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Managing Institutional Transformation in Islamic Boarding Schools: A POAC-Based Analysis of the Transition from PKPPS to Formal Diniyah Education

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ABSTRACT

Institutional transformation from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF) requires effective management to ensure organizational readiness while preserving traditional Islamic educational values. This study aims to analyze the transition management strategies based on Planning, Organizing, Actuating, and Controlling (POAC). A qualitative approach with a case study design was employed. Data were collected through semi-structured interviews, participatory observation, and documentation involving four purposively selected informants. Data were analyzed using the Miles, Huberman, and Saldaña model, with credibility established through source triangulation. The findings indicate that planning involved establishing a transition team and developing a roadmap. Organizing focused on institutional restructuring and task distribution. Actuating involved benchmarking visits, workshops, and socialization, while controlling included periodic evaluations, instructional supervision, administrative monitoring, and an assessment by Ministry of Religious Affairs officials. The assessment confirmed that the examined requirements had been fulfilled, although the operational license remained pending. This study highlights the relevance of POAC in managing institutional transformation systematically while emphasizing leadership coordination, human resource readiness, and administrative capacity to preserve the educational identity of Islamic boarding schools.

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INTRODUCTION

Educational institutions face increasing demands to adapt to policy changes, social expectations, and quality improvement standards. These changes require institutions to strengthen their organizational structures, leadership

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practices, human resources, and educational management systems. Schools and other educational institutions cannot achieve sustainable improvement solely through curriculum adjustments; they also need effective strategies to manage organizational transformation. Research highlights that large-scale educational improvement depends on systemic coordination, institutional conditions, and effective leadership strategies (Adolfsson, 2024; Harris et al., 2023; Rizal, 2026). Furthermore, institutional transformation requires a comprehensive approach that considers the readiness of individuals and organizations to implement and sustain educational change (Wang et al., 2023; Scott et al., 2025). Therefore, effective change management is essential to ensure educational institutions remain relevant while maintaining their institutional identity.

Despite the importance of institutional transformation, educational organizations frequently encounter difficulties when implementing organizational changes. These difficulties include limited human resources, resistance to change, unclear task distribution, weak coordination, and inadequate institutional readiness. Such challenges can affect the consistency and sustainability of educational improvement initiatives. Previous research emphasizes that leadership distribution influences institutional adaptation and the coordination of educational responsibilities during periods of change (Alsaleh, 2024; Manu et al., 2025). Furthermore, organizational readiness involves both individual and institutional capacities, which are essential for implementing educational policies and development programs effectively (Wang et al., 2023; Oppia et al., 2022; Rofi'i & Rohmat, 2026). These problems are particularly relevant to Islamic boarding schools, which must respond to formal educational requirements while preserving their traditional educational systems. Consequently, pesantren need structured management strategies to address institutional challenges and ensure that transformation proceeds effectively.

The transition from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF) represents an institutional transformation that requires comprehensive organizational adjustments. This phenomenon is evident at Darussalam Islamic Boarding School, where the transition was driven by the need to strengthen formal educational recognition and improve the academic opportunities available to graduates. However, the process also required the institution to maintain its traditional Islamic learning practices while fulfilling PDF requirements. These adjustments involved curriculum development, organizational restructuring, human resource preparation, administrative management, and educational facilities. The transition also required coordination among the boarding school leadership, administrators, teachers, and administrative staff. This situation demonstrates that the transition is not merely an administrative process but a complex institutional change requiring systematic management.

Previous studies have examined organizational change and educational improvement from various management perspectives. Manu et al. (2025) examined the relationship between school leadership, organizational change, and teachers' innovative behavior. Alsaleh (2024) investigated the distribution of school leadership during and after the COVID-19 pandemic, highlighting leadership adaptation in changing educational contexts. Adolfsson (2024) analyzed the conditions required for systemic changes within interconnected school systems. These studies demonstrate that institutional transformation involves leadership adaptation, organizational coordination, and the management of changing educational demands (Naim & Rohmat, 2026; Rozak, 2025). However, understanding how these processes operate within the specific transition from PKPPS to PDF remains important, particularly in institutions that must accommodate formal educational requirements while maintaining their established educational traditions.

Research on Islamic boarding schools has explored institutional transformation, curriculum integration, and educational management. Haddade et al. (2024) examined madrasah management strategies through institutional reform, while Herningrum and Siregar (2025) investigated curriculum integration management in Islamic education. Prima et al. (2025) discussed the integration of the Merdeka Curriculum with Islamic educational values in pesantren learning. Harto and Aprison (2025) analyzed institutional transformation and development strategies based on local wisdom. Ni'am and Arafah (2024) examined the transformation of formal education systems in pesantren. Although these studies provide important insights, limited attention has been given to examining the complete transition process from PKPPS to PDF through an integrated management framework. In particular, the interconnected implementation of planning, organizing, actuating, and controlling remains an important area for further investigation.

The novelty of this study lies in its integrated examination of the institutional transition from PKPPS to PDF through the four management functions of Planning, Organizing, Actuating, and Controlling (POAC). Unlike studies that primarily focus on policy implementation, curriculum integration, or institutional quality, this research examines the transition as a continuous organizational process, beginning with preparation and institutional restructuring and extending to implementation, supervision, and formal assessment. It also highlights how pesantren can meet formal educational requirements without abandoning their traditional Islamic educational identity. This perspective provides a comprehensive understanding of institutional transition and offers practical insights into managing educational transformation within traditional Islamic boarding schools.

Based on these considerations, this study addresses the following research question: How are the management strategies implemented in the transition from PKPPS to PDF through the functions of Planning, Organizing, Actuating, and Controlling? This study argues that successful institutional transition requires the coordinated implementation of all four management functions rather than relying solely on administrative compliance. Effective planning, clear organizational arrangements, structured implementation, and continuous evaluation are expected to support institutional readiness and regulatory compliance. Accordingly, this research aims to describe the implementation of POAC, identify supporting and inhibiting factors, and examine the outcomes of institutional supervision and assessment. The findings are expected to contribute to educational management studies and provide practical guidance for pesantren undertaking similar institutional transformations.

RESEARCH METHODS

This study employed a qualitative approach with a case study design to explore the management strategies involved in the transition from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF). This design was selected because the research focuses on understanding institutional transformation within its actual organizational context, particularly through the management functions of Planning, Organizing, Actuating, and Controlling (POAC). A qualitative case study enables an in-depth examination of organizational processes, institutional conditions, and the experiences of individuals involved in educational change (Alam, 2021; Viera, 2023).

The research was conducted at Darussalam Islamic Boarding School, Kricaan Mesir, Magelang, from January to March 2026. The location was purposively selected because the institution was undergoing a transition from PKPPS to PDF during the research period. This transition provided a relevant context for examining institutional change, particularly in organizational restructuring, curriculum adjustment, human resource preparation, and administrative management. Furthermore, the institution's transition process included preparation for and implementation of the PDF assessment visit. These characteristics made the research location suitable for investigating how management functions are implemented to support institutional transformation while maintaining the educational identity and traditions of Islamic boarding schools.

Data were collected through semi-structured interviews, participatory observation, and documentation. Four informants were selected using purposive sampling based on their involvement and knowledge of the institutional

transition: the boarding school leader, head of the boarding school, deputy head of curriculum, and administrative staff member. Purposive sampling enables researchers to select information-rich participants whose experiences and knowledge are relevant to the research objectives (Ahmad & Wilkins, 2025; Nyimbili & Nyimbili, 2024). Interviews explored the implementation of POAC, supporting and inhibiting factors, and institutional transition strategies. Participatory observation focused on learning activities, administrative management through the Education Management Information System (EMIS), and preparation for the PDF assessment visit. Documentation involved reviewing institutional records, organizational structures, curricula, activity photographs, and other relevant documents. Combining interviews, observations, and document analysis provides complementary perspectives for understanding qualitative research phenomena (Chand, 2025; Da Costa et al., 2024).

Data were analyzed using the Miles, Huberman, and Saldaña model, consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, and organizing interview transcripts, observation records, and documentation according to the research focus. Data display involved presenting the findings descriptively and systematically based on the four POAC functions. The final stage involved drawing and verifying conclusions by comparing information across informants and examining its consistency with observational and documentary evidence. This process also identified supporting and inhibiting factors influencing the institutional transition and examined the relationship between management strategies and institutional readiness for PDF implementation.

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RESULTS AND DISCUSSION

Results

Management Strategies for the Transition from PKPPS to Formal Diniyah Education (PDF)

The findings indicate that the transition from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF) involved four interconnected management functions: Planning, Organizing, Actuating, and Controlling (POAC). These functions were implemented through a series of institutional activities, beginning with preparatory arrangements and organizational adjustments, followed by the implementation of transition programs and internal and external evaluations. The transition involved several institutional components, including curriculum, organizational structure, human resources, administration, and educational facilities. The findings for each management function are presented below.

Planning in the Transition from PKPPS to PDF

The planning process began with the establishment of a dedicated transition team involving institutional leaders and management personnel. The team was responsible for coordinating the preparations required for the transition to PDF. The preparation process covered institutional arrangements, curriculum adjustments, human resource requirements, administrative readiness, and educational facilities. The establishment of this team represented an organizational mechanism for coordinating the various requirements of the transition rather than assigning the entire responsibility to a single institutional leader.



Figure 1. Establishment of the Special Transition Team

Another planning activity involved a benchmarking visit (study tiru) to Pondok Pesantren Al Mubarrok, Wonosobo, an institution that had previously implemented PDF. The visit provided the management of Darussalam Islamic Boarding School with an opportunity to observe an existing PDF implementation model. The institution, led by KH. Nur Hidayatullah, served as a reference for understanding the organizational and educational arrangements required for the transition. The information obtained from this activity was used as an input for developing a transition plan suited to the institutional conditions of Darussalam Islamic Boarding School.



Figure 2. Benchmarking Visit to Pondok Pesantren Al Mubarrok, Wonosobo

In addition to establishing the transition team and conducting the benchmarking visit, the institution developed a transition roadmap. This roadmap served as a reference for organizing the stages of institutional change. The combination of a dedicated team, benchmarking activities, and a transition roadmap constituted the main planning arrangements identified in the research. These activities addressed both the preparation of institutional requirements and the sequencing of the transition process.

Organizing in the Transition from PKPPS to PDF

The organizing function involved adjustments to the institutional structure and the distribution of responsibilities to support PDF implementation. The institution arranged teaching responsibilities between educators responsible for traditional Islamic studies, particularly kitab kuning, and those assigned to general subjects. This arrangement reflected an effort to accommodate the academic requirements of PDF while retaining the existing Salafiyah educational tradition.

The implementation of these organizational adjustments was supported by the boarding school's leadership. The involvement of the kyai and institutional management was evident in the redistribution of responsibilities and the adjustment of existing work arrangements. The transition therefore required coordination between institutional leadership, teaching personnel, and administrative staff.

However, the organizational restructuring also revealed differences in staff readiness. Some senior ustadz experienced additional workloads associated with administrative responsibilities and the requirement to teach general subjects. These adjustments created challenges in adapting to the new organizational arrangements. The findings indicate that the redistribution of responsibilities did not automatically result in uniform acceptance among institutional personnel.

Consequently, the organizing process involved two interconnected aspects: the formal arrangement of institutional responsibilities and the adjustment of personnel to their new duties. The latter remained a challenge during the transition, particularly among senior educators who experienced additional teaching and administrative demands.

Actuating in the Transition from PKPPS to PDF

The actuating function was implemented through three main activities: benchmarking visits (study tiru), workshops on integrative learning, and socialization activities involving students and their parents. These activities translated the transition plans into practical institutional programs. Each activity addressed a different aspect of the adaptation process, including institutional learning, instructional preparation, and stakeholder awareness.

The workshop activities focused on developing integrative learning arrangements to accommodate the PDF curriculum. Meanwhile, socialization activities were directed toward students and parents to communicate the institutional transition and its implications for educational implementation.





Figure 3. Socialization Activities for Students and Parents

The implementation of the transition also involved adjustments to the learning process. Traditional kitab kuning studies remained part of the educational activities, while general subjects were incorporated to accommodate PDF curriculum requirements. The institution therefore maintained its traditional learning component while introducing additional instructional elements associated with formal education.

The research findings further indicate that the transition was implemented gradually rather than through an immediate replacement of the existing educational system. The boarding school's leadership emphasized maintaining traditional Islamic studies throughout the adjustment process. This approach was reflected in the combination of benchmarking, workshops, and socialization, which collectively supported the institutional adaptation process.

Overall, the actuating function was characterized by the implementation of activities that addressed institutional knowledge, instructional adjustments, and stakeholder communication. These activities formed the operational component of the transition from PKPPS to PDF.

Controlling in the Transition from PKPPS to PDF

The controlling function was implemented through monthly evaluation meetings, instructional supervision, administrative inspections, and monitoring of institutional data through the Education Management Information System (EMIS). These activities were used to monitor the completion of transition requirements and identify areas requiring further attention. Before the external assessment, the institution also used a checklist covering the eight National Education Standards to review its preparation for PDF implementation.

The internal monitoring process was followed by an official PDF assessment visit conducted on Thursday, March 12, 2026. The assessment involved assessors from the central Ministry of Religious Affairs and the

Magelang Regency Office of the Ministry of Religious Affairs. The examination covered several institutional components, including the institutional profile, vision and mission, organizational structure, teacher data, student data, and educational facilities.



Figure 4. Institutional Assessment Visit by the Assessment Team

Regarding the assessment results, Husein As Siddiq, the Head of the Boarding School, stated:

> "All aspects examined have met the criteria and requirements for implementing Formal Diniyah Education (PDF). Darussalam Islamic Boarding School has been declared to have fulfilled these requirements and is currently waiting for the notification to collect its operational license. The issuance process is still awaiting its turn because operational licenses for Formal Diniyah Education (PDF) are processed at the national level."

The statement indicates that the institution had fulfilled the requirements examined during the assessment visit. However, the operational license had not yet been issued at the time of the research. The transition had therefore reached the external assessment stage, while the administrative process for obtaining the operational license remained pending.

The findings reveal that controlling involved both internal monitoring and external assessment. Internal activities included periodic evaluations, instructional supervision, administrative inspections, and EMIS monitoring. External assessment was conducted through the official visit on March 12, 2026. These activities provided information about the institution's preparation and the fulfillment of the examined PDF requirements.

Supporting and Inhibiting Factors in the Transition from PKPPS to PDF

The findings from interviews, observations, and institutional documentation identified several factors influencing the transition from PKPPS to PDF. These factors consisted of supporting and inhibiting conditions. The supporting factors included the commitment and leadership of the kyai, human resource adaptability, assistance from the Ministry of Religious Affairs, and parental support. Meanwhile, the inhibiting factors involved financial constraints, internal resistance to organizational change, and administrative workloads.

Supporting Factors

Commitment and Leadership of the Boarding School Leader

The commitment of the boarding school leader emerged as one of the factors supporting the institutional transition. According to Husein As Siddiq, the Head of the Boarding School, the support of the kyai was reflected in the acceptance of institutional directions and decisions. He expressed this condition as follows:

"Nek Kyai wes perintah, insyaAllah kabeh manut."

This statement indicates that the kyai held an influential position in mobilizing institutional personnel to support the transition. The leadership's commitment was associated with the acceptance of institutional decisions and the implementation of adjustments to educational and administrative arrangements.

Human Resource Readiness and Adaptability

Human resource readiness was another supporting factor identified in the transition process. The findings indicate that several younger ustadz held undergraduate educational qualifications and were willing to participate in training to teach general subjects. Their educational backgrounds and willingness to undertake additional training provided personnel resources for meeting the teaching requirements associated with PDF implementation.

This readiness was reflected in the availability of educators who could accommodate the introduction of general subjects while maintaining traditional Islamic studies. Human resource adaptability was therefore identified in relation to educational qualifications, willingness to participate in training, and the capacity to undertake teaching responsibilities required by the new educational arrangement.

Assistance from the Ministry of Religious Affairs

External institutional assistance also supported the transition. Interviews with Husein As Siddiq, the Head of the Boarding School, and Kholis Sya'bani, the Deputy Head of Curriculum, indicated that the institution received direct assistance from the Magelang Regency Office of the Ministry of Religious Affairs. Both informants stated:

> "We received direct assistance and support from the Ministry of Religious Affairs of Magelang Regency during the transition process."

The assistance was related to understanding the requirements for PDF implementation and preparing the necessary institutional administration. This support was also relevant to the preparation for the assessment visit conducted on March 12, 2026.

The assessment involved officials from the central Ministry of Religious Affairs and the Magelang Regency Office. According to the research findings, the examined institutional aspects met the required criteria, although the operational license issuance process remained pending.

Parental Support

Parental support was also identified as a factor contributing to the transition. In an interview, Husein as Siddiq, the Head of the Boarding School, stated:

> "The parents of the students strongly support the transition as an effort to improve the quality of education at the boarding school."

The support was associated with parents' expectations that their children's education would receive stronger formal recognition and provide opportunities for continuing education at higher levels. These expectations were among the considerations underlying the institution's decision to adjust its educational arrangements toward PDF.

The findings therefore indicate that parental support was associated with expectations regarding educational recognition, institutional development, and the future educational opportunities of students.

Inhibiting Factors

Financial Constraints

Financial constraints emerged as one of the obstacles during the initial transition period. Hafidz Nurul Yaqin, an administrative staff member, described the institution's financial condition as follows:

> "APB Pondok kita boncos 3 bulan pertama."

This statement indicates that the boarding school's budget experienced a deficit during the first three months of the transition. The financial condition presented challenges in managing the institutional resources required for the transition.

The findings identify financial limitations as a constraint affecting the institution's capacity to support the transition. However, the available interview data do not specify the exact amount of the deficit or provide a detailed breakdown of the expenditure categories responsible for the financial pressure.

Internal Resistance to Organizational Change

Internal resistance was another challenge identified during the transition. According to Husein As Siddiq, the Head of the Boarding School, some senior ustadz experienced additional burdens associated with administrative responsibilities and the requirement to teach general subjects.

The informant explained that some senior educators felt burdened by the additional administrative duties and the need to teach general subjects. This condition reflected differences in personnel readiness when adapting to the new institutional arrangements.

The findings also indicate concerns about maintaining the position of kitab kuning studies within the educational system. The introduction of additional formal learning requirements created a need to adjust existing teaching responsibilities while preserving traditional Islamic studies.

These findings show that internal resistance was associated with increased workloads and adjustments to established teaching practices. The challenges were particularly evident among some senior educators who had to accommodate new responsibilities during the transition.

Institutional Administrative Workload

Administrative workload was another inhibiting factor identified in the research. Hafidz Nurul Yaqin, an administrative staff member, explained:

> "Managing data and reporting through EMIS, as well as completing the program's required documents, requires accuracy and complete information. These demands become more burdensome when administrative work is handled by a limited number of personnel."

The statement identifies two interconnected administrative challenges: the accuracy and completeness of institutional data and the limited availability of personnel responsible for administrative tasks.

The transition required the institution to manage EMIS data and prepare the documentation necessary for PDF implementation. These responsibilities increased the administrative workload, particularly when handled by a limited number of staff members.

The findings therefore indicate that administrative readiness was constrained by the volume of documentation, the need for accurate data management, and limited personnel capacity.

Summary of Research Findings

The findings demonstrate that the transition from PKPPS to PDF involved four management functions. Planning was implemented through the establishment of a dedicated transition team, benchmarking visits, and the development of a transition roadmap. Organizing involved institutional restructuring and the distribution of teaching and administrative responsibilities, although some senior educators experienced additional workloads. Actuating was carried out through benchmarking, workshops on integrative learning, and socialization activities for students and parents. Controlling involved monthly evaluations, instructional supervision, administrative monitoring, EMIS data management, and an external assessment visit on March 12, 2026.

The transition was supported by the commitment of the kyai, human resource adaptability, assistance from the Ministry of Religious Affairs, and parental support. However, financial constraints, internal resistance, and administrative workloads remained significant challenges. Although the institution fulfilled the requirements examined during the assessment visit, the operational license issuance process was still pending at the time of the research.

Discussion

The findings demonstrate that the transition from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF) was implemented through four interconnected management functions: Planning, Organizing, Actuating, and Controlling (POAC). This finding confirms that institutional transformation requires more than administrative adjustments because it involves organizational structures, human resources, curriculum, and institutional governance. Beycioglu and Kondakci (2021) emphasize that organizational change in educational institutions involves interconnected organizational processes. Similarly, Vanlommel and van den Boom-Muilenburg (2024) explain that educational change should be understood from a systemic perspective. The present study extends these perspectives by demonstrating how POAC operates as an integrated management framework in the specific context of pesantren transitioning from PKPPS to PDF.

The planning findings reveal that establishing a dedicated transition team, conducting benchmarking visits, and developing a transition roadmap were important strategies for preparing institutional change. These activities indicate that the transition was approached through structured preparation rather than relying solely on administrative compliance. This finding is consistent with Aldridge and McLure (2024), who identify institutional support and appropriate preparation as important conditions for educational change. It also corresponds with Meyer et al. (2023), who highlight the role of leadership practices in facilitating collaboration and organizational improvement. However, the present

study provides a more specific perspective by identifying benchmarking and roadmap development as practical planning instruments in pesantren institutional transformation. These findings show how external institutional experiences can inform internal transition planning.

The organizing function revealed that institutional restructuring and task distribution were accompanied by differences in personnel readiness. Although the leadership supported the transition, some senior ustadz experienced additional workloads related to administrative responsibilities and teaching general subjects. This finding corresponds with Kalbermatten and Ritz (2024), who examine resistance to change through individual and contextual factors. It also supports Oppia et al. (2022), who emphasize the importance of personnel readiness in educational leadership and institutional development. Nevertheless, this study identifies a context-specific challenge: the adjustment of traditional pesantren teaching responsibilities to accommodate formal educational requirements. Therefore, organizational restructuring must consider not only the distribution of responsibilities but also the capacity of personnel to undertake new roles while maintaining established educational practices.

The actuating function demonstrates that institutional change was implemented through benchmarking visits, workshops on integrative learning, and socialization involving students and parents. These activities supported the adjustment of instructional practices and stakeholder understanding. The findings are consistent with Soleh et al. (2024), who examine change management as a strategic effort to improve the institutional quality of Islamic boarding schools. They also correspond with Taqiyuddin et al. (2025), who highlight the importance of curriculum, governance, and adaptation in the transformation of traditional pesantren. However, this study provides a more specific account of how institutional adaptation was carried out through gradual curriculum adjustments. The continued implementation of kitab kuning studies alongside general subjects indicates that the transition was intended to accommodate formal educational requirements without replacing the pesantren's traditional learning identity.

The controlling function reveals that institutional supervision involved monthly evaluation meetings, instructional supervision, administrative monitoring, EMIS management, and an external assessment visit. The assessment conducted on March 12, 2026, indicated that the examined institutional requirements had been fulfilled, although the operational license issuance process remained pending. This finding is consistent with Abshor (2021), who identifies institutional resources, communication, and administrative structures as important aspects of PDF policy implementation. It also complements Zulkhairi (2021), who examines PDF as an instrument for improving the quality of traditional Islamic education. However, the present study extends these findings by identifying the relationship between internal monitoring and

external institutional assessment. Importantly, fulfillment of the assessed requirements should not be interpreted as the completion of the entire licensing process.

The study contributes to educational management literature by demonstrating how the POAC framework can explain the institutional transition from PKPPS to PDF through a connected sequence of preparation, organizational restructuring, implementation, and evaluation. Its novelty lies in integrating these four management functions within one empirical case while examining the balance between formal educational requirements and the preservation of traditional pesantren practices. The findings also identify the interaction between leadership commitment, human resource adaptability, external assistance, parental support, financial constraints, internal resistance, and administrative workloads. Unlike studies focusing primarily on policy implementation or curriculum integration, this research presents a more comprehensive account of the management processes and institutional conditions involved in the transition. Practically, the findings provide insights for pesantren undertaking similar transformations, particularly regarding the importance of gradual implementation, personnel preparation, stakeholder coordination, and continuous evaluation.

CONCLUSION

This study concludes that the transition from the Equality Education Program at Salafiyah Islamic Boarding Schools (PKPPS) to Formal Diniyah Education (PDF) requires an integrated and gradual management strategy through Planning, Organizing, Actuating, and Controlling (POAC). The most important finding is that institutional transformation depends not only on administrative compliance but also on leadership commitment, human resource readiness, stakeholder support, and the ability to preserve traditional Islamic learning practices. The implications of the research findings highlight the importance of applying coordinated management functions to facilitate educational transformation while maintaining the institutional identity of pesantren, particularly kitab kuning studies. This study contributes to educational management scholarship by providing an empirical account of POAC implementation in the transition from PKPPS to PDF, connecting institutional preparation, organizational restructuring, program implementation, and external assessment within one analytical framework. However, the study is limited to one Islamic boarding school and four key informants, while the long-term effects of PDF implementation remain unexplored because the operational license was still pending. Future research should examine post-licensing implementation, educational quality, human resource development, and graduate outcomes through longitudinal or comparative studies involving multiple pesantren.

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