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TRANSFORMING TEACHERS INNOVATIVE BEHAVIOR THROUGH *KULLIYYATUL-MU'ALLIMĪN AL-ISLĀMIYYAH* MANAGEMENT

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ABSTRACT

Innovative behavior of teachers is a crucial element in facing educational challenges in the era of globalization, especially in the pesantren environment that integrates religious and general education. This research highlights the importance of transforming teachers' innovative behavior through the management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) at Pondok Modern Al Barokah. This study aims to analyze the role of transformational leadership, teacher self-efficacy, and organizational support in encouraging innovative behaviors through KMI's management approach. The research uses a qualitative approach with case studies through in-depth interviews, observations, and documentation analysis. The data were analyzed using a Spradley model that included domain, taxonomy, component, and cultural theme analysis, with validity tests based on credibility, transferability, dependability, and confirmability. The results of this study show that the transformation of innovative behavior of teachers at Pondok Modern Al Barokah is influenced by the management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) through two main factors. First, transformational leadership that motivates teachers to experiment with new learning methods and technology integration despite limitations. Second, increased teacher self-efficacy through continuous training and collaborative experiences, encourages creative learning practices. Organisational support, including flexible policies and the establishment of Professional Learning Communities (PLCs), strengthens innovation and collaboration between teachers. The integration of religious and public curricula allows for the development of holistic learning innovations. In addition, the implications of this research provide a practical contribution for Islamic boarding school managers and educational institutions in designing management strategies that support teacher innovation. Theoretical implications reinforce the role of self-efficacy mediators and organizational support in the frequency of transformational leadership and innovative behaviors in the context of faith-based education.

Keywords: Innovative Behavior of Teachers, Management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah, Transformational Leadership

INTRODUCTION

Islamic education in Indonesia has a very vital role in shaping the character, morals, and competencies of the younger generation. Islamic boarding schools as the oldest educational institution in the archipelago have transformed into a center for the development of knowledge, skills, and religious values. In the midst of globalization and modernization of education, modern Islamic boarding schools are now facing a big challenge to prepare educators who are not only able to transfer knowledge, but can also play a role as innovators who are able to create a dynamic learning atmosphere that is relevant to the times.

One of the educational models that continues to develop in Islamic boarding schools is *Kulliyatu-l-Mu'allimīn Al-Islāmiyyah* (KMI), which integrates religious and general education in an integrated manner, with the aim of producing graduates who have balanced academic and religious skills. Pondok Modern Al Barokah, located in Ngepung Village, Patihanrowo District, Nganjuk Regency, East Java, is one of the educational institutions that implements the KMI system with the aim of producing teachers who are highly competent, competitive, and have good moral integrity. However, Pondok Modern Al Barokah also faces challenges in creating an educational environment that supports the development of creativity and innovation in the teaching process among its teachers.

The transformation of teachers' innovative behavior becomes a strategic issue in the development of the quality of education in Islamic boarding schools. In this increasingly digital and change-filled era, teachers are not only tasked with transferring knowledge, but are also expected to be able to become agents of change, solution creators, and motivators who can encourage students to continue to innovate in their lives. Innovative teacher behavior, which includes the use of new methods, educational technologies, and relevant teaching approaches, is urgently needed to address the challenges of education in this era of globalization.

Various studies have revealed that teachers' innovative behavior is influenced by various factors, both internal and external. One of the key factors that plays an important role in developing innovative behaviors is transformational leadership. Leadership that is able to provide inspiration, motivation, and positive influence on teachers will encourage the creation of a culture of innovation in the educational environment. This transformational leadership also provides space for teachers to grow, learn, and create breakthroughs in the learning process they do.

In addition to leadership, self-efficacy or teachers' self-confidence in the ability to innovate is also an important factor in innovative behavior. Teachers who have a high level of self-efficacy will feel more confident to try new methods, use technology, and find solutions to problems faced in learning. Continuous training and professional development are effective ways to increase teachers' self-efficacy and encourage them to be more creative in managing the classroom.

Last but not least, organizational support and a supportive organizational climate also play a vital role in creating innovative behaviors. A pesantren that provides adequate resources, adequate facilities, and a conducive work environment will provide space for teachers to be creative and innovative. On the other hand, a less supportive organizational climate, such as rigid policies or a lack of collaboration between elements of the Islamic boarding school, can hinder innovation that should develop in the environment.

In the context of Pondok Modern Al Barokah, the implementation of innovative management is an important step to create an environment that supports innovative behavior of teachers. One of the strategies implemented is the integration between general education and religion. Through this integration, teachers are required to have the ability to teach science holistically, touching on religious aspects and general knowledge in every aspect of student life. Therefore, the development of a comprehensive curriculum and innovative teaching methods is very important.

The use of technology is also one of the innovative steps in supporting learning at Pondok Modern Al Barokah. The integration of technology in learning allows teachers to use various platforms and media that can increase student engagement and facilitate the learning process. With technology, teachers can explore new ways to deliver more interesting and effective material, as well as be able to facilitate a more objective and transparent evaluation process.

Through effective transformational leadership, strong self-efficacy, optimal organizational support, and a supportive organizational climate, Pondok Modern Al Barokah can build a resilient culture of innovation among its teachers. These approaches, if applied consistently, will not only improve the quality of learning in Islamic boarding schools, but will also prepare teachers to face educational challenges in an increasingly complex future.

Thus, the transformation of innovative behavior of teachers at Pondok Modern Al Barokah through KMI management is an important step and needs to be implemented comprehensively. Through this approach, Islamic boarding schools can not only produce competent teachers in the fields of religion and general science, but can also produce future generations who are ready to face a world full of challenges and changes.

The importance of sustainability and development in implementing KMI management is not only focused on improving the quality of teachers, but also related to strengthening the integration between religious values and general knowledge in students. Thus, Pondok Modern Al Barokah can play a role as an innovative and relevant educational institution, as well as being able to prepare teachers who not only master learning materials, but are also able to be exemplary in terms of self-development and their contribution to the development of education in Indonesia.

RESEARCH METHODS

This study uses a qualitative approach with a case study at Pondok Modern Al Barokah Patianworo Nganjuk to understand the transformation of teachers' innovative behavior through the management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI). This study aims to explore the influence of KMI management on teachers' innovative behavior and how organizational support, such as training and policies, increases teachers' self-efficacy in creating innovations in learning. Teachers' self-efficacy refers to their belief in their ability to implement new teaching methods that are relevant to the times. The study also assesses the role of transformational leadership in creating a climate that supports creativity and experimentation in teaching.

Data was collected through in-depth interviews with teachers, pesantren leaders, and other related parties, as well as observations in the classroom and work environment to learn about the application of learning innovations. Documentation is used to analyze related written data, such as teacher training policies and materials. The data analysis process uses a model

developed by Spradley, which includes analysis of domains, taxonomy, components, and cultural themes. To ensure the validity of the data, this study uses four validity tests: credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). This research aims to provide a comprehensive understanding of how KMI management encourages innovative behavior among teachers and the contribution of organizational support to learning innovation. The results of this research are expected to contribute to the development of education in Islamic boarding schools and educational institutions in facing the challenges of globalization.

RESULTS AND DISCUSSION

Results

The Role of Transformational Leadership on the Innovative Behavior of Teachers of Pondok Modern Al Barokah Patianworo Nganjuk through the Management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI)

Pondok Modern Al Barokah Patianworo Nganjuk is an educational institution that integrates the religious and general education system through the Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) program. One of the important aspects in the development of the quality of education in this pesantren is the application of transformational leadership, which has a crucial role in creating innovative behaviors among teachers. This transformational leadership not only focuses on improving the quality of learning, but also motivates and inspires teachers to continue to innovate in carrying out their duties.

Based on the results of the research, transformational leadership at Pondok Modern Al Barokah has been proven to have a significant direct impact on teachers' innovative behavior. Leaders in these pesantren are able to create an environment that supports creativity and innovation. Leaders who have a clear vision of the development of education, provide encouragement for teachers to continue experimenting with new learning methods, as well as encourage the use of technology in teaching.

Interviews with some teachers at Pondok Modern Al Barokah revealed that they feel more motivated to adopt a more innovative approach to learning because of the direct support of their leaders. One of the teachers stated, "The inspiring leadership of the pesantren leadership made me feel free to try new methods of teaching. This encourages me to be more creative and open to the use of technology in learning."

In addition to direct influence, transformational leadership also has an impact on teachers' innovative behavior through several mediator factors. One of the main factors that mediate the relationship between transformational leadership and innovation is the level of teacher self-efficacy. Research shows that teachers who have high confidence in their ability to innovate, tend to be more active in implementing the new ideas they learn from professional training and discussions.

In this case, teacher motivation also plays an important role. Teachers who feel valued and encouraged by transformational leadership tend to be more passionate about developing effective learning methods. One of the observations conducted at Pondok Modern Al Barokah showed that teachers who were motivated by positive leadership showed a higher level of desire to develop innovation in their teaching.

In addition, the formation of Professional Learning Communities (PLCs) in this pesantren is also an important factor in supporting innovative behavior of teachers. PLCs provide an opportunity for teachers to share ideas, experiences, and best practices in learning. With this community, teachers can support each other and provide constructive feedback on the methods used in the classroom, ultimately improving the quality of teaching and the innovations implemented.

The results of the study also indicate that the organizational climate created by transformational leadership at Pondok Modern Al Barokah is very supportive of innovation. An open, collaborative, and creative organizational climate allows teachers to be creative without fear of failure. Islamic boarding school leaders who give freedom to develop learning and provide adequate facilities for teachers to access educational technology, greatly influence their innovative behavior.

On the other hand, although transformational leadership has a significant positive impact on innovative behavior, there are several challenges faced by Pondok Modern Al Barokah. One of them is the limitation in available resources and facilities. Although pesantren leaders strive to facilitate the use of technology in learning, some teachers reveal that there are still challenges in accessing adequate technological devices, especially in more remote areas.

However, despite these limitations, teachers still show a high commitment to learning innovation. One teacher stated, "We continue to strive to continuously improve the quality of teaching, despite some limitations in terms of technology. Positive leadership makes us feel that innovation is not impossible, even with existing limitations."

Based on the results of observations and documentation, it can be concluded that transformational leadership at Pondok Modern Al Barokah is very effective in creating a culture of innovation among teachers. Leaders who have the ability to inspire and provide clear direction, as well as support teachers' professional development, successfully build an environment that supports creativity and innovation.

The implementation of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) management that integrates religious and general education, allows teachers to develop competencies holistically. This is in line with the goal of the KMI program to produce teachers who not only master religious knowledge but also have general skills that are relevant to the development of the times. Therefore, this approach provides room for teachers to innovate in teaching both aspects in a balanced manner.

In this case, the support of leaders who have a long-term vision of teacher education and skills, as well as the development of a management system that supports innovative teaching, greatly influenced the success of innovative behavior transformation at Pondok Modern Al Barokah. The sustainability of the KMI program is key in ensuring that teachers not only continue to improve the quality of their learning, but also continue to innovate to respond to the challenges of an increasingly complex era.

In conclusion, this study confirms that transformational leadership plays a major role in encouraging innovative behavior of teachers at Pondok Modern Al Barokah. Through the support provided by leaders, teacher self-efficacy, high motivation, and the formation of a professional learning community, teachers in this pesantren can continue to develop and innovate. Thus, innovative behavioral transformation through KMI management not only

improves the quality of education, but also prepares teachers to face the challenges of the world of education in the future.

The Role of Teacher Self-Efficacy and Organizational Support in Creating Innovative Behavior at Pondok Modern Al Barokah Patianworo Nganjuk through the Management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI)

Pondok Modern Al Barokah Patianworo Nganjuk is known for its educational approach that integrates the religious and general education system through the Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) program. In an effort to encourage a higher quality of education, it is important to understand the factors that contribute to the innovative behavior of teachers in these pesantren schools. Two factors that have a significant role in this are the self-efficacy of teachers and organizational support. Self-efficacy, or a teacher's belief in his or her ability to innovate, along with strong organizational support, is key in creating an environment that encourages teachers to develop innovative and relevant learning methods.

Teachers' self-efficacy has been shown to have a significant direct influence on their innovative behavior. Teachers who have high confidence in their own abilities to face educational challenges tend to be more open to changes in pedagogy and learning technology. The results of the study show that teachers who feel confident are better able to adapt to the demands of the times and adapt to new teaching methods. Therefore, strengthening teachers' self-efficacy is very important in encouraging them to innovate in this dynamic educational environment.

Furthermore, self-efficacy not only plays a direct role, but also has a role as a mediator in the relationship between organizational support and innovative behavior of teachers. The support provided by the organization, such as adequate training facilities, a conducive work environment, and supportive policies, directly increases the level of self-efficacy of teachers. When teachers feel supported, both materially and morally, they tend to have a higher sense of confidence in innovating. For example, in this study, teachers at Pondok Modern Al Barokah stated that they felt more motivated to try more modern learning methods because of the continuous training provided by the organization.

Organizational support, in the form of administrative, training, and collaboration between teachers, also shows a significant direct influence on teachers' innovative behavior. With policies in place that give teachers the freedom to experiment with new approaches and support professional development, organizations create a climate that encourages innovation. As a result, teachers feel more valued and encouraged to innovate, which in turn improves the quality of learning at Pondok Modern Al Barokah. This indicates the importance of policies that support teachers holistically, both in terms of competency development and the work environment.

In addition to direct influence, organizational support also has an indirect impact through increasing teachers' self-efficacy. When teachers feel strong organizational support, they tend to feel more confident in adopting new learning methods and technologies. This is reflected in the findings that teachers at Pondok Modern Al Barokah who receive support from the organization have a higher level of self-efficacy, which then encourages them to behave more innovatively in the learning process.

The interaction between self-efficacy and organizational support becomes increasingly evident when viewed as a mutually mediating and reinforcing factor. Effective organizational support can improve teachers' self-efficacy, which in turn enhances their innovative behavior. This study shows that in the context of Pondok Modern Al Barokah, the existence of organizational policies that support teachers' professional development, such as the formation of professional learning communities (PLCs), is very effective in facilitating this process. PLCs provide a space for teachers to share ideas and best practices, thereby increasing their creativity and innovation in teaching.

The importance of organizational support can also be seen from the role of transformational leadership in creating a climate that supports innovation. Leaders who empower and support teacher development have a great influence in improving their self-efficacy. The leaders at Pondok Modern Al Barokah not only provide direction, but also create an environment that allows teachers to grow and innovate. This is evident in the efforts of pesantren leaders who provide the training facilities and resources needed by teachers to improve their competence, which in turn contributes to innovative behaviors in teaching.

In the context of the implementation of KMI management at Pondok Modern Al Barokah, increasing the self-efficacy of teachers and consistent organizational support can encourage the creation of sustainable innovation in education. A structured and in-depth training program, along with policies that provide room for teachers to innovate, will result in a significant improvement in the quality of education. Success in supporting these innovative behaviors of teachers will not only improve their competence, but also prepare future generations who are ready to face the challenges of an ever-evolving world.

Overall, this study confirms that teachers' self-efficacy and organizational support are two key factors that interact with each other to create innovative behaviors at Pondok Modern Al Barokah. Through improving these two aspects, KMI management can create an educational environment that supports sustainable innovation. With this approach, Pondok Modern Al Barokah can continue to play a role as an educational institution that produces teachers who are not only competent in the field of religion and general science, but also able to become agents of change that encourage the advancement of education in Indonesia.

Discussion

The Role of Transformational Leadership on the Innovative Behavior of Teachers of Pondok Modern Al Barokah Patianworo Nganjuk through the Management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI)

Pondok Modern Al Barokah Patianworo Nganjuk is an educational institution that has succeeded in integrating the religious and general education system through the Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) program, with the aim of producing teachers who are not only competent in the field of religion, but also have general skills that are relevant to the development of the times. One of the key aspects of achieving this goal is the implementation of transformational leadership, which is a major factor in encouraging innovative behavior among teachers. Transformational leadership in this pesantren is able to create an environment that supports creativity and innovation, so that teachers feel motivated to continue to develop learning methods that are more relevant to the needs of the times.

Based on the results of the research, transformational leadership at Pondok Modern Al Barokah has been proven to have a significant direct impact on teachers' innovative behavior. Leaders who apply this transformational leadership style in Islamic boarding schools not only provide clear direction, but also create an inspiring atmosphere and support teachers to dare to develop and try more creative learning methods. Interviews with some teachers revealed that they felt encouraged to innovate because of the direct support of their leaders. This shows that motivated leadership can increase teachers' confidence to innovate in their learning scope.

Not only is there a direct influence of leadership, but there are also mediator factors that play a role in strengthening the relationship between transformational leadership and innovation. One of them is the level of self-efficacy of teachers. Teachers who have high confidence in their own abilities tend to be more eager to implement the new ideas they learn from various trainings and discussions. Therefore, transformational leadership that is able to foster confidence is essential in encouraging innovative behavior of teachers.

In addition, teacher motivation driven by transformational leadership is also one of the main factors in the development of learning innovations. Teachers who feel valued and encouraged to innovate will be more enthusiastic about exploring new and effective methods. In this study, observations of teaching and learning activities at Pondok Modern Al Barokah showed that teachers who were inspired by positive leadership showed a higher level of desire to develop innovation in their teaching. Therefore, the motivation provided by the leader greatly affects the innovative behavior of teachers in this pesantren.

The importance of collaboration between teachers is also an inseparable aspect of the implementation of transformational leadership. The establishment of Professional Learning Communities (PLCs) at Pondok Modern Al Barokah plays a big role in supporting teachers' innovative behavior. In this community, teachers have the opportunity to share ideas, experiences, and best practices that can enrich their teaching methods. With this collaboration, teachers not only feel supported, but can also provide constructive feedback to each other to improve the quality of learning. The formation of these PLCs creates an environment that supports creativity and collaboration which in turn accelerates the realization of innovation in the classroom.

Even so, in the midst of the successful implementation of transformational leadership, Pondok Modern Al Barokah also faces challenges in supporting innovation among teachers. One of the challenges found is the limitations in available resources and facilities. Some teachers revealed that despite the encouragement to use technology in learning, adequate technological tools are still limited, especially in more remote areas. This is an obstacle in the application of more sophisticated technology-based teaching methods. However, despite these challenges, teachers still show a high commitment to continue to innovate.

In this case, pesantren leaders strive to facilitate the best use of technology and find solutions to these limitations. For example, despite the limitations in technological devices, some teachers still strive to implement technology-based learning by using existing devices to the fullest. This shows that positive transformational leadership is able to encourage teachers not to give up in the face of existing limitations, but to continue to look for ways to innovate and improve the quality of learning.

The success in creating innovative behavior of teachers at Pondok Modern Al Barokah cannot be separated from the influence of the management system of Kulliyatu-1-Mu'allimīn

Al-Islāmiyyah (KMI) which integrates religious and general education. KMI management allows teachers to develop competencies holistically, covering aspects of religion and general science. This approach provides space for teachers to innovate in teaching these two aspects, which are complementary and relevant to the times. Therefore, KMI management is an important factor in supporting the transformation of innovative behavior of teachers at Pondok Modern Al Barokah.

Overall, the implementation of transformational leadership at Pondok Modern Al Barokah has succeeded in creating a resilient culture of innovation among teachers. By supporting the professional development of teachers, creating an organizational climate that supports creativity, and encouraging collaboration through PLCs, transformational leadership has encouraged innovative behaviors that ultimately improve the quality of education in these Islamic boarding schools. Through this approach, Pondok Modern Al Barokah can not only produce competent teachers, but also can produce future generations who are ready to face the challenges of a world full of changes.

The Role of Teacher Self-Efficacy and Organizational Support in Creating Innovative Behavior at Pondok Modern Al Barokah Patianworo Nganjuk through the Management of Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI)

Pondok Modern Al Barokah Patianworo Nganjuk is an educational institution that integrates religious and general education through the Kulliyatu-l-Mu'allimīn Al-Islāmiyyah (KMI) program. In carrying out this program, it is important to explore the factors that support the creation of innovative teacher behaviors, which will encourage improvement in the quality of education. The two main elements that play a crucial role in this process are the self-efficacy of the teacher and organizational support. Self-efficacy refers to teachers' confidence in their ability to innovate, while organizational support concerns the facilities and policies provided by institutions to strengthen the role of teachers in creating change in the learning process.

Teachers' self-efficacy has been shown to have a significant direct impact on their innovative behavior. Teachers who have a high level of self-efficacy are more likely to adopt and implement innovative learning methods. They are not only able to adapt to changes in the world of education, but also feel confident in using new technologies and pedagogical approaches. This research shows that teachers at Pondok Modern Al Barokah who feel confident in their ability to face educational challenges are more open to change, so they are more creative in designing relevant and engaging learning.

In addition to a direct influence on innovative behavior, self-efficacy also plays an important role as a mediator between organizational support and innovative behavior of teachers. The organizational support that teachers receive, such as adequate training facilities and a conducive work environment, serve to increase their self-efficacy. When teachers feel supported, both materially and morally, they will feel more confident in developing new ideas and trying out innovative teaching methods. Therefore, strengthening teachers' self-efficacy must be carried out through various well-planned professional development programs.

Organizational support has also been shown to have a significant direct influence on teachers' innovative behavior. Organizations that provide clear administrative support, training opportunities, and collaboration between teachers create a climate that supports innovation. Policies that give teachers the freedom to experiment with new methods and share good

practices are essential in creating space for innovation. This holistic organizational support includes both the development of teachers' competencies and the provision of an environment that supports their creativity, which in turn will improve the quality of learning at Pondok Modern Al Barokah.

Organizational support also plays a role in improving teachers' self-efficacy, which in turn encourages their innovative behavior. When teachers feel supported by the organization, they tend to have higher confidence in facing educational challenges. One of the findings of the study is that teachers who receive support from organizations have higher levels of self-efficacy, which ultimately affects their ability to innovate. This confirms that the existence of strong organizational support is essential in creating an environment that supports educational innovation.

The interaction between self-efficacy and organizational support further clarifies the importance of these two factors in creating innovative teacher behaviors. The organizational support provided can increase teachers' self-efficacy, which further encourages them to develop new ideas and experiment with more modern learning approaches. At Pondok Modern Al Barokah, this is seen in the formation of professional learning communities (PLCs), which provide opportunities for teachers to share ideas and best practices in teaching. With PLCs, teachers can support each other and provide constructive feedback, ultimately increasing their creativity and innovation.

In addition, the role of transformational leadership is critical in creating an organizational climate that supports innovation. Leaders who empower and support teacher development have a profound influence on improving their self-efficacy. The leaders at Pondok Modern Al Barokah not only provide direction, but also create an environment that allows teachers to grow and innovate. Islamic boarding school leaders provide ongoing training facilities and resources needed by teachers to improve their competencies, which further supports innovative behaviors in the teaching process.

The implementation of the management of *Kulliyatu-l-Mu'allimīn Al-Islāmiyyah* (KMI) at Al Barokah Modern School plays an important role in supporting the improvement of teachers' self-efficacy and consistent organizational support. Structured training programs, coupled with policies that give teachers the freedom to innovate, provide space for the creation of sustainable innovation. This not only has an impact on improving the quality of learning, but also prepares future generations who are ready to face the challenges of the ever-evolving world of education.

Overall, this study shows that teachers' self-efficacy and organizational support are two interrelated factors that can encourage innovative behavior at Pondok Modern Al Barokah. Through improving these two aspects, KMI management can create an educational environment that supports innovation in a sustainable manner. With this approach, Pondok Modern Al Barokah not only produces competent teachers in the fields of religion and general science, but is also able to produce future generations who are ready to become agents of change in the world of Indonesian education.

CLOSING

The transformation of teachers' innovative behavior at Pondok Modern Al Barokah is significantly influenced by the implementation of KMI management through two key factors.

First, transformational leadership plays a direct and indirect role in creating a climate of innovation. Inspirational and visionary leaders are able to motivate teachers to experiment with new learning methods, including technology integration, despite facing resource limitations; and second, teacher self-efficacy and organizational support. (a) Teacher self-efficacy functions as a critical mediator. Teachers' confidence in their innovation capabilities is enhanced through ongoing training support and collaborative experiences, which in turn encourages the adoption of more creative and relevant pedagogical practices; and (b) holistic organizational support through flexible policies, training facilities, and the establishment of *Professional Learning Communities* strengthen both transformational leadership and self-efficacy. PLCs in particular are vital forums for knowledge sharing, constructive feedback, and strengthening collaboration between teachers. The integration of religious and general curricula in the KMI system has also been proven to enable teachers to develop holistic learning innovations, aligning religious values with the demands of modern education.

The findings of this study have substantive theoretical and practical implications. Theoretically, this study enriches innovative behavioral models in the context of Islamic education by confirming the dynamic framework in which transformational leadership, self-efficacy, and organizational support interact and reinforce each other. This supports and extends Bandura's social-cognitive theory and Bass's transformational leadership theory in the pesantren setting, showing that self-efficacy is not only an outcome but also a powerful mediator.

Practically, this study provides a roadmap for Islamic boarding school managers and educational institutions. *First*, investment in developing transformational leadership capacity for Islamic boarding school leaders is an absolute thing. Training programs should focus on vision building, empowerment, and the ability to create a safe psychological climate for experimentation even in conditions of limited resources. *Second*, strengthening teachers' self-efficacy must be a structured and sustainable program, through professional development, coaching, and mentoring workshops that not only focus on technical skills but also on building innovative and resilient mindsets. *Third*, institutions need to redesign organizational support structures with more autonomous policies, resource allocation for technology, and incentives for innovation. The formation and strengthening of PLCs should be a strategic priority to facilitate collective learning and exchange of ideas.

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