



The Role and Persistence of Islamic Boarding School Teachers

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ABSTRAK

Pemerintah Indonesia bertanggung jawab atas pendidikan anak sampai dengan kelas sembilan pada usia di bawah 18 tahun. Pemerintah menyelenggarakan sekolah menengah pertama terbuka (SMPT) untuk mendidik anak-anak yang tidak mampu karena alasan ekonomi dan/atau geografis. SMPT dilaksanakan di daerah tertinggal dalam bentuk Pondok Pesantren (PonPes). Peran dan kegigihan guru di PonPes belum diketahui dan diapresiasi sebagai guru profesional. Tujuan penelitian ini yaitu menganalisis peran dan kegigihan guru pondok pesantren. Penelitian ini merupakan metode kualitatif dengan pendekatan etnografi. Penelitian ini bertujuan untuk mengetahui peran dan ketekunan guru di PonPes. Guru, petugas sekolah, komite sekolah, tutor, orang tua siswa, dan kepala sekolah dilibatkan dalam penelitian ini. Subjek yang terlibat dalam penelitian ini sebagai Informan kunci adalah kepala sekolah. Pengambilan sampel bola salju secara purposif digunakan untuk memilih informan dan sumber data yang relevan. Triangulasi sumber dan triangulasi metode digunakan untuk validasi data. Analisis data mengacu pada model analisis data interaktif dari Milles dan Huberman. Hasil penelitian menunjukkan bahwa guru memiliki tiga peran: pembangun karakter, guru keberagaman, dan pemberi semangat siswa. Kegigihan guru IBS terlihat dari upaya guru dalam memahami budaya dan karakteristik demografi siswa, yang dapat diwujudkan dalam bentuk perilaku sebagai koordinator, administrator dan motivator. Implikasi penelitian menunjukkan bahwa guru melayani orang tua dan siswa yang membutuhkan informasi sekolah.

ABSTRACT

The Indonesian government is responsible for the education of children up to grade nine under the age of 18. The government organizes open junior high schools (SMPT) to educate children who cannot attend due to economic and geographical reasons. SMPT is implemented in disadvantaged areas through Islamic Boarding Schools (PonPes). The role and persistence of teachers at PonPes are yet to be discovered and appreciated as professional teachers. This research aims to analyze the role and persistence of Islamic boarding school teachers. This research is a qualitative method with an ethnographic approach. This research aims to determine the role and persistence of teachers at PonPes. Teachers, school officials, school committees, tutors, parents and school principals were involved in this research. The subjects involved in this research as key informants were school principals. Purposive snowball sampling was used to select relevant informants and data sources. Source triangulation and method triangulation were used to validate the data. Data analysis refers to the interactive data analysis model from Milles and Huberman. The research results show that teachers have three roles: character builder, diversity teacher, and encourager of students. The persistence of IBS teachers can be seen from the teachers' efforts to understand the culture and demographic characteristics of students, which can manifest in the form of behaviour as coordinators, administrators and motivators. The research implications show that teachers serve parents and students who need school information.

1. INTRODUCTION

Indonesia has three regional categories: underdeveloped, outermost and frontier. There is still a need to improve student access, quality of education, and certification of basic education teachers in remote and disadvantaged areas (Lathifatuiddini & Putri, 2022; OECD & Bank, 2022). The solutions for basic education in disadvantaged areas (Nasruddin et al., 2022). This article explores OJSS in Indonesia, the roles and responsibilities of teachers, as well as the challenges and persistence of teachers in disadvantaged

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areas. OJSS in underdeveloped areas is implemented as Islamic Boarding Schools (IBS). IBS is an open school where the teaching and learning process can be adjusted. There are no tuition fees charged at the school. The curriculum at IBS is similar to a regular junior high school. Teachers' religious beliefs at IBS can influence students' thinking through personal relationships, while non-academic experiences can shape students' Islamic values such as nobility and honesty. The school environment which includes a set of accepted norms plays an important role in shaping student culture, behavior and attitudes (Hastasari et al., 2022; Nasruddin et al., 2022). The type of teacher at IBS is a professional teacher (construction teacher) and tutors (tutor teacher). Professional teachers at IBS work up to 18 hours per week in public schools and have specific skills and experience at IBS. Professional teachers provide guidance, solve learning problems, evaluate the teaching and learning process, and supervise education. Tutors are teachers at IBS who prepare learning materials, handle the teaching and learning process, manage students, guide, and do anything to support the learning process.

Teachers have an important role in students' learning because they support their well-being and help them learn well, and they also act as agents of social change and support educational change (Hascher & Waber, 2022; Tattoo, 2021). Characterizing teachers' responsibilities as influencing the future of society and the global community, promoting equality, access, and quality of education, assisting student learning and well-being, and contributing to educational research and innovation. therefore assisting and contributing in learning students must be respected and appreciated for their contributions. For example, the teacher's role in an online learning classroom has six frameworks: pedagogy, facilitator, instructional designer, social, managerial, and technical (Grammens et al., 2022; Murray, 2021; Toropova et al., 2021). The role of pedagogy means providing learning resources, developing teaching tactics, and encouraging and maintaining student interest and motivation; the role of facilitator is fulfilled by providing questions and answers to direct student learning; as a learning designer, the teacher develops learning exercises, interactive technology, teaching methods and models, and organizes and structures course components; the social role is to build and improve interaction between students and teachers in the online educational environment and carry out instructional tasks to manage the learning process which includes scheduling, directing and controlling the class; The management role consists of managing communication channels, implementing planned learning, and overseeing the online learning process.

This work is sometimes called administrative work when it comes to guiding the curriculum and setting guidelines. These duties include handling student registration, maintaining records, and maintaining security. A technical role can be defined as providing an open technological environment for students. Teachers must guide students to understand the learning content. Explaining, facilitating discussions, implementing organizational procedures, and providing feedback are examples of how teachers participate in reading activities (Meneses et al., 2023; Hascher & Waber, 2022; Tattoo, 2021). Explains related ideas, methods, or strategies, and uses disciplinary terms; leading discussions includes ensuring that everyone has an equal opportunity to participate, asking questions and responding to students' thinking to gain better knowledge, and providing insightful feedback to help students' ideas develop; implementing organizational routines involves activities such as optimizing class time, motivating students, taking their opinions and thoughts into account, and controlling behavior; and providing feedback to students requires actively monitoring students' understanding of the subject and how they respond, selecting the best responses or work to comment on. Providing feedback to students will improve student learning, student understanding, and student evaluations, as well as self- and peer-assessment. Although teaching and education are teachers' expertise, teachers must work together with parents and other stakeholders in local communities and larger social contexts (Lofthouse & Thomas, 2017; Vale & Maciel, 2019). To support the learning process. Teachers have many roles in helping students learn in regular schools, but exploring which functions can be applied in IBS is interesting.

The challenges faced by teachers in underdeveloped areas are a lack of support, guidance and recognition for teachers who teach outside the field, a lack of incentives, resources and policies to attract and retain teachers in underdeveloped areas. challenging schools and districts and a lack of teacher leadership and professional influence to drive educational change and improvement. While it may be difficult for teachers to teach outside their subject areas because they have to learn new information, this requires not only a significant investment of time and effort during the required teaching hours but also a thorough understanding of how learning occurs. Along with their knowledge of the subject, the instructor's sense of professional identity, self-efficacy, and knowledge of what and how to teach are also affected. Physical and social aspects of the school environment influence teacher performance (Harris & Jones, 2019; Hobbs & Porsch, 2023; Masoom, 2021; See et al., 2021). Working conditions include school leadership, resources, assistance, autonomy, cooperation, and feedback. A better work environment for teachers is associated with increased job satisfaction, motivation, effectiveness, and well-being. Increasing teacher knowledge, abilities and competencies through formal and informal learning opportunities is known as professional development. Activities including training, mentoring, coaching, peer observation, reflection, and research can all be included in professional development. Teachers who participate in professional

development typically demonstrate higher levels of professionalism, competence, and self-confidence. By increasing teacher effectiveness, quality and retention, these three appreciation methods can also help school progress (Bardach et al., 2022; Marcionetti & Castelli, 2023; Richter et al., 2011). The challenges of teachers at IBS are worth exploring.

On the other hand, teachers must have high perseverance to support student performance in learning. Teachers must consider many factors, such as cultural, family, socioeconomic, and geographic background. Concern for fairness and respect for others, cultural sensitivity, communication, dedication to student learning and progress, creativity and change, and task orientation are six factors that contribute to whether a teacher is suitable for the position. Teachers must believe that cultural diversity is beneficial in educational teaching when combined with research findings about practices and beliefs. Teachers can be rewarded for their efforts by feeling valued by society (Cristina-Corina & Valerica, 2012; Spruyt et al., 2022), having pleasant working conditions (Cristina-Corina & Valerica, 2012), and participating in professional development (Civittillo et al., 2019; Nolan & Molla, 2017; Saatcioglu, 2020)

Previous research related to IBS has been carried out many times. For example, during the COVID-19 pandemic, school principals and Islamic boarding school teachers in Indonesia implemented good leadership techniques, but they still lacked structural and pedagogical components in blended learning. Teacher training programs and government support should be of concern to Kiai and school principals. Studies in an eco-Islamic Islamic boarding school program that combines religious teaching with ecological principles and emphasizes forest conservation. *Kiai's* leadership style is an important consideration because the three factors of meditation, mediation and reflection are built on Weber's two tripartite authority powers, namely legal-formal and transformational. Teachers, students and Islamic boarding school leaders in Indonesia must create a child-friendly curriculum that focuses on management, infrastructure and infrastructure, with the characteristics of each program having an impact on the results (Muafiah et al., 2023; Tantowi et al., 2023). The same research also interviewed several Kiai in Cirebon, Indonesia. Several perspectives on understanding gender in religious doctrine emphasize the trichotomy of extreme, moderate and liberal forms of patriarchy. This means understanding thoroughly that religious teachings can support a more equal and balanced family structure by considering the societal context (Hanafi et al., 2023; Nuroniyah, 2021).

Teachers' perceived public appreciation (PSA) refers to the sense of social value they feel. This is a sentiment that the general public appreciates and appreciates their role and persistence. Student achievement, teacher cooperation, workload, and behavior management are several factors that can influence PSA. Higher levels of job satisfaction and dedication to their careers are more common among teachers who feel more respected by society. This is slightly different from previous research on IBS, where previous research focused on increasing the competence of IBS teachers and improving curriculum content, while this research explores whether the public already knows the role and diligence of teachers. Student academic success, cooperation between teachers, workload, and behavioral control influence PSA. The novelty of this research lies in the in-depth approach used to explore the role and persistence of Islamic boarding school teachers, which has received little attention in the academic literature. This research not only identifies the traditional role of teachers as educators, but also examines aspects of their persistence and strategies in overcoming specific challenges faced in the Islamic boarding school environment. By using qualitative methods and in-depth interviews, this research provides a new perspective on how teacher commitment and dedication can influence the success of santri education. In addition, this research offers a more holistic view by considering cultural, social and religious factors that influence the dynamics of teaching in Islamic boarding schools. It is hoped that the findings of this research can fill gaps in the literature and make a significant contribution to improving the quality of education in Islamic boarding school institutions.

The aim of this research is to examine the role and persistence of Islamic boarding school teachers in educating and forming the character of students. This research aims to understand how teachers at Islamic boarding schools play their role in providing religious and general education, as well as how they show persistence in facing various existing challenges. By exploring the teachers' dedication and teaching methods, this research also aims to identify the factors that support their success in producing students with noble character and broad knowledge. It is hoped that the results of this research will provide valuable insights for the development of education in Islamic boarding schools and can be used as a reference for improving the quality of teaching in similar educational institutions.

2. METHOD

This research uses a qualitative method with a case study approach. The research procedures are identifying research problems, reviewing literature, establishing research objectives, collecting data, analyzing and interpreting data, and reporting and evaluating research (Creswell, 2021). Identifying research problems starting from the role of teachers at IBS to ensure students graduating from the IBS area

have the same qualifications as students graduating from regular schools. Teacher challenges in IBS need to be identified, classified and confirmed. Literature review focused on the regulation, characteristics and functions of IBS based on articles and books. Research purposes arises from the role of teachers in regular high schools. There are many roles that teachers can play, but IBS concerns the roles teachers can play. Additionally, exploring teachers' efforts to support students' studies in IBS is the aim of this research. The researcher started collecting data from the Education and Culture Service for the Sampang region, it is included in the category of underdeveloped areas in Indonesia. Research subjects using five groups of informants were involved in this research: school principals, school officials, school committee members, teachers and tutors, and parents of students. The key informant in this research was the high school principal. Purposive snowball sampling was used to select relevant informants and data sources. Researchers interviewed the role of teachers using interview guidelines and observing related data sources. Interview guidelines for in-depth interviews are presented in [Table 1](#).

Table 1. Interview Guide for In-depth Interviews

Indicator	Question
The role of the teacher	Q1. When does IBS start?
1. Academic role	Q2. What about the family background of IBS students?
2. non-academic roles	Q3. How is the final exam conducted?
	Q4. Who is responsible for IBS?
	Q5. How is the IBS administration service?
	Q6. What is the task of the IBS Education element?
Teacher persistence	Q7. What are the tough challenges for teachers in teaching IBS students?
1. Sustainability of education	Q8. How do teachers make efforts to maintain continuity of learning?
2. Learning model	Q9. What are the learning patterns of IBS students?

Teachers are monitored to ensure they can carry out their roles, which meets the requirements of professional teachers. Observations were carried out to collect data using field notes, interviews, documents and images to record cultural sharing groups. Data validation uses source triangulation and method triangulation. Student data, learning attendance, equipment recap, and exercise books are data sources for confirmation. The validation process is to confirm data from informants with other sources. For example, an informant stated that IBS started in 1997, then the researcher confirmed it by looking at the school's history. That analyze and interpret data using an interactive approach ([Creswell, 2021](#); [Lanzotti et al., 2019](#)). The data analysis steps refer to the interactive data analysis model from Milles & Huberman, namely data reduction, data presentation, drawing conclusions, and verification. Finally, research reports and evaluations is is presented to summarize the findings to build a theoretical framework.

3. RESULT AND DISCUSSION

Result

Data collection for this research began with interviews with key informants, classroom observations, checking school equipment, looking at student data, and looking at school documents. Head of central school (Main School) were key informants for this research. He explained about the existence of OJSS. Moreover, he added, the number of teachers involved in OJSS is 20 people. The teacher data was confirmed with school report data when researchers observed school documents. Teachers at IBS are subject teachers from central junior high schools and tutors from Islamic boarding schools. Tutors are Kiai's helpers; Kiai is the leader of an Islamic boarding school. Informant 3 said that most IBS students come from poor families. This statement is in accordance with Informant 4 who explained that the majority of students come from limited income families.

The results of these exams make teachers and students at IBS confident. Informant 1 explained that IBS students were brilliant. He explained that their skills were comparable to regular schools. Informant 3 said that IBS students' opportunities to study at junior high school were the same as regular school students. This statement is in accordance with the views of informant 1. He hopes that local governments can support the IBS program by providing sports facilities, learning equipment and grant funds, for example grants for independent learning motivation competitions (*lomojari*). School officials must serve the parents and students of the district. In this case, school officials are teachers and administrative clerks. Informant 2 explained that there were five schools involved in IBS. As administrative workers, they have to do things that involve teachers. The two IBS do not disturb the educational atmosphere in the area.

The sustainability of IBS depends on the perseverance and cooperation of every element in the education system, for example teachers, school committees and officials. Informant 3 explained that school committees are complicated. The school committee coordinates with the central school to support IBS

performance. He further explained that the school committee is responsible for school supplies. As stated by informant 6, the school committee and supervisors monitor the teaching and learning process at IBS. The teaching and learning process at IBS can run smoothly if there is cooperation between the school principal, officers, teachers, school committee and students.

Most parents send their children to IBS because they don't have time to care for them. They have to go to big cities to look for work or run small businesses. They think IBS is the best place for their children to learn and play. This is one of the reasons why students attend Islamic boarding schools because of economic problems. Informant 5 said that his parents were forced to leave the house because they had to work or run a business in a big city. This statement was also echoed by informant 6 that because they work in different cities, parents cannot visit their children every day. The closest school to their house is IBS. They prefer to study in schools that are within reach of their homes. Most students enjoy studying at IBS because they meet friends of the same age (see Figure 1). The presence of a teacher can replace the absence of parents. Parents and students accept the regulations issued by IBS as long as they do not require the presence of parents in daily activities and can be replaced by teachers or *Kiai*.

Students study using modules and audio cassettes in their own time. Researchers observed students at IBS to find out how they learn. Based on these observations, students learn based on Muslim prayer times. They wake up at 04.00 and go to the mosque for morning prayers (*jam*), then start studying at 07.00 and stop at 11.30 for lunch break and Afternoon prayer. From afternoon to evening, they go to work. On the other hand, if a student works in the morning, then he will go to school in the afternoon until evening. They take a study break at 3 pm. For *asr* pray and stop studying at 5 p.m. for evening prayer (night). All activities at IBS will stop at 19.00 for *eye* prayer. The tutor confirmed the daily life of the students, who was chosen as informant 4 stated that *Kiai* was a role model. Students will carry out activities based on *Kiai*'s words to build good character. The teaching and learning process at IBS is presented in Figure 1.

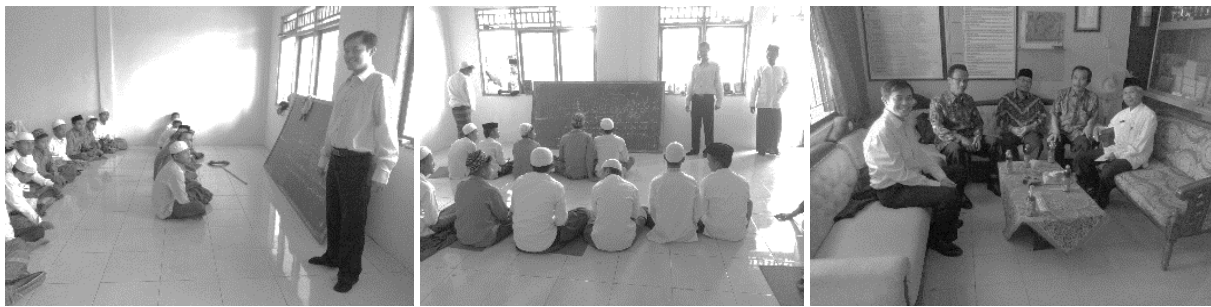


Figure 1. The Teaching and Learning Process at IBS

Discussion

The research results show that teachers have three main roles in IBS, namely character building, diversity teacher, and encouraging students. Each finding is discussed with previous research and its role is confirmed. First, character builder. IBS students learn based on Muslim prayer times. This learning process is possible because they study independently using modules and audio cassettes without being limited by a strict schedule. In this case, the role of the teacher is as a character builder because he encourages students' learning behavior on time based on Islamic prayer times. Teachers are challenged to persuade students with personalities to have high discipline in studying and praying. These findings consist of the statement that teachers have different personality traits that influence their professional behavior and their influence on students. Being a friend, lifelong learner, leader, agent of change, and advocate for well-being are some of these qualities (Göncz, 2021; Murray, 2021; Yalçın et al., 2019). The teachers at IBS collaborate with *Kiai* who dramatically influences his students, directing them to carry out activities based on what he conveys to build good character, such as the statement of Âşık Veysel who has a strong Sufi and religious mystical character with a spirit-building contribution. in the spiritual realm. IBS is very important in developing student character. Martin Buber, the famous Jewish philosopher, one of the most influential thinkers in the field of education of the 20th century, and theologian, viewed teachers as essential in developing the character of society and as teacher-creators of dialogical communities (Coşkun, 2020; Guilherme & Morgan, 2021; Muniroh, 2021). Environmental education in schools is an example of character education in the form of action. Religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievements, friendship and communication, love of peace, love of reading, care for the environment, social care, and responsibility are several values that must be instilled in students. Developing students' social character will prepare them to live side by side in a world of love, respect for others, cooperation, peace and environmental care.

On the other hand, students can study at IBS based on their free time. They can come three or four days a week to IBS; on other days, they can study alone at home. The study schedule can also be adjusted in the afternoon or evening according to free time. They can go to school in the afternoon if they have to work or help their parents in the morning. Customizable study schedules encourage students to balance study and work. IBS is the student's home and family; can serve as a place for character formation. These findings confirm that the family influences children's behavior, character, morals and education (Aseptianova et al., 2022; Komalasari et al., 2019; Purnamasari et al., 2022). Character education should start from a young age. Character education can answer fundamental educational problems which have recently received widespread attention if implemented from a young age.

Second, teacher diversity. Based on the learning content, teachers at IBS are categorized into three types: professional teachers, tutors, and *Kiai*. Professional teachers and tutors deliver learning materials based on modules and textbooks, and *Kiai* teaches students about religious character and content. All types of IBS teachers teach students using teaching diversity because students come from heterogeneous family backgrounds, abilities, and socioeconomic status. Teachers must know students' family cultures, educational experiences, and demographic characteristics. Many skills are required to teach IBS students to facilitate students' heterogeneous backgrounds. These findings are consistent with those of de Jager, who observed 27 public secondary school teachers in South Africa. Teachers must update their teaching skills through in-service or student-teacher training to improve their differentiated teaching skills. Each region or country has its own teaching methods. Teachers need to improve the quality of diversity awareness in several aspects, such as a sufficient number of students per class so that education is more personalized, close relationships between schools and families, adequate material resources for different types of diversity, and collaboration between various professions. function at school (Jager, 2017; Sánchez et al., 2017). This is consistent with the statement "educating for all" in the context of education as a supportive environment for working on cultural diversity. Similar research findings occurred for Spanish teachers regarding the needs and attitudes of students in preschool, elementary, and secondary education. A generational perspective is adopted, taking into account the stages of pre-university education. Sixty teachers were involved, revealing diverse student needs, positive relationships, and adaptability in teaching practices. These findings emphasize the importance of teacher beliefs in developing educational processes based on justice, democracy and equality.

Diversity of learning is needed in learning preparation, implementation and evaluation. Teachers' understanding of diversity goes beyond distinctions related to special educational requirements, relates to various forms of differentiation, and connects specific educational issues to more general concerns in instructional planning for diversity (Black et al., 2019; Cisneros-Cohernour, 2022). In Norway, students from international backgrounds, which has increased the diversity of students in the classroom, preparation for the growing teaching profession is examined. The findings show that practical experiences, intercultural training from a pedagogical perspective, as well as teaching materials and methodologies need to be better prepared (Tavares, 2022; Torres Soto et al., 2022). Teachers must pay attention to the diversity of learning content. This means that the learning material explores the content of men and women. Although some schools offer a variety of texts and authors, most provide only a small selection of books with mostly male authors and characters. The majority of children still need to read books like people in general. In the view of pedagogy, especially in the exact sciences, teachers use dialogical pedagogy to avoid diversity or concerns of diverse students by using evidence-based pedagogy. To understand students' views of science, engage with them, and increase the use of dialogic pedagogy by incorporating these cultural beliefs into science discourse, science teachers need to have a clear understanding of the views and needs of science in their cultural context (Mansour, 2020)(Sincere et al., 2019), included in social media content (Bozdağ, 2022; Kneen et al., 2022).

Third, student encouragement. Most students enjoy studying at IBS because they meet friends of the same age. Teacher or *Kiai* can replace absent parents at IBS. Children need parental support to achieve their learning goals, but most parents struggle with work; they do not have enough time with their children and cannot help them learn due to a lack of self-confidence and knowledge which affects children's school success. Parental parenting style can be a consideration in students' development to achieve their learning goals (Chen, 2015; Sincere et al., 2019; Yalçın et al., 2019). Parents may provide optional approaches to their children to meet their learning goals: mastery goals, performance-approach goals, and performance-avoidance goals, although empirical studies show that parenting styles are significantly correlated with student achievement by shaping motivational beliefs rather than parental compliance. . their students. The same statement about parents' parenting styles is positively correlated with students' achievement goals and reducing social inequality.

IBS is one of the distance learning programs in Indonesia. Distance learning is closely related to independent learning, where students assume responsibility for their learning while the teacher acts as a supporter and facilitator (Diaconu-Gherasim & Măirean, 2017; Inayati & Karifianto, 2022). In this case, teachers are challenged to support student involvement. All secondary school subjects require teacher

support and learning elements to achieve learning goals. For example, learning English, learning science, scientific literacy skills, and mathematics. Teachers, parents, peers, and curriculum significantly support male involvement in the classroom (Aziz et al., 2018; Beichumila et al., 2018; Inayati & Karifianto, 2022; Palines & Cruz, 2022; Wakhata et al., 2022). Theoretically, the teacher's role includes forming student discipline, making IBS a home and family, facilitating students' needs according to their background, replacing students' parents, and encouraging students to become independent learners. The limitation of the teacher's role is that not all the skills needed by the teacher already exist in him. They must make their own efforts to facilitate students' learning needs. Therefore, it is necessary to equip teachers at IBS through short training and education so they can serve students who have heterogeneous family backgrounds.

The persistence of IBS teachers can be seen from their duties which may not be their main duties as teachers. They perform additional tasks to support IBS students' ongoing learning process. In this research, diligent teachers act as coordinators, administrators and motivators. First, at IBS, teachers play an important role in coordinating educational components. They must interact with students, parents, school committees, administrators, stakeholders, and related aspects to prepare the learning environment. These findings consist of the statement that teachers must coordinate with school administration, families, other teachers, educators, and other personnel, and that a comfortable learning environment and good interactions between teachers and students influence the effectiveness of the process teaching and learning. Teachers play an important role in controlling their classes as coordinators of the learning process (Ahmad et al., 2017; Hamamorad, 2016; Toscano-Cruz et al., 2020). Regardless of class size, teachers are responsible for the learning process and ensuring every student has an equal opportunity to learn well. Teachers consider classroom management and tactics to assist the learning process of students and key students as important for academic motivation.

In the teaching and learning process, teachers encourage students' skills to be applied in their environment. The role of teachers and coordinators of gifted students should be strengthened by providing them with special training in leadership and paying more attention to the growth of leadership skills. Facilitating environmental education requires time, dedication and enthusiasm which must be supported and emphasized by teachers and school coordinators (AL-Naim et al., 2017; Chen, 2015). Complete and ready-to-use school facilities enable students to learn independently. When teachers' knowledge is recognised, when teachers see it as first aid, and when school administrators are ready to hand over control, special educational needs coordinators (SENCOs) are no longer considered as individuals but rather as professionals who assist ordinary teachers.

Second, as administrator. On the other hand, teachers are also burdened with administrative work at IBS. Teachers communicate with school officials, principals, committees, and students to implement school programs. Teachers not only carry out the teaching process, but are also tasked with looking for potential new students. They work together with school officials to explain to local residents about the existence of IBS. As administrative staff, school officials are supposed to serve parents and students who need school information. This job is not only intended for executive officers but also for teachers in the region. The persistence of teachers and officials in attracting student interest also influences the existence of IBS. School administrators must facilitate and guide teachers in overcoming their deficiencies by providing good supervision reports, facilities, encouragement, timely feedback, and direct and regular student interaction. From a pedagogical perspective, it can be concluded that school administrators have a mandatory role in facilitating instructors' adaptation to diverse student needs, thereby fostering a conducive learning environment (Nasreen et al., 2017; Song & Kim, 2016).

They ensure that IBS is on par with state secondary schools; IBS students enrolled in schools based on national data. IBS graduate students are accepted to work or study at junior high schools. This finding is in accordance with Minister of Education and Culture Regulation Number 57 of 2015 which states that graduates of open and regular junior high schools have equivalent competencies. Engineering college teachers and administrators prioritize the use of teaching methods that have been identified as the most influential in encouraging the acquisition of general skills to ensure that students are equipped with the skills necessary for successful employment in the labor market. A skilled educator will demonstrate proficiency in all competencies demonstrate a strong interest in the profession; Extending learning time beyond the specified lesson period; Building a conducive physical classroom environment that balances comfort and appropriateness; Apply effective scaffolding techniques to facilitate learning; Integrate values, leadership, and critical thinking skills into learning activities; Establish and reinforce classroom rules and boundaries through repeated reinforcement and use of humor

Third, as a motivator. A good teaching process will motivate students to learn. Teachers' capacity to transfer knowledge is rated as the most important motivator by secondary school students, compared with communicative teaching style, which is highly valued. Teachers must welcome student participation and dialogue creation, and students must be motivated and have strong communication skills (Mansor et al., 2020; Martens et al., 2019). A study conducted in different geographical areas of Greece in physics lessons involving 219 students showed that three specific categories require special consideration: "self-

connection”, “purpose”, and “usefulness”. These categories require teachers to reconsider what makes ideas meaningful or simply relevant to students' lives (Hadzigeorgiou & Schulz, 2017; Liu, 2020). The same findings were also shown in English lessons in Japanese secondary schools. Eight people responded to a questionnaire containing three open-ended questions. The research results showed that participants were influenced by four factors: student attitudes, teacher autonomy, self-evaluation, and relationships with colleagues. Fairness and respect for others, cultural sensitivity, communication, dedication to student learning and progress, creativity, change, and task orientation contribute to a good teacher (Saatcioglu, 2020; Suemori, 2020; Tharaldsen, 2021) Teachers' perceived teaching competence and teachers' intrinsic motivation are two factors that have a good influence on teachers' professional behavior and their intention to continue teaching or not.

IBS teachers' persistence in carrying out learning is mastering the class, carrying out administrative tasks professionally, looking for prospective students, ensuring that IBS is equivalent to regular schools, and having strong communication skills. The limit to teacher diligence is that they are not given compensation for additional teacher assignments. Teachers who perform administrative work should be given additional compensation according to their workload and duties. In the future, it is necessary to provide compensation that is calculated based on work performance or what is usually called a remuneration system. If each type of work is always rewarded, the teacher will be happy to do other additional tasks.

The role of the teacher following the principles of pedagogy to be a character builder, teacher of diversity, and encourager of students. Three pedagogical principles apply at IBS: diversity of instruction is necessary to teach specific material related to student skills, equipment and supplies must be utilized to build partnerships in teaching, and prompt teacher feedback to students to understand student expectations. Teacher persistence related to administrative work: coordinator, administrator, and motivator. School administrators are proactive in helping and supporting teachers in handling their teaching processes. Providing comprehensive supervision, adequate facilities, positive reinforcement, timely feedback, and consistent student involvement is a form of teacher persistence. IBS teachers can be said to be professional teachers, they can get the rights of professional teachers. The implications of this research are very broad, especially for the development of educational policies and improving the quality of teaching in Islamic boarding schools. To overcome this limitation, it is recommended that further research involve a wider and more diverse sample from various regions in Indonesia to obtain a more comprehensive picture.

4. CONCLUSION

The role of teachers and their persistence in IBS are interconnected and cannot be separated. The teacher's role adheres to educational principles, namely cultivating student character, prioritizing diversity, and fostering student motivation. Teaching gifted students requires special competencies. The use of tools and equipment is very important to foster collaboration in the field of education. Educators must attach importance to the feedback students provide to gain a comprehensive understanding of their expectations and needs. The presence of a teacher can be a substitute for the need for a parent figure. Parents and children demonstrate compliance with the regulations issued by IBS.

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