

Islamic Boarding School Development Management Through the Teacher Assignment Program: A W. Edwards Deming PDCA Perspective

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ABSTRACT

This study aims to analyze Islamic boarding school development management through the Teacher Assignment Program at Al-Utsmani Islamic Boarding School, Bondowoso, East Java, using the Plan-Do-Check-Act (PDCA) perspective developed by W. Edwards Deming. The study was conducted to examine how the Teacher Assignment Program contributes to institutional development and educational quality improvement in Islamic boarding schools. This research employed a qualitative approach with a descriptive field research design. Data were collected through observation, interviews, and documentation involving program coordinators, administrators, and teacher assignment participants. The data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings reveal that the Teacher Assignment Program is implemented through four integrated management stages: planning, implementation, evaluation, and follow-up. The program contributes to strengthening human resource development, expanding educational service networks, improving institutional governance, and enhancing educational quality sustainability. The implementation of the PDCA cycle demonstrates that continuous improvement principles can support effective Islamic boarding school development management. This study contributes to the development of Islamic education management by positioning the Teacher Assignment Program as a strategic model for sustainable institutional development and educational quality improvement in Islamic boarding schools.

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INTRODUCTION

Islamic boarding schools play a strategic role in developing human resources and fostering Islamic character within Indonesian society. As educational demands continue to evolve, Islamic boarding schools are no longer solely responsible for transmitting Islamic knowledge but are also expected to develop adaptive, effective, and sustainable educational systems capable of responding to changing societal needs (F. Ridwan, 2022). In this context, the quality of Islamic boarding schools is determined not only by the leadership of the *Kiai* but also by the institution's capacity to systematically manage and develop its available resources (Bukhori, 2024). Strengthening Islamic boarding school development management has therefore become increasingly important, as the sustainability of educational quality largely depends on the institution's ability to plan, implement, evaluate, and continuously improve its educational programs (A. Ridwan et al., 2023).

One of the strategies increasingly adopted in Islamic boarding school management is the Teacher Assignment Program, which involves assigning students to serve as educators in partner educational institutions. This program functions not only as a form of community service but also as an institutional development instrument through the expansion of educational services, the

strengthening of leadership regeneration, and the enhancement of human resource capacity within the Islamic boarding schools (Lutfiyah, 2025). Through this initiative, Islamic boarding schools can broaden their institutional networks while simultaneously increasing their contribution to the advancement of Islamic education in various regions. Consequently, the Teacher Assignment Program can be viewed as a strategic component of Islamic boarding schools development management aimed at sustaining educational quality and reinforcing the social role of Islamic educational institutions (Yugo, 2025).

Previous studies have demonstrated that effective Islamic boarding schools management contributes significantly to educational quality improvement through the strengthening of managerial functions, institutional development, and the optimization of human resources. Aini (2021) and Murdiyanto (2021) found that the implementation of effective management practices plays an important role in improving the quality and sustainability of Islamic educational institutions. For instance, Mas'ad (2024) found that the Teacher Assignment Program contributes to human resource development by providing students with opportunities for community engagement and experiential learning. Similarly, Solich (2025), Kadir (2024), and Majid (2023) argued that the success of pesantren management is highly dependent on the effectiveness of planning, implementation, and supervision processes that support institutional quality enhancement. Furthermore, Rosid (2022) and Hizbulloh et al., (2023) emphasized that institutional strengthening and leadership development are essential factors in maintaining the effectiveness and sustainability of pesantren education. These findings indicate that structured management practices play a crucial role in promoting the success and sustainability of Islamic boarding schools education.

Other scholars have emphasized the importance of quality management and human resource development in improving the performance of Islamic educational institutions. Tarmizi (2020), Wirawan, (2023), and Khunaifi, (2020) reported that the implementation of quality management principles enhances educational effectiveness through systematic planning and evaluation mechanisms. Likewise, Witono (2023) and Anarki et al., (2025) highlighted that educational quality is strongly influenced by the competence and capacity of institutional human resources. Recent studies by Huliatusisa (2025) and Purba et al. (2025) further suggest that educational quality improvement requires continuous innovation, institutional adaptability, and sustainable human resource development. Collectively, these studies suggest that quality management and human resource development are fundamental factors in supporting the sustainability and competitiveness of pesantren in an increasingly dynamic educational environment.

Despite these contributions, existing studies predominantly examine Islamic boarding schools management, educational quality improvement, and human resource development from a general perspective. Research that specifically positions the Teacher Assignment Program as a strategic instrument of Islamic boarding schools development management remains limited. Existing studies tend to focus on educational quality, leadership, and human resource development without comprehensively examining the program as an integrated model of Islamic boarding schools development management (Zulmuqim, 2022). Furthermore, most previous studies have not integrated planning, implementation, evaluation, and follow-up activities within a comprehensive management framework (Nasikhin, 2022). As a result, the contribution of the

Teacher Assignment Program to strengthening institutional capacity, expanding educational services, and sustaining educational quality has not yet been comprehensively explored.

Addressing this gap, the present study aims to analyze Islamic boarding schools development management through the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani, Bondowoso. This study employs W. Edwards Deming's Plan-Do-Check-Act (PDCA) framework to examine how planning, implementation, evaluation, and follow-up processes are carried out in supporting educational quality improvement (Islami, 2025). Unlike previous studies, this research conceptualizes the Teacher Assignment Program as an integrated and sustainable model of pesantren development management by examining its implementation through the Plan-Do-Check-Act (PDCA) framework (Wicaksono, 2023). Therefore, this study is expected to contribute theoretically to the advancement of Islamic education management scholarship and practically to provide insights for Islamic boarding schools administrators in designing adaptive, systematic, and quality-oriented institutional development programs.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive field research design to investigate Islamic boarding schools development management through the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani, Bondowoso, East Java. The research was conducted from March to May 2026. A qualitative approach was chosen to gain an in-depth understanding of the planning, implementation, evaluation, and follow-up processes of the Teacher Assignment Program as part of pesantren development management. The research involved three key informants, namely the Head of the Teacher Assignment Program, the Teacher Assignment Coordinator, and a Teacher Assignment participant, who were selected purposively because they possessed direct experience and comprehensive knowledge regarding the implementation of the program.

The primary research instrument was the researcher, supported by interview guidelines, observation sheets, and documentation checklists. Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to examine program implementation directly, while interviews and documentation were used to obtain comprehensive information regarding management practices, institutional development strategies, and educational quality improvement efforts.

To ensure data credibility, source triangulation and technique triangulation were employed. Source triangulation was conducted by comparing information obtained from different informants, while technique triangulation involved comparing findings from observations, interviews, and documentation (Fadli, 2021). The collected data were analyzed using the interactive model of Miles and Huberman, which consists of data condensation, data display, and conclusion drawing and verification. The findings were subsequently interpreted using W. Edwards Deming's Plan-Do-Check-Act (PDCA) framework to explain the management cycle implemented in supporting Islamic boarding schools development and educational quality improvement (Islami, 2025).

RESEARCH RESULTS

Planning of Islamic Boarding Schools Development Management through the Teacher Assignment Program

The planning of the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani constitutes the initial stage in supporting pesantren development and improving educational quality. Based on the findings, program planning is designed not only to distribute teaching personnel but also to strengthen institutional capacity through human resource development, the expansion of educational services, and the sustainability of pesantren-based education.

The planning process is conducted systematically through several stages, including the formulation of program objectives, the determination of participant criteria and requirements, preparatory training, the identification of partner institutions' needs, and the establishment of evaluation mechanisms. These stages indicate that the program is managed in a structured manner to ensure alignment between the needs of partner institutions and the competencies of prospective assigned teachers.

The findings reveal that the program pursues two primary objectives: strengthening Islamic educational services in society and developing pesantren institutional capacity through cadre formation. Participants selected for the program are students who have fulfilled the pesantren's academic requirements, including completion of the *Madrasah Diniyah Ulya* level. This requirement demonstrates that participant selection is based not only on the availability of human resources but also on academic competence and social readiness.

Preparatory training constitutes an important component of the planning stage. Based on interview and documentation data, the training materials include pedagogical competence, leadership, educational management, educational psychology, communication skills, and the internalization of pesantren values. These activities are intended to strengthen the professional and social readiness of participants before assignment.

Implementation of Islamic Boarding Schools Development Management through the Teacher Assignment Program

The implementation stage represents the phase in which the Teacher Assignment Program is translated into concrete actions within partner institutions. Based on the research findings, the implementation of the program at Pondok Pesantren Salafiyah Al-Utsmani is not solely directed toward the placement of teaching personnel but also serves as a mechanism for pesantren development through the expansion of educational services, the strengthening of cadre formation, and the enhancement of human resource capacity.

The implementation process begins with the deployment and formal handover of assigned teachers to partner institutions. This process is not merely administrative in nature but also symbolizes the transfer of educational responsibility and the dissemination of pesantren values within the broader community. At this stage, the pesantren performs a coordinating function to ensure that all placement mechanisms are carried out in accordance with the established plans and the needs of receiving institutions. Furthermore, this stage serves as an initial mechanism for establishing effective communication and cooperation between the pesantren and partner institutions.

Figure 1: Departure of Male Teacher Assignment Participants



Source: Pondok Pesantren Salafiyah Al-Utsmani Documentation, 2026.

Figure 2: Departure of Female Teacher Assignment Participants



Source: Pondok Pesantren Salafiyah Al-Utsmani Documentation, 2026.

The findings indicate that the Teacher Assignment Program has reached 241 educational institutions, including madrasahs and Islamic boarding schools. A total of 241 assigned teachers have been deployed, consisting of 159 male participants and 82 female participants. This achievement demonstrates that the program has evolved into a structured educational service distribution system with a broad institutional reach. The distribution of assigned teachers across various regions indicates that pesantren development extends beyond the internal environment of the institution and contributes to the expansion of educational influence within society. In this context, assigned teachers function not only as educators but also as representatives of pesantren values and institutional identity in their respective service locations.

During the assignment period, participants serve for a minimum of two years and may continue their service according to the needs of the receiving institutions. Assigned teachers engage in a variety of educational activities, including teaching at *Madrasah Diniyah*, formal educational institutions, Qur'anic learning programs, student mentoring, worship guidance, and participation in community-based socio-religious activities. These activities indicate that the implementation of the program is not merely oriented toward knowledge transfer but also toward fostering character development and strengthening religious educational services within society.

Figur 3: Teaching Activities of Teacher Assignment Participants



Source: Research Documentation, 2026.

Figur 4: Qur'anic Learning Activities by Conducted by Teacher Assignment Participants



Source: Research Documentation, 2026.

The findings further reveal that the effectiveness of program implementation is influenced not only by academic and pedagogical competence but also by the social adaptability of assigned teachers. Communication skills, leadership capacity, and sensitivity to local social conditions are important factors that support the successful implementation of the program. Consequently, the Teacher Assignment Program contributes to educational quality improvement through both the fulfillment of educational personnel needs and the strengthening of cadre formation through direct educational and community service experiences.

Evaluation of Islamic Boarding School Development Management through the Teacher Assignment Program

Evaluation constitutes an essential stage in the management of the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani. Based on the findings, evaluation is conducted not only to assess program implementation but also to ensure that program activities remain aligned with institutional objectives and the needs of partner institutions. Through the evaluation process, the pesantren obtains information regarding program effectiveness and identifies areas requiring improvement.

Program evaluation is carried out periodically through field monitoring and written reporting. These activities are intended to assess the level of program achievement and identify challenges encountered during implementation. The findings indicate that evaluation functions as a quality assurance mechanism that provides a comprehensive overview of program effectiveness and supports institutional decision-making regarding future program development.

Field monitoring is conducted through visits by the Teacher Assignment Program Coordinator to partner institutions. These visits serve not only as a supervisory mechanism but also as a medium for communication and mentoring between the pesantren and receiving institutions. Through direct observation and interaction with stakeholders, the pesantren obtains information regarding field conditions, institutional needs, and challenges experienced during program implementation.

The findings further reveal that regular monitoring strengthens coordination among stakeholders and enables the pesantren to respond more effectively to emerging issues. This process allows the institution to identify implementation gaps and maintain alignment between planned objectives and actual program outcomes.

In addition to field monitoring, administrative evaluation is conducted through periodic reports prepared by assigned teachers and program coordinators. These reports contain information regarding teaching activities, participation in religious programs, community engagement, and involvement in institutional activities at host institutions. The collected reports are subsequently reviewed and verified to ensure data accuracy and consistency with program objectives.

The evaluation documentation generated through monitoring and reporting activities serves as an important source of information for assessing program performance and supporting future program improvement. These findings indicate that evaluation plays a significant role in maintaining program quality and supporting the sustainability of pesantren development initiatives.

Follow-Up Actions in Islamic Boarding School Development Management through the Teacher Assignment Program

Follow-up actions constitute an essential component in ensuring the sustainability of the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani. Based on the research findings, follow-up actions are implemented through two primary mechanisms, namely corrective actions and standardization actions. These measures are undertaken based on evaluation results and various findings obtained during program implementation to ensure program continuity and quality enhancement.

Corrective actions are carried out through the evaluation of placement systems, mentoring processes, and the resolution of challenges identified during program implementation. The findings indicate that the Islamic Boarding School utilizes implementation obstacles as valuable learning experiences for improving program management in subsequent periods. The improvement process is conducted through coordination among program supervisors, coordinators, secretaries, and program leaders to ensure that identified problems are addressed systematically.

In addition to corrective actions, the Islamic Boarding School implements standardization measures through the establishment of participant requirements, strengthening of training systems, enhancement of supervision mechanisms, and the development of supporting programs aimed at maintaining implementation quality. One of the significant initiatives identified in this study is the implementation of the Inter-Madrasah Student Competition for Institutions Receiving Teacher Assignments (KOMMPAS). This program functions as a medium for strengthening institutional networks and evaluating student learning outcomes within partner institutions.

Figure 5: KOMMPAS Program Activities



Source: Pondok Pesantren Salafiyah Al-Utsmani Documentation, 2026.

The findings further reveal that follow-up actions contribute to educational quality improvement through the strengthening of management systems, enhancement of mentoring effectiveness, and sustainable institutional capacity development. Through these mechanisms, the Islamic Boarding School not only maintains program continuity but also develops a more responsive educational service system capable of adapting to the evolving needs of society and partner institutions.

DISCUSSION

Planning of the Teacher Assignment Program in the Perspective of PDCA

The findings indicate that the planning of the Teacher Assignment Program reflects the implementation of the planning function in educational management. Planning serves as a strategic process that determines organizational goals, allocates resources, and formulates implementation strategies to achieve desired outcomes. The systematic formulation of objectives, participant selection, preparatory training, and institutional needs assessment demonstrates that planning is conducted comprehensively and is oriented toward institutional development and educational quality improvement.

These findings support the argument that effective planning contributes significantly to the sustainability of educational programs through the strengthening of governance systems, human resource development, and the alignment of institutional resources with organizational objectives (Munifah et al., 2025). This finding further confirms that Islamic Boarding School development requires strategic planning that integrates institutional objectives, human resource development, and the expansion of educational services to ensure sustainable educational quality (Lutfiyah, 2025). In the context of pesantren development, planning serves as a mechanism for ensuring that educational programs are implemented in accordance with actual institutional needs rather than being driven solely by short-term operational considerations.

From the perspective of W. Edwards Deming's Plan–Do–Check–Act (PDCA) framework, the findings represent the implementation of the “Plan” stage, which emphasizes the preparation of objectives, resources, implementation procedures, and performance indicators prior to program execution (Maulana, 2025). This finding further confirms that effective pesantren management should begin with systematic planning as a foundation for institutional development and the improvement of educational program effectiveness (Kadir, 2024). The needs assessment surveys, participant selection mechanisms, and preparatory training activities conducted by the pesantren illustrate how planning serves as the foundation for effective program implementation.

The findings also demonstrate that pesantren development is achieved not merely through the execution of educational activities but through strategic management practices that prioritize sustainability and continuous improvement. The Teacher Assignment Program therefore functions not only as a student service initiative but also as a strategic instrument for institutional development, enabling the pesantren to strengthen its educational network, improve human resource capacity, and sustain educational quality. This finding expands previous studies that primarily focused on pesantren management and educational quality improvement by highlighting the role of the Teacher Assignment Program as an integrated development strategy within the PDCA management cycle.

Implementation of the Teacher Assignment Program in the PDCA Perspective

The findings demonstrate that the implementation of the Teacher Assignment Program reflects the execution function within educational management. Program implementation serves as a strategic stage that translates planning into concrete actions through teacher deployment, educational service delivery, and the strengthening of institutional relationships with communities. These findings suggest that program success is determined not only by the quality of planning but also by the effectiveness of implementation in addressing the needs of partner institutions.

The program's reach across 241 educational institutions illustrates the capacity of Pondok

Pesantren Salafiyah Al-Utsmani to manage and distribute human resources sustainably. This finding supports the view that educational institution development can be achieved through the expansion of educational service networks and the strengthening of human resource capacity as a key organizational asset. Within the pesantren context, the deployment of assigned teachers functions not only as a strategy for expanding access to Islamic education but also as a means of strengthening the social contribution and institutional presence of the pesantren within society.

The findings further indicate that program effectiveness is influenced by participants' academic competence, communication skills, leadership abilities, and social adaptability. These results are consistent with studies suggesting that educational quality is strongly affected by the quality of human resources and the implementation of systematic and sustainable development strategies (W. Widodo, 2026). Furthermore, the enhancement of program implementation quality is supported by educational management practices that emphasize educator capacity building and continuous quality improvement (Elistatia, 2025). These findings also demonstrate that the Teacher Assignment Program contributes to human resource development through direct educational service, community engagement, and experiential learning experiences (Mas'ad, 2024). Furthermore, strengthening institutional capacity and expanding educational networks are important strategies for improving the effectiveness and sustainability of Islamic educational institutions (Hizbulloh et al., 2023).

From the perspective of W. Edwards Deming's Plan–Do–Check–Act (PDCA) framework, these findings represent the *Do* stage, in which planned activities are executed through concrete actions aimed at achieving organizational objectives (Rifki, 2025). The deployment of assigned teachers, implementation of educational activities, and strengthening of institutional partnerships demonstrate how planning is translated into practical efforts to improve educational services and institutional performance.

Moreover, the findings reveal that the Teacher Assignment Program functions not merely as a student service initiative but also as a sustainable strategy for pesantren development. The program enables the pesantren to expand educational services, strengthen cadre formation, and continuously enhance human resource capacity. Therefore, the implementation stage serves as an essential instrument in supporting educational quality improvement and the long-term development of pesantren institutions.

Evaluation of the Teacher Assignment Program in the Perspective of PDCA

The findings demonstrate that evaluation serves as a strategic component of educational management by providing information regarding program effectiveness and the extent to which planned objectives have been achieved. In educational institutions, evaluation functions not only as a control mechanism but also as a basis for institutional learning and continuous quality improvement. This finding supports the view that evaluation is essential for ensuring consistency between planning and implementation while promoting accountability within educational programs (H. Widodo, 2021).

The implementation of periodic monitoring and reporting reflects a systematic approach to quality assurance. Through field visits, stakeholder communication, and performance reporting, the pesantren is able to identify strengths and weaknesses within program implementation. Such practices are important in maintaining program relevance and ensuring that educational services

continue to meet the needs of partner institutions and local communities (Tarmizi, 2020). The implementation of systematic monitoring and evaluation also supports quality management practices that emphasize continuous assessment and improvement as essential elements of educational effectiveness (Khunaifi, 2020).

From the perspective of W. Edwards Deming's Plan–Do–Check–Act (PDCA) framework, these findings represent the *Check* stage, which emphasizes monitoring, measurement, and assessment of program implementation. The monitoring activities conducted by program coordinators and the reporting mechanisms implemented by assigned teachers illustrate how institutional performance is continuously assessed to determine whether program objectives have been achieved.

The findings further suggest that evaluation functions as an institutional reflection mechanism that supports evidence-based decision-making. Through the systematic collection and verification of program data, the pesantren is able to identify implementation challenges and formulate appropriate improvement strategies. This process strengthens organizational adaptability and enhances the institution's capacity to respond to changing educational needs.

Moreover, the evaluation process demonstrates a strong commitment to continuous improvement. Rather than serving solely as an administrative requirement, evaluation becomes a strategic instrument for maintaining program quality, strengthening institutional governance, and supporting the long-term sustainability of pesantren development. This finding is consistent with previous studies indicating that continuous quality improvement and systematic evaluation contribute significantly to institutional effectiveness and educational quality enhancement (Wirawan, 2023). Therefore, the evaluation stage contributes significantly to the establishment of a more measurable, adaptive, and sustainable management system within the Teacher Assignment Program.

Follow-Up Actions of the Teacher Assignment Program in the Perspective of PDCA

The findings indicate that follow-up actions serve as a strategic mechanism for sustaining and improving the quality of educational programs. Corrective actions implemented through system evaluation, mentoring enhancement, and problem resolution demonstrate the institution's commitment to addressing implementation challenges and improving program effectiveness. Such practices are essential for ensuring that educational programs remain relevant and responsive to institutional and societal needs.

The implementation of standardization measures further demonstrates an effort to maintain consistency in program quality and institutional performance. Through the establishment of participant requirements, training standards, supervision procedures, and supporting activities such as KOMMPAS, the Islamic Boarding School creates a structured framework that supports continuous program development and educational quality enhancement.

From the perspective of W. Edwards Deming's Plan–Do–Check–Act (PDCA) framework, these findings represent the *Act* stage, which emphasizes continuous improvement based on evaluation outcomes (Islami, 2025). At this stage, institutions utilize evaluation results to formulate corrective measures, strengthen existing systems, and establish new standards for future implementation. The corrective and standardization actions identified in this study illustrate how continuous improvement is institutionalized within the management of the Teacher Assignment Program.

Furthermore, the findings demonstrate that pesantren development is achieved not only through the implementation and evaluation of educational programs but also through systematic follow-up actions that strengthen institutional governance and service quality. These findings support the view that sustainable institutional development requires continuous improvement mechanisms and adaptive management practices that strengthen organizational capacity (Wicaksono, 2023). The establishment of KOMMPAS as an innovation within the Teacher Assignment Program reflects the pesantren's commitment to expanding institutional networks, improving educational outcomes, and sustaining long-term organizational development. This finding is consistent with previous studies suggesting that educational quality improvement requires continuous innovation, institutional adaptability, and sustainable human resource development (Purba et al., 2025). Therefore, follow-up actions function as a strategic instrument for ensuring the sustainability, adaptability, and continuous improvement of pesantren development management.

CONCLUSION

This study concludes that pesantren development management through the Teacher Assignment Program at Pondok Pesantren Salafiyah Al-Utsmani has been implemented systematically through the stages of planning, implementation, evaluation, and follow-up actions in accordance with W. Edwards Deming's Plan-Do-Check-Act (PDCA) framework. The program contributes to the improvement of educational quality through strategic planning, the expansion of educational services, the strengthening of human resource capacity, and continuous quality control mechanisms.

Furthermore, the Teacher Assignment Program functions not only as a community service activity but also as a strategic instrument for pesantren development. Through corrective actions, program standardization, and institutional innovation, the program supports the sustainability of educational quality and strengthens institutional capacity. Therefore, the Teacher Assignment Program can serve as an adaptive and sustainable model for Islamic Boarding School development management oriented toward continuous educational quality improvement.

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