

Service Innovation Model in Boarding School Programs for New Students at Islamic Higher Education

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Innovation;
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Ma'had Al-Jami'ah.

Abstract

This research seeks a service innovation model at Ma'had Al-Jami'ah, a unit at an Islamic religious university in Indonesia, both during the Covid-19 pandemic and its sustainability after the pandemic subsided. This research is based on field studies using a mix-method with a sequential exploratory design. Observations, documentation, interviews, and questionnaires with a sample of 172 students are used to gather the data. As for analysis techniques: preparing data to be analyzed, exploring data, conducting post-exploration data analysis, selecting data that represents the results of the analysis, displaying the interpretation of the results, and validating the data and results. The results show that service innovation is carried out using a configuration model through the application of CLER (configuration, linkage, environment, resources) based on the use of technology to deal with existing situations and the application of five innovation characteristics. The implementation of service innovation is directed at information and registration, learning, and evaluation services. Based on the existing sample, the percentage of students participating in the Islamic boarding school program in the BTA-PPI competency test reached 78%.

Kata kunci:

Inovasi;
Pendidikan Tinggi;
Ma'had Al-Jami'ah.

Abstrak

Penelitian ini diarahkan untuk mencari model inovasi layanan pada Ma'had Al-Jami'ah yang merupakan salah satu unit pada perguruan tinggi keagamaan Islam di Indonesia, baik pada masa pandemi Covid-19 maupun keberlanjutannya pasca pandemi mereda. Penelitian ini berbasis studi lapangan menggunakan mix-method dengan desain exploratory sequential. Observasi, dokumentasi, wawancara dan angket dengan sampel 172 mahasiswa dipergunakan untuk menggali data. Adapun Teknik analisa: menyiapkan data yang akan di analisa, mengeksplorasi data, melakukan analisa data pasca eksplorasi, memilih data yang mewakili hasil analisis, menampilkan interpretasi hasil, memvalidasi data dan hasil. Hasil penelitian menunjukkan bahwa inovasi layanan dilakukan dengan model konfigurasi melalui penerapan CLER (configuration, linkage, environment, resources) dengan berbasis pada pemanfaatan teknologi untuk menghadapi situasi yang ada, serta adanya penerapan lima karakteristik inovasi, meliputi: relative advantage, compatibility, complexity, trialability, observability. Adapun implementasi inovasi layanan diarahkan pada: layanan informasi dan pendaftaran, layanan pembelajaran, dan layanan evaluasi. Berdasarkan sampel yang ada, persentase kelulusan mahasiswa peserta program pesantrenisasi pada uji kompetensi BTA-PPI mencapai 78%.

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INTRODUCTION

Education cannot be separated from the influence of other fields in life, such as history¹, sociology,² economics³, psychology,⁴ anthropology,⁵ technology⁶ politics,⁷ art, and even religion.⁸ The influence of these fields is significant in giving color to education. And this influence simultaneously confirms that education is part of everyone's human rights and will not develop without actively responding to the dynamics of life in society. This dynamic response will provide many advantages for the development of the field of education, especially in carrying out various innovations in it, especially for solving problems to achieve profit or progress.⁹ Innovation in the field of education appears in various parts and various forms,¹⁰ including the use of technology in learning¹¹, classroom management¹², policy and its relation to classroom management¹³, strengthening teacher capacity¹⁴, and on curriculum.¹⁵ Specifically,

¹ Gerald Grace, "Teachers and the State in Britain: A Changing Relation," in *Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 Vols*, 1st ed. (London: Routledge, 2012), <https://doi.org/10.4324/9780203125526>.

² Evan Schofer, Francisco O. Ramirez, and John W. Meyer, "The Societal Consequences of Higher Education," *Sociology of Education* 94, no. 1 (2021): 1-19, <https://doi.org/10.1177/0038040720942912>.

³ Anna Valero and John Van Reenen, "The Economic Impact of Universities: Evidence from across the Globe," *Economics of Education Review* 68, no. January 2018 (2019): 53-67, <https://doi.org/10.1016/j.econedurev.2018.09.001>.

⁴ Muhammed Akat;Kasım Karataş, "Psychological Effects of COVID-19 Pandemic on Society and Its Reflections on Education," *Electronic Turkish Studies* 15, no. 4 (2020): 1-13.

⁵ Franz Boas;Regna Darnell;Herbert S. Lewis, *Anthropology and Modern Life*, 1st ed. (London: Routledge, 2021), <https://doi.org/10.4324/9781003133711>.

⁶ Xieling Chen; Haoran Xie; Di Zou; Gwo-Jen Hwang, "Application and Theory Gaps during the Rise of Artificial Intelligence in Education," *Computers and Education: Artificial Intelligence*, 2020, <https://doi.org/10.1016/j.caeai.2020.100002>.

⁷ Edda Sant, "Democratic Education: A Theoretical Review (2006-2017)," *Review of Educational Research* 89, no. 5 (2019): 655-696, <https://doi.org/10.3102/0034654319862493>.

⁸ H. Mubarak; N.S. Safitri; A.S. Adam, "The Novelty of Religion and Art: Should We Combine with STEM Education?," *Studies in Philosophy of Science and Education* 1, no. 3 (2020): 97-103, <https://doi.org/10.46627/sipose>.

⁹ Syafaruddin; Asrul; Mesiono, *Inovasi Pendidikan (Suatu Analisis Terhadap Kebijakan Baru Pendidikan)*, 1st ed. (Medan: Perdana Publishing, 2012).

¹⁰ Peter Serdyukov, "Innovation in Education: What Works, What Doesn't, and What to Do about It?," *Journal of Research in Innovative Teaching & Learning* 10, no. 1 (2017): 4-33, <https://doi.org/10.1108/JRIT-10-2016-0007>.

¹¹ Restu Rahayu;Sofyan Iskandar;Yunus Abidin, "Inovasi Pembelajaran Abad 21 Dan Penerapannya Di Indonesia," *Jurnal Basicedu* 6, no. 2 (2022): 2099-2104, <https://doi.org/10.31004/basicedu.v6i2.2082>.

¹² Nargiza Babadjanova, "Effective Classroom Management Techniques For Curriculum of 21st Century," *Science and Education, Scientific Journal* 1, no. 7 (2020): 281-85, <https://cyberleninka.ru/article/n/effective-classroom-management-techniques-for-curriculum-of-21st-century>.

¹³ Jennifer Richter; Annie E. Hale; Leanna M. Archambault, "Responsible Innovation and Education: Integrating Values and Technology in the Classroom," *Journal of Responsible Innovation* 6, no. 1 (2019): 98-103, <https://doi.org/10.1080/23299460.2018.1510713>.

¹⁴ Premnadh M. Kurup;Xia Li; Greg Powell; Michael Brown, "Building Future Primary Teachers' Capacity in STEM: Based on a Platform of Beliefs, Understandings and Intentions," *International Journal of STEM Education* 6, no. 10 (2019): 1-14, <https://doi.org/10.1186/s40594-019-0164-5>.

¹⁵ Weipeng Yang; Hui Li, "Changing Culture, Changing Curriculum: A Case Study of Early Childhood Curriculum Innovations in Two Chinese Kindergartens," *The Curriculum Journal* 30, no. 3 (2019): 1-20, <https://doi.org/10.1080/09585176.2019.1568269>.

innovation models in education at least include research, development, and diffusion models,¹⁶ the organizational development model,¹⁷ and configuration models.¹⁸

Innovations made in the field of education will undoubtedly provide a variety of tangible benefits in the development of the education sector, including: providing equal opportunities for everyone to obtain educational services¹⁹, increasing the flexibility in implementing the educational process²⁰, making it easy for everyone to participate in the education sector²¹, opens opportunities to increase capacity or skills for educators, education staff and students.²² The benefits of innovation can be felt at all levels, from early childhood education to higher education, as well as from formal, non-formal, and informal channels of education.²³ Of course, implementing innovation will adjust to the capabilities of each existing educational institution, including the parts and forms of innovation that will be applied.

In Islamic Religious Higher Education, service innovation can be carried out in various parts, including *Ma'had Al-Jami'ah*. *Ma'had Al-Jami'ah*, in this case, is a differentiator from public universities. And this is confirmed by enacting a policy related to *Ma'had Al-Jami'ah* at State Islamic Religious Colleges by the Government through a Decree of the Director General of Islamic Education No 1595 of 2021. Moreover, the existence of *Ma'had al-Jami'ah* at Religious Colleges Islam, apart from being a distinction compared to other Public Universities, also has a significant position in building a religious and nationalist mindset and character.²⁴

At the end of 2019, a new virus that attacked the human respiratory organs later developed into a pandemic.²⁵ This condition brings different consequences in human life, including education.²⁶ Many policies, efforts, and methods have emerged as a response and adjustment to this condition, both at the early childhood education and

¹⁶ A. Rusdiana, *Konsep Inovasi Pendidikan*, 1st ed. (Bandung: Pustaka Setia, 2014).

¹⁷ U. Suharsaputra, *Administrasi Pendidikan*, 2nd ed. (Bandung: Refika Aditama, 2013).

¹⁸ Muhammad Kristiawan; Irmu Suryanti; Muhammad Muntazir; Ribuwati; Ahmad Jon Areli; Mediarita Agustina, *Inovasi Pendidikan*, 1st ed. (Ponorogo: Wade Group, 2018).

¹⁹ Muhamad Abdul Manan, "Daya Tahan Dan Eksistensi Pesantren Di Era 4.0," *Jurnal Pendidikan Islam Indonesia* 3, no. 2 (2019): 301-13.

²⁰ Deni Sopiandiah; Siti Masruroh; Qiqi Yulianti Zaqiah; Mohamad Erihadiana, "Konsep Dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj: Religion Education Social Laa Roiba Journal* 4, no. 1 (2022): 34-41, <https://doi.org/10.47467/reslaj.v4i1.458>.

²¹ Erma Fatmawati, "Kebijakan Pendidikan Dalam Perspektif Peran Birokrasi Dan Partisipasi Masyarakat," *Jieman: Journal of Islamic Educational Management* 1, no. 1 (2019): 58-76, <https://doi.org/10.35719/jieman.v1i1.10>.

²² Susanto, "Menjadi Guru Inovatif Pada Masa Pandemi: Peningkatan Kapasitas Guru SD Genius Islamic School Kota Depok," *Amalee: Indonesian Journal Of Community Research and Engagement* 3, no. 2 (2022): 275-84, <https://doi.org/10.37680/amalee.v3i2.1889>.

²³ Umul Hidayati, "Inovasi Madrasah Melalui Penyelenggaraan Madrasah Riset," *Edukasi: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 17, no. 3 (2019): 238-55.

²⁴ Kementerian Agama, *Modul Penyelenggaraan Ma'had Al-Jami'ah Perguruan Tinggi Keagamaan Islam Negeri (PTKIN)* (Jakarta: Kementerian Agama Republik Indonesia, 2021).

²⁵ Marco Ciotti; Massimo Ciccozzi; Alessandro Terrinoni; Wen-Can Jiang; Cheng-Bin Wang; Sergio Bernardini, "The COVID-19 Pandemic," *Critical Reviews in Clinical Laboratory Sciences* 57, no. 6 (2020): 365-88, <https://doi.org/10.1080/10408363.2020.1783198>.

²⁶ Sir John Daniel, "Education and the COVID-19 Pandemic," *Prospects* 49 (2020): 91-96, <https://doi.org/10.1007/s11125-020-09464-3>.

tertiary levels.²⁷ This response and adjustment require speed and accuracy, although it has some weaknesses.²⁸ And this is natural because the spread of the Covid-19 virus is so fast, massive, and unpredictable. This response and adjustment also spurred the emergence of various breakthroughs, which became the basis for innovation in multiple aspects of educational services, including *Ma'had Al-Jami'ah* in Islamic Religious Colleges. Several studies have been conducted on this matter, including religious coaching by online-based *Ma'had Al-Jami'ah* at IAIN Kendari²⁹, learning Fiqh through M-Learning at *Ma'had Al-Jami'ah* UIN Sunan Ampel Surabaya³⁰, learning primary Fiqh material during the Covid-19 Pandemic at Dormitory IV UPT *Ma'had Al-Jami'ah* UIN Antasari Banjarmasin.³¹

Although several studies on innovation from *Ma'had Al-Jami'ah* have been carried out, especially during the Covid-19 Pandemic, some of these studies still have some limitations, especially regarding how the innovation model is carried out at *Ma'had Al-Jami'ah* in managing services, user response and the impact on the services provided, especially for new students. Even though this aspect is one of the essences of innovation at *Ma'had Al-Jami'ah*, especially during the Covid-19 Pandemic and its post-pandemic sustainability, this research seeks to analyze in depth through mixed research methods regarding innovations carried out by *Ma'had Al-Jami'ah*, especially at state Islamic religious universities for new students during the Covid-19 Pandemic in the 2021/2022 academic year, so that can complement previous research, especially in terms of the model applied, including the response and impact on students for the services provided. The results of this research can be an alternative model for managing *Ma'had Al-Jami'ah*, not only during the Covid-19 Pandemic but also when the pandemic subsides and things gradually return to normal.

METHOD

This research was carried out based on field studies at one of the *Ma'had Al-Jami'ah* at the State Islamic religious university in Central Java Province using a mixed method with an exploratory sequential design.³² Techniques used to find data using documentation, observation, interviews, and questionnaires. Documentation is directed

²⁷ James O. Woolliscroft, "Innovation in Response to the COVID-19 Pandemic Crisis," *Acad Med* 20, no. 10 (2020): 1-3, <https://doi.org/10.1097/ACM.00000000000003402>.

²⁸ J. Lindner; C. Clemons; A. Thoron; N.Lindner, "Remote Instruction and Distance Education: A Response to Covid-19," *Advancements in Agricultural Development* 1, no. 2 (2020): 53-64, <https://doi.org/10.37433/aad.v1i2.39>.

²⁹ Sitti Nurhalimah; Shabrur Rijal Hamka; Herlina; Ifa Rahmiati, "Mahasantri Online Coaching in the COVID-19 Pandemic," in *Transdisciplinary Paradigm on Islamic Knowledge* (Dubai: Knowledge, 2020), 248-58, <https://doi.org/0.18502/kss.v7i8.10742>.

³⁰ Nahdliyyatul Azimah; Rahman Hakim, "Eksplorasi Pembelajaran M-Learning Fiqh Pada Masa Pandemi Di UIN Sunan Ampel Surabaya," *Atthulab: Islamic Religion Teaching & Learning Journal* 5, no. 2 (2020): 255-59, <https://doi.org/10.15575/ath.v5i2.9349>.

³¹ Ahmad Muhajir, "Pembelajaran Materi Dasar Fikih Pada Masa Pandemi Covid-19 Di Asrama IV UPT Ma'had Al-Jami'ah UIN Antasari Banjarmasin" (UIN Antasari Banjarmasin, 2021), <https://idr.uin-antasari.ac.id/16785/>.

³² John W. Creswell, *A Concise Introduction to Mixed Methods Research* (California: Sage Publication, 2015).

at finding data related to research themes: institutional policies, policies and technical guidelines from *Ma'had Al-Jamiah*, evaluation instruments and results of evaluating student abilities, documentation of the implementation of activities at *Ma'had Al-Jamiah*, and supporting infrastructure at *Ma'had Al-Jamiah*. At the same time, the observation is directed at compiling the program and the sustainability of the innovation process at *Ma'had Al-Jamiah*. The interviews were conducted with the *Ma'had Al-Jamiah* team, using a semi-structured interview model whose interview instruments included:

Table 1. Criteria and indicators in interviews

Criteria	Indicators	Number
The reasons for innovation	Driving factor	2
	The pattern of planning and implementation	2
Various services	Service types	2
	Procedures and technical services	2
Evaluation and sustainability	evaluation models	2
	Sustainability design	2

The questionnaire instrument was directed to see the response and impact on students who participated in the boarding school program managed by *Ma'had Al-Jamiah*. The sample was selected using the random sampling method from all undergraduate students (S1) for the 2021/2022 academic year by determining the sample size using the Yount percentage model,³³ with a population in the population range of 1.001 - 5.000 so that students obtained as a sample of 200 people. The questionnaire instrument, in general, refers to the guidelines for compiling a community satisfaction survey for public service delivery units,³⁴ especially directed at:

Table 2. Criteria and indicators in the questionnaire

Criteria	Indicators
Information and registration services	Clarity of registration information
	Ease of registering
Implementation of activities	Ease of participating in activities
	Clarity of learning material
Evaluation Service	Clarity of exam instructions
	The suitability of the exam with the module

For measuring the results of a questionnaire compiled using a Likert scale, several steps will be used, namely: 1) calculating the total score of respondents (Formula: $T \times P_n$), 2) Interval ($I = 100/\text{Total Score}$), and 3) Index Formula $\% = \text{Total Score}/Y \times 100$.

The research data analysis was carried out through several steps: preparing data to be analyzed, exploring data, conducting post-exploration data analysis,

³³ Lely Ernawati, "Hubungan Dukungan Sosial Dengan Stress Pada Orang Tua Yang Mempunyai Anak Usia Pra Sekolah Yang Menjalani Hospitalisasi Di Bangsal Ibnu Sina RS PKU Muhammadiyah Yogyakarta" (STIKES 'Aisyiyah Yogyakarta, 2011).

³⁴ Kemenpan-RB, *Pedoman Penyusunan Survei Kepuasan Masyarakat Unit Penyelenggara Pelayanan Publik*, 2017.

selecting data that represents the results of the analysis, displaying the interpretation of the results, and validating the data and results.³⁵

RESULT AND DISCUSSION

Result

The service innovation model at *Ma'had Al-Jamiah* is carried out by considering the institution's capabilities and existing conditions and situations. In 2021, amid the Covid-19 Pandemic and the enactment of a policy for every new student to participate in Islamic boarding school activities, the director and team from *Ma'had Al-Jami'ah* designed several service breakthroughs in Islamic boarding school activities. The flow of preparing the breakthrough steps begins through the preparation of a plan. The process of compiling this plan produced: 1) supporting documents for Islamic boarding school activities amid the Covid-19 Pandemic, such as registration information/procedures, *Ma'had Al-Jami'ah* online learning guidelines, competency tests guidelines in reading, writing the Qur'an and worship practice (BTA-PPI), 2) module distribution patterns to students, 3) the use of social media, especially *Telegram* during *Ma'had Al-Jami'ah* activities, 4) and the existence of technology-based software/applications, replacing the previous application used until 2020.

As for the implementation stage of the Islamic boarding school activities program, at least the implementation can be seen in the various stages of existing activities, including information and registration, activity, and evaluation services. The description is as follows:

Information and Registration Services

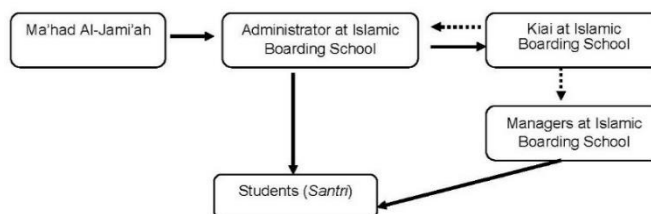
Ma'had Al-Jamiah carries out information about the Islamic boarding school program and its registration procedures by carrying out several actionable steps. This is based on the results of interviews with the team from *Ma'had Al-Jamiah*, which stated that the first step before carrying out socialization regarding *Ma'had Al-Jamiah* activities and various procedures, the team from *Ma'had Al-Jamiah* compiled materials related to this matter. After that, the director of *Ma'had Al-Jamiah* invited administrators from each Islamic boarding school that collaborate with *Ma'had Al-Jamiah* in an online forum using the *Zoom* application. In the meeting, the team from *Ma'had Al-Jamiah* gave an explanation to each administrator of the partner Islamic boarding schools regarding various activities and procedures related to this, starting from information and guidelines for registering with Islamic boarding schools during the pandemic, learning procedures and learning media that can be selected and used, as well as procedures regarding competency tests in reading, writing the Qur'an and worship practice (BTA-PPI).

After holding the meeting, the team from *Ma'had Al-Jamiah* provided an opportunity for each administrator from the Islamic boarding schools partner to carry

³⁵ John W. Creswell; Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Los Angeles: Sage Publication, 2018).

out internal coordination of the Islamic boarding schools, including the *Kiai* (owner) at the Islamic boarding schools. Apart from maintaining safety and health amid a pandemic, this meeting model facilitates meetings and supports the information's quality. The flow of coordination can be described as follows:

Figure 1. The flow of the socialization process



This flow shows that the information that reaches every student participating in the Islamic boarding schools program activities can go through several parties from the Islamic boarding schools, both administrators and managers. This is because the information obtained by the Islamic boarding school administrator is then conveyed to the *Kiai*, if the *Kiai* has expressed an agreement with the information/procedure from *Ma'had*, then the *Kiai* will forward it to the administrator or manager so that the information then will be sent to students (*santri*). In addition, the *Ma'had Al-Jami'ah* service information system also provides information about the names of Islamic boarding schools, addresses, and existing contact persons to make it easier for students to choose Islamic boarding schools for places of study.

With such a socialization model, it can provide convenience to students in selecting and registering for an Islamic boarding school that will be used as a place to take part in Islamic boarding school activities. This is in line with the percentage of responses from the student sample, that the level of information clarity and ease of registering is relatively high, namely at a clear and accessible level. As in the following table:

Table 3. Level of clarity of registration information and ease of registering

Level of clarity of registration			Information level of ease to registration		
scale	respondent choice	Score	scale	respondent choice	Score
1	3	3	1	1	1
2	24	48	2	10	20
3	71	213	3	55	165
4	54	216	4	66	264
5	20	100	5	40	200
Total Score		580	Total Score		650

From the total score, the clarity of registration information provided by *Ma'had Al-Jami'ah* has a percentage index of 67%. As for the ease of registering at partner Islamic boarding schools, it has a percentage index of 75%. With an interval length of 20, the percentage index result is 67%, indicating that the registration

information provided by Ma'had Al Jami'ah is in a particular category. Meanwhile, the percentage index of 75% for the ease of registering at Islamic boarding schools shows that the process for registering at Islamic boarding schools is in the easy category.

Learning Services

In general, the process of implementing learning in Islamic boarding school activities is managed by Islamic boarding schools in collaboration with *Ma'had Al-Jami'ah*. The role of *Ma'had Al-Jami'ah* in this matter is to ensure that learning in Islamic boarding schools is still carried out, even though, in general, it is online based because it is still in the Covid-19 Pandemic. So that *Ma'had Al-Jami'ah* itself also encourages Islamic boarding schools to use online meeting applications, such as *Zoom*, and *Google Meet*, as contained in the guidelines provided by *Ma'had Al-Jami'ah*. Efforts to build certainty that the learning process is still carried out and meets minimum standards were carried out by the *Ma'had Al-Jami'ah* team by conducting monitoring. Before the Covid-19 Pandemic, this monitoring activity was carried out directly by visiting Islamic boarding schools. In a pandemic, monitoring efforts are generally carried out online through social media, *Whatsapp*, *Telegram*, or online meetings.

In this monitoring, the *Ma'had Al-Jami'ah* team ensured that every student who took the BTA-PPI competency test was deemed worthy and capable and received a recommendation from the Islamic boarding school. And for each student to obtain this recommendation, they are required to take the eligibility test from the *Kiai* at the Islamic boarding school in which the students take part in activities. Without this due diligence, students (*santri*) cannot take the BTA-PPI competency test organized by *Ma'had Al-Jami'ah*.

The seriousness of the Islamic boarding school efforts to continue learning amid the Covid-19 Pandemic and the support and monitoring carried out by *Ma'had Al-Jami'ah* made the learning process run well. This is in line with the percentage of responses from the student sample that the level of clarity of the material presented during learning at Islamic boarding schools and the ease of participating in learning activities at Islamic boarding schools are at a clear and accessible level. As in the following table:

Table 4. The level of clarity of the material and the ease of following the lesson

Level of clarity of material explanation			Information level of ease of following the lesson		
scale	respondent choice	score	scale	respondent choice	score
1	1	1	1	1	1
2	16	32	2	15	30
3	52	156	3	53	159
4	73	292	4	68	272
5	30	150	5	35	175
	Total score	631		Total score	637

From the total score, the clarity of the material delivered during learning at Islamic boarding schools has a percentage index of 73%. As for the ease of participating in learning activities in Islamic boarding schools, it has a percentage index of 74%. With an interval length of 20, the result of the percentage index is 73%, indicating that the clarity of the material presented during learning in Islamic boarding schools is in a particular category. Meanwhile, the percentage index of 74% for the ease of participating in learning activities at Islamic boarding schools shows that the process of participating in learning at Islamic boarding schools is in the easy category.

Evaluation Service

Evaluation activities related to learning in Islamic boarding schools, especially those related to the BTA-PPI competency test organized by *Ma'had Al-Jami'ah*, the service is directed at giving instructions to take the BTA-PPI competency test and the compatibility between the modules provided by *Ma'had Al-Jami'ah* with competency test questions. The *Ma'had Al-Jami'ah* team has provided information regarding the registration procedure and test flow from the start to every admin in the collaborating Islamic boarding school. This is done so that students are given the convenience of taking competency tests from the start. Besides that, the registration of students who will carry out the competency test is input directly by the Islamic boarding school administrator into the application provided by *Ma'had Al-Jami'ah*. And the names of students inputted by the Islamic boarding school administrator are accompanied by letters of recommendation.

The competency test consists of two main parts: the written and practical exams. The written exam is carried out based on the application provided by *Ma'had Al-Jami'ah*. To guarantee quality in its implementation, each student prepares two devices: a laptop and a mobile phone or two mobile phones. This is intended so that one device is used to conduct exams and another to monitor the exams being carried out. In addition, students are also directed to provide a wall clock that is easily visible from the monitor screen to ensure that students (*santri*) are carrying out the exam according to the provisions in the schedule.

As for ensuring that the questions tested are by the modules provided by *Ma'had Al-Jami'ah*, each student will be given a module in the first semester. Usually, the modules are taken directly by students to *Ma'had Al-Jami'ah*. During the Covid-19 Pandemic, *Ma'had Al-Jami'ah* provided accessible services for each student to obtain modules, namely through module delivery services according to the address given by the student to *Ma'had Al-Jami'ah*. *Ma'had Al-Jami'ah* delivers this module using expedition services, although each student bears the shipping costs. With this module, students can take part in learning well at Islamic boarding schools in collaboration with *Ma'had Al-Jami'ah* and obtain the necessary training to take the BTA-PPI competency test.

With such an effort, the BTA-PPI competency test process can run well. This is in line with the percentage of responses from the student sample that the clarity of information regarding the procedures for taking the competency test, the suitability between the modules provided, and the questions in the competency test are at a clear and appropriate level. As in the following table:

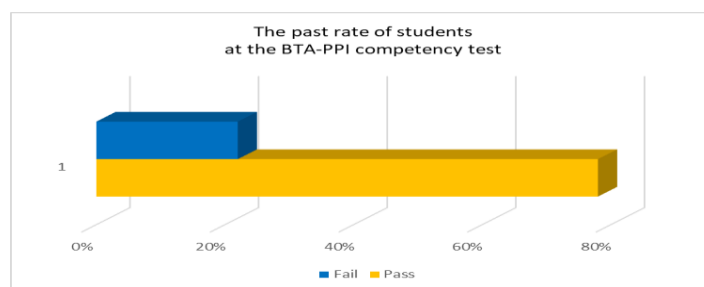
Table 5. The level of information clarity in registration and the suitability of the tests with the module

Level of information clarity in registration			The suitability the module and tests		
scale	respondent choice	score	scale	respondent choice	score
1	1	4	1	1	1
2	29	58	2	14	28
3	65	195	3	52	156
4	53	212	4	73	292
5	21	105	5	32	160
Total score		574	Total score		637

From the total score, the clarity of information regarding the BTA-PPI competency test registration procedure has a percentage index of 66%. As for the suitability between modules provided by *Ma'had Al-Jami'ah* with questions in the competency test, it has a percentage index of 74%. With an interval length of 20, the percentage index result is 66%, indicating that the clarity of information regarding the BTA-PPI competency test registration procedure is straightforward. Meanwhile, from the results of the percentage index of 74% for compatibility between modules provided by *Ma'had Al-Jami'ah* with questions in the competency test, it is in the appropriate category.

One of the goals of this Islamic boarding school program implemented by *Ma'had Al-Jami'ah* is to equip students (*santri*) with skills in the BTA-PPI competencies. The graduation rate for students (*santri*) participating in the 2021 Islamic boarding school program in the BTA-PPI competency test, based on the results of a questionnaire from existing respondents, can be described in the following picture:

Figure 2. The pass rate in the BTA-PPI competency test



Discussion

The service model performed by *Ma'had Al-Jami'ah* in this pesantren program can be analyzed using the Diffusion of Innovation theory^{36,37} especially from the aspect of characteristics which are the main factors of innovation which include: *first*, relative advantage, where the innovations carried out by *Ma'had Al-Jami'ah* are more directed at profits in terms of safety, health and the continuity of the Islamic boarding school program during the Covid-19 Pandemic. *Second* is compatibility, where efforts are made to consistently maintain the learning climate in Islamic boarding schools as before the Covid-19 Pandemic, even though it is online. This means that *Ma'had Al-Jami'ah* tries to support societal values and beliefs related to learning patterns in Islamic boarding schools, including preserving their continuity. *Third*, complexity, where *Ma'had Al-Jami'ah* prefers to use existing technology, easily accessible and inexpensive, although *Ma'had Al-Jami'ah* also continues to develop internal supporting applications. *Fourth*, trialability, where for online meeting applications, social media is generally well known by users, both students and Islamic boarding school partners, so all that remains is to adjust the instructions or desired content. The information system/application developed by *Ma'had Al-Jami'ah* before being widely used has gone through several trials. *Fifth*, is observability, where the innovation model and tools used by *Ma'had Al-Jami'ah* are open and accessible to interested parties, including monitoring by partner Islamic boarding schools and university leaders.

In general, the innovation model used is based on configuration theory,³⁸ by implementing CLER (configuration, linkage, environment, resources) on the *Ma'had Al-Jami'ah* service. This is supported by using existing technological advances to impact the implemented programs. Thus, the application of the innovation model carried out by *Ma'had Al-Jami'ah* has become one of its distinctions amid the various patterns of implementation of activities carried out by *Ma'had Al-Jami'ah* in various Islamic religious universities in Indonesia amid the Covid-19 pandemic. And in general, it can be concluded that the innovations carried out by *Ma'had Al-Jami'ah* are more toward the configuration model.

Even though *Ma'had Al-Jami'ah* has carried out innovation, there are still some limitations in it, such as limitations in conducting direct outreach to new students, limitations of *Ma'had Al-Jami'ah* in providing online meeting facilities for partner boarding schools, limitations in monitoring learning at partner boarding schools, limitations in evaluating services during the pandemic. Especially after the pandemic began to become endemic gradually and returned to normal, not all service innovations were continued, especially for implementing the Islamic boarding school program for new students starting the 2022/2023 academic year. Only the utilization of online meeting facilities is still being used, especially in the scientific enrichment

³⁶ Everett M. Rogers, *Diffusion of Innovations*, Third (New York: The Free Press, 1983).

³⁷ Thomas Skill, "The Diffusion of Innovations: A Review and Explication of Central Concepts," *Ohio Speech Journal* 31 (1993): 64-73.

³⁸ Rusydi Ananda; Amiruddin, *Inovasi Pendidikan* (Medan: Widya Puspita, 2017).

of students (*santri*) by conducting studies of *Turats* books through online guidance from Kiai, such as the Hadith book *Arba'in An-Nawawiyah* and the book *Adabul 'Alim Wal Muta'allim*. In addition, the use of *Ma'had Al-Jami'ah* social media, the *Ma'had Al-Jami'ah* application system, and written exams are still based on the application system but are carried out directly on campus, not using the two-device model.

CONCLUSION

The service model provided by *Ma'had Al-Jami'ah* in the Islamic boarding school program for new students in 2021 shows that there have been breakthroughs made during the Covid-19 Pandemic, especially to keep the Islamic boarding school program running using a partnership pattern model, and to maintain the quality of learning in it and achieving the goals set. Innovation is carried out by implementing a configuration model through CLER (configuration, linkage, environment, resources) on the *Ma'had Al-Jami'ah* service based on communication and information technology. This is done at the stage of socialization and registration, in learning services, and in evaluation services. This service innovation can contribute to developing a management model for *Ma'had Al-Jami'ah*, especially to complement some of the previous research, which did not touch on aspects of service, response, and impact on students. Nevertheless, the research that has been carried out still has several limitations, namely: not all service indicators are included in the questionnaire, limitations in conducting in-depth interviews with respondents, especially from students (*santri*), have not fully measured the effect of the services provided on student graduation in the BTA-PPI competency test or other factors that influence graduation, as well as the lack of information from Islamic boarding schools that collaborate with *Ma'had Al-Jami'ah* as feedback on the services performed. So it is necessary to conduct further research, especially in the service aspect, when the Covid-19 pandemic begins to subside and learning models in tertiary institutions and Islamic boarding schools begin fully offline.

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