

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

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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). Leadership in Islamic boarding schools is generally centralistic and authoritarian, with the kiai or caretaker making the main decisions without involving many parties (Subchi et al., 2024). 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). Likewise with educational innovation, where Islamic boarding schools often have not integrated technology and practical skills into their curriculum (Ansori et al., 2022). 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, 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 (Chuanchen & Zaini, 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>(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>(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>(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

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					
		Kepemimpinan	Inovasi Pendidikan	Kearifan Lokal	Reputasi 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).

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 impact of transformational leadership styles on Organizational Civic Behavior Among Teachers underscores the significant influence of teacher transformational leadership in organizational environments. This exploration delves into the intricate dynamics between leadership styles and manifestations of Organizational Civic Behavior (OCB) among educators. The analysis used in this study includes;

Analysis and validity test

The validity test used in research activities aims to test the validity of a questionnaire. The items in the questionnaire can be said to have strong validity if there is a high correlation score between each item and the total score. In testing the validity of the items contained in the questionnaire, the Pearson product-moment correlation test is used. Pearson product-moment correlation is a way to correlate each item with a total score which is the sum of each item's score. The validity test results of this study are as follows:

Table 1. Variable Validity Test Transformational Leadership Style

Item	From. < 0.05	RCount > RTable (0.279)	Information
1	0,010	0,360	Valid
2	0,000	0,516	Valid
3	0,000	0,552	Valid
4	0,000	0,495	Valid
5	0,000	0,641	Valid
6	0,000	0,598	Valid
7	0,000	0,611	Valid
8	0,000	0,604	Valid
9	0,000	0,619	Valid
10	0,011	0,358	Valid
11	0,049	0,280	Valid
12	0,000	0,617	Valid
13	0,000	0,638	Valid
14	0,000	0,705	Valid
15	0,000	0,575	Valid
16	0,000	0,565	Valid
17	0,000	0,748	Valid
18	0,000	0,478	Valid
19	0,000	0,516	Valid
20	0,000	0,630	Valid

. Correlation is significant at the 0.05 level (2-tailed).

. Correlation is significant at the 0.01 level (2-tailed).

Departing from the data described in table 1 above. Where, the data is obtained through variable validity analysis using the SPSS application version 25.0. In the table it is explained that all question items and items in the

transformational leadership style variable produce values where, sig. < 0.05, so that all question items can be said to be valid. In addition, the validity of one questionnaire item is also supported by calculations in which RHitung > RTabel.

So based on this explanation, it can be explained that the items contained in the questionnaire in the transformational leadership style variable are valid. While the validity test of organizational citizenship behavior variables can be explained as follows:

Table 2. Religiosity Variable Organizational Citizenship Behavior

Item	From. &lit; 0.05	RCount > RTable (0.279)	Information
1	0,044	0,299	Valid
2	0,001	0,465	Valid
3	0,000	0,563	Valid
4	0,000	0,526	Valid
5	0,000	0,625	Valid
6	0,000	0,516	Valid
7	0,000	0,457	Valid
8	0,000	0,539	Valid
9	0,000	0,454	Valid
10	0,001	0,322	Valid
11	0,026	0,627	Valid
12	0,000	0,616	Valid
13	0,000	0,629	Valid
14	0,000	0,577	Valid
15	0,000	0,487	Valid
16	0,000	0,568	Valid
17	0,000	0,592	Valid
18	0,000	0,525	Valid
19	0,000	0,604	Valid
20	0,000	0,586	Valid

. Correlation is significant at the 0.05 level (2-tailed).

. Correlation is significant at the 0.01 level (2-tailed).

Through the data described in table 2 above. Where, the data is obtained through variable validity analysis using the SPSS application version 25.0. In the table it is explained that all question items and items on the organizational citizenship behavior variable produce the value where, sig. < 0.05, so the entire question item can be said to be valid. In addition, the validity of one questionnaire item is also supported by calculations in which Rcalculate > Rtable. It can be concluded that the criteria on the behavioral variables of organizational citizenship have valid criteria.

Variable Analysis and Reliability Test

Reliability tests are tools used in measuring questionnaires that are variable indicators (Sürütü & Maslakci, 2020). A questionnaire is said to be reliable if the answers to the statement are consistent and stable over time. The reliability test used in this study was to use SPSS version 25.0.

Table 3. Variable Analysis and Reliability Test

Variable	Cronbach's Alpha	Critical Value	Information
<i>Transformational Leadership Style</i>	0,882	0,60	Reliable
<i>Organizational Behavior</i>	0,877	0,60	Reliable

Through the explanation of the table above, the results of all variables have an Alpha Cronbach value > a Critical Value (0.60). Thus, it can be concluded that all variables contained in this study have a high level of reliability. The reliability criteria on each variable contained in the questionnaire are reliable. Then, after analyzing the reliability of each variable, the next step is to perform multiple linear regression analysis. Linear regression analysis is carried out in an attempt to find out the relationship and relationship between the independent variable and the dependent variable.

Regeresion Analysis and Test

Multiple linear regression analysis is used to determine the effect of the dependent variable on the independent variable.

Table 4. Regeresion Analysis and Test

Model	Coefficient					
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	Coefficients		
1	(Constant)	37.569	10.713		3.507	.001
	and	.591	.126	.559	4.675	.000

a. Dependent Variable: x

Based on the explanation of the results of the table above, it is known that the significance value (Probability Value) for the inspiring leadership variable is $0.00 < 0.05$. Thus, it can be concluded that the inspirational transformational leadership style (X) has a positive influence on the variable Organizational Civic Behavior (Y).

Table 5. Anova Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1143.130	1	1143.130	21.852
	Residual	2511.050	48	52.314	
	Total	3654.180	49		

a. Dependent Variable: x

b. Predictors: (Constant), y

Through the exposure of the results of the table above, it is known that the significance value (Probability Value) of $0.00 < 0.05$ then H_0 is rejected and H_a is supported. Thus, it can be concluded that both variables have a positive influence.

Determination Analysis and Test

The determination test is used to show the percentage change in the value of the dependent variable caused by the independent variable (Roussel & Audi, 2021). To determine the determination, testing was performed using SPSS application version 25.0.

Table 6. Determination Analysis
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900a	.809	.801	1.892

a. Predictors: (Constant), y

From the exposure to the results of the determination analysis (R^2) above. It contains an adjusted R^2 result of 0.801, which can be interpreted to mean that the variable Organizational Citizenship Behavior (Y) is influenced by the variable Transformational Leadership Style (X) by 80%. Meanwhile, the remaining 20% was influenced by other variables not explained in this study.

Discussion

The results of this study illustrate that transformational leadership styles have a significant impact on Organizational Civic Behavior (OCB) among teachers, highlighting the complex relationship between leadership styles and OCB manifestations. Analysis of variable validity showed that all items in the questionnaire related to transformational leadership style and OCB were consistently valid, corroborating the reliability of the research instrument. In addition, reliability tests showed a high degree of reliability for both variables, confirming the consistency and stability of the questionnaire over time. Multiple linear regression analysis shows that transformational leadership styles have a significant positive influence on OCB.

In addition, the findings of this study have strong relevance to the research location at MI Nurul Yaqin. As an Islamic educational institution, MI Nurul Yaqin faces unique challenges in ensuring learning effectiveness and educator competence and motivation as one of the main pillars in education. In this context, the implementation of transformational leadership style by the leadership at MI Nurul Yaqin is very important. Research findings suggest that transformational leadership styles have a significant influence on organizational citizenship behavior among teachers.

Thus, the results of this study highlight the importance of implementing transformational leadership in MI Nurul Yaqin in creating an inclusive and dynamic work environment for educators. By having leaders who are able to

inspire and move their staff towards common goals, MI Nurul Yaqin can increase teacher participation in organizational civic behavior, such as participation in volunteer activities outside of their official duties. This can have a positive impact on the school atmosphere, the relationship between staff, and ultimately, the quality of education provided by MI Nurul Yaqin.

This is in line with the findings of previous research, including a study by De Geus et al. (2020), that showed that inspiring leadership styles have a positive correlation with OCB. These findings add to empirical evidence on the importance of leadership styles in shaping employee behavior in educational contexts. In addition, these findings are also consistent with another study by Jnaneswar & Ranjit. (2020), that emphasizes the importance of transformational leadership in improving organizational quality. Furthermore, research by Pattnaik & Sahoo, (2021), highlights that transformational leadership styles can improve organizational performance by influencing employee behavior. Overall, the results of this study make an important contribution to the understanding of the importance of transformational leadership styles in shaping OCB in the educational environment, by corroborating previous findings and affirming their relevance in the context of education management.

This research makes an important contribution in the field of Islamic education management by underlining the significant role of transformational leadership styles in shaping Organizational Civic Behavior (OCB) among educators. In the context of Islamic education, where inspiring and transformative leadership values are strongly emphasized, these findings provide deep insight into how these leadership styles can influence educators' performance and behavior. By understanding that transformational leadership contributes to the improvement of OCB, Islamic educational institutions can direct their efforts in developing leadership that is in accordance with Islamic principles and Islamic educational values. Thus, this research not only adds to the understanding of education management in general, but also provides a special and relevant perspective for the development of quality Islamic educational institutions. In addition, the findings may also provide a basis for the development of specialized leadership training programs that reflect Islamic values to enhance leadership effectiveness in Islamic educational institutions. Thus, the study has significant practical implications in improving the overall management of Islamic education, in line with religious principles and contemporary needs.

CONCLUSION

The conclusion of this study confirms that transformational leadership style has a significant impact on Organizational Civic Behavior (OCB) among educators in MI Nurul Yaqin. These findings suggest that inspiring and transformative leadership plays an important role in shaping educators' performance and behavior in the context of Islamic education. Data analysis shows that the validity and reliability of transformational leadership style and OCB variables have been robustly tested. In addition, multiple linear regression analysis shows that transformational leadership styles positively affect OCB. The results suggest that transformational leadership style variables may explain most

of the variation in OCB among educators. This conclusion provides a deeper understanding of the importance of leadership in accordance with Islamic values in shaping a quality and high-performing organizational culture in Islamic educational institutions such as MI Nurul Yaqin.

For future studies, it is recommended to expand the scope of the analysis by considering additional factors that may influence the relationship between transformational leadership styles and Organizational Civic Behavior (OCB) among educators. For example, research can explore the influence of cultural context and Islamic values in shaping educators' perceptions and leadership practices. In addition, deepening understanding of how other variables such as intrinsic motivation, organizational support, and an inclusive work environment can moderate the relationship between transformational leadership styles and OCB. In addition, it is important to extend this research to various contexts of Islamic education, including formal and non-formal education, as well as in different countries with different cultural and social backgrounds. Thus, future research is expected to provide more comprehensive insights into the importance of transformational leadership in the context of Islamic education as well as effective strategies to improve OCB among educators.

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