



Analysis of Education Quality Development Policy in Islamic Boarding Schools in the Digital Transformation Era at Al Barokah Dharmasraya Islamic Boarding School

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ABSTRACT

Digital transformation requires Islamic boarding schools to improve the quality of education without ignoring Islamic values, traditions, and manners as institutional foundations. This study aims to analyze the formulation, implementation, and evaluation of education quality development policies in the era of digital transformation at the Al Barokah Dharmasraya Islamic Boarding School. The research uses a qualitative approach with a descriptive-analytical case study design. Primary data was obtained through in-depth interviews and observations of pesantren leaders, madrasah heads, teachers, education staff, students, and guardians, while secondary data was collected through the review of policy documents, curriculum, operational standards, and evaluation reports. Data is analyzed interactively through data condensation, data presentation, and conclusion drawing and verification. The results of the study show that policies are formulated integratively through the alignment of the Islamic boarding school curriculum, the need for digital competencies, and the principles of moral development. Its implementation includes the use of education management information systems, blended learning, educator digital competency training, and ethical supervision of technology use. The success of the implementation is supported by the spiritual-transformative leadership of the kiai, policy communication, participation of Islamic boarding school residents, and strengthening of resources. However, limited infrastructure, maintenance budgets, digital literacy disparities, and the risk of technology misuse are still obstacles. Evaluations are carried out periodically through monitoring learning, administrative order, use of information systems, and stakeholder feedback. In conclusion, digital transformation can strengthen the quality of pesantren education if it is managed gradually, accountably, participatory, and based on Islamic values.

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Introduction

Islamic boarding schools are Islamic educational institutions that have a historical role in the transmission of knowledge, the formation of morals, and the reproduction of socio-religious leadership in Indonesia. Changes in the educational environment in the era of digital transformation have placed pesantren on new demands to improve service quality, governance, and learning outcomes without relinquishing their pesantren identity. Digitalization is not solely related to the use of technological devices in learning, but includes changes in the way institutions plan programs, manage data, make decisions, build communication, and evaluate performance (Pettersson, 2020). In this situation, quality development policies become a strategic instrument to direct organizational adaptation in a measurable and sustainable manner. Islamic boarding schools need to ensure that digital innovation expands access, increases efficiency, and strengthens accountability, rather than creating new inequalities. Therefore, policy analysis is needed to understand the suitability between transformation goals, institutional capacity, the value of Islamic education, and the needs of students and the community. This orientation emphasizes that policies must serve as a bridge between the heritage of pesantren education and the ever-evolving demands of contemporary digital competencies.

The quality of pesantren education is multidimensional because it includes the quality of inputs, processes, outputs, and educational impacts. In the digital context, these dimensions can be seen, among others, in the readiness of infrastructure, the digital competence of educators, the relevance of the curriculum, the effectiveness of learning, data security, and the involvement of guardians of students (Althubyani, 2024). Good policies are not enough to be formulated as an administrative document, but must be translated into operational standards, role sharing, resource allocation, achievement indicators, and evaluation mechanisms. The integration of the Education Management Information System can support faster and documented recording of academic, administrative, attendance, and communication services (Mbawala, Lestari, & Mwakalindile, 2024). However, the benefits of the technology depend on the quality of the policy's design and the ability of users to operate it consistently. Therefore, digital-based quality development needs to be placed within the framework of internal quality assurance that prioritizes continuous improvement, data-based decision-making, and accountability to all education stakeholders. The framework helps pesantren connect technology investment with evidence of service improvement that can be felt by students, teachers, and guardians of students.

A number of studies on the digitalization of Islamic boarding schools show that the adoption of technology can strengthen institutional management and enrich the learning experience of students (Tantowi, Gunawan, & Ibrahim, 2025). The use of learning platforms, interactive media, academic databases, and digital communication channels has the potential to increase the efficiency and responsiveness of services (Dhameria, Muazeib, Blhaj, Sugiyarsih, & Rosadah, 2025). The study on the institutional transformation of Islamic boarding schools also emphasizes the importance of integration between the Islamic boarding school curriculum and 21st century competencies so that graduates still have religious depth as well as adaptive skills (Husairi, 2025). However, digitalization is not a risk-free process. Network limitations, device procurement and maintenance costs, competency gaps between users, and the risk of exposure to content that is not in line with Islamic boarding school manners can hinder the achievement of policy goals. This condition demands an implementation strategy that is gradual, contextual, and sensitive to organizational culture. Thus, technology must be positioned as a pedagogical and managerial means subject to the goals of education, not as the goals of change itself. The success of transformation is therefore determined by the suitability of innovation with

learning needs, the readiness of implementers, and sustainable and participatory ethical supervision in the pesantren environment.

In the tradition of Islamic boarding schools, kiai and institutional leaders have a central position in shaping the orientation of values, policy legitimacy, and compliance of pesantren residents. Spiritual-transformative leadership is relevant to managing digital change because it connects the vision of innovation with the principles of benefit, exemplary, trust, and the formation of manners (Schiuma, Santarsiero, Carlucci, & Jarrar, 2024). Leaders not only play a role in making decisions about the devices or applications used, but also build a common understanding that the use of technology must strengthen the tarbiyah process (Khanom, Ali, & Ahmed, 2025). This approach is especially important when concerns arise that digitalization can reduce the intensity of pedagogical interactions, dormitory discipline, or students' respect for teachers. Policies on the use of gadgets, supervision of online activities, strengthening information literacy, and digital ethics training need to be formulated proportionately. With communicative and participatory leadership, resistance can be managed as input for improvement. In the end, the success of transformation is not only measured through the modernization of facilities, but also through the preservation of the distinctive character of pesantren education. This balance makes digital transformation a strengthening of the Islamic education ecosystem that is relevant, reliable, and oriented towards the common good in the long term.

The Al Barokah Dharmasraya Islamic Boarding School is an important context to examine the relationship between quality policy, digital transformation, and the sustainability of pesantren values. As an institution that deals with the demands of the community for relevant Islamic education services, pesantren need to formulate a direction of change according to local needs, resource capabilities, and the aspirations of stakeholders. Curriculum development, application of information systems, improving educator competence, providing digital facilities, and controlling the use of technology are interrelated policy areas (Zulistiani & Khoiri, 2025). Analysis at the education unit level is needed so that the process of formulation, implementation, and evaluation of policies can be fully understood, including the supporting factors and obstacles ("Deep Learning Towards Quality Education for All," 2025). This study is also important to see how kiai, managers, teachers, students, and guardians of students interpret these changes in daily practice. With this perspective, the research does not only describe the use of technology, but also examines the capacity of policies in producing the quality of education that is adaptive, characterful, and sustainable. This focus is in line with the needs of the Al Barokah Dharmasraya Islamic Boarding School to build digital governance that maintains tradition, discipline, and orientation for student moral development.

Previous research generally discussed the digitalization of pesantren through the theme of general management, the use of learning media, human resource development, or curriculum integration separately. Some studies are also conceptually oriented and have not explored in depth the connection between policy formulation, implementation process, quality evaluation, and negotiation of pesantren values in one institutional case. These limitations cause the explanation of policy mechanisms that allow digital transformation to take place effectively, civilized, and according to the local context is still inadequate. This research fills this gap through a holistic analysis of quality development policies at the Al Barokah Dharmasraya Islamic Boarding School. The novelty of the research lies in the incorporation of the perspective of education quality assurance, spiritual-transformative leadership, and digital governance in reading a single policy process. This study places technology not just as an indicator of modernization, but as an object of regulation that must be aligned with the curriculum, educator competence, infrastructure, organizational culture, and student ethics. Thus, this study offers a contextual understanding of the quality

policy model of digital Islamic boarding schools that is still based on Islamic values.

This study aims to comprehensively analyze the policy of education quality development in the era of digital transformation at the Al Barokah Dharmasraya Islamic Boarding School, paying attention to the harmony between technological innovation, quality assurance, and pesantren values. The analysis is directed to produce an empirical understanding of the policy process, the actors involved, the implementation practices, and the conditions that influence its success. Based on these objectives, the formulation of this research problem is: how is the formulation of a policy for the development of education quality based on digital transformation at the Al Barokah Dharmasraya Islamic Boarding School? how is the implementation of these policies in the aspects of curriculum, learning, governance, educator competency development, and the use of information systems?; How is the evaluation of policies and supporting and inhibiting factors for the development of the quality of education in the Islamic boarding school? The answers to these three questions are expected to provide an analytical basis for improving the internal policies of Islamic boarding schools and practical references for similar institutions in managing digital transformation gradually, inclusively, accountably, and oriented towards the formation of knowledgeable, moral, and adaptive students.

Method

This study uses a qualitative approach with a descriptive-analytical case study design (Yanti, Putriadi, & Saputra, 2026). This design was chosen because the research focuses on an in-depth understanding of the process of formulation, implementation, and evaluation of education quality development policies in the era of digital transformation at the Al Barokah Dharmasraya Islamic Boarding School. Case studies allow researchers to examine policy as a phenomenon that takes place in the natural context of institutions, including the relationship between kiai leadership, pesantren culture, human resource capacity, technological infrastructure, and learning and governance practices. The research analysis unit is a digital-based education quality development policy, while the observation unit includes pesantren leaders, madrasah heads, curriculum managers, educators, education personnel, students, and institutional documents. The location determination is based on its relevance as a pesantren that develops the use of technology in education and management services. This approach allows researchers to obtain a comprehensive picture of the meaning, dynamics, and consequences of policies for quality improvement that are in line with Islamic values, manners, and the needs of contemporary local communities.

Research informants are determined through *purposive sampling techniques* based on their involvement, knowledge, and experience in planning and implementing Islamic boarding school digital policies. The main informants consist of kiai or pesantren leaders, madrasah heads, deputy heads of curriculum divisions, information system operators, teachers or ustadz, education staff, as well as representatives of students and guardians of students. Primary data were collected through semi-structured in-depth interviews and limited participatory observations. The interviews were directed to explore the policy foundation, decision-making process, implementation strategy, user experience, and perceptions of supporting and inhibiting factors (Adeoye-Olatunde & Olenik, 2021). Observations were made on learning activities, the use of information systems, administrative management, and the practice of supervising the use of technology. Secondary data was obtained through document review, including strategic plans, curriculum, standard operating procedures, evaluation reports, meeting minutes, training archives, and internal quality assurance documents. Data collection is carried out in stages until the information obtained shows the adequacy and repetition of the theme. Each interview is recorded after obtaining the consent of the informant, then transcribed

verbatim to maintain the accuracy of the interpretation of the research data thoroughly.

Data analysis was carried out interactively and simultaneously from the collection stage to the drawing of conclusions. The analysis procedure refers to the Miles, Huberman, and Saldaña model which includes data condensation, data presentation, and conclusion drawing and verification (Afriadi, Virganta, Togatorop, Silalahi, & Simanjuntak, 2025). In the condensation stage, the data from interviews, observations, and documentation is selected, coded, grouped, and interpreted based on the focus of formulation, implementation, and evaluation of quality development policies. The presentation of data is arranged in the form of a thematic matrix and an analytical narrative so that the relationship between findings can be traced systematically. The validity of the data is ensured through source triangulation, triangulation techniques, and confirmation to key informants through *member checking*. The researcher also compiled an audit trail to document methodological decisions, coding processes, and changes in analysis categories. Research ethics is applied through the provision of information regarding research objectives, voluntary consent, confidentiality of identity, and the use of data only for academic purposes. The final results are then interpreted by linking empirical evidence and concepts of education policy, quality assurance, spiritual leadership, and digital transformation in the context of pesantren education in a contextual manner

Results and Discussion

This study uses the George C. Edwards III Policy Implementation Theory as an analytical basis to explain the success or limitations of digital transformation-based education quality development policies at the Al Barokah Dharmasraya Islamic Boarding School (Hamamah & Mahsun, 2025). This theory is relevant because it views that policy implementation is not only determined by the quality of policy formulation, but also by the process of translating it into institutional action. Edwards III stated four interrelated variables, namely communication, resources, executive disposition, and bureaucratic structure (Putri, Pasaribu, Khairunnisa, Anisa, & Erinaldi, 2026). Communication is used to analyze the clarity and consistency of digital policy socialization to kiai, managers, teachers, students, and guardians of students. Resources include educators' digital competencies, technical personnel, budgets, devices, internet networks, and information systems. The disposition to examine the commitment, acceptance, and readiness of the implementer in integrating technology without ignoring the manners of the boarding school. The bureaucratic structure directs attention to the division of authority, operational procedures, coordination, and quality evaluation mechanisms. These four variables allow the study to identify the linkages between spiritual leadership, digital governance, and sustainability in improving the quality of education.

The implementation of the digital transformation-based education quality development policy at the Al Barokah Dharmasraya Islamic Boarding School is carried out through the integration of academic, administrative, and student life development programs. The implementation stage shows that policies are not positioned as an additional agenda, but rather as part of an institutional quality improvement strategy. The application of technology is directed to support the implementation of the curriculum, accelerate administrative services, improve academic documentation, and improve communication between pesantren and guardians of students (Rahmawati* & Hamdanah, 2025). In practice, the leaders of the pesantren direct each work unit to adjust their tasks and services to the digital procedures that have been set. Teachers use digital learning media, administrative staff manage data through information systems, while dormitory managers supervise the use of devices by students. The implementation pattern shows a link between digital transformation and the internal quality assurance agenda. Thus, digitalization does not stop at the provision of technological facilities, but is realized through changes in work

processes, strengthening coordination, and improving the quality of educational services gradually, directed, and sustainably in the pesantren environment.

In the aspect of curriculum and learning, the implementation of digital policies is carried out through the development of blended learning that combines direct interaction with the use of technology-based media. The use of learning videos, interactive presentations, electronic teaching materials, and academic communication platforms helps teachers present material in a more varied manner and in accordance with the characteristics of the digital generation of students. However, the use of these media does not eliminate traditional learning methods, such as halaqah, sorogan, bandongan, and book studies. The pesantren still maintains direct interaction between ustadz and students as the core of the formation of science, discipline, and manners. In this context, technology functions as an instrument of learning enrichment, not a substitute for the pedagogical authority of teachers (Amsanah, Mahdiyah, Putra, Baqi, & Mutoharoh, 2026). The implementation also shows the efforts of pesantren to connect religious materials with digital literacy skills in a proportional manner. Students not only receive information passively, but are directed to access relevant learning resources, create educational da'wah media, and use technology responsibly (Ju'subaidi, Mujahidin, Abdullah, & Rofiq, 2024). This approach supports increasing learning engagement while expanding students' academic and social competencies in dealing with changes in the contemporary educational environment.

The implementation of policies in the governance aspect is realized through the use of the Education Management Information System to support the management of academic data and pesantren administration. The system is used in recording attendance, processing grades, archiving documents, managing student information, and submitting reports to student guardians. Administrative digitization provides benefits in the form of accelerating data access, reducing the risk of manual recording errors, and improving the traceability of institutional documents (Yulianti, Zainal, & Hakim, 2025). Additionally, the availability of more organized data allows leaders to make decisions based on relatively more accurate information. Within the framework of education quality, this condition strengthens transparency, accountability, and service effectiveness. However, the implementation of information systems requires consistency in data filling and coordination between implementers so as not to cause information mismatches. System operators, madrasah heads, teachers, and administrative staff need to have the same understanding of application usage procedures. Therefore, the success of the implementation of the system does not only depend on the quality of the software, but also on administrative discipline, division of authority, and continuous supervision from the leadership of the pesantren on the compliance of all work units.

The development of educators' digital competencies is an important component in policy implementation because the quality of learning is greatly influenced by the ability of teachers to translate technology into pedagogical practices. Al Barokah Dharmasraya Islamic Boarding School carries out competency strengthening through training on the use of interactive media, digital learning management, application-based administration, and digital security literacy. The training is needed to reduce the ability gap between teachers, especially between educators who are used to using technology and educators who still need intensive assistance. Policy implementation becomes more effective when training is not conducted ceremonially, but is followed by practice, technical consultation, monitoring, and evaluation of implementation in the classroom. In Edwards III's perspective, this condition shows the importance of human resources as a factor that determines the success of policies (E., Karmawati, Yulita, & A., 2022). The availability of digital devices without adequate educator competence can cause technology to be used only in a limited way and not contribute significantly to the quality of the learning process. Therefore, teacher

professional development needs to be understood as a long-term investment to build an organizational learning culture, increase learning innovation, and maintain the sustainability of the digital transformation of Islamic boarding schools.

The willingness of the implementers can be seen in the level of acceptance, commitment, and willingness of pesantren residents to carry out digital policies according to the direction that has been set. This acceptance does not always form automatically because some educators may view technology as a new demand that increases the workload or has the potential to weaken the learning tradition of Islamic boarding schools. In such conditions, the role of kiai and pesantren leaders is very important to provide legitimacy to the value of the policy. Spiritual-transformative leadership helps build an understanding that technology can be used as a means of *da'wah*, service, and strengthening the quality of education if it is still controlled by the principles of manners and benefits (Warisno, Anshori, Hidayah, & Dwianto, 2025). Leaders also need to provide dialogue space for teachers and education staff so that the obstacles they face can be responded to appropriately. The involvement of the implementer in the policy adaptation process creates a sense of belonging and reduces resistance to change. The participatory implementation shows that the success of digitalization is not solely determined by formal instructions, but by the conformity between policy objectives, implementing beliefs, and the organizational culture of pesantren that upholds deliberation, example, responsibility, and collective commitment.

The implementation of digital policies at the Al Barokah Dharmasraya Islamic Boarding School is also accompanied by ethical regulation of the use of technology through supervision that places the protection of student manners as a priority. The use of gadgets, computers, and internet access needs to be regulated based on time, learning goals, teacher authorization, and the provisions of the dormitory environment (Rahmawati & Mighwar, 2025). The control policy is important to prevent the use of unproductive technology, exposure to inappropriate information, impaired learning concentration, and a decrease in the quality of students' social interactions. In practice, digital supervision is not enough to be carried out through prohibitions, but must be supported by information literacy education, character development, and examples from educators. Students need to be guided to understand the ethical consequences of digital footprints, information dissemination, online communication, and the use of social media. This approach shows that the implementation of quality policies is not only oriented towards administrative efficiency or technological proficiency, but also on the formation of moral responsibility. A clear bureaucratic structure, consistent operational procedures, and coordination between teachers, dormitory guardians, and parents are prerequisites for effective digital supervision. With this pattern, digital transformation can go hand in hand with strengthening the identity and character of Islamic boarding schools.

Analytically, the implementation of quality development policies based on digital transformation at the Al Barokah Dharmasraya Islamic Boarding School shows that the success of the policy depends on the interconnectedness of four Edwards III variables, namely communication, resources, disposition, and bureaucratic structure. Communication ensures that all pesantren residents understand the purpose, procedures, and limits of using technology. Resources determine the availability of infrastructure, educator competencies, budget, and technical support needed in program implementation. The attitude of the implementer shows the importance of the legitimacy of the kiai and the involvement of the teacher in building acceptance of change. Meanwhile, the bureaucratic structure ensures that role sharing, operational standards, data management, and oversight mechanisms can be implemented consistently. These four elements must move simultaneously because weaknesses in one aspect can hinder other aspects. For example,

an adequate information system will not be effective without user competence and clear data management procedures. Therefore, policy implementation needs to continue to be evaluated through practical evidence, feedback from pesantren residents, and continuous improvement so that digitalization truly results in quality improvement with character, inclusiveness, and sustainability.

The implementation of the digital transformation-based education quality development policy at the Al Barokah Dharmasraya Islamic Boarding School is carried out through the integration of academic, administrative, and student life development programs. The implementation stage shows that policies are not positioned as an additional agenda, but rather as part of an institutional quality improvement strategy. The application of technology is directed to support the implementation of the curriculum, accelerate administrative services, improve academic documentation, and improve communication between pesantren and guardians of students. In practice, the leaders of the pesantren direct each work unit to adjust their tasks and services to the digital procedures that have been set. Teachers utilize digital learning media, administrative staff manage data through information systems, while dormitory managers supervise the use of devices by students (Louka, 2025). The implementation pattern shows a link between digital transformation and the internal quality assurance agenda. Thus, digitalization does not stop at the provision of technological facilities, but is realized through changes in work processes, strengthening coordination, and improving the quality of educational services gradually, directed, and sustainably in the pesantren environment.

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The evaluation of the policy of education quality development based on digital transformation at the Al Barokah Dharmasraya Islamic Boarding School was carried out to assess the suitability between the policy objectives, implementation process, and achievements obtained. The evaluation is not only directed at the functioning of technological devices or information systems, but also at its contribution to the quality of learning, administration, guardian services, and character development. In the context of quality assurance, evaluations need to be carried out periodically through the collection of data on attendance, academic achievement, use of digital media, educator competence, and service user satisfaction (Bello Ahmed, Musa, & Hiliya, 2026). The data is the basis for Islamic boarding school leaders to identify programs that have been running effectively and aspects that still need improvement. Evaluation also allows pesantren to ensure that the use of technology does not shift the main orientation of education, namely strengthening science, morals, discipline, and student responsibility. Thus, policy evaluation serves as a quality control instrument that links planning with continuous improvement. This process places digitalization as part of the education system that must be accountable academically, administratively, morally, and institutionally to all pesantren stakeholders.

The evaluation of the learning aspect is directed to assess the effectiveness of technology integration in increasing student involvement, understanding, and learning independence. Indicators that can be used include the suitability of digital media with learning materials, the level of student participation, the achievement of learning objectives, the quality of assignments, and changes in the results of academic evaluations. The use of videos, interactive presentations, e-teaching materials, and communication platforms needs to be judged on their pedagogical benefits, not solely on the intensity of their use (Lord, Lee, Horwitz, Pryputniewicz, & Pallant, 2023). Teachers need to reflect on learning experiences to find out the media that is able to clarify the material and the media that actually causes concentration disorders. The evaluation must also pay attention to the sustainability of

typical learning methods of Islamic boarding schools, such as halaqah, sorogan, bandongan, and book reading. This is important so that digital integration continues to strengthen, not replace, the educational relationship between ustadz and students. The findings of the learning evaluation can be used to improve learning planning, select more relevant media, and develop digital pedagogic training for teachers. In this way, the improvement of the quality of learning takes place in a measurable, contextual, and consistent manner with the value of Islamic education.

In the governance dimension, policy evaluation is carried out through an examination of the accuracy, completeness, security, and usefulness of data managed through the Education Management Information System. This evaluation includes the consistency of filling in attendance data, grades, student administration, academic documents, and reporting to student guardians. The availability of orderly data allows pesantren leaders to monitor service developments more objectively and make decisions based on evidence. However, the use of information systems also raises the need to evaluate the protection of personal data, user access rights, data backup, and handling of technical errors (Shojaei, Vlahu-Gjorgievska, & Chow, 2024). Pesantren need to ensure that administrative digitization does not result in excessive dependence on an operator or the use of applications that are not understood by other work units. Therefore, governance evaluation needs to be accompanied by updating operational procedures, proportional division of authority, and strengthening the capacity of administrative officers. Transparency of services to guardians of students must still be carried out ethically and not ignore the confidentiality of information. The evaluation strengthens the accountability of the institution while maintaining public trust in the quality of education management in Islamic boarding schools.

The main supporting factor in the evaluation and sustainability of digital quality development policies is the leadership of kiai who is able to provide direction, legitimacy, and supervision over the entire change process. Spiritual-transformative leadership allows digitalization to be understood as an institutional effort to improve the benefits of education, not as a change that is contrary to the tradition of pesantren (Darwanto, Prahmana, Susanti, & Khalil, 2024). Leadership support needs to be followed by collaboration between the foundation, madrasah heads, teachers, education staff, dormitory managers, student guardians, and relevant external parties. This collective commitment facilitates the evaluation process because each unit has the responsibility to convey information about progress, obstacles, and improvement needs. Other supporting factors are the availability of internet networks, adequate devices, continuous training programs, and an organizational culture that is open to learning. The involvement of guardians of students is also important because they can provide feedback on the quality of communication, transparency of information, and child development. When these elements work in an integrated manner, evaluation is not seen as a fault-finding activity, but rather as a reflective process to improve the quality of education. This condition supports the formation of a sustainable, participatory, and evidence-based quality assurance culture.

Despite its great potential, digital-based quality development policies face a number of inhibiting factors that need to be critically evaluated. These obstacles include limited budgets for the procurement and maintenance of devices, instability of internet access, digital competency gaps between implementers, and uneven ability of teachers to develop technology-based learning. Educators who are not used to using digital applications can experience psychological pressure or *technostress*, especially if changes are implemented without adequate assistance. In addition, the use of technology by students has the potential to cause disciplinary problems, access to inappropriate content, and reduced focus

on learning and worship activities (Martin, Long, Haywood, & Xie, 2025). Bureaucratic barriers can also arise when procedures are not clearly documented or coordination between work units has not been optimal. Therefore, policy evaluation needs to identify the root of the problem, not just the symptoms that appear on the surface. Islamic boarding schools need to prioritize improvements based on the level of urgency, resource capacity, and their impact on service quality. A realistic approach will prevent digitalization from turning into a formalistic program that does not result in substantive changes in the educational and governance process.

Follow-up policy evaluation needs to be realized through a continuous improvement cycle that includes planning, implementation, monitoring, reflection, and program improvement. The Al Barokah Dharmasraya Islamic Boarding School can prepare a medium-term digital development plan that contains infrastructure priorities, educator training, strengthening information systems, data protection, and developing civilized digital literacy for students. The results of the evaluation need to be discussed in an institutional forum so that improvement decisions receive support from all implementers. Teacher training should be structured based on real needs identified through classroom evaluations, not just based on app usage trends. At the same time, pesantren need to set quality indicators that are simple, measurable, and relevant to the character of the institution, such as the accuracy of administration, the quality of learning media, the involvement of students, the satisfaction of guardians, and compliance with digital ethics. Periodic monitoring of these indicators allows pesantren to see policy developments objectively. With systematic follow-up, digital transformation can evolve into stable institutional practices. Quality policy ultimately does not stop as a normative document, but becomes a work culture that strengthens professionalism, accountability, and the character of pesantren education.

Based on the Policy Implementation Theory of George C. Edwards III, the evaluation of education quality development policies at the Al Barokah Dharmasraya Islamic Boarding School emphasizes that the success of digital transformation is determined by the integration of communication, resources, the disposition of implementers, and the bureaucratic structure. Evaluative communication is needed so that the monitoring results are understood as a basis for improvement, not as a form of punitive supervision. Resources determine the ability of pesantren to improve infrastructure, provide technical assistance, and improve the competence of educators in an ongoing manner. The disposition of the implementer is important because the sustainability of the policy is highly dependent on the willingness of teachers, education staff, and managers to reflect on practices and accept changes. Meanwhile, the bureaucratic structure ensures clear evaluation procedures, distribution of authority, data management, and follow-up. This analysis shows that the evaluation cannot be done partially by measuring the use of digital devices alone. The evaluation must assess the impact of policies on the quality of learning, governance efficiency, the formation of digital manners, and the trust of guardians. Thus, pesantren can build a digital transformation that is adaptive, sustainable, and still based on Islamic values.

Conclusion

This study concludes that the policy of developing the quality of education at the Al Barokah Dharmasraya Islamic Boarding School in the era of digital transformation is formulated as an institutional strategy that integrates improving the quality of learning, governance, educator competence, and character development of students. Policy formulation is based on the internal needs of the institution, community demands, technological developments, and the commitment to maintain the values of manners and Islamic boarding school traditions. Its implementation is realized through the use of

education management information systems, blended learning, teacher digital competency training, administrative digitalization, and ethical use of technology. Successful implementation is supported by clear policy communication, spiritual-transformative leadership of the kiai, gradual availability of resources, acceptance of implementers, and a bureaucratic structure that regulates the division of tasks and supervision. Evaluations are carried out on an ongoing basis on learning effectiveness, data order, service quality, infrastructure readiness, and compliance with digital ethics. The research also found obstacles in the form of digital competency disparities, limited maintenance budgets, data security risks, and potential misuse of technology by students. Therefore, pesantren need to strengthen training, technical assistance, data protection, indicator-based evaluation, and stakeholder collaboration. With this approach, digital transformation can become an adaptive, accountable, sustainable quality assurance instrument, and still strengthen the identity of Islamic education that is oriented towards benefits, strengthening literacy, and increasing the competitiveness of graduates in facing social changes responsibly in the future.

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