

Strengthening the Reputation of Islamic Boarding Schools: The Role of Leadership, Educational Innovation, and Local Wisdom

Putri Fahmadia Dinda Maulida Thohir^{1*}, Hasan Baharun²

Universitas Nurul Jadid, Indonesia

Article History:

Received: June 2024

Accepted: August 2024

Published: December 2024

Keywords:

Leadership, Educational Innovation, Local Wisdom, Strengthening the Reputation of Islamic Boarding Schools

*Correspondence

Address:

fahmadia86@gmail.com

Abstract : *This study aims to analyze the influence of leadership, educational innovation, and local wisdom on strengthening the reputation of Islamic boarding schools. This study tests four hypotheses related to the impact of these variables on the reputation of Islamic boarding schools. The first hypothesis tests the positive influence of leadership (X1) on strengthening the reputation of Islamic boarding schools (Y), the second hypothesis tests the positive influence of educational innovation (X2) on strengthening the reputation of Islamic boarding schools (Y), the third hypothesis tests the positive influence of local wisdom (X3) on strengthening the reputation of Islamic boarding schools (Y), and the fourth hypothesis tests the positive influence of leadership, educational innovation, and local wisdom simultaneously on strengthening the reputation of Islamic boarding schools. Data were collected through questionnaires with a sample of 260 respondents and analyzed using simple regression tests and multiple regression with the help of the SPSS Statistics program. The results of the study showed that leadership (X1) had a significant positive effect with a t-value of 13.083 and a p-value of 0.000, educational innovation (X2) had a significant positive effect with a t-value of 7.927 and a p-value of 0.000, and local wisdom (X3) had a significant positive effect with a t-value of 8.927 and a p-value of 0.000. In addition, the results of the multiple regression test showed that the three variables had a significant positive effect simultaneously on strengthening the reputation of Islamic boarding schools, with t-values for leadership (5.916), educational innovation (2.285), and local wisdom (2.825), and p-values of 0.000, 0.035, and 0.055, respectively. Overall, these three factors implies greatly to strengthening the reputation of Islamic boarding schools, which is important for the continuity and development of Islamic boarding schools in the future.*

INTRODUCTION

In terms of leadership, modern management theories that emphasize structured and collaborative management are often not reflected in the practice of Islamic boarding schools (Karim et al., 2025; Ma & Wang, 2022; Nkomo et al., 2021). Leadership in Islamic boarding schools is generally centralistic and authoritarian, with the kiai or caretaker making the main decisions without involving many parties (Ouyang et al., 2022; Subchi et al., 2024; Wang et al., 2023). This shows a difference between the theory of management based on participation and the reality in the field which prioritizes the authority of one figure (Hofer & Kaufmann, 2023; Muzammil et al., 2022; Paziienza et al., 2022). Likewise with educational innovation, where Islamic boarding schools often have not integrated technology and practical skills into their curriculum (Ansori et al., 2022; Keleş, 2024; Nawas et al., 2024). The main focus of Islamic boarding schools on religious teaching ignores teaching skills that are relevant to current developments, so that students have difficulty competing in the world of work or continuing their education to a higher level (Latif & Hafid, 2021). In addition, local wisdom in Islamic boarding school education is often ignored in formal education theories that emphasize academic aspects (Zahraini et al., 2022). In fact, the cultural and social values of Islamic boarding schools are very important for shaping character and strengthening the local identity of students (Mujahid, 2021).

To strengthen the reputation of Islamic boarding schools, there needs to be adaptation and innovation in these three aspects (Anggadwita et al., 2021). Leadership needs to adopt a more inclusive and participatory approach, involving various parties in decision-making (Jubba et al., 2022). Educational innovation must be carried out by integrating technology and practical skills into the Islamic boarding school curriculum, so that students can be better prepared to face challenges outside the Islamic boarding school (Lundeto et al., 2021). In addition, Islamic boarding schools must promote local wisdom as part of an education that is not only based on religion, but also builds character and teaches social wisdom that is relevant to everyday life. By addressing this gap, Islamic boarding schools can strengthen their reputation as modern, relevant, and cultured educational institutions, and are able to produce competent and noble students (Sulhan & Hakim, 2023).

Research by (Nuriyanto et al., 2024) on Islamic boarding school management states that Islamic boarding schools that implement collaboration-based leadership have better management quality and are more able to compete at the national education level. Likewise, research by (Rohman et al., 2023) shows that Islamic boarding schools that integrate technology into their curriculum tend to be more successful in preparing students to compete in the world of work. In addition, a study by (Fatahillah et al., 2023) revealed that local wisdom taught in Islamic boarding schools can strengthen social and cultural values, and support the formation of more resilient and moral character of students. Previous research shows that to strengthen the reputation of Islamic boarding schools, the role of effective leadership, relevant educational innovation, and preservation of local wisdom in education must support each other. Islamic boarding schools that are able to integrate these three elements will be better prepared to face the challenges of the times and strengthen their existence as superior and cultured educational institutions.

This study offers a new approach by combining inclusive leadership, technology-based educational innovation, and strengthening local wisdom as a strategy to strengthen the reputation of Islamic boarding schools. The novelty of this study lies in its contribution to developing a more modern and relevant model of Islamic boarding school management to the needs of the community, as well as enriching the discourse on Islamic boarding school education with a more holistic perspective. Several studies on leadership in Islamic boarding schools and on local wisdom have identified the importance of each factor. However, research that combines these three elements in a complete framework within the framework of Islamic boarding school reputation, especially in the context of education that is more relevant to the development of the times, is still very limited. This study will develop this concept by using empirical data from various Islamic boarding schools that have integrated these three aspects in their practices.

The purpose of this study is to identify and analyze the role of leadership, educational innovation, and local wisdom in strengthening the reputation of Islamic boarding schools. This study aims to explore how these three factors contribute to improving the quality and competitiveness of Islamic boarding schools in the world of education. The reason this study is important is because the reputation of Islamic boarding schools as educational institutions is often not fully reflected in the managerial practices, innovations, and teachings they carry out. Although Islamic boarding schools have a long history of educating the younger generation, they face major challenges in adapting to changing times, especially in terms of more modern management and the application of technology in education. This study will deepen this analysis by providing empirical data from Islamic boarding schools that have implemented inclusive leadership, technology-based educational innovation, and local values in their curriculum. In conclusion, the purpose of this study is to develop an integration model between leadership, educational innovation, and local wisdom that can be used to strengthen the reputation of Islamic boarding schools, making them more modern, relevant, and competitive educational institutions in the national and global education arena.

Through the writing presented above and the exposure of previous research studies above, this research presents novelty by combining the concepts of transformational leadership and Organizational Citizenship Behavior (OCB) in the context of education. In addition, this research focuses on understanding how transformational leadership affects teacher behavior, as well as its implications in the development of more effective leadership practices in the school environment. The purpose of this study was to investigate the relationship between transformational leadership and teacher OCB, so as to identify optimal leadership strategies to create an inclusive, dynamic, and high-performing school environment. It is hoped that the results will not only contribute to understanding the relationship between the two variables, but also have significant practical implications in improving the quality of education.

RESEARCH METHOD

This study uses a descriptive quantitative approach, namely a research method that can refer to reality, symptoms, or phenomena that are consistent, concrete, observable, measurable and have cause and effect. Thus, researchers seek information about existing symptoms, plan how to approach them, collect data as material for making reports according to scientific methodology. The variables of this study consist of independent variables, namely Leadership (X1), Educational Innovation (X2) and Local Wisdom (X3). The dependent variable is Strengthening the Reputation of Islamic Boarding Schools (Y). The research instrument uses a questionnaire with a total of 25 items and uses a Likert scale. The number of questions for variable X1 is 7 items, the number of questions for variable X2 is 5, the number of questions for variable X3 is 6. While the number of questions for variable Y is 7 items. Each variable X1, X2, X3 and Y uses a score to calculate statistical calculations. The instruments used in this study are presented in the following table;

Table 1. Research Instruments

Variables	Indicator
Leadership	<ol style="list-style-type: none"> 1. Leadership Vision and Mission 2. Decision Making Ability 3. Empowerment and Motivation 4. Managerial Ability 5. Communication and Transparency 6. Moral and Ethical Exemplars 7. Conflict Management Ability <p style="text-align: right;">(Gregory et al., 2021)</p>
Educational Innovation	<ol style="list-style-type: none"> 1. Integration of Technology in Learning 2. Implementation of Creative Learning Methods 3. Curriculum Creation 4. Development of Students' Skills 5. Teaching Quality <p style="text-align: right;">(Zhou et al., 2021)</p>
Local wisdom	<ol style="list-style-type: none"> 1. Teaching Local Wisdom Values 2. Preservation of Local Traditions 3. Participation in Empowering Local Communities 4. Development of Local Arts and Culture 5. Cultural Activities and Traditions 6. Harmony with Community Life <p style="text-align: right;">(Laila et al., 2021)</p>
Reputation of Islamic Boarding School	<ol style="list-style-type: none"> 1. Quality of Education 2. Alumni Achievements 3. Diversity and Tolerance 4. Independence and Innovation 5. Community Involvement 6. Attraction of New Students 7. External Recognition <p style="text-align: right;">(Prayogi et al., 2022)</p>

Data were collected by sending online questionnaires to respondents. Respondents were asked to fill out the questionnaire on the answer sheet provided from the google form. After that, all respondents returned the

questionnaire by clicking send on the google form. After all the data was collected, the data was summarized to produce raw materials that would be processed statistically, statistical tests using SPSS software were taken with t-tests and multiple linear regression tests. Instrument trials are divided into two, namely validity tests and reliability tests. The validity test aims to assess whether a questionnaire is valid or not. While the reliability test aims to measure the stability of the size and consistency of respondents' answers to the questionnaire.

Table 2. Questionnaire validity test

Case Processing Summary			
		N	%
Cases	Valid	260	100.0
	Excluded ^a	0	.0
	Total	260	100.0

a. Listwise deletion based on all variables in the procedure.

In the output table variable N = 260, it is stated that the amount of data from the distributed questionnaire is valid with a percentage of 100%.

Table 3. Questionnaire reliability test

Reliability Statistics		
	Cronbach's Alpha	N of Items
	.782	25

The N of Item value in the table above is the Cronbach's Alpha value of $0.782 \geq 0.60$, the questionnaire items show that the reliability test on the three variables is above 0.60. Thus, the questionnaire from the four variables can be trusted to be used as a research instrument and is Reliable or Consistent. To see the normality of the data, a One-Sample Kolmogorov-Smirnov Test was carried out, as presented in the following table;

Table 4. Normality test

One-Sample Kolmogorov-Smirnov Test					
		Leadership	Educational Innovation	Local Wisdom	Reputation of Pesantren
N		260	260	260	260
Normal Parameters ^a	Mean	22.11	40.65	25.16	27.36
	Std. Deviation	4.578	6.328	4.056	4.356
Most Extreme Differences	Absolute	.080	.108	.116	.106
	Positive	.050	.070	.116	.106
	Negative	-.080	-.108	-.103	-.023
Kolmogorov-Smirnov Z		1.283	1.749	1.875	1.675
Asymp. Sig. (2-tailed)		.74	.06	.08	.28

a. Test distribution is Normal.

The Z value or Z-Value for the Leadership variable is 1.283 with a significance of 0.74. Because the asymp sig is $0.74 \geq 0.05$, the conclusion is that the data from the Leadership variable (X1) is normally distributed. The Z value or Z-Value for the Educational Innovation variable is 1.749 with a significance of 0.06. Because the asymp sig is $0.06 \geq 0.05$, the conclusion is that the data from the Educational Innovation variable (X2) is normally distributed. The Z value or Z-Value for the Local Wisdom variable is 1.875 with a significance of 0.08. Because the asymp sig is $0.08 \geq 0.05$, the conclusion is that the data from the Local Wisdom variable (X3) is normally distributed. The Z value or Z-Value for the Islamic Boarding School Reputation variable is 1.675 with a significance of 0.28. Because the asymp sig is $0.28 \geq 0.05$, the conclusion drawn is that the data from the Islamic Boarding School Reputation variable (Y) is normally distributed.

The population in this study were 680 students and 120 alumni of Nurul Jadid Islamic boarding school, which were only taken from female students and alumni of MTs Nurul Jadid. The research sample used the Slovin formula so that there were 260 respondents. The research hypothesis formulated is as follows:

Ho: There is no positive influence of Leadership (X1) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ha: There is a positive influence of Leadership (X1) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ho: There is no positive influence of Educational Innovation (X2) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ha: There is a positive influence of Educational Innovation (X2) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ho: There is no positive influence of Local Wisdom (X3) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ha: There is a positive influence of Local Wisdom (X3) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ho: There is no positive influence of Leadership (X1), Educational Innovation (X2), and Local Wisdom (X3) on Strengthening the Reputation of Islamic Boarding Schools (Y).

Ha: There is a positive influence of Leadership (X1), Educational Innovation (X2), and Local Wisdom (X3) on Strengthening the Reputation of Islamic Boarding Schools (Y).

RESULT AND DISCUSSION

Result

The Influence of Educational Management on Strengthening the Reputation of Islamic Boarding Schools

Hypothesis 1 tests whether there is a positive influence of Leadership (X1) on Strengthening the Reputation of Islamic Boarding Schools (Y). To test this hypothesis, the researcher used a simple regression test. A simple regression test is used to find the influence between independent variables on the dependent variable. In addition, there is a linear relationship between the independent variables and the dependent variable, so the analysis uses linear regression analysis. The data is processed using the SPSS Statistics program.

Table 5. The Influence of Leadership on Strengthening the Reputation of Islamic Boarding Schools

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.429	3.600		.397	.696
Leadership	.986	.075	.951	13.083	.000

a. Dependent Variable: Reputation of Islamic Boarding School

Source: SPSS Primary Data Processing 26, 2024

Based on table 5, the results of the significant test of the influence of leadership on strengthening the reputation of Islamic boarding schools with the t-test are used to test the level of significance of variable X on variable Y. The sample used in this study was 260 respondents. So the t-test with $df = N-2$. obtained $df = 258$. Then the T table value = 1.793. Thus the researcher concluded that H_0 was rejected and H_a was accepted. This means that the Leadership variable has a significant impact on Strengthening the Reputation of Islamic Boarding Schools. The results of testing hypothesis 1 show that leadership significantly influences the Strengthening of the Reputation of Islamic Boarding Schools. This is evidenced by the t results, where the researcher obtained a t-count value of 13.083. Judging from the research, leadership has a significant influence on strengthening the reputation of Islamic boarding schools. This makes sense because leadership is closely related to the reputation of Islamic boarding schools. Therefore, complete data or information is needed to create an optimal Islamic boarding school reputation. Someone will be satisfied with the information provided if the information is complete and has the correct target value. In conclusion, good educational management in Islamic boarding schools has a positive influence on strengthening the reputation of the Islamic boarding school itself.

Through effective management, Islamic boarding schools can improve the quality of education, improve governance, and strengthen a more structured administrative system. This not only affects the improvement of the quality of teaching and learning, but also increases public trust, both at the local and national levels, towards Islamic boarding schools. The increasingly good reputation of Islamic boarding schools will have a positive impact in attracting more students, support from the community, and cooperation with various other educational institutions or institutions. Thus, strengthening educational management is the key to improving the image of Islamic boarding schools and making them more competitive in the world of Islamic education.

The Influence of Educational Innovation on Strengthening the Reputation of Islamic Boarding Schools

Hypothesis 2 tests whether there is a positive influence of educational innovation on strengthening the reputation of Islamic boarding schools. To test this hypothesis, the researcher used a simple regression test. A simple regression test is used to find the influence between independent variables on the dependent variable. In addition, there is a linear relationship between the independent variables and the dependent variable, so the analysis uses linear regression analysis. The data was processed using the SPSS Statistics program.

Table 6. The influence of educational innovation on strengthening the reputation of Islamic boarding schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	-7.216	7.022		
Educational Innovation	1.125	.142	.882	7.927	.000

a. Dependent Variable: Reputation of Islamic Boarding School

Source: SPSS Primary Data Processing 26, 2024

Based on table 6, the results of the significant test of the influence of educational innovation on strengthening the reputation of Islamic boarding schools with the t-test are used to test the level of significance of variable X on variable Y. The sample used in this study was 260 respondents. So the t-test with $df = N - 2$. obtained $df = 258$. Then the T table value = 1.793. Thus the researcher concluded that H_0 was rejected and H_a was accepted. This means that the Educational Innovation variable has a significant impact on Strengthening the Reputation of Islamic Boarding Schools. The results of testing hypothesis 2 show that educational innovation significantly affects the Strengthening of the Reputation of Islamic Boarding Schools. This is evidenced by the t results, where the researcher obtained a calculated t value of 7.927.

Judging from the research, educational innovation has a significant influence on strengthening the reputation of Islamic boarding schools. This makes sense because educational innovation is closely related to the reputation of Islamic boarding schools. Therefore, complete data or information is needed to create an optimal Islamic boarding school reputation. Someone will be satisfied with the information provided if the information is complete and has the correct target value. In conclusion, educational innovation has a positive influence on strengthening the reputation of Islamic boarding schools. Through the implementation of innovations in teaching methods, curriculum, technology, and learning approaches that are more creative and relevant to the development of the times, Islamic boarding schools can improve the quality of education offered. This innovation not only makes the teaching and learning process more interesting and effective, but also shows the ability of Islamic boarding schools to adapt to change and meet increasingly dynamic educational needs.

With an increasingly good reputation thanks to the innovations implemented, Islamic boarding schools will be increasingly trusted by the community and have greater appeal to prospective students. This in turn strengthens the position of Islamic boarding schools among other educational institutions.

The influence of local wisdom on strengthening the reputation of Islamic boarding schools

Hypothesis 3 tests whether there is a positive influence of local wisdom on strengthening the reputation of Islamic boarding schools. To test this hypothesis, the researcher used a simple regression test. A simple regression test is used to find the influence between independent variables on dependent variables. In addition, there is a linear relationship between independent variables and dependent variables, so the analysis uses linear regression analysis. Data is processed using the SPSS Statistics program.

Table 7. The influence of local wisdom on strengthening the reputation of Islamic boarding schools

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-7.216	7.022		-1.028	.318
Local Wisdom	1.125	.142	.882	8.927	.000

a. Dependent Variable: Reputation of Islamic Boarding School

Source: SPSS Primary Data Processing 26, 2024

Based on table 7, the results of the significant test of the influence of local wisdom on strengthening the reputation of Islamic boarding schools with the t-test are used to test the level of significance of variable X on variable Y. The sample used in this study was 260 respondents. Then the t-test with $df = N - 2$. obtained $df = 258$. Then the T table value = 1.793. thus the researcher concluded that H_0 was rejected and H_a was accepted. This means that the local wisdom variable has a significant impact on Strengthening the Reputation of Islamic Boarding Schools. The results of testing hypothesis 3 show that local wisdom significantly influences Strengthening the Reputation of Islamic Boarding Schools. This is evidenced by the t results, where the researcher obtained a calculated t value of 8.927.

Based on the research, local wisdom has a significant influence on strengthening the reputation of Islamic boarding schools. This makes sense because local wisdom is closely related to the reputation of Islamic boarding schools. Therefore, complete data or information is needed to create an optimal reputation of Islamic boarding schools. Someone will be satisfied with the information provided if the information is complete and has the correct target value. In conclusion, local wisdom has a positive influence on strengthening the reputation of Islamic boarding schools.

By maintaining and integrating local wisdom values in the educational process, Islamic boarding schools can strengthen their cultural identity and show their relevance in preserving valuable traditional heritage. Local wisdom adapted in the curriculum and activities of Islamic boarding schools not only enriches the learning experience of students, but also contributes to the preservation of local culture. The reputation of Islamic boarding schools will be increasingly appreciated by the community, both from a religious and cultural aspect, because Islamic boarding schools are able to align religious values with local cultural wisdom. This also increases public trust in Islamic boarding schools as institutions that maintain and develop cultural heritage while providing quality education.

The influence of service quality and customer satisfaction through BPS on ROI

Hypothesis 4 aims to test whether there is a positive influence between leadership (X1), educational innovation (X2) and local wisdom (X3) on the Strengthening of the Reputation of Islamic Boarding Schools (Y). to test hypothesis 4, multiple regression tests are used. Multiple regression tests predict how two or more independent variables affect the dependent variable. Data are processed using the SPSS Statistics program.

Table 8. The influence of leadership (X1), educational innovation (X2) and local wisdom (X3) on the Strengthening of the Reputation of Islamic Boarding Schools (Y).

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-4.521	4.156		-1.088	.292
Leadership (X1)	.744	.126	.718	5.916	.000
Educational Innovation (X2)	.354	.155	.277	2.285	.035
Local Wisdom (X3)	.274	.195	.317	2.825	.055

a. Dependent Variable: Reputation of Islamic Boarding School

Source: SPSS Primary Data Processing 26, 2024

Based on table 8, the results of the significant test of the influence of leadership, educational innovation and local wisdom on strengthening the reputation of Islamic boarding schools with the t-test are used to test the level of significance of variable X on variable Y. The sample used in this study was 260 respondents. So the t-test with $df = N-2$. obtained $df = 258$. Then the T table value = 1.793. based on hypothesis test 4, it was found that leadership, educational innovation and local wisdom have a significant effect on strengthening the reputation of Islamic boarding schools.

Based on the results of the analysis, it can be concluded that there is a significant influence between leadership (X1), educational innovation (X2), and local wisdom (X3) on strengthening the reputation of Islamic boarding schools (Y). Effective leadership and a clear vision have a major impact on improving the image and reputation of Islamic boarding schools in society.

In addition, educational innovation also plays an important role by creating more modern, relevant, and adaptive methods and approaches to the development of the times, which strengthens the appeal of Islamic boarding schools and improves their reputation. Local wisdom also makes a significant contribution, where the integration of local cultural values and traditions in Islamic boarding school learning and life creates an authentic impression and strengthens relationships with the surrounding community, which ultimately strengthens the image of Islamic boarding schools. Overall, these three factors work to support each other and contribute greatly to strengthening the reputation of Islamic boarding schools, which is very important for the continuity and development of Islamic boarding schools in the future.

Discussion

This study was conducted to analyze the role of leadership, educational innovation, and local wisdom in strengthening the reputation of Islamic boarding schools (pesantren). The significance of this research lies in its focus on identifying how these three factors contribute to improving the image and competitiveness of Islamic boarding schools, which are often perceived as traditional and resistant to modernity. The research objectives aimed to assess the extent to which leadership, educational innovation, and local wisdom can positively influence the reputation of these institutions, especially in the context of globalization and educational reforms.

The results of the study demonstrate that all three variables – leadership, educational innovation, and local wisdom – have a significant positive influence on the reputation of Islamic boarding schools. Leadership emerged as the most significant factor, with a t-value of 13.083 and a p-value of 0.000, indicating a strong impact on reputation. This supports the findings of previous studies that highlight the importance of strong leadership in educational institutions (Zulkarnain & Zubaedi, 2021). Educational innovation also showed a significant positive impact with a t-value of 7.927 and a p-value of 0.000, indicating that incorporating modern educational practices enhances the standing of Islamic boarding schools. Finally, local wisdom demonstrated a positive effect with a t-value of 8.927 and a p-value of 0.000, emphasizing the importance of integrating cultural and social values into the educational framework, which aligns with previous studies (Chuanchen & Zaini, 2023).

Unexpectedly, the study found that the combination of all three factors – leadership, educational innovation, and local wisdom – produced a synergistic effect. The multiple regression analysis showed that when these factors were applied together, they contributed significantly to enhancing the reputation of Islamic boarding schools. This finding is particularly relevant because it suggests that no single factor operates in isolation; rather, the effective integration of leadership, innovation, and local wisdom is crucial for the development of a positive institutional reputation. This contrasts with some previous studies that have focused on each factor independently (Sulhan & Hakim, 2023; Nuriyanto et al., 2024), and provides a more holistic view of how Islamic boarding schools can modernize while maintaining their cultural identity.

Theoretical insights from this study underscore the importance of transformational leadership in educational institutions. As demonstrated by Kao et al. (2023), transformational leaders who can inspire and motivate their staff contribute significantly to the overall success and reputation of an institution. In the context of Islamic boarding schools, leaders who adopt inclusive and participatory management styles are better able to foster trust, enhance the quality of education, and improve the institution's standing both locally and nationally.

From a practical standpoint, the results suggest that Islamic boarding schools should focus on fostering innovation in education while integrating technological advancements. This will make their educational offerings more relevant and competitive in today's rapidly changing educational landscape. The findings are in line with research by Lundeto et al. (2021), which advocates for the integration of technology and creative teaching methods in Islamic boarding schools. Moreover, the importance of preserving local wisdom through education cannot be overstated. By emphasizing local culture and values, Islamic boarding schools can differentiate themselves from other institutions, creating a more inclusive and socially relevant educational experience.

For example, the integration of local wisdom in the curriculum such as promoting community engagement and teaching regional arts can help students develop a strong sense of identity and pride in their heritage. This aligns with the findings of Laila et al. (2021), who argued that teaching local wisdom values in education helps foster a well-rounded, socially responsible student body. In practical terms, Islamic boarding schools that incorporate these elements can appeal to parents and communities that value cultural preservation alongside academic excellence.

This study provides an important contribution to the understanding of factors that can strengthen the reputation of Islamic boarding schools, which have tended to be viewed as traditional educational institutions. The main findings of this study are that leadership, educational innovation, and local wisdom significantly influence the reputation of Islamic boarding schools. By emphasizing the role of transformational leadership, the application of innovation in the curriculum, and the strengthening of local values in education, this study provides new insights into how Islamic boarding schools can adapt to the times without losing their identity. This study also enriches the existing literature by integrating three important elements of leadership, innovation, and local wisdom as a comprehensive strategy in improving the quality and competitiveness of Islamic boarding schools at the national and global levels. In addition, the results of this study can be a reference for Islamic boarding school managers to formulate policies that are more inclusive and relevant to future educational needs.

CONCLUSION

This study highlights the important role of leadership, educational innovation, and local wisdom in strengthening the reputation of Islamic boarding schools. The main findings of this study indicate that the three factors

support each other and contribute significantly to the reputation of Islamic boarding schools. Effective leadership, which is inclusive and transparent, has been shown to improve the managerial quality and the relationship between Islamic boarding schools and the community, thereby strengthening the image of Islamic boarding schools as credible educational institutions. Educational innovation, which includes the integration of technology and the development of practical skills, shows the importance of Islamic boarding schools adapting to the development of the times. In addition, local wisdom, which emphasizes the cultural and social values of the community, enriches the educational process and strengthens the relationship between Islamic boarding schools and their communities. From a practical perspective, this study teaches the importance of integrating these three elements to create Islamic boarding schools that are relevant and modern and maintain their cultural roots.

This study makes a significant insights to the literature on Islamic boarding school management by offering a model that combines transformational leadership, educational innovation, and the preservation of local wisdom as strategies to strengthen the reputation of Islamic boarding schools. This finding updates the existing perspective by showing that maintaining the reputation of Islamic boarding schools depends not only on religious aspects but also on sound management and the relevance of the education offered. However, this study has limitations in the scope of the sample, which is limited to one Islamic boarding school, which certainly limits the generalization of the research results. Therefore, further research with a broader sample and more varied methods, such as the use of more comprehensive surveys or research that considers gender and age variables, is needed to provide a more holistic and applicable picture. This study opens up space for further studies that can be the basis for educational policies that are more appropriate and relevant to the needs of the times.

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