institutions can effectively adopt modern management practices without compromising their core spiritual values. This case offers empirical evidence that local educational traditions and global quality standards can coexist harmoniously, reinforcing both institutional identity and operational excellence.

4. CONCLUSION

The findings of this study highlight a crucial lesson: the implementation of a standardized quality management system such as ISO 21001:2018 can serve as a powerful driver for institutional transformation, even within traditional religious education settings. At Islamic boarding school Nurul Jadid, accreditation was not merely a compliance tool, but a process that initiated a shift in organizational behavior, administrative discipline, and public perception. One of the key insights gained is that change is most sustainable when it involves both structural improvements and cultural adaptation. This study shows that traditional educational institutions can evolve without losing their religious identity by aligning with globally recognized standards.

This research contributes academically by offering a fresh perspective on how quality assurance systems can be contextualized within pesantren-based education. Unlike previous studies that viewed accreditation as a top-down administrative mechanism, this study positions it as a collaborative and transformative force. The use of Miles, Huberman, and Saldaña's interactive analysis model further enriches the methodological dimension, particularly in exploring intangible variables such as attitudes, culture, and internal communication. The case of Nurul Jadid expands the theoretical framework for educational transformation in Islamic contexts, demonstrating that quality and tradition can coexist when change is managed contextually and strategically.

Despite its strengths, this research has several limitations. It focuses solely on a single Islamic

boarding school that has already adopted ISO standards, making the findings less generalizable to pesantren with different management systems or resource levels. Additionally, the short duration of the field study—seven days—may not fully capture long-term institutional changes. The study also does not cover the perspectives of students or alumni, which could provide deeper insight into the impact of accreditation. Therefore, further research is recommended across varied pesantren, over longer periods, and using multi-stakeholder approaches to build a more comprehensive understanding of accreditation's role in Islamic education reform.

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Conflicts of Interest: The researcher declares that there are no conflicts of interest regarding the publication of this study. All data were collected and analyzed objectively, and no financial, professional, or personal relationships influenced the research process or its outcomes. The study was conducted solely for academic purposes and aimed to contribute to the development of knowledge in the field of educational quality management within Islamic boarding schools.

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