

The Role of Pesantren Cultural Values in Enhancing Teacher Professional Identity and Commitment

Rasyidin

Sekolah Tinggi Ilmu Tarbiyah Ar Raudlatul Hasanah, Indonesia
rasyidin@stit-rh.ac.id

Muhammad Anggung Manumanoso Prasetyo

Institut Agama Islam Negeri Lhokseumawe, Indonesia
anggung@iainlhokseumawe.ac.id

Ayesha Fakhar Naeem

International Islamic University Islamabad, Pakistan
a.fakharnaeem@iiu.edu.pk

Abdullah Sani Ritonga

Sekolah Tinggi Ilmu Tarbiyah Ar Raudlatul Hasanah, Indonesia
abdullahsani@stit-rh.ac.id

Received February 14, 2025, Accepted May 3, 2025

Abstract

Purpose -Teacher commitment is a central pillar in improving the quality of education, particularly within the unique ecosystem of Islamic boarding schools (pesantren), where educators play multifaceted roles. this study aims to examine the optimization of permanent instructors' job commitments by focusing on three major aspects: caring, responsibility, and self-discipline. **Method** -The research method is qualitative, using a phenomenological approach. Data collecting methods include observation, interviews, and documentation studies. The data management process involves data reduction, data display, data analysis, and concluding. The informants included the Pesantren Leader, the Director of Teaching, and two teachers. **Findings** -The study findings demonstrate that the commitment of pesantren instructors may be established through the hierarchy of strengthening pesantren's cultural values. Pesantren culture is manifested through the five spirits of the pesantren, the most basic of which is the spirit of truthfulness, which forms the pupils' character. Another factor that influences a teacher's dedication is the loyalty that has developed while becoming a student. Pesantren's life cycle involves the regeneration of leadership and instruction. Finally, flexibility in a positive peer environment and a sense of duty for professionalism lead to teacher commitment. **Implications** - Socially, the findings have consequences for Pesantren's work culture paradigm. The study has societal implications for enhancing the pesantren system through pesantren culture. **Originality** - this study lies in its cultural perspective on

commitment, offering a unique model of educator development based on pesantren values rather than conventional corporate paradigms.

Keywords: *Cultural value, Pesantren effectiveness, Organizational Behaviour, Teacher Commitment, Islamic Education.*

INTRODUCTION

Teachers have a multifaceted role in education, not only as educators but also as mentors, motivators, and role models for students. Pesantren, as an Islamic educational institution, implements a boarding school system,¹ the logical consequences of the boarding school-based education system require teachers' high commitment and loyalty.² The residing students require total supervision and guidance from teachers.

The implementation of education in pesantren is not only within education in the classroom but also life skills education in the dormitory. Therefore, pesantren teachers are responsible for designing an appropriate curriculum, delivering material with innovative methods, and creating an inclusive and safe learning environment.³ Teachers' commitment is essential in improving teaching quality and providing inspiration and direction to students. Despite facing various challenges, committed teachers remain focused on their mission to guide the younger generation toward a better future.

Pesantren have a work pattern that is different from that of schools or madrasah educational institutions. Pesantren implements a boarding school education system that requires a commitment to teaching and educating.⁴ The commitment of pesantren teachers is interpreted in the context of functioning not only in the learning process but also in managing pesantren and students. Moreover, the dynamics of pesantren education that lasts 24 hours are prone to conflict and demand teachers' commitment and totality.

The discussion regarding teachers' commitment to pesantren will differ from employees' commitment to companies. In profit organizations such as companies, employee commitment can be fostered through improving material aspects.⁵

¹ Hamid Fahmy Zarkasyi, "Imam Zarkasyi's Modernization of Pesantren in Indonesia (A Case Study of Darussalam Gontor)," *QIJIS (Qudus International Journal of Islamic Studies)* 8, no. 1 (June 30, 2020): 161, <https://doi.org/10.21043/qijis.v8i1.5760>.

² Muhamad Nastain et al., "Cultural Barrier in the Regeneration Process of Islamic Political Party in Indonesia," *Jurnal Ilmiah Peuradeun* 12, no. 2 (May 30, 2024): 717, <https://doi.org/10.26811/peuradeun.v12i2.1104>.

³ Nurul Salis Alamin et al., "Hidden Curriculum In Students' Activities At Modern Islamic Boarding School: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java," *MIQOT: Jurnal Ilmu-Ilmu Keislaman* 48, no. 1 (July 19, 2024): 57, <https://doi.org/10.30821/miqot.v48i1.1134>.

⁴ Agung Ilham Prastowo et al., "The Independent Learning Curriculum Concept of Imam Zarkasyi's Perspective In Pesantren For Facing The Era of Society 5.0," in *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (New York, NY, USA: ACM, 2020), 1–6, <https://doi.org/10.1145/3452144.3452147>.

⁵ Mustafa Altun, "The Effects of Teacher Commitment on Student Achievement," *International Journal of Social Sciences & Educational Studies* 3, no. 3 (2017), <https://doi.org/10.23918/ijsses.v3i3p51>.

Meanwhile, teachers are committed to pesantren, which are service organizations. Pesantren are deeply rooted in Islamic cultural values and local wisdom that transcend mere material worth. For pesantren institutions to remain sustainable, their effective management requires both individual commitment and robust institutional policy support.

The current research addresses a notable gap in commitment studies by focusing on pesantren, a service-oriented organization where such inquiry remains limited. Prior investigations have established that pesantren teacher commitment transcends conventional organizational loyalty,⁶ deeply embedding within the institution's unique cultural and existential values.⁷ Furthermore, this commitment extends to active participation in extracurricular activities and community engagement,⁸ indicating a broader professional responsibility beyond formal instruction. Distinctively, the present study analyzes and proposes a model wherein commitment is cultivated through the effective utilization of pesantren cultural building values.⁹ This unique cultural integration serves as the foundational mechanism, driving and enhancing the professionalism of pesantren teachers within their specific educational and social contexts.

Commitment is defined as a deep attachment to a particular goal, where individuals are willing to sacrifice time, energy, materials, and abilities to achieve it.¹⁰ According to Yuesti, commitment is a condition that develops through feelings of involvement and cannot be forced.¹¹ Psychologically, commitment reflects a profound desire to perform tasks that are individually internalized, thus creating a desire to be consistent in acting, even when facing pressure from within or others.¹² In addition, commitment is also related to a person's ethical decision to act with determination and

⁶ Muhammad Anggung Manumanoso Prasetyo et al., "Strategic Human Resource Cadre Development in Pesantren: A Roadmap to Organizational Resilience," *Pertanika Journal of Social Sciences and Humanities* 33, no. 2 (April 30, 2025), <https://doi.org/10.47836/pjssh.33.2.19>.

⁷ Agus Salim Salabi, Muhammad Anggung Manumanoso Prasetyo, and ..., "The Internalization of Banjaran Cultural Character Values in Mustafawiyah Islamic Boarding School, Purbabaru," *MIQOT: Jurnal Ilmu-Ilmu Keislaman* 46, no. 2 (December 29, 2022), <https://doi.org/10.30821/miqot.v46i2.900>.

⁸ Ujang Sahid et al., "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 31, 2021): 116–25, <https://doi.org/10.31538/munaddhomah.v2i2.97>.

⁹ Pam Nilan, "The 'Spirit of Education' in Indonesian Pesantren," *British Journal of Sociology of Education* 30, no. 2 (March 2009): 219–32, <https://doi.org/10.1080/01425690802700321>.

¹⁰ Fadhlur Rahman, Ali Al-Nahdi, and Zurriyati Zurriyati, "The (In) Famous English Language Policy in Pesantren: What We Already Know and What Remains Unknown," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 7, no. 2 (December 31, 2023): 165–82, <https://doi.org/10.47766/idarrah.v7i2.821>.

¹¹ I Nengah Sudja and Anik Yuesti, "The Influences of Education and Training, Leadership, Work Environment, Teacher Certification On Discipline and Teacher's Professionalism In High School at Bali Province," *Scientific Research Journal (SCIRJ)* V, no. IX (2017): 102–8, www.scirj.org.

¹² A Winarno and D Hermana, "Commitment, Work Engagement, and Research Performance of Lecturers, in Indonesia Private Universities," *Malaysian Online Journal of Educational Management* 7, no. 4 (2019): 45–63, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85074041999&partnerID=40&md5=fbadf7345ee5fd6eb790005ab5c4bb77>.

sincerity, showing steadfastness in attitude and responsibility for the decisions taken. Thus, commitment plays a vital role in shaping individual behavior and consistency in achieving goals.

How does teachers' work commitment, characterized by internalized task desire and willingness to sacrifice, influence the stability and quality of pesantren education, including its environment and leadership policies? Thus, this study aims to understand the important role of teachers' work commitment in creating stability in pesantren education by analyzing the relationship between the level of teachers' work commitment and various aspects of the quality of pesantren education services, such as the pesantren environment, leadership policies, pesantren conflicts, and pesantren climate.

METHOD

This study employed a qualitative method with a phenomenological approach to understand teachers' commitment to improving educational quality at the pesantren. To explore this phenomenon and gain valuable insights, data collection was systematically conducted through semi-structured, in-depth interviews with purposively selected key informants, including leaders, directors, heads of madrasah, and teachers, ensuring a comprehensive perspective on educational standard implementation and quality improvement. Data analysis was conducted following the steps proposed by Huberman (reduction, presentation, and conclusion).¹³ This analysis aimed to identify patterns and trends emerging from the collected data. Researchers ensured data trustworthiness by adhering to the standards of credibility, transferability, dependability, and confirmability.¹⁴

The study results are expected to provide valuable insights into teachers' work commitment in the context of education at the pesantren. Interview questions were compiled using the theoretical building blocks of pesantren culture, charismatic leadership, and effectiveness. Questions were compiled critically and based on HOTS. This method aims to identify internal and external factors influencing teacher work commitment, such as organizational support, intrinsic motivation, and working conditions, ultimately providing valuable insights for education practitioners and pesantren policymakers on fostering teacher welfare and enhancing the pesantren's educational environment.

RESULT AND DISCUSSION

The functionalization of individual membership in an organization reflects desires and needs and is also formed by past experiences that shape work expectations. The

¹³ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (Sage publications, 2018).

¹⁴ Lexy J. Moleong, "Metodologi Penelitian Kualitatif," 2019.

accumulation of expectations forms organizational commitment. Abbas defines commitment as an individual's condition to support organizational goals.¹⁵ However, the core of this commitment lies in trust and closeness; trust is the main indicator of commitment, and without trust, commitment cannot be realized.¹⁶ Harmonizing the relationship between the organization and the individual depends on reciprocal commitment and trust. In the context of this study, pesantren need to foster commitment among their teachers and actively build trust, thus creating harmony that supports common goals.¹⁷ Otherwise, the expected relationship can become fragile and unproductive.

Commitment as a complex concept includes several components, the most fundamental of which is *istiqomah*, where teachers show a willingness to endure obstacles to achieve certain goals or values. Thus, a deep understanding of these factors can help organizations design strategies to increase employee commitment and create a more productive work environment.

Three components of organizational commitment that are the analytical tools of the study are affective commitment, normative commitment, and ongoing commitment.¹⁸ The explanation in the context of this study is; affective commitment, which occurs when teachers want to be part of the organization because of an emotional bond; continuance commitment, which arises when teachers remain in an organization because they need a salary and other benefits, or because the individual does not find another job; and normative commitment, which arises from individuals internal values. Teachers remain to become members of the organization is something that should be accomplished.

Teachers' Commitment as an Indicator of pesantren Quality

Teachers' commitment to enhancing educational quality is primarily driven by their care and responsibility. A deep sense of care for students *-santri-*, the pesantren environment, and the learning process motivates teachers to understanding individual needs and fostering a supportive learning environment. Concurrently, a strong sense of responsibility towards students, institutions, and the community teachers to

¹⁵ Ansar Abbas et al., "Positive Leadership Psychology: Authentic and Servant Leadership in Higher Education in Pakistan," *Current Psychology* 41, no. 9 (September 29, 2022): 5859–71, <https://doi.org/10.1007/s12144-020-01051-1>; Joseph A. Petrick and Diana S. Furr, *Total Quality in Managing Human Resources* (Routledge, 2017), <https://doi.org/10.1201/9780203735534>; Piers Benn, *Commitment* (Routledge, 2014), <https://doi.org/10.4324/9781315710211>.

¹⁶ Denise Solomon and Jennifer Theiss, *Interpersonal Communication* (New York: Routledge, 2022), <https://doi.org/10.4324/9781351174381>.

¹⁷ H Purnomo, "Organizational Commitment in Islamic Boarding School: The Implementation of Organizational Behavior Integrative Model," *Perspektiv Nauki i Obrazovania* 57, no. 3 (2022): 354–71, <https://doi.org/10.32744/pse.2022.3.20>.

¹⁸ Sihombing Adison Adrianus et al., "Examining the Relationship between Servant Leadership, Organizational Commitment, and Task Performance of Lecturers around Religious Colleges," *The International Journal of Educational Organization and Leadership* 31, no. 1 (2024): 23–46, <https://doi.org/10.18848/2329-1656/CGP/v31i01/23-46>.

professionalism, consistency, and integrity, thereby building trust in the education profession.

Table 1: Interview Excerpts and Substance

Open Coding	Aspects
<i>"Teachers with high commitment are able to adapt to the conditions of packed-up pesantren activities. That is why pesantren teachers must be alumni of pesantren. While in learning, teachers are able to adapt, including understanding local values and integration into the curriculum."</i>	The Value of pesantren Education
<i>"The majority of Pesantren teachers are alumni of Pesantren. When we dedicate to the pesantren, we must be loyal to the teachers who are now also our colleagues."</i>	Teachers Commitment and Loyalty
<i>"Our loyalty to the kyai is very strong because he is not only a spiritual leader but also a source of inspiration that makes us more involved in education."</i>	
<i>"We are taught sincerity in pesantren. That soul keeps us committed to our work. Because in principle, our commitment to work is based on good intentions, and we are taught to be responsible and sincere in every action."</i>	The value of sincerity of the students character
<i>"Education in pesantren is not only about religion but also about maintaining the cultural values of pesantren. We are taught the five main souls of pesantren, which are sincerity. Therefore, we are required to be sincere in our actions."</i>	Cultural values of pesantren
<i>"We consider commitment as part of a professional attitude, right? Teachers who do not have a commitment to their work are called unprofessional. For us, a professional teacher is a sincere teacher."</i>	Commitment is part of professionalism."

Education in pesantren prioritizes character building and moral values while learning in schools is often more focused on academic aspects.¹⁹ This shows that pesantren function not only as a place to gain knowledge but also as a place to develop identity and religious values.²⁰

Learning succession is care. Pesantren activities demand totality. Pesantren teachers, who build the five soul values, do not demand much. In fact, if measured by material, pesantren will have difficulty meeting teacher salaries considering the packed-up activities of pesantren. Therefore, the understanding of professionalism is a sincere teacher who works without complaining with the trust given.

¹⁹ Ikhrum Ikhrum et al., "Tahgyir Within Character Building of The Islamic Traditional School Students in Aceh Besar," *Jurnal Ilmiah Islam Futura* 23, no. 2 (August 1, 2023), <https://doi.org/10.22373/jiif.v23i2.17167>.

²⁰ Sobri Washil, "Mentradisikan Nilai-Nilai Budaya Pesantren (Panca Jiwa Pesantren) Dalam Kehidupan Bermasyarakat," *Islamic Akademika: Jurnal Pendidikan & Keislaman* 7, no. 1 (2020): 110–26, <https://doi.org/https://doi.org/10.230303/staiattaqwa.v7i1.109>.

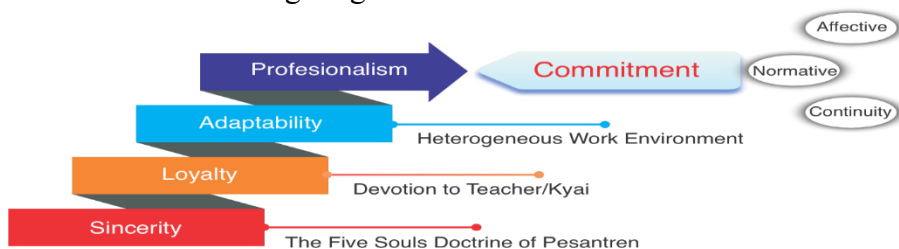
The dormitory guard teacher at the pesantren is tasked with supervising and guiding students for 24 hours. Without sincerity, the job will feel like a burden. At the Ar Raudlatul Hasanah pesantren, care encourages teachers to always understand the needs of each student and provide deep attention. In addition, responsibility is a pillar in strengthening teachers' commitment to carrying out their duties. Teachers at Ar-raudlatul Hasanah are aware of their responsibility to the pesantren. Another is the character of self-discipline, which is the key to supporting commitment. By having strong discipline, a teacher is able to manage time, manage resources, and prioritize tasks effectively.

Stages of Building Commitment Building

Commitment plays a crucial role in supporting teacher performance and contributing to improving education quality.²¹ Optimizing teachers' work commitment is done by building the main attitudes and characters, i.e., caring, responsibility, and self-discipline.²² Study results reveal that caring serves as the main foundation that strengthens teachers' commitment to carrying out their duties. A high level of care for students, the school environment, and the learning process encourages teachers to provide optimal performance in every aspect of their duties.

In addition, responsibility is identified as an important pillar in strengthening teachers' commitment; awareness of responsibility towards students, educational institutions, and the community encourages teachers to make maximum efforts in carrying out their duties. Self-discipline has been shown to be a significant key factor in supporting teachers' commitment; with strong discipline, teachers are able to manage time, manage resources, and prioritize tasks efficiently. These findings emphasize the importance of these three aspects in creating a quality educational environment at the Ar-Raudlatul Hasanah pesantren in Medan.

Picture 1. The Building Stages Of Teacher And Student Commitment



Picture 1 shows the building stages of teacher and student commitment in pesantren. Pesantren have five pesantren souls, the main one being sincerity. This

²¹ Sudja and Yuesti, "The Influences of Education and Training, Leadership, Work Environment, Teacher Certification On Discipline and Teacher's Professionalism In High School at Bali Province."

²² Tim Dunne, Milja Kurki, and Steve Smith, *International Relations Theories: Discipline and Diversity* (Oxford University Press, USA, 2021).

value-building is the foundation for creating loyalty. The majority of teachers in Islamic boarding schools are former students who are now becoming colleagues of their former teachers. This history fosters a loyal attitude towards teachers.

Ar Raudlatul Hasanah Islamic Boarding School faces heterogeneous cultural challenges, which require teachers to be highly committed to carrying out their responsibilities. One important aspect of teachers' commitment is adaptability. In the context of learning, adjusting teaching methods is one of teachers' commitment to the demands of learning innovation. The steps taken by the management of Ar Raudlatul Hasanah Islamic Boarding School are to integrate technology into the learning process. However, the Islamic Boarding School still maintains local values that are integrated into the curriculum.

According to Forgasz, in addition to adaptability, the key indicator in assessing commitment is teachers' care.²³ At Raudlatul Hasanah, teachers who pay more attention to students' needs and difficulties will create an inclusive and supportive learning environment. Teachers can help students feel accepted and appreciated by providing appropriate guidance and support, which in turn will increase student motivation and involvement in the learning process. This care also reflects the teacher's social responsibility in shaping positive character and values among students. The research findings align with Carmen's study, which states that in addition to commitment, technological skills are also necessary.²⁴

Teachers' professionalism and discipline also play an important role in assessing commitment. Ar Raudlatul Hasanah pesantren considers teachers to be professional if they are able to maintain the teaching standards set by the school. In this case, Ar Raudlatul Hasanah pesantren strictly requires teachers to teach using a foreign language.

The teacher's commitment shown in the learning process can be seen from the teacher's caring attitude in how they respond to student needs. For example, when a student experiences difficulties, the teacher provides additional guidance while also listening to the problems faced by the student. This approach strengthens the teacher-student relationship and increases learning motivation.

Building pesantren Cultural Values in Forming Teacher Commitment

Teachers' efforts to continuously improve their skills through training and professional development reflect their commitment. Students and society as a whole feel the positive impact of high teacher commitment because dedicated teachers provide quality teaching and become positive role models. In addition, the school

²³ Rachel Forgasz, Geert Kelchtermans, and Amanda Berry, "Resistance as Commitment. A Reflective Case Study of Teacher Professionalism in Neoliberal Times," *Teaching in Higher Education*, April 30, 2021, 1–15, <https://doi.org/10.1080/13562517.2021.1920574>.

²⁴ Maria del Carmen Pegalajar-Palomino and Estefanía Martínez-Valdivia, "ICT Mediated Gamification in Education Degrees: A Commitment to Sustainability," *Journal of Technology and Science Education* 14, no. 3 (June 19, 2024): 815, <https://doi.org/10.3926/jotse.2624>.

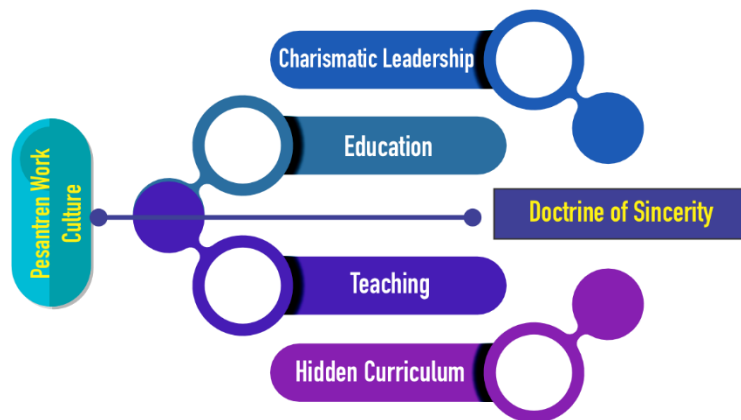
climate is also affected by teacher commitment to creating a supportive, inclusive, and motivating learning environment.

Efforts to increase teacher work commitment are very important in strengthening the existence of pesantren. Pesantren, with a distinctive educational environment pattern, provides adequate support, including professional training, sufficient resources, and recognition of the contribution of Islamic boarding school teachers.

Increasing teachers' sense of appreciation and motivation to give their best can be accomplished by building a collaborative and inclusive work culture

In addition, developing a fair and transparent performance appraisal system will clarify expectations and encourage teachers to continue to improve their work quality. It is also important for teachers to maintain a spirit of learning throughout their careers by participating in training and engaging in teacher communities that allow for the exchange of ideas. Collaborative efforts in pesantren can create an environment that encourages increased teacher work commitment.

Picture 2. Cultural Values that Form Commitment.



Pesantren are different from other educational institutions, such as schools and madrasahs. The difference lies in the services that prioritize education over learning. The value of pesantren education that plays a fundamental role in shaping the character of students is sincerity, which leads to loyalty to the kyai and commitment to work. Loyalty is also influenced by the charismatic leadership style of the kyai, and the doctrine of sincerity influences commitment.

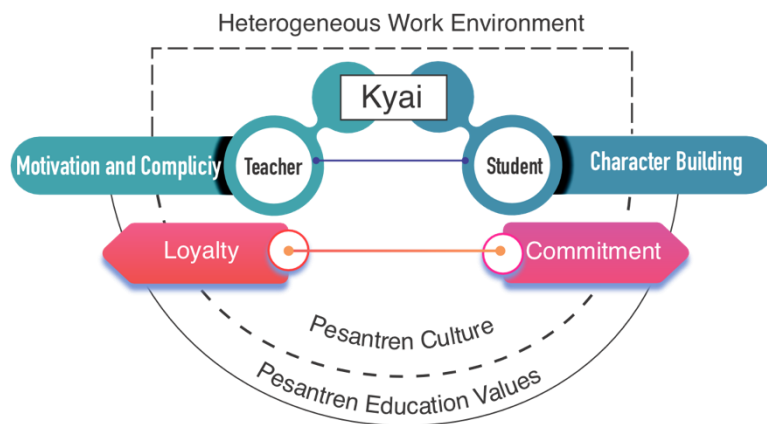
Pesantren recognize education above teaching. Even though they are already a teacher, they continue learning from the given experience and the assignments. Teachers receive education outside the classroom (formal hours). Therefore, pesantren recognizes the term hidden curriculum for teachers and their students.

The commitment of teachers forms a work ethic. By understanding and implementing sincerity, teachers are expected to develop a strong work ethic. Teachers learn to focus on more than just the result but on the process and intention behind each

action. Being a teacher at an pesantren is a social responsibility because the pesantren is a miniature of society.

Teachers who are committed to their work will be more sensitive to social responsibility. They are taught to contribute to society and the environment, creating individuals who are not only successful personally but also others. However, the building of teacher commitment is identified from the value of sincerity. Therefore, it is important to balance between the doctrine of sincerity and aspects of professionalism. Overemphasizing sincerity without providing teaching about practical skills and competencies can result in students being less prepared to face challenges in the increasingly complex world of work. Therefore, it is important to build the integration between spiritual values and mastery of relevant skills.

Picture 3. Interaction Model between Pesantren Culture and Commitment.



Essentially, Figure 3 explains the value model that forms teacher commitment in pesantren. Loyalty to Kyai not only shows an emotional relationship but also involves a deep educational aspect. The majority of teachers at Ar Raudlatul Hasanah are students of the Kyai. In this aspect, students not only learn from Kyai academically but also gain inspiration from the exemplary behaviour shown by Kyai in everyday life. On the one hand, the charismatic leadership style of Kyai can increase students' motivation and encourage them to participate more actively in pesantren activities.

The study results also show that pesantren teachers have three mutually integrated commitments, i.e., affective, normative, and continuous commitments. Affective commitment is related to the emotional condition, identification, and involvement of teachers in pesantren activities. Teachers who have this commitment have an emotional attachment to the pesantren, which is reflected through involvement, feelings of joy, and enjoyment of their role in carrying out their duties. Teachers' commitment can be seen not only in the learning process in class but also in various extracurricular activities in pesantren.

Normative commitment can be identified from teachers' loyalty in carrying out their role as educators to build student character. At the Ar Raudlatul Hasanah

pesantren, there are dormitory teachers or student caretakers. In addition to being required to have pedagogical skills, as educators, pesantren teachers are required to have maturity; thus, their attitude can be a role model that can be imitated and respected, leading to a pesantren atmosphere that truly contains good character values. The educational atmosphere in pesantren, both classroom learning and education outside the classroom, is expected to be able to run effectively to build the students' character based on the exemplary values of the Prophet Muhammad. Furthermore, continuous commitment is interpreted as a teacher's commitment based on considerations about what must be sacrificed should they leave the pesantren organization.

Commitment to work that is influenced by the doctrine of sincerity also has a profound impact on shaping students' character. Good intentions are the foundation of every action, and this is crucial in the challenging world of work. On the other hand, to ensure that students are not only motivated by intentions, they also need to be trained in practical skills and professionalism that are in accordance with the demands of the job market. The development of a curriculum that is integrated between the values of sincerity and professional competence is highly recommended.

There is a need to reflect on the relationship between loyalty to the kyai and commitment to work in a broader context. For example, how do the social and cultural environments influence these two aspects? In addition, how can pesantren adapt to meet the needs of the changing times and improve the competence of their students without sacrificing the spiritual values and loyalty that have been taught? This is a challenge for educational institutions to remain relevant amidst the dynamics of a constantly changing society. The majority of teachers at the Ar Raudlatul Hasanah pesantren are alumni. Indirectly, this condition gives rise to obedience and loyalty because those who are among their colleagues are their former teachers. The research findings are supported by Azzam and Ibrahim, who show the relationship between leadership, loyalty, and commitment ²⁵

Care for the trust given is the main foundation that strengthens teachers' commitment to carrying out their duties. A high level of care for students, the school environment, and the learning process encourages teachers to give their best in every aspect of their duties. Responsibility serves as a pillar in strengthening teachers' commitment; awareness of responsibility towards students, educational institutions, and the community encourages teachers to strive optimally in their work. In addition, self-discipline has proven to be a significant key in supporting teachers' commitment;

²⁵ M A 'Azzam and M Harsono, "Organizational Commitment and Loyalty: A Millennial Generation Perspective in Indonesia," *Journal of Asian Finance, Economics and Business* 8, no. 3 (2021): 1371–83, <https://doi.org/10.13106/jafeb.2021.vol8.no3.1371>; Busthomi Ibrahim et al., "Transformational Leadership and Organizational Commitment: Moderator Role of Pesantren Employee Job Satisfaction," *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 4 (December 1, 2023): 1934, <https://doi.org/10.11591/ijere.v12i4.24966>.

with strong discipline, teachers can manage time, manage resources, and prioritize tasks efficiently.

CONCLUSION

The commitment of teachers at Ar-Raudlatul Hasanah pesantren Medan is formed through the building of character values of the pesantren culture. The foundation of the five soul values of sincerity forms loyalty to the trust given by teachers. In addition, the work environment of the pesantren demands an adaptive attitude from teachers. Awareness to act is a reflection of the teacher's professional attitude that forms a long-term commitment between teachers and the pesantren. The teacher's commitment itself is an integration of three types of commitment, i.e., affective, normative, and continuous. The existence of concern, responsibility, and self-discipline also proves the teacher's commitment. Loyalty to the kyai and commitment to work are two important pillars of education in pesantren. Although both have a significant positive impact on the formation of the character of students, there should be more focus on the challenges that may arise. With a balanced approach, pesantren can produce students who are not only loyal and committed but also independent, critical, and ready to face the challenges of pesantren that are constantly changing.

REFERENCE

- 'Azzam, M A, and M Harsono. "Organizational Commitment and Loyalty: A Millennial Generation Perspective in Indonesia." *Journal of Asian Finance, Economics and Business* 8, no. 3 (2021): 1371–83. <https://doi.org/10.13106/jafeb.2021.vol8.no3.1371>.
- Abbas, Ansar, Muhammad Saud, Fendy Suhariadi, Indrianawati Usman, and Dian Ekowati. "Positive Leadership Psychology: Authentic and Servant Leadership in Higher Education in Pakistan." *Current Psychology* 41, no. 9 (September 29, 2022): 5859–71. <https://doi.org/10.1007/s12144-020-01051-1>.
- Alamin, N S, Z S Rahmawati, M B Maha, S Nisa', and A Zalzuli. "Hidden Curriculum in Students' Activities at Modern Islamic Boarding School: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java." *Miqot: Jurnal Ilmu-Ilmu Keislaman* 48, no. 1 (2024): 57–72. <https://doi.org/10.30821/miqot.v48i1.1134>.
- Altun, Mustafa. "The Effects of Teacher Commitment on Student Achievement." *International Journal of Social Sciences & Educational Studies* 3, no. 3 (2017). <https://doi.org/10.23918/ijsses.v3i3p51>.
- Anggadwita, Grisna, Leo-Paul Dana, Veland Ramadani, and Reza Yanuar Ramadan. "Empowering Islamic Boarding Schools by Applying the Humane Entrepreneurship Approach: The Case of Indonesia." *International Journal of Entrepreneurial Behavior & Research* 27, no. 6 (August 2, 2021): 1580–1604. <https://doi.org/10.1108/IJEBR-11-2020-0797>.

- Benn, Piers. *Commitment*. Routledge, 2014. <https://doi.org/10.4324/9781315710211>.
- Bergami, Massimo, and Richard P. Bagozzi. "Self-Categorization, Affective Commitment and Group Self-Esteem as Distinct Aspects of Social Identity in the Organization." *British Journal of Social Psychology* 39, no. 4 (December 2000): 555–77. <https://doi.org/10.1348/014466600164633>.
- Dorđević, Biljana, Maja Ivanović-Đukić, Vinko Lepojević, and Sandra Milanović. "The Impact of Employees' Commitment on Organizational Performances." *Strategic Management* 25, no. 3 (2020): 28–37. <https://doi.org/10.5937/StraMan2003028D>.
- Dou, Diya, Geert Devos, and Martin Valcke. "The Relationships between School Autonomy Gap, Principal Leadership, Teachers' Job Satisfaction and Organizational Commitment." *Educational Management Administration & Leadership* 45, no. 6 (November 19, 2017): 959–77. <https://doi.org/10.1177/1741143216653975>.
- Dunne, Tim, Milja Kurki, and Steve Smith. *International Relations Theories: Discipline and Diversity*. Oxford University Press, USA, 2021.
- Forgasz, Rachel, Geert Kelchtermans, and Amanda Berry. "Resistance as Commitment. A Reflective Case Study of Teacher Professionalism in Neoliberal Times." *Teaching in Higher Education*, April 30, 2021, 1–15. <https://doi.org/10.1080/13562517.2021.1920574>.
- Huey Yiing, Lee, and Kamarul Zaman Bin Ahmad. "The Moderating Effects of Organizational Culture on The Relationships Between Leadership Behaviour and Organizational Commitment and Between Organizational Commitment and Job Satisfaction and Performance." *Leadership & Organization Development Journal* 30, no. 1 (February 6, 2009): 53–86. <https://doi.org/10.1108/01437730910927106>.
- Ibrahim, Busthomi, Abdul Rahim Zumrah, Supardi Supardi, and Juhji Juhji. "Transformational Leadership and Organizational Commitment: Moderator Role of Pesantren Employee Job Satisfaction." *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 4 (December 1, 2023): 1934. <https://doi.org/10.11591/ijere.v12i4.24966>.
- Ikhrām, Ikhrām, T Zulfikar, Mufakhir Muhammad, Muhajir Al-Fairusy, and M Ikhwan. "Tahgyir Within Character Building of The Islamic Traditional School Students in Aceh Besar." *Jurnal Ilmiah Islam Futura* 23, no. 2 (August 1, 2023). <https://doi.org/10.22373/jiif.v23i2.17167>.
- Krajcsák, Zoltán. "Modelling Organizational Conflict Processes: The Organizational Value of Employee Commitment and the Moderating Role of Transformational Leadership." *Journal of Modelling in Management* ahead-of-p, no. ahead-of-print (June 26, 2021). <https://doi.org/10.1108/JM2-08-2020-0221>.
- Maslani, Maslani, Wahyu Hidayat, Abdul Qadir, and Asep Muhyidin. "Ecopedagogy in Action: An Ethnographic Exploration of Environmental Preservation Strategies in Pesantren." *Jurnal Pendidikan Islam* 9, no. 2 (December 28, 2023): 211–22.

- <https://doi.org/10.15575/jpi.v9i2.29347>.
- Meyer, John P. "Organizational Commitment." In *Wiley Encyclopedia of Management*, 1–3. Chichester, UK: John Wiley & Sons, Ltd, 2015. <https://doi.org/10.1002/9781118785317.weom050052>.
- McKinney, Rob, Heidi A Larson, J Adriane Moody, Margaret F Schwartzkopf, Aaron D Hale, and Steven R Conn. "Altruism, Commitment, and Leadership in High School Mentors." *Journal of Counseling in Illinois* 47 (2014): 17.
- Moleong, Lexy J. "Metodologi Penelitian Kualitatif," 2019.
- Nastain, Muhamad, Irwan Abdullah, Zuly Qodir, Hasse Jubba, and Bambang Cipto. "Cultural Barrier in the Regeneration Process of Islamic Political Party in Indonesia." *Jurnal Ilmiah Peuradeun* 12, no. 2 (May 30, 2024): 717. <https://doi.org/10.26811/peuradeun.v12i2.1104>.
- Nilan, Pam. "The 'Spirit of Education' in Indonesian Pesantren." *British Journal of Sociology of Education* 30, no. 2 (March 2009): 219–32. <https://doi.org/10.1080/01425690802700321>.
- Panicker, Aneesya, Rakesh Kumar Agrawal, and Utkal Khandelwal. "Inclusive Workplace and Organizational Citizenship Behavior." *Equality, Diversity and Inclusion: An International Journal* 37, no. 6 (August 20, 2018): 530–50. <https://doi.org/10.1108/EDI-03-2017-0054>.
- Pegalajar-Palomino, Maria del Carmen, and Estefanía Martínez-Valdivia. "ICT Mediated Gamification in Education Degrees: A Commitment to Sustainability." *Journal of Technology and Science Education* 14, no. 3 (June 19, 2024): 815. <https://doi.org/10.3926/jotse.2624>.
- Petrick, Joseph A., and Diana S. Furr. *Total Quality in Managing Human Resources*. Routledge, 2017. <https://doi.org/10.1201/9780203735534>.
- Prasetyo, Muhammad Anggung Manumanoso, and Muhammad Ilham. "Leadership in Learning Organization of Islamic Boarding School After Covid-19 Pandemic." *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 2 (August 22, 2022): 163–80. <https://doi.org/10.31538/tijie.v3i2.175>.
- Prastowo, Agung Ilham, Arham Junaidi Firman, Tri Mulyanto, and Rz. Ricky Satria Wiranata. "The Independent Learning Curriculum Concept of Imam Zarkasyi's Perspective In Pesantren For Facing The Era of Society 5.0." In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–6. New York, NY, USA: ACM, 2020. <https://doi.org/10.1145/3452144.3452147>.
- Purnomo, H. "Organizational Commitment in Islamic Boarding School: The Implementation of Organizational Behavior Integrative Model." *Perspektif Nauki i Obrazowania* 57, no. 3 (2022): 354–71. <https://doi.org/10.32744/pse.2022.3.20>.
- Rahman, Bambang Arif. "Islamic Revival and Cultural Diversity: Pesantren's Configuration in Contemporary Aceh, Indonesia." *Indonesian Journal of Islam and Muslim Societies* 12, no. 1 (June 4, 2022): 201–29. <https://doi.org/10.18326/ijims.v12i1.201-229>.

- Rokib, Mohammad. "The Significant Role of Religious Group's Response to Natural Disaster in Indonesia: The Case of Santri Tanggap Bencana (Santana)." *Indonesian Journal of Islam and Muslim Societies* 2, no. 1 (June 1, 2012): 53. <https://doi.org/10.18326/ijims.v2i1.53-77>.
- Rosid, Andiana, Pramono Hari Adi, and Ratno Purnomo. "How Psychological Ownership Increases Subordinate Commitment in Islamic Spirituality Workplace? A Case of Indonesian Islamic Boarding School." *Islamic Guidance and Counseling Journal* 7, no. 1 (January 6, 2024). <https://doi.org/10.25217/0020247417100>.
- Sahid, Ujang, Iim Wasliman, Hendi Suhendraya Muchtar, and Husen Saeful Insan. "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 31, 2021): 116–25. <https://doi.org/10.31538/munaddhomah.v2i2.97>.
- Salabi, Agus Salim, Muhammad Anggung Manumanoso Prasetyo, and ... "The Internalization of Banjaran Cultural Character Values in Mustafawiyah Islamic Boarding School, Purbabaru." *MIQOT: Jurnal Ilmu-Ilmu Keislaman* 46, no. 2 (December 29, 2022). <https://doi.org/10.30821/miqot.v46i2.900>.
- Solomon, Denise, and Jennifer Theiss. *Interpersonal Communication*. New York: Routledge, 2022. <https://doi.org/10.4324/9781351174381>.
- Sudja, I Nengah, and Anik Yuesti. "The Influences of Education and Training, Leadership, Work Environment, Teacher Certification On Discipline and Teacher's Professionality In High School at Bali Province." *Scientific Research Journal (SCIRJ)* V, no. IX (2017): 102–8. www.scirj.org.
- Syakroni, Agus, Chusnul Muali, Hasan Baharun, Muh Zainuddin Sunarto, Bisri Musthofa, and Muallim Wijaya. "Motivation and Learning Outcomes Through the Internet of Things Learning in Pesantren." In *Journal of Physics: Conference Series*, 1363:12084. IOP Publishing, 2019.
- Umam, Khoirul. "Developing Management Standards Based on Islamic Values: Case Study of Darussalam Gontor Modern Islamic Boarding School." *QIJIS (Qudus International Journal of Islamic Studies)* 1, no. 2 (2013). <https://doi.org/http://dx.doi.org/10.21043/qijis.v1i2.183>.
- Washil, Sobri. "Mentradisikan Nilai-Nilai Budaya Pesantren (Panca Jiwa Pesantren) Dalam Kehidupan Bermasyarakat." *Islamic Akademika: Jurnal Pendidikan & Keislaman* 7, no. 1 (2020): 110–26. <https://doi.org/https://doi.org/10.230303/staiattaqwa.v7i1.109>.
- Winarno, A, and D Hermana. "Commitment, Work Engagement, and Research Performance of Lecturers, in Indonesia Private Universities." *Malaysian Online Journal of Educational Management* 7, no. 4 (2019): 45–63. <https://www.scopus.com/inward/record.uri?eid=2-s2.0->

85074041999&partnerID=40&md5=fbadf7345ee5fd6eb790005ab5c4bb77.

- Yuliansyah, Muhammad, and Murdiansyah Herman. "The Influence of Teacher Performance , Commitment , and Professionalism on Student Learning Outcomes." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 07, no. 01 (2023): 274–86. <https://doi.org/https://doi.org/10.33650/al-tanzim.v7i1.4486>.
- Zakariyah, Zakariyah. "Improving Madrasah Competitiveness Through Excellent Islamic Education Development Strategies." *Nazhruna: Jurnal Pendidikan Islam* 7, no. 1 (March 9, 2024): 140–55. <https://doi.org/10.31538/nzh.v7i1.4541>.
- Zarkasyi, Hamid Fahmy. "Imam Zarkasyi's Modernization of Pesantren in Indonesia (A Case Study of Darussalam Gontor)." *QIJS (Qudus International Journal of Islamic Studies)* 8, no. 1 (June 30, 2020): 161. <https://doi.org/10.21043/qijis.v8i1.5760>.
- Zuhri, H H, and M Huda. "Enhancing Educational Ecosystems: Implementing Peter Senge's Learning Organization Model in Islamic Boarding Schools." *Munaddhomah* 5, no. 2 (2024): 222–34. <https://doi.org/10.31538/munaddhomah.v5i2.1030>.