

## Identifying The Model of Commitment of Pesantren Teachers in Strengthening the Pesantren Curriculum

Rasyidin<sup>1</sup>, Muhammad Anggung Manumanoso Prasetyo<sup>2✉</sup>, Abdullah Sani Ritonga<sup>3</sup>,  
Ayesha Fakhar Naeem<sup>4</sup>

Sekolah Tinggi Ilmu Tarbiyah Ar Raudlatul Hasanah, Indonesia<sup>1,3</sup>  
Institut Agama Islam Negeri Lhokseumawe, Indonesia<sup>2</sup>  
International Islamic University Islamabad, Pakistan<sup>4</sup>

✉Corresponding Email: anggung@iainlhokseumawe.ac.id

---

Received: 2025-02-16 ; Accepted: 2025-06-17 ; Published: 2025-07-03

---

### ABSTRACT

*Teachers' commitment is the main driving force behind establishing pesantren education services. This research aims to identify a model of teacher commitment to curriculum enhancement. The study is qualitative, utilizing descriptive survey methodologies. According to the study's findings, data was collected through interviews with five informants, including Leaders, Coordinators, and various senior instructors. Pesantren's curriculum is structured around five orientations: holistic, skill development, based on local wisdom, character-oriented, and field-project-based. This perspective appears in the official and hidden curricula and is implemented through direct learning methods. Teachers' commitment to this pesantren is divided into three categories: affective commitment, which has an emotional influence; normative commitment, which demonstrates pedagogical characteristics; and continuous commitment, which prioritizes the pesantren's interests. Combining all of these factors leads to the efficacy of the educational program. The close bond among instructors at the Ar Raudlatul Hasanah and Darul Arafah Islamic Boarding School in Medan increases their dedication to the organization and improves the quality of education delivered to pupils. According to research conducted on these pesantren, social support, a sense of belonging, participation in professional growth, and a mentorship system all play a vital role in building a happy and effective educational environment. The study has implications for developing group activities that create friendship among teachers to foster commitment and the spirit of togetherness.*

**Keywords:** Affective Commitment; Continuous Commitment; Classroom Management; normative commitment; Teacher Commitment; Pesantren Curriculum

---

Copyright © Author  
How to Cite :



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

## INTRODUCTION

In the *pesantren* education system, the focus of educational services is on learning effectiveness. Therefore, an adaptive and responsive curriculum is necessary to produce quality graduates.<sup>1</sup> The essence of learning effectiveness system implemented requires individual commitment and innovative policies. A key policy focus involves innovating and strengthening the curriculum.<sup>2</sup> The curriculum is fundamental in shaping pesantren's educational and teaching process.<sup>3</sup> It also ensures that the community accepts pesantren educational services and are sustainable in practice.<sup>4</sup>

The conceptual framework underlying teacher commitment in pesantren and the pesantren's ideology integrates established commitment theories with unique religious and cultural values.<sup>5</sup> Teacher commitment is a multidimensional construct encompassing affective, normative, and continuance aspects consistent with general organizational commitment theories. However, within the pesantren context, this commitment is deeply rooted in intrinsic values such as sincerity and altruism, reflecting a 'soul of educators' beyond mere pedagogical skill. The pesantren's ideology and culture, built on tradition and community-based values like trust and cooperation, provide a strong normative framework that fosters and shapes this unique form of teacher commitment, essential for holistic curriculum strengthening.

The pesantren ideology described aligns with the Modern pesantren type, which adopts a more contemporary educational system by actively integrating general subjects like math, science, and social studies, often following the national curriculum in a structured classroom setting. This type emphasizes foreign language education (Arabic, English) and may include vocational training using modern materials. Ideologically, these pesantren believe Islamic education must adapt to modern societal demands, focusing on preparing students with a blend of religious knowledge, modern academic skills, system cadre and practical competencies to be competitive and actively contribute to society while respecting tradition but orienting towards reinterpreting Islamic values in a modern

---

<sup>1</sup> Satudata.kemenag.go.id, "Jumlah Pondok Pesantren Menurut Tipe," Kementerian Agama, 2023, <https://satudata.kemenag.go.id/dataset/detail/jumlah-pondok-pesantren-menurut-tipe>.

<sup>2</sup> F Firdaus and H Hermawan, "Manajemen Kurikulum Berbasis Pesantren Di SMP Muhammadiyah Jono Bayan Purworejo," *TAMADDUN: Jurnal Pendidikan Dan ...* 22, no. 2 (2021): 113–20, <http://journal.umg.ac.id/index.php/tamaddun/article/download/3610/2182>; Nisrina Hikmawati and Hosnan Hosnan, "Timeline of Curriculum Policy in Indonesia," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 6, no. 1 (2022): 65–86, <https://doi.org/https://doi.org/10.47766/idarrah.v6i1.524>.

<sup>3</sup> Agung Ilham Prastowo et al., "The Independent Learning Curriculum Concept of Imam Zarkasyi's Perspective In Pesantren For Facing The Era of Society 5.0," in *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (New York, NY, USA: ACM, 2020), 1–6, <https://doi.org/10.1145/3452144.3452147>.

<sup>4</sup> Clinton Cassar, "Designing Curriculum About Governance and Sustainability in Higher Education: A Case Study," in *Managing Risk and Decision Making in Times of Economic Distress, Part A*, 2022, 1–35, <https://doi.org/10.1108/S1569-37592022000108A030>.

<sup>5</sup> Siti Nur Hidayah, "Pesantren for Middle-Class Muslims in Indonesia (Between Religious Commodification and Pious Neoliberalism)," *QIJIS (Qudus International Journal of Islamic Studies)* 9, no. 1 (July 30, 2021): 209, <https://doi.org/10.21043/qijis.v9i1.7641>.

context through educational integration.<sup>6</sup>

In the context of research, the pesantren curriculum requires the support and commitment of the pesantren organization community. Teachers are not only tasked with planning and delivering material according to the curriculum, but also to pay attention to the needs and learning styles of students, in addition to conducting regular progress evaluations with constructive feedback. These responsibilities emphasize the importance of a teacher commitment model that prioritizes professional development and empowerment, to ensure that they are able to have high quality performance and create intelligent, skilled and virtuous students.<sup>7</sup>

Teacher commitment, which reflects the attachment to the tasks and obligations trusted to teachers, is a key factor in creating responsibility and a responsive and innovative attitude towards the development of science and technology.<sup>8</sup> This commitment is very important to improve the performance of educational institutions both individually and collectively, in addition to playing a role in creating flexibility to create competitive and competitive schools.

Previous studies often prioritize the curriculum aspect without performing deeper examination on the commitment factors of educators. Therefore, there is a need to examine the relationship between teacher commitment and the strengthening of pesantren curriculum, that teachers' commitment, combined with various aspects like teacher capacity building, professional development, and spiritual values, plays a decisive role in solidifying the curriculum. Research on commitment has been conducted in a wide variety of focus, such as Raharja and Suja explaining the urgency of holistic sustainable human training and development to improve teacher competence, strengthen their commitment to the curriculum.<sup>9</sup> Commitment is realized through the integration of spiritual values and academic achievement.<sup>10</sup>

The implementation of an integrated curriculum (religious and general knowledge) supports comprehensive pesantren education.<sup>11</sup> On the other hand, Bashori

---

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

<sup>7</sup> P Mahanani et al., "Educational Analysis to Develop Character in Malaysia and Indonesia," *International Journal of Instruction* 15, no. 3 (2022): 377–92, <https://doi.org/10.29333/iji.2022.15321a>.

<sup>8</sup> Sharareh Shahidi Hamedani et al., "Transitioning towards Tomorrow's Workforce: Education 5.0 in the Landscape of Society 5.0: A Systematic Literature Review," *Education Sciences* 14, no. 10 (September 24, 2024): 1041, <https://doi.org/10.3390/educsci14101041>.

<sup>9</sup> Muhammad Anggung Manumanoso Prasetyo, "Desain Kurikulum IAIN Lhokseumawe (Studi Analisis Mata Kuliah: Filsafat Manajemen Jurusan Manajemen Pendidikan Islam)," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 2, no. 2 (December 31, 2018): 1–17, <https://doi.org/10.47766/idarrah.v2i2.168>.

<sup>10</sup> Mustafa Altun, "The Effects of Teacher Commitment on Student Achievement," *International Journal of Social Sciences & Educational Studies* 3, no. 3 (2017), <https://doi.org/10.23918/ijsses.v3i3p51>; D Efendi et al., "The Role of Knowledge, Attitude, Confidence, and Sociodemographic Factors in COVID-19 Vaccination Adherence among Adolescents in Indonesia: A Nationwide Survey," *Vaccines* 10, no. 9 (2022), <https://doi.org/10.3390/vaccines10091489>.

<sup>11</sup> Nur Ali, "Integrative Curriculum of Religion and Science at Special Pesantren for University Students," *Ulul Albab Jurnal Studi Islam* 20, no. 1 (June 25, 2019): 95–122, <https://doi.org/10.18860/ua.v20i1.6353>.

focused on the phenomenon of pesantren modernity in terms of the curriculum of interests and talents.<sup>12</sup> Meanwhile, teachers' spiritual commitment is influenced by the educational environment, which contributes to loyalty and dedication in teaching and, consequently, student development.<sup>13</sup>

Analysis of several studies revealed that there are several factors that inhibit teacher commitment; the lack of support and recognition from the school<sup>14</sup>, unclear job expectations<sup>15</sup> and inconsistent policies, which can reduce individual motivation and simultaneously impact work commitment.<sup>16</sup> Another important point to note is that teachers are burdened by excessive workloads, including administrative tasks and pressure to achieve academic targets, contributing to fatigue and loss of enthusiasm.<sup>17</sup>

This study is conducted at the Ar Raudlatul Hasanah and Darul Arafah Islamic boarding school in Medan. The study locus is determined with consideration that the Ar Raudlatul Hasanah Pesantren is a leading pesantren with thousands of students. The dynamics of managing a leading pesantren require a firm commitment. Therefore, the study was conducted to find a model of commitment of pesantren teachers. This study is conducted to identify and evaluate the model of teacher commitment in the context of curriculum strengthening, and subsequently provide recommendations to improve the effectiveness of education at the institution.

## METHODS

The study used a qualitative approach with descriptive survey methods. Data was gathered through interviews with five informants (leaders and senior teachers) and digital observations of the Pesantren. This study investigates the dynamics of pesantren education to identify a model of teacher commitment instrumental in strengthening the pesantren curriculum. The research participants comprised seven purposefully selected informants, including the head of each pesantren, the deputy head, the director of the

---

<sup>12</sup> Muhammad Ali Umar and Fauzan Ahmad Siregar, "Intergrasi Ilmu: Basis Filosofis Hukum Dan Implikasinya Terhadap Filsafat Pendidikan," *Al Mabhats: Jurnal Penelitian Sosial Agama* 7, no. 1 (2022): 33–50, <https://doi.org/10.47766/almabhats.v7i1.1042>.

<sup>13</sup> Imron Muttaqin, "Types and Characteristics of Kyai Leadership Within Pesantren," *Dinamika Ilmu: Jurnal Pendidikan* 20, no. 1 (2020): 165–74; Andiana Rosid, Pramono Hari Adi, and Ratno Purnomo, "How Psychological Ownership Increases Subordinate Commitment in Islamic Spirituality Workplace? A Case of Indonesian Islamic Boarding School," *Islamic Guidance and Counseling Journal* 7, no. 1 (January 6, 2024), <https://doi.org/10.25217/0020247417100>.

<sup>14</sup> C W Day et al., "Teacher Professionalism: Chinese Teachers' Perspectives," *Journal of Professional Capital and Community* 8, no. 2 (2023): 65–89, <https://doi.org/10.1108/JPC-01-2022-0004>.

<sup>15</sup> Gui-Xia Wang and Abdullah Mat, "Job Satisfaction as the Mediator Between a Learning Organization and Organizational Commitment Among Lecturers," *European Journal of Educational Research* 11, no. 2 (April 15, 2022): 847–58, <https://doi.org/10.12973/eu-jer.11.2.847>.

<sup>16</sup> M A 'Azzam and M Harsono, "Organizational Commitment and Loyalty: A Millennial Generation Perspective in Indonesia," *Journal of Asian Finance, Economics and Business* 8, no. 3 (2021): 1371–83, <https://doi.org/10.13106/jafeb.2021.vol8.no3.1371>.

<sup>17</sup> Muhammad Faqih Nidzom et al., "Cultural Identity of Pesantren Cadres in Indonesia," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 3 (December 28, 2024), <https://doi.org/10.37680/scaffolding.v6i3.6419>.

curriculum, and several senior teachers possessing significant experience and roles in curriculum development within pesantren—this selection of informants aimed to ensure a comprehensive perspective on teacher commitment within the educational process. Data were collected through in-depth interviews designed to explore the experiences and views of the informants concerning their commitment models in curriculum implementation. Additionally, observations were conducted at Ar Raudlatul Hasanah and Darul Arafah pesantren to document classroom teaching practices and teacher-student interactions. The collected data were subsequently analyzed using a qualitative method, specifically involving the processes of data reduction, coding, and critical analysis. Data reduction filtered information from the interview and observation data. Subsequently, the coding process organized the data based on relevant themes, preceding a critical analysis to understand teacher commitments within the curriculum context. This methodology was employed to identify the factors that facilitate and impede teachers' commitment to strengthening the curriculum at Ar Raudlatul Hasanah and Darul Arafah.

## RESULTS AND DISCUSSION

The teacher commitment model identified in this study includes several aspects; productive guidance, fostering a spirit of learning, and providing freedom for students to develop their thinking skills, initiative, and creativity. Consequently, strengthening the curriculum in pesantren should not be done by solely focusing on academic aspects, but also on developing character and spiritual values that are integral to pesantren education.

### Orientation and Substance of the Pesantren Curriculum

The curriculum of pesantren is designed by considering several important factors. Fundamentally, the pesantren curriculum has a religious design that aims to help students understand and practice Islamic teachings in their daily activities<sup>18</sup>. The pesantren curriculum is also based on local wisdom or related to local culture. Ar Raudlatul Hasanah and Darul Arafah considers the culture and customs that exist within the local community. The pesantren implements a community-oriented curriculum integration. Thus, students not only learn about religion but also understand and appreciate the culture and traditions of the community around them. By integrating local contexts into the teaching materials, teachers can increase the relevance of learning, resulting in students being able to understand the material more easily.<sup>19</sup>

Pesantren curriculum is holistic. The pesantren implements the *Kulliyatul Mu'allimin Al Islamiyah (KMI) curriculum*, which means it aims to form a cadre of teachers. Holistic in this context means that the orientation of the curriculum is in line

---

<sup>18</sup> N S Alamin et al., "Hidden Curriculum in Students' Activities at Modern Islamic Boarding School: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java," *Miqot: Jurnal Ilmu-Ilmu Keislaman* 48, no. 1 (2024): 57–72, <https://doi.org/10.30821/miqot.v48i1.1134>.

<sup>19</sup> Muhammad Anggun Manumanoso Prasetyo, Agus Salim Salabi, and ...., "Multikriteria Analisis Untuk Pengembangan Berkelanjutan Organisasi Pembelajaran," *Southeast Asian Journal of Islamic Education Management* 3, no. 1 (July 29, 2022): 157–76, <https://doi.org/10.21154/sajiem.v3i1.96>.



with the vision of the pesantren, namely the community. Students with their various potentials are expected to at least become teachers with their respective roles in society. Regardless of the profession that the students choose after graduating from pesantren, they still have the soul of educators who teach the truth in their respective work environments.

The holistic aspect in question also pays attention to the balance between academic and non-academic aspects. The education system in pesantren involves a balanced curriculum between science and Islamic teaching. The academic aspects in question include science subjects such as mathematics, science, physics and mathematics. In addition, the pesantren curriculum also teaches students in regard to spiritual, emotional, social and physical aspects. The curriculum implementation is also carried out in formal and non-formal activities. The goal is to develop students in a holistic manner and help them become balanced individuals.

**Table 1. Relevance of Teacher Commitment to the Orientation of the Pesantren Curriculum**

<b>Pesantren Curriculum Orientation</b>		<b>Pesantren Teacher Commitment Model</b>
Holistic		The curriculum of pesantren is oriented towards education above teaching. Pesantren have a hidden curriculum that is implemented non-formally in dormitory life.
Skills Development		The curriculum of pesantren is oriented towards developing students' interests and talents.
Local Based	Wisdom	The curriculum is implemented in weekly programs that explore local wisdom such as dance, culinary, and music skills.
Character Oriented		The curriculum is oriented towards character building through activities to improve ubudiyah including book studies, lectures, and sholawat.
Field Project Based		The curriculum is oriented towards direct learning practices (direct method), such as language practice, dormitory leadership practice, and entrepreneurship practice.

Furthermore, this curriculum is oriented towards skills development. Pesantren is naturally independent because of their status as private institutions. Pesantren policy focuses on skills development such as public speaking skills, critical thinking, and entrepreneurship. This is aimed to prepare students to have relevant skills that can be applied in the competitive job market. Graduates of pesantren are faced with the challenges of the world of work and the industrial world. Students' entrepreneurial spirit is instilled by implementing organizational education where students are given the opportunity to manage various types of pesantren business units starting from kitchen

cooperatives, student cooperatives, laundry, and many others.

It is important to conduct periodic evaluations of the curriculum implemented in pesantren. Integration between religious education and practical skills must be the focus to ensure that students not only become individuals with good character but are also ready to face the challenges of the modern world.

**Table 2. Open Coding of Teacher Commitment**

<b>Coding Interview</b>	<b>Findings Substance</b>
"Teachers' commitment is reflected in their attention to students' needs and difficulties, where caring teachers will be more active in providing support and guidance. Doubly so considering that the dormitory life is prone to rule violations from students"	The complexity of boarding school education demands teacher commitment.
"Committed teachers will maintain professional standards in their teaching, including thorough learning planning and objective evaluation. Therefore, pesantren holds weekly evaluation"	Commitment is a part of teacher professionalism.
"pesantren teachers are not only required to have pedagogical skills but also to have the soul of educators, because activities in pesantren weigh more heavily outside the classroom than formal teaching in the classroom."	Commitment to educate above pedagogical skills
"The commitment of pesantren teachers is formed through the five souls of sincerity. If you want to calculate it with material, God willing, it is not enough to pay teachers in pesantren because of the density of activities carried out and demands of the job"	Commitment is formed through the value of altruism

Pesantren have a focus on learning. One of them is the emphasis on learning planning. Teachers conduct thorough planning and objective evaluations. In addition, collaboration between fellow teachers in developing a curriculum that considers cultural diversity also requires a collective commitment to creating a harmonious learning atmosphere. Through a combination of adaptability, concern, and professionalism, teacher commitment can make a significant contribution in creating a productive and inclusive educational environment. The demands of boarding school education require teacher commitment. Commitment is an essential aspect of teacher professionalism. It involves a dedication to developing pedagogical skills. This commitment is fostered by the value of altruism.<sup>20</sup>

<sup>20</sup> Muhammad Anggung Manumanoso Prasetyo and Muhammad Fadhli, "The New Professionalism Character in Education: Framing the Management Issue," *Tadbir: Jurnal Studi Manajemen Pendidikan* 7, no. 2 (2023): 245–60.

The relationship between commitment and curriculum strengthening is crucial.<sup>21</sup> However, there are still several limitations in understanding effective teacher commitment models and how these models can be optimally implemented in pesantren. Through the results of this study, three ideal commitment models will be explained to be applied in pesantren.

### Teacher Affective Commitment

Conceptually, it can be understood that teacher affective commitment is related to the teacher emotions, teacher identification and involvement in the school. In this aspect, teachers who have this commitment have an emotional attachment to the school which is reflected through involvement and feelings of pleasure and enjoyment in their role and responsibilities, especially in teaching in the classroom.<sup>22</sup>

Teachers' affective commitment is closely related to their emotional attachment and involvement in educational institutions. Research finding was found that teachers who have high affective commitment show a sense of pride and satisfaction in carrying out their teaching duties. They feel emotionally connected to the institution, which is reflected in the implementation of fun and creative learning activities. This emotional involvement inspires a positive learning environment in which teachers are able to contribute more actively to improving the quality of education.

The results of this study also showed that teachers at this pesantren not only perform their responsibilities in teaching, they also actively participate in curriculum development and extracurricular activities. Their involvement in various aspects of school shows their enjoyment and satisfaction in their roles as well as their sense of ownership of the institution. They collaborate with the pesantren leaders and other senior teachers to create programs that enrich the students' learning experiences. This shows that the affective commitment of teachers not only influences the experience of teaching, but also has a positive impact on the individual development of students.

Several studies found that supporting factors such as effective communication between teachers and pesantren leaders also contributed to strengthening affective commitment. When teachers feel appreciated and listened to, their emotional attachment to the institution strengthens. Good interactions among teachers as well as between teacher and students create a profound sense of familiarity, which is very important for the sustainability of the educational mission in the pesantren. Therefore, the affective commitment has been shown to greatly influence the motivation and effectiveness of teachers in educating students. This research's findings are supported by Haganaurer et al. and Day.<sup>23</sup>

---

<sup>21</sup> Kusnandi, "Model Inovasi Pendidikan Dengan Strategi Implementasi Konsep 'Dare To Be Different,'" *Journal Wahana Pendidikan* 4, no. 1 (2017): 132–44.

<sup>22</sup> Jusubaidi Jusubaidi et al., "A Model of Transformative Religious Education: Teaching and Learning Islam in Pondok Modern Darussalam Gontor, Indonesia," *Millah: Journal of Religious Studies* 23, no. 1 (February 29, 2024): 171–212, <https://doi.org/10.20885/millah.vol23.iss1.art6>.

<sup>23</sup> Gerda Hagenauer, Michaela Gläser-Zikuda, and Barbara Moschner, "University Students' Emotions,



### Teacher Normative Commitment

Normative commitment of teachers can be understood theoretically as the loyalty of teachers in carrying out their role as educators to build student character.<sup>24</sup> As educators, teachers are required to have a pedagogical character, to ensure that the school atmosphere truly contains pedagogical values. The educational atmosphere in schools, both in and outside the classroom, is expected to be able to run effectively to build student character, either as individuals, members of society, and as citizens.<sup>25</sup>

The normative commitment of teachers reflects their loyalty in performing their role as educators, especially in building student character. Results finding showed that this commitment was not only limited to carrying out teaching duties, but also to developing character and religious values that were in line with the goals of pesantren education.

The teachers have a strong pedagogical character, which is evidenced from the way they integrate noble values into the learning process. They are expected to be role models for students, not only in academics but also in moral and ethical aspects. The resulting educational atmosphere includes classroom learning and interactions outside the classroom that support the development of the character of students as good individuals, active members of society, and responsible citizens.

The results of this study also showed that a conducive pesantren environment and support from the pesantren leadership play an important role in strengthening this normative commitment. Teachers feel encouraged to actively contribute to various activities that are not only related to formal teaching, but also social and religious activities that aim to strengthen community ties and the character of students. For example, activities such as religious studies, social services, and student leadership programs are designed to form a sense of leadership and social responsibility among students. On the other hand, the approach used by teachers in assessing the development of student character is also an important aspect of normative commitment. They may use assessment methods that consider cognitive, affective, and psychomotor aspects, ensuring that each student is not only competent in science but also in social and religious values. Therefore, the normative commitment of teachers is very influential in shaping the character and integrity of students as part of the high-quality next generation. Other studies also found relevance between normative commitment and the effectiveness of

---

Life-Satisfaction and Study Commitment: A Self-Determination Theoretical Perspective,” *Journal of Further and Higher Education* 42, no. 6 (August 18, 2018): 808–26, <https://doi.org/10.1080/0309877X.2017.1323189>; Chris Day and Alma Harris, “Teacher Leadership, Reflective Practice, and School Improvement,” in *Second International Handbook of Educational Leadership and Administration* (Dordrecht: Springer Netherlands, 2002), 957–77, [https://doi.org/10.1007/978-94-010-0375-9\\_32](https://doi.org/10.1007/978-94-010-0375-9_32).

<sup>24</sup> S Lancet, L McKittrick, and L Morando Rhim, “Leadership as an Implementation Driver: Identifying Best Practices to Support Organizational Change,” *Journal of Disability Policy Studies* 34, no. 2 (2023): 115–26, <https://doi.org/10.1177/10442073211066793>.

<sup>25</sup> Sri Melfayetty Manullang, Belferik, *Esensi Pendidikan IQFQ- SQ* (Medan: Unimed., 2013).

learning.<sup>26</sup>

### Continuous Commitment

Continuity of commitment is the individual commitment into an institution, considering several considerations about what may be sacrificed if they were to leave the institution. In this case, individuals decide to stay in the institution because they consider it as a fulfillment of their needs.<sup>27</sup> Teachers' continuance commitment considers several considerations about what may be sacrificed if they were to leave the institution. This research found that teachers not only make this job a source of livelihood, but also as a fulfillment of spiritual and social needs. Their decision to stay is driven by a sense of responsibility to educate students and contribute to their character development.

Factors that influence this commitment include strong social support among fellow teachers and the leadership of the pesantren. As a result, there is a supportive and collaborative environment at the institution which makes teachers feel valued and motivates them to stay. A sense of togetherness and shared goals in achieving quality education in the pesantren often adds to the strength of their decision to stay, which shows how important interpersonal dynamics are in this context.

The availability of adequate resources also contributes to teachers' decisions to stay. The pesantren provides various training and skill enhancement programs that help teachers in their professional development. In addition, a conducive working atmosphere for innovation in teaching makes them feel productive and valuable, making them less likely to leave the place.

Complementation between the teacher's personal vision and the pesantren's mission is another important factor in the decision to remain committed. Many teachers feel that their contributions are not only focused on routine work, but also committed to a greater purpose in education and morals. Therefore, the continued commitment is based on a combination of interrelated individual, social, and institutional factors, creating a strong motivation to stay. This is supported by studies done by Hashim and Prasetyo, which also found that religious educational institutions consistently instill the value of loyalty for optimal performance results.<sup>28</sup>

---

<sup>26</sup> S Asiyah et al., "The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia," *Eurasian Journal of Educational Research* 2021, no. 95 (2021): 227–46, <https://doi.org/10.14689/EJER.2021.95.13>; Maria Assunção Flores, "The Multidimensionality of Teacher Professional Learning: Context, Content and Change," *European Journal of Teacher Education* 44, no. 4 (August 8, 2021): 429–31, <https://doi.org/10.1080/02619768.2021.1973164>.

<sup>27</sup> Piers Benn, *Commitment* (Routledge, 2014), <https://doi.org/10.4324/9781315710211>; Thang Ming et al., "Supporting Smart School Teachers' Continuing Professional Development in and Through ICT: A Model for Change," *International Journal of Education and Development Using ICT* 6, no. 2 (2010): 5–20.

<sup>28</sup> Ayesha K. Hashim, Chris Torres, and Jacqueline M. Kumar, "Is More Autonomy Better? How School Actors Perceive School Autonomy and Effectiveness in Context," *Journal of Educational Change*, September 20, 2021, <https://doi.org/10.1007/s10833-021-09439-x>; Muhammad Anggun Manumanoso Prasetyo, Bashori Bashori, and Novi Nur Lailisna, "Beyond Conventional Boundaries: A Literature Study on Madrasah Management and the Construction of Online Learning Innovations," *Al-Ta Lim Journal* 30,

This finding highlights the importance of these factors in improving education quality. The findings show that teachers' affective commitment was very high, reflected in their emotional attachment to the institution. Teachers in this pesantren feel happy and enjoy their role in teaching, which creates a positive atmosphere in the classroom and increases their involvement in various school activities. This is in line with Maslani's theory, which states that affective commitment is related to the emotions and identification of teachers in the school.<sup>29</sup>

In addition, teachers' normative commitment is also seen significantly, where educators show loyalty in carrying out their role to build students' character. Teachers in pesantren strive to create an educational atmosphere rich in pedagogical values, both in classroom learning and activities outside the classroom.

Teachers' continuous commitment to this pesantren was also identified, where teachers considered the emotional and social costs they would sacrifice if they left the organization. They see that staying in the pesantren fulfills personal and professional needs. Overall, these findings indicate that teachers' commitment plays an important role in creating an effective learning environment and supporting the development of students' character.

Teachers maintain professional standards by carrying out systematic learning planning and reflection on teaching practices. The use of varied learning resources and clear evaluations ensure that the learning process meets the needs of heterogeneous students. It is essential to create an inclusive learning environment through collaboration between teachers. Teachers hold regular meetings to share teaching strategies and curriculum development that consider students' cultural diversity and strengthen a sense of togetherness and appreciation among students.

Self-discipline is significant in supporting teachers' commitment; teachers can manage time, manage resources, and prioritize tasks efficiently by having strong discipline. Teaching with discipline and consistency plays a crucial role in creating a productive learning atmosphere. Teachers who consistently apply rules provide good examples so that students understand the expectations and feel safe in the learning process. Pesantren administrators have succeeded in creating a harmonious and productive educational environment with a varied approach to learning despite facing diverse cultural challenges.

The results of this study are supported by Rosid's study on the relevance of spiritual commitment to the stability of the implementation of the pesantren curriculum.<sup>30</sup> In addition, Romi's study revealed that Islamic educational institutions instill a religious

---

no. 2 (2023), <https://doi.org/10.15548/jt.v30i2.774>.

<sup>29</sup> Maslani Maslani et al., "Ecopedagogy in Action: An Ethnographic Exploration of Environmental Preservation Strategies in Pesantren," *Jurnal Pendidikan Islam* 9, no. 2 (December 28, 2023): 211–22, <https://doi.org/10.15575/jpi.v9i2.29347>.

<sup>30</sup> Rosid, Adi, and Purnomo, "How Psychological Ownership Increases Subordinate Commitment in Islamic Spirituality Workplace? A Case of Indonesian Islamic Boarding School."

spirit that correlatively forms teachers' affective commitment.<sup>31</sup> The implications of this research reveal the importance of building a strong collective commitment among stakeholders for the preservation and transference of cultural values in the educational environment.

## CONCLUSION

The relationship between teacher commitment and curriculum strengthening is a fundamental factor for effectively implementing and enhancing the curriculum. The study revealed that three dimensions of teacher commitment— affective commitment (attachment to the institution and enjoyment of their role), normative commitment (fidelity to their role in nurturing students' character), and continuance commitment (meeting personal and professional needs by remaining with the organization)—play significant roles. This commitment is grounded not merely in pedagogical skills but in the 'soul of educators' and values such as sincerity and altruism, leading to professional activities including thorough lesson planning, objective evaluation, and collaboration with colleagues. Consequently, teacher commitment has been proven essential for improving the learning atmosphere, enhancing student participation, and holistically strengthening the pesantren curriculum, encompassing both academic aspects and character and spiritual values. Therefore, strategies for cultivating and supporting strong teacher commitment are crucial for optimizing the quality of pesantren education and student development.

## REFERENCES

- 'Azzam, M A, and M Harsono. "Organizational Commitment and Loyalty: A Millennial Generation Perspective in Indonesia." *Journal of Asian Finance, Economics and Business* 8, no. 3 (2021): 1371–83. <https://doi.org/10.13106/jafeb.2021.vol8.no3.1371>.
- Alamin, N S, Z S Rahmawati, M B Maha, S Nisa', and A Zalzuli. "Hidden Curriculum in Students' Activities at Modern Islamic Boarding School: Phenomenology Study at Darussalam Gontor Islamic Boarding School, Ponorogo, East Java." *Miqot: Jurnal Ilmu-Ilmu Keislaman* 48, no. 1 (2024): 57–72. <https://doi.org/10.30821/miqot.v48i1.1134>.
- Ali, Nur. "Integrative Curriculum of Religion and Science at Special Pesantren for University Students." *Ulul Albab Jurnal Studi Islam* 20, no. 1 (June 25, 2019): 95–122. <https://doi.org/10.18860/ua.v20i1.6353>.
- Altun, Mustafa. "The Effects of Teacher Commitment on Student Achievement." *International Journal of Social Sciences & Educational Studies* 3, no. 3 (2017). <https://doi.org/10.23918/ijsses.v3i3p51>.

---

<sup>31</sup> Mochamad Vrans Romi and Eng Ahman, "Islamic Work Ethics-Based Organizational Citizenship Behavior to Improve the Job Satisfaction and Organizational Commitment of Higher Education Lecturers in Indonesia.," *International Journal of Higher Education* 9, no. 2 (2020): 78–84.

- Asiyah, S, B B Wiyono, N Hidayah, and A Supriyanto. "The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia." *Eurasian Journal of Educational Research* 2021, no. 95 (2021): 227–46. <https://doi.org/10.14689/EJER.2021.95.13>.
- Assunção Flores, Maria. "The Multidimensionality of Teacher Professional Learning: Context, Content and Change." *European Journal of Teacher Education* 44, no. 4 (August 8, 2021): 429–31. <https://doi.org/10.1080/02619768.2021.1973164>.
- Benn, Piers. *Commitment*. Routledge, 2014. <https://doi.org/10.4324/9781315710211>.
- Cassar, Clinton. "Designing Curriculum About Governance and Sustainability in Higher Education: A Case Study." In *Managing Risk and Decision Making in Times of Economic Distress, Part A*, 1–35, 2022. <https://doi.org/10.1108/S1569-37592022000108A030>.
- Day, C W, A Simpson, Q Li, Y Bi, and F He. "Teacher Professionalism: Chinese Teachers' Perspectives." *Journal of Professional Capital and Community* 8, no. 2 (2023): 65–89. <https://doi.org/10.1108/JPCC-01-2022-0004>.
- Day, Chris, and Alma Harris. "Teacher Leadership, Reflective Practice, and School Improvement." In *Second International Handbook of Educational Leadership and Administration*, 957–77. Dordrecht: Springer Netherlands, 2002. [https://doi.org/10.1007/978-94-010-0375-9\\_32](https://doi.org/10.1007/978-94-010-0375-9_32).
- Efendi, D, S R Rifani, A Milanti, F Efendi, C L Wong, Y Rustina, D Wanda, et al. "The Role of Knowledge, Attitude, Confidence, and Sociodemographic Factors in COVID-19 Vaccination Adherence among Adolescents in Indonesia: A Nationwide Survey." *Vaccines* 10, no. 9 (2022). <https://doi.org/10.3390/vaccines10091489>.
- Firdaus, F, and H Hermawan. "Manajemen Kurikulum Berbasis Pesantren Di SMP Muhammadiyah Jono Bayan Purworejo." *TAMADDUN: Jurnal Pendidikan Dan ...* 22, no. 2 (2021): 113–20. <http://journal.umg.ac.id/index.php/tamaddun/article/download/3610/2182>.
- Hagenauer, Gerda, Michaela Gläser-Zikuda, and Barbara Moschner. "University Students' Emotions, Life-Satisfaction and Study Commitment: A Self-Determination Theoretical Perspective." *Journal of Further and Higher Education* 42, no. 6 (August 18, 2018): 808–26. <https://doi.org/10.1080/0309877X.2017.1323189>.
- Hashim, Ayesha K., Chris Torres, and Jacqueline M. Kumar. "Is More Autonomy Better? How School Actors Perceive School Autonomy and Effectiveness in Context." *Journal of Educational Change*, September 20, 2021. <https://doi.org/10.1007/s10833-021-09439-x>.
- Hidayah, Siti Nur. "Pesantren for Middle-Class Muslims in Indonesia (Between Religious Commodification and Pious Neoliberalism)." *QIJIS (Qudus International Journal of Islamic Studies)* 9, no. 1 (July 30, 2021): 209.



- <https://doi.org/10.21043/qijis.v9i1.7641>.
- Hikmawati, Nisrina, and Hosnan Hosnan. "Timeline of Curriculum Policy in Indonesia." *Idarah (Jurnal Pendidikan Dan Kependidikan)* 6, no. 1 (2022): 65–86. <https://doi.org/https://doi.org/10.47766/idadrah.v6i1.524>.
- Jusubaidi, Jusubaidi, Tomas Lindgren, Anwar Mujahidin, and Ahmad Choirul Rofiq. "A Model of Transformative Religious Education: Teaching and Learning Islam in Pondok Modern Darussalam Gontor, Indonesia." *Millah: Journal of Religious Studies* 23, no. 1 (February 29, 2024): 171–212. <https://doi.org/10.20885/millah.vol23.iss1.art6>.
- Kusnandi. "Model Inovasi Pendidikan Dengan Strategi Implementasi Konsep 'Dare To Be Different.'" *Journal Wahana Pendidikan* 4, no. 1 (2017): 132–44.
- Lancet, S, L McKittrick, and L Morando Rhim. "Leadership as an Implementation Driver: Identifying Best Practices to Support Organizational Change." *Journal of Disability Policy Studies* 34, no. 2 (2023): 115–26. <https://doi.org/10.1177/10442073211066793>.
- Mahanani, P, S Akbar, A Y B Kamaruddin, and Z B Hussin. "Educational Analysis to Develop Character in Malaysia and Indonesia." *International Journal of Instruction* 15, no. 3 (2022): 377–92. <https://doi.org/10.29333/iji.2022.15321a>.
- Manullang, Belferik, Sri Melfayetty. *Esensi Pendidikan IQFQ- SQ*. Medan: Unimed., 2013.
- Maslani, Maslani, Wahyu Hidayat, Abdul Qadir, and Asep Muhyidin. "Ecopedagogy in Action: An Ethnographic Exploration of Environmental Preservation Strategies in Pesantren." *Jurnal Pendidikan Islam* 9, no. 2 (December 28, 2023): 211–22. <https://doi.org/10.15575/jpi.v9i2.29347>.
- Ming, Thang, Carol Hall, Hazita Azman, and Gordon Joyes. "Supporting Smart School Teachers' Continuing Professional Development in and Through ICT: A Model for Change." *International Journal of Education and Development Using ICT* 6, no. 2 (2010): 5–20.
- Muttaqin, Imron. "Types and Characteristics of Kyai Leadership Within Pesantren." *Dinamika Ilmu: Jurnal Pendidikan* 20, no. 1 (2020): 165–74.
- Nidzom, Muhammad Faqih, Ahmad Farid Saifuddin, Usmanul Khakim, and Eko Nur Cahyo. "Cultural Identity of Pesantren Cadres in Indonesia." *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 6, no. 3 (December 28, 2024). <https://doi.org/10.37680/scaffolding.v6i3.6419>.
- Prasetyo, Muhammad Anggung Manumanoso. "Desain Kurikulum IAIN Lhokseumawe (Studi Analisis Mata Kuliah: Filsafat Manajemen Jurusan Manajemen Pendidikan Islam)." *Idarah (Jurnal Pendidikan Dan Kependidikan)* 2, no. 2 (December 31, 2018): 1–17. <https://doi.org/10.47766/idadrah.v2i2.168>.
- Prasetyo, Muhammad Anggung Manumanoso, Bashori Bashori, and Novi Nur Lailisna. "Beyond Conventional Boundaries: A Literature Study on Madrasah Management and the Construction of Online Learning Innovations." *Al-Ta Lim Journal* 30, no. 2 (2023). <https://doi.org/10.15548/jt.v30i2.774>.



- Prasetyo, Muhammad Anggung Manumanoso, and Muhammad Fadhli. "The New Professionalism Character in Education: Framing the Management Issue." *Tadbir: Jurnal Studi Manajemen Pendidikan* 7, no. 2 (2023): 245–60.
- Prasetyo, Muhammad Anggung Manumanoso, Fadhlur Rahman, Muhammad Haekal, and Agus Salim Salabi. "Strategic Human Resource Cadre Development in Pesantren: A Roadmap to Organizational Resilience." *Pertanika Journal of Social Sciences and Humanities* 33, no. 2 (April 30, 2025). <https://doi.org/10.47836/pjssh.33.2.19>.
- Prasetyo, Muhammad Anggung Manumanoso, Agus Salim Salabi, and .... "Multikriteria Analisis Untuk Pengembangan Berkelanjutan Organisasi Pembelajaran." *Southeast Asian Journal of Islamic Education Management* 3, no. 1 (July 29, 2022): 157–76. <https://doi.org/10.21154/sajiem.v3i1.96>.
- Prastowo, Agung Ilham, Arham Junaidi Firman, Tri Mulyanto, and Rz. Ricky Satria Wiranata. "The Independent Learning Curriculum Concept of Imam Zarkasyi's Perspective In Pesantren For Facing The Era of Society 5.0." In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–6. New York, NY, USA: ACM, 2020. <https://doi.org/10.1145/3452144.3452147>.
- Romi, Mochamad Vrans, and Eeng Ahman. "Islamic Work Ethics-Based Organizational Citizenship Behavior to Improve the Job Satisfaction and Organizational Commitment of Higher Education Lecturers in Indonesia." *International Journal of Higher Education* 9, no. 2 (2020): 78–84.
- Rosid, Andiana, Pramono Hari Adi, and Ratno Purnomo. "How Psychological Ownership Increases Subordinate Commitment in Islamic Spirituality Workplace? A Case of Indonesian Islamic Boarding School." *Islamic Guidance and Counseling Journal* 7, no. 1 (January 6, 2024). <https://doi.org/10.25217/0020247417100>.
- Satudata.kemenag.go.id. "Jumlah Pondok Pesantren Menurut Tipe." Kementrian Agama, 2023. <https://satudata.kemenag.go.id/dataset/detail/jumlah-pondok-pesantren-menurut-tipe>.
- Shahidi Hamedani, Sharareh, Sarfraz Aslam, Bha Aldan Mundher Oraibi, Yap Bee Wah, and Shervin Shahidi Hamedani. "Transitioning towards Tomorrow's Workforce: Education 5.0 in the Landscape of Society 5.0: A Systematic Literature Review." *Education Sciences* 14, no. 10 (September 24, 2024): 1041. <https://doi.org/10.3390/educsci14101041>.
- Umar, Muhammad Ali, and Fauzan Ahmad Siregar. "Intergrasi Ilmu: Basis Filosofis Hukum Dan Implikasinya Terhadap Filsafat Pendidikan." *Al Mabhats: Jurnal Penelitian Sosial Agama* 7, no. 1 (2022): 33–50. <https://doi.org/10.47766/almabhats.v7i1.1042>.
- Wang, Gui-Xia, and Abdullah Mat. "Job Satisfaction as the Mediator Between a Learning Organization and Organizational Commitment Among Lecturers." *European Journal of Educational Research* 11, no. 2 (April 15, 2022): 847–58. <https://doi.org/10.12973/eu-jer.11.2.847>.