



The Influence Of Pesantren Management, Kiai Skills, And Team Development On The Adaptation To Change Of Modern Islamic Boarding Schools In Riau Province.

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ABSTRACT

This study aims to examine the influence of pesantren management, kiai skills, and team development on change adaptation in Modern Islamic Boarding Schools in Riau Province. Change in pesantren is a necessity to adapt to the development of science and the demands of the times. The theory used in this study is the Work Team Effectiveness Model proposed by Danny Samson, Timothy Donnet, and Richard L. Daft, which emphasizes team effectiveness influenced by factors such as productive output, personal satisfaction, and the capacity to adapt and learn. This study proposes the hypothesis that there is an influence of pesantren management and kiai skills on team development and change adaptation partially, as well as a simultaneous influence between the three on change adaptation. This research method uses a quantitative approach with regression analysis to test the relationship between these variables. The results showed that pesantren management, kiai skills, and team development significantly influenced change adaptation in Modern Islamic Boarding Schools. This research is expected to contribute to the development of change management in Islamic educational institutions, especially pesantren, in facing the challenges of modernity.

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INTRODUCTION

Adaptation is related to the conception of the theoretical discourse of change management (Bucăța & Rizescu, 2017; Sopian, 2019). As is commonly known, change management is also an organizational management response to changes that occur. There are figures who developed the theory of change, including Kurt Lewin in 1947 (Nursoviani et al., 2019). He explained that changes must be made with three phases, namely unfreeze, then the next stage is change and ends with freeze. In simple terms, Kurt Lewin wanted to explain that in making changes, the motivation to change must come first. Because the change from one condition to another, which he calls unfreezing, is the determining factor for the next phase. From this first phase then change can occur (changing). In the last chamber he calls refreezing, which is a condition in which all

components in the organization try to maintain a balance so that there is no setback (Muttaqin, 2022).

The word "change" in English is called change or tagyir in Arabic (Thoyib & Hamidah, 2018). Change can be interpreted as the transition of the previous condition (the before condition) to the after condition (the after condition). In other literature, change is explained by the word Transition, although according to William it has a different meaning. The difference is that transition is more directed towards fundamental and basic changes, while change or change is more directed towards changes in general (William & Bridges, 2017). Although according to researchers the two words can have the same context. Another definition of change is making think different, which means making something different or switching in terms of place, size, nature and so on. Change definitely makes a difference, but the difference is not really the goal because there are two types of changes, namely desired changes and unwanted changes.

Change, which is formed from the root word change, means to change or become different. The word change is added to the word change and has the meaning of a state of change, exchange, transition. Change means a process of shifting or replacing a condition into another condition or the emergence of a difference in something that comes from the previous condition which is stated by the presence of efforts towards a better direction. Change here refers to a condition that has been different in the most recent dimension of time (Dinana et al., 2021).

In the study of Islam, this change has a theological basis in Islam in the Al-Quran where Allah's words related to this change are found, namely in surah ar-Ra'd 11 and al-Anfal: 53:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۖ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

.... Indeed, Allah will not change the state of a people until they change their own state...
.... (*Qur'an Ministry of Religious Affairs In MS Word*, 2019)

"Not only does Allah, through His angels, know what is hidden at night and what is visible during the day, but He also watches over him carefully and meticulously. For him, that is, for man, there are angels who always guard and watch over him in turn, from in front of him and from behind him. They guard and watch over him at the command of Allah. Verily, Allah the Almighty will not change the condition of a people from one state to another until they change their own mental attitude and thinking. And when, i.e. if, Allah wills evil against a people - and this is impossible for Allah - then no power can resist it and none can be a refuge for them but Him (*Qur'an Ministry of Religious Affairs In MS Word*, 2019)."

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۚ وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ

"That is because Allah will not change a favor He has bestowed upon a people until they change what is in themselves. Indeed, Allah is All-Hearing, All-Knowing (*Qur'an Ministry of Religious Affairs In MS Word*, 2019).

"The descent of punishment upon the disbelievers is a proof of Allah's justice, because Allah will not change a blessing that is visible to the sight and can be felt directly, such as security,

prosperity, fertility, etc., that He has given to a people, until the people change what is in themselves regarding changes in mental attitudes and behavior, such as from caring to not caring, fairness to unfairness, sacrifice to greed, etc.". Indeed, Allah is All-Hearing, All-Knowing (*Qur'an Ministry of Religious Affairs In MS Word*, 2019)."

This formulation of change implies that organizational change can occur in various aspects of organizational life, including in schools as an educational organization. Kurt Lewin proposed a force field theory, which explains that the situation of an event is an equilibrium (balance) of two opposing energy sources, namely energy that encourages change (driving forces) and energy that enforces the existence (status quo) that thwarts a change (restraining forces) (Munandar, 2019). Change can be implemented by encouraging or strengthening the driving forces and discrediting or weakening the restraining forces. A new equilibrium point must first be formalized so that change can be measured and controlled (Avença et al., 2024; Bisaso, 2011; Park et al., 2018).

Schermerhorn, Hunt, Osborn in (Lili, 2017) revealed that there are two kinds of change concepts, namely; (1) the concept of planned change and (2) the concept of unplanned change (Munandar, 2019). This unplanned change just happens over time, or there is an external driving factor that causes the change, which will affect the organization. So, usually organizations and individuals react immediately to these unplanned changes, in order to minimize the damage done, or to maintain or improve the prevailing situation. Planned changes, on the other hand, are the result of conscious preparatory action, in order to achieve certain goals or desired organizational conditions.

The progressive adaptation of change can be detailed in the following figure:

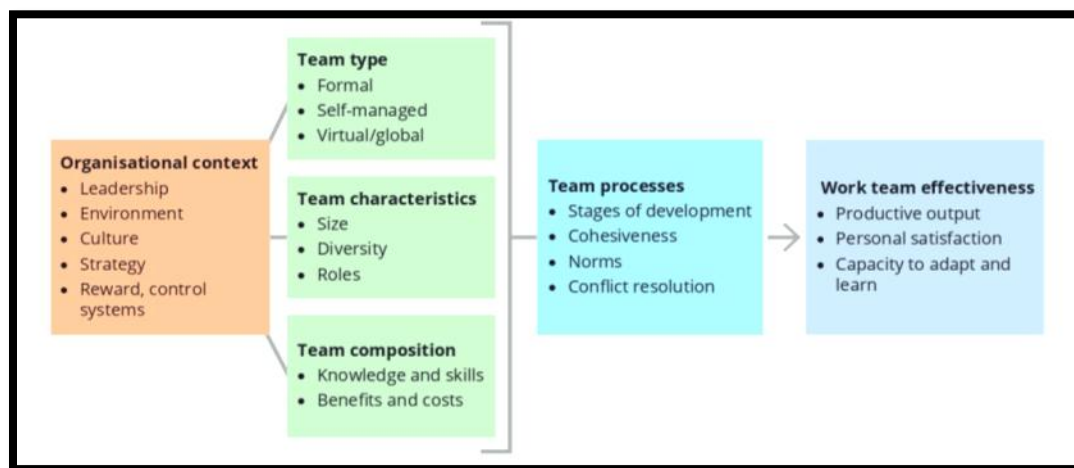


Figure 1. Work Team Effectiveness Model

Source: Danny Samson_Timothy Donnet_Richard L. Daft - Management-Cengage Learning Australia Pty Limited (2021)

Based on the above figure, it can be understood that team effectiveness is influenced by several factors, as illustrated in Figure 1.1. Work team effectiveness is based on three outcomes: productive output, personal satisfaction, and the capacity to adapt and learn. Satisfaction relates to the team's ability to meet the personal needs of its members and maintain their membership and commitment. Productive output relates to the performance and quality and quantity of task outputs in accordance with team goals. Capacity to adapt and learn refers to the team's ability to bring

greater knowledge and skills to job tasks and increase the organization's potential to respond to new threats or opportunities in the environment (Samson et al., 2021).

The team effectiveness model shown in figure 2 provides an explanation that the factors that influence team effectiveness start with the organizational context. The organizational context in which the team operates is described in another chapter and includes overall leadership, strategy, environment, culture, and employee control and reward systems (Samson et al., 2021).

View that the manager determines the team. Important team characteristics are team type, team structure and team composition. Managers must decide when to create permanent standalone teams and when to use temporary task teams with specific objectives. Team diversity, both in terms of task-related knowledge and skills, can have a major impact on team processes and effectiveness. In addition, diversity in terms of gender and ethnicity can also affect team performance. Size, these team characteristics affect the team's internal processes, which in turn affect the team's output, satisfaction and contribution to organizational adaptability. Good team leaders understand and manage the stages of team development, cohesiveness, norms and conflict to build effective teams. These processes are influenced by team and organizational characteristics and by the ability of members and leaders to direct these processes in the best possible way (Afsar, 2014; Kraemer et al., 2023; Kraines, 2010).

In general, changes in the organization are divided into two, namely planned changes and unplanned changes. Planned change according to Robbins, as cited by Wibowo, is a deliberate and goal-oriented change activity (Wibowo, 2016). Furthermore, unplanned change according to Greenberg and Baron as cited by Wibowo, is a shift in organizational activity due to external forces, beyond the control of the organization. Based on the expert's view, it can be understood that planned change is a direct reaction to the results of the analysis of the actual situation experienced by the organization and the situation to be achieved (goal). Meanwhile, unplanned change is a situation where changes occur randomly and are spontaneous which will ultimately be destructive (Syamsuriadi, 2019).

Likewise with Pondok Pesantren, the changes that occur in the world of Pesantren today are nothing but to adapt to the development of science and to meet demands and needs. The existence of Pesantren as an Islamic educational institution is fully managed by kiai and santri, basically different in various places both in terms of activities and forms (Amadin, 2021; Mochtar, 2015; Tabroni et al., 2023). This is evident in the existence of several Pesantren that have undergone changes and developments both in the teaching system and in the community curriculum. Currently, there are still some Islamic boarding schools that always maintain the traditional learning system that characterizes them, namely Islamic boarding schools that still maintain the teaching of classical Islamic books as the core of their education without introducing the teaching of general knowledge. In this case, the pesantren functions as an educational institution that educates students to produce kiai, ustadz or Koranic teachers who are tasked with spreading and teaching Islam to the community, so that a religious community is formed that is able to carry out God's commands and stay away from his prohibitions (Royani, 2018).

Currently, changes are also occurring in the world of Pesantren. First, the education system of Pesantren not only teaches classical books but also teaches its santri with modern sciences. Second, the establishment of the Pesantren which used to grow and develop in rural communities but now many Pesantren grow and develop in urban communities. Third, the figure of kiai has also changed where in rural Pesantren we recognize "kiai nasab" but along with the growth and development of urban pesantren, "kiai fate" has emerged which in the author's discovery in the

field is a designation for someone who has expertise in the field of religion and has good managerial skills in managing pesantren (Setiawan & Tohirin, 2015).

Change management at the Islamic Boarding School begins with the challenges of modernity faced so that its existence as an educational institution that organizes its education system with a traditional system is disrupted, this point is evidenced by the decrease in the number of students entering the Islamic Boarding School. Therefore, the Islamic Boarding School is trying to make changes to aspects of its education system (Efendi, 2014).

According to Horikhosi in Machfudz, there are five elements in carrying out a change movement in society, including the pesantren community, which is abbreviated as 5 C. The five things are: First, Causes, causes that can cause change. Among other things in the form of ideas or ideals or worldviews and or values. This is usually formulated in a vision, mission, motive or goal that is considered capable of providing answers to the problems faced. Second, the actors of change or the figures behind the action of change and development. Third, Change Target, such as individuals, groups or institutions designated as the target of development and change efforts. Fourth, Channel, which is the media to convey the influence and response of each development actor to the target of development and change. Fifth, change strategy, which is the main influencing technique applied by development and change actors to have an impact on the intended targets (Machfudz, 2020).

Based on the background presented earlier, in order to test the influence between Pesantren Management, Kiai Skills, and Team Development on Change Adaptation. Then the hypotheses proposed in this study are as follows: Partially there is an influence of Islamic Boarding School Management on Team Development at Modern Islamic Boarding Schools in Riau Province (H 1), Partially there is an influence of Kiai Skills on Team Development at Modern Islamic Boarding Schools in Riau Province (H 2). Simultaneously there is an influence of Islamic Boarding School Management and Kiai Skills on Team Development at Modern Islamic Boarding Schools in Riau Province (H3). Partially there is an influence of Islamic Boarding School Management on Adaptation to Change at Modern Islamic Boarding Schools in Riau Province (H4). Partially there is an influence of Kiai Skills on Adaptation to Change at Modern Islamic Boarding Schools in Riau Province (H5). Simultaneously, there is an influence of Pesantren Management and Kiai Skills on Adaptation to Change in Modern Islamic Boarding Schools in Riau Province (H6). Partially there is an influence of Team Development on Adaptation to Change in Modern Islamic Boarding Schools in Riau Province (H7). Simultaneously, there is an influence of Islamic Boarding School Management, Kiai Skills, and the effect of Team Development on Adaptation to Change in Modern Islamic Boarding Schools in Riau Province (H8),. Partially there is the influence of Islamic Boarding School Management through Team Development on Adaptation to Change in Modern Islamic Boarding Schools in Riau Province (H9). Partially there is an influence of Kiai Skills through Team Development on Adaptation to Change in Modern Islamic Boarding Schools in Riau Province (H10).

METHOD

Participants

Participants in this study consisted of various elements directly involved in the educational process and management of Islamic boarding schools. They include the leaders of the boarding schools, ustaz and teachers, education personnel, and final year students who have undergone the educational process for a fairly long period of time. The selection of participants was carried out

purposively, namely based on considerations of relevance, experience, and their active involvement in educational activities and innovation in the boarding school environment.

Procedures

To get accurate information, the right method is needed which is collected in this study using questionnaire and observation methods. The approach used in this research is a quantitative approach. This research was conducted at Modern Islamic Boarding Schools in Riau Province. Data collection was carried out by distributing research questionnaires regarding educational marketing. Observation was carried out by looking at the form of educational marketing used by schools, then to deepen the data in the field which is needed as supporting data for research. In addition, researchers also analyzed documents, such as written documents, images, works and electronics. The documents received were analyzed, compared and integrated (synthesis) into a systematic, integrated and complete study.

FINDINGS AND DISCUSSION

The Influence Of Pesantren Management, Kiai Skills, And Team Development On The Adaptation To Change Of Modern Islamic Boarding Schools In Riau Province

Of the 148 samples, 30 people were used to test the validity of the instrument, while 122 were used to test the research instrument. From the sample, only one pesantren in each regency/city was taken as the research sample. This study will formulate the influence of Pesantren Management, Kiai Skills, Team Development, on Change Adaptation. The constellation of the influence between these variables can be seen in the following model:

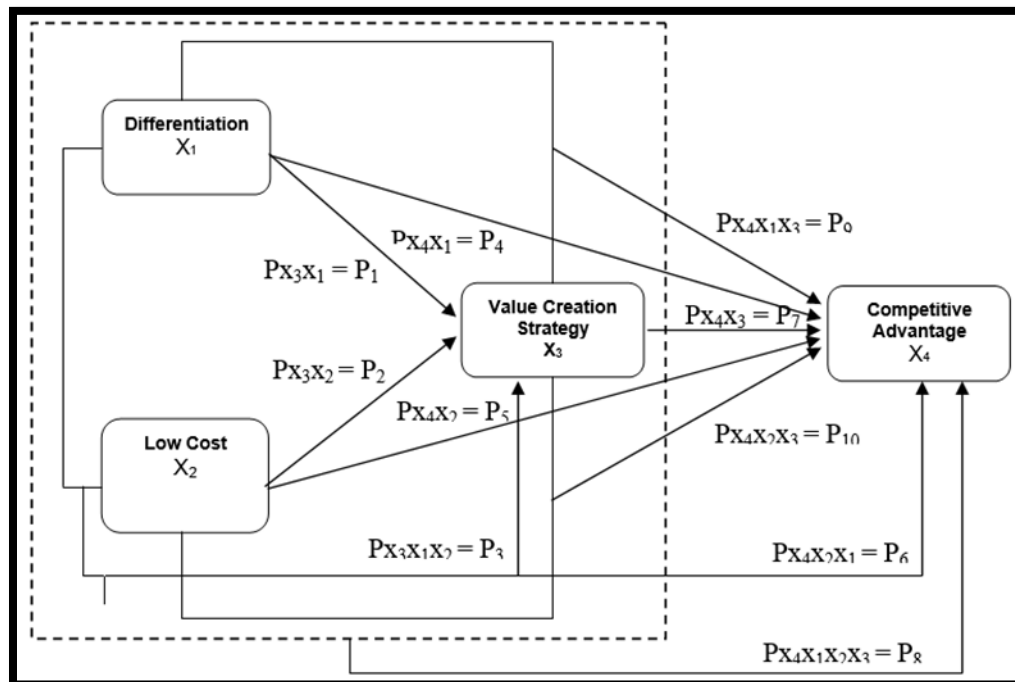


Figure 2. Constellation of influence between variables

Description:

x1 = Management

x2 = Kiai Skills

x3= Team Development

x4 = Adaptation to Change

 ε = other factors of influence that appear in the study

Based on the analysis of research results and discussions that have been described in the previous chapter regarding the influence of the Pesantren Management Variables (X1), Kiai Skills (X(2)), Team Development (X3), on Adaptation to Change (X4), the researchers concluded several important things from this study, including:

1. In testing the first hypothesis, the Partial Test (t-test) is used which is processed manually and using the SPSS version 29.0 program, which is to see the partial influence between the Pesantren Management variable (X1) on the Team Development variable (X3). From the test results in Table 4.42, it is obtained that the t value of variable X1 is 2.130, because the t calculated value > t table ($2.130 > 1.655$), then partially Pesantren Management has an influence on community satisfaction. Therefore, H_0 is rejected, meaning that partially there is a significant influence between Islamic Boarding School Management and community satisfaction. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.035, because the significance level number is more < 0.05 ($0.035 < 0.05$), it can be concluded that Islamic Boarding School Management has an effect on community satisfaction. Based on this explanation, therefore H_0 is rejected and H_1 is accepted, meaning that Islamic Boarding School Management has an effect on community satisfaction.
2. In testing the second hypothesis, the Partial Test (t-test) is used which is processed manually and using the SPSS version 29.0 program, which is to see the partial influence between the Kiai Skills variable (X2) on the Team Development variable (X3). From the test results in Table 4.42, it is obtained that the t value of the X2 variable is 6.196, because the t calculated value > t table ($6.196 > 1.655$), then partially the community perception has an influence on Team Development. Therefore, H_0 is rejected, meaning that partially there is a significant influence between Kiai Skills and team development. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level number is more < 0.05 ($0.000 < 0.05$), it can be concluded that Kiai's skills have an effect on team development. Based on this explanation. Therefore H_0 is rejected and H_1 is accepted, meaning that Kiai's skills have an effect on development.
3. The third hypothesis testing was tested in accordance with the paradigm that reflects the hypothesis, namely Pesantren Management and Kiai Skills together affect Team Development. To answer the third hypothesis, a simultaneous test (F test) was conducted. From the Anova test or F test using SPSS 29.0 for window or manually obtained F count of 89.549 with a probability level p-value of 0.000, because the value of F (count) > F table ($89.549 > 3.06$) so it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, meaning that there is a significant influence between Islamic Boarding School Management and Kiai Skills together on Team Development. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level number is much more < 0.05 ($0.000 < 0.05$), it can be concluded that the variables of Pesantren Management and Kiai Skills together have a significant effect on the Team Development variable (X3).

Based on this explanation, H0 is rejected and H1 is accepted, meaning that this proves that the variables of Pesantren Management (X1) and Kiai Skills (X2) together have a significant effect on the Team Development variable (X3). Where the magnitude of the role or contribution of the Pesantren Management and Kiai Skills variables is able to explain the Team Development variable by 55.3%. While the remaining 44.7% is influenced by other variables not included in this model. This explains that if an educational institution (madrasah) has a good strategy in marketing its educational institutions, it will be able to increase team development in Islamic boarding schools in Riau Province.

4. In testing the fourth hypothesis, the Partial Test (t-test) is used which is processed manually and by using the SPSS version 29.0 program, which is to see the partial influence between the Pesantren Management variable (X1) on the Change Adaptation variable (X4). From the test results in Table 4.49, it is obtained that the t value of variable X1 is 5.136, because the value of t count > t table ($5.136 > 1.655$), then partially Islamic Boarding School Management has an influence on Adaptation to Change. Therefore, H 0 is rejected, meaning that partially there is a significant influence between Islamic Boarding School Management and Adaptation to Change. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level number is more <0.05 ($0.000 < 0.05$), it can be concluded that Islamic Boarding School Management has an effect on Adaptation to Change. Based on this explanation, therefore H 0 is rejected and H 1 is accepted, meaning that Islamic Boarding School Management has an effect on Adaptation to Change.
5. In testing the fifth hypothesis, the Partial Test (t-test) is used which is processed manually and using the SPSS version 29.0 program, which is to see the partial influence between the Kiai Skills variable (X2) on Adaptation to Change (X4). From the test results in Table 4.49, it is obtained that the t value of the X2 variable is 6.467, because the t calculated value > t table ($4.467 > 1.655$), then partially the Kiai Proficiency has an influence on Adaptation to Change. Therefore, H 0 is rejected, meaning that partially there is a significant influence between Kiai Skills and Adaptation to Change. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level is more <0.05 ($0.000 < 0.05$), it can be concluded that Kiai's skills have an effect on Adaptation to Change. Based on this explanation, therefore H 0 is rejected and H 1 is accepted, meaning that Kiai's skills have an effect on Adaptation to Change.
6. The sixth hypothesis testing was tested in accordance with the paradigm that reflects the hypothesis, namely Pesantren Management and Kiai Skills together affect Change Adaptation. To answer this hypothesis, a simultaneous test (F test) was conducted. From the Anova test or F test as shown in Table 4.52 using SPSS 29.0 for windows or manually obtained F count of 169.691 with a probability level p-value of 0.000, because the value of F count > F (table) ($169.691 > 3.06$) so it can be concluded that the null hypothesis (H 0) is rejected and the alternative hypothesis (H 1) is accepted, meaning that there is a significant influence between Islamic Boarding School Management and Kiai Skills together on Adaptation to Change. In addition, to conduct a test based on significance testing, it can be seen from the significance of 0.000, because the significance level number is much more <0.05 ($0.000 < 0.05$), it can be concluded that the variables of Islamic Boarding School Management and KiaiKiyai Skills together have a significant effect on the Change Adaptation variable (X4). Based on this explanation, H0 is rejected and H1 is accepted, meaning that this proves that the variables of Pesantren Management (X1) and

Kiai Skills (X2) together have a significant effect on Adaptation to Change (X4). Where the magnitude of the role or contribution of the Pesantren Management and Kiai Skills variables is able to explain the Change Adaptation variable by 70.1%. While the remaining 29.9% is influenced by other variables not included in this model.

7. In testing the seventh hypothesis, the Partial Test (t-test) is used which is processed manually and using the SPSS version 29.0 program, which is to see the partial influence between the Team Development variable (X3) on the Change Adaptation variable (X4). From the test results in Table 4.54, it is obtained that the t value of variable X 3 is 13.529, because the t (calculated) value > t table ($13.529 > 1.655$), then partially Team Development has an influence on Adaptation to Change Therefore, H 0 is rejected, meaning that partially there is a significant influence between Team Development and Adaptation to Change In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level number is more <0.05 ($0.000 < 0.05$), it can be concluded that Team Development has an effect on Adaptation to Change. Based on this explanation, therefore H 0 is rejected and H 1 is accepted, meaning that Team Development has an effect on Change Adaptation.
8. The eighth hypothesis testing was tested in accordance with the paradigm that reflects the hypothesis, namely Pesantren Management, Kiai Skills and Team Development together affect Change Adaptation. To answer the eighth hypothesis, a simultaneous test (F test) was conducted. From the Anova test or F test using SPSS 29.0 for windows or manually obtained F count of 134.807 with a probability level p-value of 0.000, because the value of F (count) > F table ($134.807 > 2.67$) so it can be concluded that the null hypothesis (H 0) is rejected and the alternative hypothesis (H 1) is accepted, meaning that there is a significant influence between Islamic Boarding School Management, KiaiKiyai Skills and Team Development together on Adaptation to Change. In addition, to conduct a test based on significance testing, it can be seen from the significance output of 0.000, because the significance level number is much more <0.05 ($0.000 < 0.05$), it can be concluded that the variables of Pesantren Management, Kiai Skills and Team Development together have a significant effect on the Change Adaptation variable (X4). Based on this explanation, H0 is rejected and H1 is accepted, meaning that this proves that the variables of Pesantren Management (X1), Kiai Skills (X2) and Team Development (X3) together have a significant effect on the variable Adaptation to Change (X4).
9. From the analysis of the intervening test of Islamic Boarding School Management on Adaptation to Change through Team Development, the results show that Islamic Boarding School Management can have a direct effect on Team Development and can also have an indirect effect, namely from Islamic Boarding School Management to Team Development (as an intervening variable) and then to Team Development. the direct effect of Islamic Boarding School Management on Adaptation to Change is 0.1521, while the indirect effect is 0.147708, and the total effect is 0.299808. From this calculation, it is known that the indirect effect is greater than the direct effect, which means that if Islamic Boarding School Management in an organization is supported by Team Development, it will have a greater effect on Adaptation to Change, than if only the direct effect of Islamic Boarding School Management alone on Team Development. Meanwhile, to see whether there is a mediating influence is shown from the sobel test value. From the sobel test value, the t count value of = 5.681 is greater than the t table value with a significant level of 0.05, namely 1.655, because the t count value > t table value ($5.681 > 1.655$), it can be concluded that the

mediation coefficient of 0.147708 is significant, which means that there is a mediating influence. From the results of the sobel test value, the t value of Pesantren Management is greater than the t table value. Based on the sobel test t value, it can be concluded that the Boarding School Management directly or indirectly mediated by Team Development can affect Change Adaptation. Based on these results, the ninth hypothesis is accepted. This verse is one of the verses that explains about strategy.

10. From testing the intervening test analysis of Kiai's skills on performance through Team Development, it was found that Kiai's skills can have a direct effect on Team Development and can also have an indirect effect, namely from Kiai's skills to Team Development (as an intervening variable) then to Team Development. Where the magnitude of the direct effect of the Kiai Proficiency is 0.241081, while the indirect effect is 0.42895, and the total effect is 0.670031. From this calculation, it is known that the indirect effect is greater than the direct effect, which means that if the community already has a high perception in seeing something it faces, and is supported by Team Development, it will have a greater influence on Team Development. To see whether or not there is a mediating influence, it is shown from the sobel test value. From the sobel test value, the t calculated value of $= 5.168$ is greater than the t table value with a significant level of 0.05, namely 1.655, because the t calculated value $> t$ table value ($5.168 > 1.655$), it can be concluded that the mediation coefficient of 0.42895 is significant, which means that there is a mediating influence. From the results of the sobel test value, it is obtained that the t value of Kiai Skills is greater than the t table value. Based on the sobel test t value, it can be concluded that Kiai's skills directly or indirectly mediated by Team Development can affect Change Adaptation.

Based on the example you provided, here is a novelty description of the research "The Effect of Pesantren Management, Kiai Skills, and Team Development on Change Adaptation in Riau Province Islamic Boarding Schools".

DISCUSSION

Change Adaptation variables in the context of Islamic boarding schools are still very rarely discussed in educational research, especially in the scope of change management in religious-based educational institutions. Most research related to this variable focuses more on the business world or corporate management. This research fills the void by reviewing the application of Change Adaptation in pesantren which is closely related to social, economic, and technological changes experienced by society. By using the approaches of pesantren management, kiai skills, and team development, this study provides new insights into how pesantren can adapt in the face of increasingly fierce competition and the demands of the times.

There has been no research that examines the relationship between three important variables- Pesantren Management, Kiai Skills, and Team Development- specifically in the context of pesantren in Riau Province. Most studies only focus on one variable only, be it pesantren management, kiaiKiyai skills, or team development, but do not link the three in one educational management theoretical framework. This study fills the gap by examining the relationship between the three variables and how they interact with each other to improve the ability of pesantren to adapt to change, so that it can become a model for other pesantren.

This study shows that Kiai Strategy Skills play an important role in improving Change Adaptation in Islamic boarding schools. It was found that kiai's ability to lead, innovate, and develop communication with students and parents can strengthen the image and added value of

pesantren. This will lead to an increase in the number of new enrollees, which in turn lowers operational costs and increases the profit margin of the pesantren. With this approach, pesantren can provide quality education at a more affordable cost, which can compete with other educational institutions that have higher costs.

The results of this study indicate that Pesantren Management has a more dominant influence on Change Adaptation compared to Kiai Skills and Team Development. This confirms the importance of good management in formulating strategies and policies in pesantren to deal with change. Effective management will help pesantren maximize their potential, develop educational programs that are relevant to the needs of the times, and attract more parents to choose the pesantren as a place for their children's education. This shows that pesantren with strong management will be better able to survive and thrive in the midst of increasingly fierce educational competition.

CONCLUSION

The results include; 1). Pesantren Management (X1) has a direct effect on Team Development (X3) by 34%. 2). Kiai Skills (X2) has a direct effect on Team Development (X3) by 15%. 3). Pesantren Management (X1) and Kiai Skills (X2) simultaneously have a direct effect on Team Development (X3) by 98%. 4). Pesantren Management (X1) directly affects Change Adaptation (X4) by 35%. 5). Kiai Skills (X2) has a direct effect on Adaptation to Change (X4) by 15%. 6). Adaptation to Change (X4) simultaneously has a direct effect on Adaptation to Change (X4) by 98%. 7). Team Development (X3) directly affects Change Adaptation (X4) by 39%. 8). Pesantren Management (X1), Kiai Skills (X2), and Team Development (X3) together (simultaneously) have a direct effect on Adaptation to Change (X4) by 48%. 9). Pesantren Management (X1) directly affects Adaptation to Change (X4) through Team Development (X3) by 47%. 10). Kiai Skills (X2) has a direct effect on Adaptation to Change (X4) through Team Development (X3) by 39%. The conclusion of this study is that Pesantren Management, Kiai Skills, and Team Development can affect Change Adaptation. And it can be explained that Team Development in addition to being an exogenous variable, the variable is also able to carry out its role as an intervening variable. The implication is that the better the relationship between Pesantren Management, Kiai Skills, and Team Development, the higher the Adaptation to Change.

The authors declare that there is no conflict of interest in this work.

The author declares that there is no conflict of interest in the writing and preparation of this scientific work. The entire research process, data analysis, and article writing were carried out objectively and independently, without any influence from any party that could affect the results and conclusions of the research.

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