



TRANSFORMATION OF MADRASAH GOVERNANCE THROUGH THE IMPLEMENTATION OF CHANGE AGENTS IN INTEGRITY ZONE DEVELOPMENT

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ABSTRACT

Many consider it difficult for Islamic educational institutions to achieve integrity zones due to rigid bureaucratic culture and resistance to change. Previous studies have focused on the implementation of integrity zones in government institutions and madrasahs to improve services. However, the unique religious and cultural characteristics of madrasahs differ from public bureaucracies. This study aims to explore the role of Change Agents in developing integrity zones at Madrasah Aliyah Negeri 1 Cilacap, analyzing its contribution to strengthening governance based on good governance principles and Islamic moral values. Using a descriptive qualitative method with an exploratory case study approach, data was collected through interviews, observations, and secondary data reviews. Informants were selected purposively from MAN 1 Cilacap employees. The findings indicate that MAN 1 Cilacap has improved transparency and accountability through good governance principles and digital-based public services, including an information system for financial reporting, attendance, and online administrative services. The madrasah head has fostered shared commitment to a corruption-free environment, supported by a code of ethics and an integrity declaration. The integrity zone encourages behavioral transformation within the madrasah community, resulting in faster, more responsive, and satisfaction-based services, fostering an open, participatory culture focused on improving educational quality.

Key Word: Transformation, Change Agents, Integrity Zone, MAN 1 Cilacap

A. INTRODUCTION

.In the context of educational bureaucratic reform, the issues of integrity and transparency have become major challenges for Islamic

educational institutions, including madrasahs. Many madrasahs face problems in financial management, public services, and the professionalism of their staff, particularly in relation to accountability, transparency of budgeting, and human resource governance.¹ Many government agencies and service units, ranging from ministries and local governments to institutions such as disaster management agencies, courts, and educational institutions, have in recent years declared themselves as Zona Integritas (ZI) in order to obtain Wilayah Bebas dari Korupsi (WBK)/Wilayah Birokrasi Bersih dan Melayani (WBBM) status. The ZI program is considered a “role model” for bureaucratic reform—it is expected to be a pioneer in institutionalizing transparency, accountability, and good public services, including within educational institutions such as madrasahs.²

Education is a fundamental pillar for the creation of quality human resources. In a country, its progress can be measured by the quality of its education, where when the quality of education is advanced, it is certain that the quality of the country will also advance. This is because education greatly influences the development and improvement of the standard of living of the people in that country,³ In the context of Islamic educational institutions, the improvement of educational quality is inseparable from transparent governance, accountable financial management, and professional leadership that supports institutional reform,⁴ However, in the current implementation of educational institutions, there are still

¹ A Astuti and M Hanif, “Accountability in the Management of School Operational Assistance (BOS) Funds for Improving Educational Quality at SMK Ma’arif NU 2 Karanglewas,” *Benchmarking* 9, no. 2 (2025): 532–40; D Kurniati and M Hanif, “Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal,” *Jurnal Review Pendidikan Dan Pengajaran* 7, no. 3 (2024): 7435–45, <https://doi.org/https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/29639/>; A F Nur and M Hanif, “Digitalisasi Untuk Transparansi Keuangan Sekolah Di MTs Ma’arif NU 1 Sumbang,” *Edutech: Jurnal Inovasi Pendidikan Berbantuan Teknologi* 4, no. 2 (2024): 67–74, <https://doi.org/https://doi.org/10.51878/edutech.v4i2.3061>.

² Kurniati and Hanif, “Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal”; Nur and Hanif, “Digitalisasi Untuk Transparansi Keuangan Sekolah Di MTs Ma’arif NU 1 Sumbang.”

³ N Istiqomah and F I N Abidin, “Evaluation of BOS Fund Accountability for Good Governance in Schools [Evaluasi Akuntabilitas Dana BOS Untuk Good Governance Di Sekolah],” 2, 2024, 15–34.

⁴ Astuti and Hanif, “Accountability in the Management of School Operational Assistance (BOS) Funds for Improving Educational Quality at SMK Ma’arif NU 2 Karanglewas”; A Fauzi and M Hanif, “Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga,” *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 10, no. 2 (2024): 1455–78, <https://doi.org/https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/2980>; S Suparyo and M Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*, *Asian Journal of Applied Education (AJAE)*, vol. 4, 2025, <https://doi.org/https://doi.org/10.55927/ajae.v4i3.14807>.

significant challenges in the reform of the education bureaucracy, particularly related to integrity, transparency, and governance practices, which must be addressed as strategic efforts to improve the quality of education in Indonesia.⁵

In their research,⁶ they state that the challenges in realizing good financial management are related to transparency and accountability. Transparency requires that all financial information be accessible to interested parties so that they can understand the origin and use of funds and monitor the management process. Meanwhile, accountability requires every financial manager to be responsible for the use of funds entrusted to them through the preparation of accurate financial reports and the implementation of adequate supervision. These findings are consistent with studies on Islamic educational institutions that emphasize the importance of accountable and transparent school financial governance to improve educational quality and institutional credibility,⁷ Meanwhile, other studies show that the use of information technology plays an important role in improving the efficiency and accuracy of financial management. In addition, this technology also strengthens transparency by providing online access to financial data,⁸ Similar findings are also evident in Islamic educational settings, where digitalization supports transparency and accountability in school financial management.⁹

Continuous evaluation and improvement are important aspects to ensure that the principles of good governance are effectively implemented. The application of good governance enables more optimal school financial management, so that funds can be used more efficiently and effectively. Furthermore, the implementation of good governance also increases public trust in educational institutions. This effort is essential to realize quality and sustainable educational services.¹⁰ In line with this perspective, studies on leadership and educational management highlight that systematic governance reform and professional leadership contribute

⁵ Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal"; Nur and Hanif, "Digitalisasi Untuk Transparansi Keuangan Sekolah Di MTs Ma'arif NU 1 Sumbang."

⁶ Juhji et al., "Accountability and Good Governance in Islamic Educational Management: A Library Study," *Managere: Indonesian Journal of Educational Management* 2, no. 3 (2020): 281–92.

⁷ Astuti and Hanif, "Accountability in the Management of School Operational Assistance (BOS) Funds for Improving Educational Quality at SMK Ma'arif NU 2 Karanglewas"; Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal."

⁸ M Akhyar et al., "Manajemen Kompetensi Guru PAI Dalam Pembentukan Akhlakul Karimah Siswa," *Idarah Tarbawiyah: Journal of Management in Islamic Education* 4, no. 3 (2023): 241–48.

⁹ Nur and Hanif, "Digitalisasi Untuk Transparansi Keuangan Sekolah Di MTs Ma'arif NU 1 Sumbang."

¹⁰ T Widodo et al., "Manajemen Keuangan Pendidikan Berbasis Digital: Sebuah Kajian Pustaka," *Indonesian Journal of Educational Management and Leadership* 1, no. 2 (2023): 146–67.

significantly to institutional trust and service quality in madrasahs.¹¹ From the above studies, the research focuses on transparent and accountable financial governance, while this study focuses on change management as an effort to develop a zone of integrity in Madrasah Aliyah. This focus aligns with research emphasizing strategic leadership and organizational change as key factors in strengthening governance and integrity within Islamic educational institutions.¹²

The implementation of the integrity zone covers six areas of reform, namely change management, administrative restructuring, human resource management, strengthening accountability, supervision, and improving the quality of public services. To support these efforts, the government issued Presidential Regulation No. 81 of 2010 concerning the Grand Design of Bureaucratic Reform 2010–2025. This regulation sets three main objectives, namely increasing organizational capacity and accountability, realizing a clean government free from corruption, collusion, and nepotism (KKN), and improving the quality of public services.¹³ In the context of educational institutions, particularly madrasahs, these reform agendas require strong leadership, systematic change management, and professional human resource governance to ensure effective implementation.¹⁴

This paper aims to describe the implementation of change management through the formation of Change Agents as part of the integrity zone at MAN 1 Cilacap and analyze its contribution to strengthening madrasah governance based on the principles of good governance and Islamic moral values. Change management through leadership-driven initiatives and organizational transformation has been shown to play a strategic role in strengthening governance, accountability, and institutional effectiveness in Islamic educational institutions.¹⁵ This paper will examine in more depth the main elements of governance,

¹¹ Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

¹² M Hanif and A Masngud, “Tantangan Dan Peluang Dalam Implementasi Pendidikan Berbasis Teknologi Di SMP Islam Andalusia Kebasen,” *EduInovasi: Journal of Basic Educational Studies* 5, no. 1 (2025): 315–25, <https://doi.org/https://journal-laaroiba.com/ojs/index.php/edu/article/view/6232>.

¹³ J Hapsari, H Purnaweni, and B P Priyadi, “Implementasi Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi Dan Wilayah Birokrasi Bersihdan Melayani Di Bbws Pemali Juana Semarang,” *Dialogue: Jurnal Ilmu Administrasi Publik* 1, no. 1 (2019): 25–42.

¹⁴ Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*; Fauzi and Hanif, “Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga.”

¹⁵ Muh. Hanif, “Islamic Education Design for Generation Z,” *Asian Journal of Natural Sciences* 4, no. 2 (May 2025): 77–92, <https://doi.org/10.55927/ajns.v4i2.31>; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

including leadership, participation, accountability, and supervision oriented towards the quality of educational services. These elements are closely related to visionary leadership, participatory management, and transparent accountability systems that support sustainable educational quality improvement.¹⁶ The implementation of integrity zones in madrasahs not only strengthens a clean bureaucratic system but also fosters an organizational culture based on ethics, participation, and professionalism, which ultimately improves the quality of educational services and public trust in madrasah institutions.¹⁷

MAN 1 Cilacap was administratively designated as a pilot project for the Integrity Zone by the Cilacap District Ministry of Religious Affairs in 2022 and has submitted three Integrity Zone assessments to the Central Java Regional Office of the Ministry of Religious Affairs. Although the scores have not yet met the Integrity Zone standards, they have improved year on year. Madrasah Aliyah Negeri (MAN) 1 Cilacap has actively implemented various stages of Integrity Zone development, as evidenced by the formation of an Integrity Zone team, socialization, digital information disclosure services, and minutes of work unit guidance by the Cilacap Ministry of Religious Affairs Integrity Zone Team. The development of the integrity zone aims to establish a good educational institution and also strengthen the commitment of madrasahs as providers of educational services in accordance with Islamic values and to provide the best services to students, thereby improving the quality of students and the trust of parents (the community) in madrasahs. Through the Pilma MAN 1 Cilacap application, it provides many services and information. This openness of information is in line with the principles of transparency and accountability in education management. Therefore, this openness of information is part of the strategy in realizing the integrity zone. With the effective use of digital information and communication, it can strengthen the institution's image, build good relationships with the public, and increase community involvement and participation.

B. METODE

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Cilacap, an Islamic educational institution located in Kesugihan District,

¹⁶ Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga"; Diah Ayu Anggraeni and Muh. Hanif, "Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals," *Journal of Educational Analytics* 4, no. 2 (May 27, 2025), <https://doi.org/10.55927/jeda.v4i2.117>.

¹⁷ M Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan* (Yogyakarta: Lontar Mediatama, 2018), <https://repository.uinsaizu.ac.id/18877/>; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

Cilacap Regency, Central Java. Established in 1978, it holds an A accreditation and was appointed a pilot project by the Cilacap Regency Ministry of Religious Affairs for the integrity zone program. The study aims to explore the transformation of madrasah governance through change agents in the development of the integrity zone, focusing on leadership practices, organizational culture, and the role of change agents in enhancing madrasah performance.¹⁸ The study employs a descriptive qualitative approach using an exploratory case study design to understand the transformation of governance at MAN 1 Cilacap. This approach allows for in-depth analysis of how the madrasah principal inspired and empowered teachers to improve performance and commitment within the integrity zone program. By examining the roles of the leadership team and teachers as change agents, this study sheds light on the strategies implemented to strengthen governance based on good governance principles and Islamic moral values.¹⁹

Data sources in this research include primary data from in-depth interviews with principals, teachers, and administrative staff involved in the integrity zone program, and secondary data from official madrasah documents. Primary data was collected using purposive sampling to ensure relevance to the research focus. Secondary data includes documents such as integrity zone reports, bureaucratic reforms, and policies from the Ministry of Religious Affairs, providing a comprehensive understanding of the leadership and teacher behavior within the madrasah's governance.²⁰

Data collection methods include in-depth interviews, participatory observation, and documentation analysis. Interviews were semi-structured to allow informants to freely express their experiences and perceptions of leadership practices. Observations were conducted during integrity zone activities, capturing the dynamics of teamwork and leadership. Documentation analysis helped track program plans, assessments, and evaluations related to the integrity zone, providing additional insights into the implementation and impact of change management strategies.²¹

The data analysis follows Miles, Huberman, and Saldaña's interactive model, which involves data reduction, presentation, and conclusion drawing. Data reduction focused on selecting relevant

¹⁸ J W Creswell and C N Poth, *Qualitative Inquiry & Research Design*, ed. J Scappini, H. Salmon, C. Pearson, L. Larson, M. Markanich, A. Syaring, M. Hall, G. Vogel, S. Goldes (eds.) (SAGE Publications, Inc., 2018).

¹⁹ Creswell and Poth.

²⁰ A Rachman, Samanlangi Yochanan A. I., and H Purnomo, "Metode Penelitian Pendekatan Kuantitatif, Kualitatif, Dan R&D," *Jurnal Saba Jaya Publisher*, 2024, 1–3.

²¹ M Ahmad and S Wilkins, "Purposive Sampling in Qualitative Research: A Framework for the Entire Journey," *Quality and Quantity* 59 (2024): 1461–79.

information about leadership practices and governance transformation.²² Data presentation used thematic matrices for clarity, and the final conclusions were verified through triangulation to ensure credibility and accountability. This comprehensive analysis allows for a deep understanding of the changes within the madrasah's governance, ensuring the research findings are both accurate and relevant to the study's objectives.

C. LITERATURE REVIEW

Integrity Zone

The integrity zone represents a formal commitment by public institutions to establish environments that are free from corruption and bureaucratic maladministration while being strongly oriented toward service quality. This commitment is implemented through system strengthening, enhancement of human resource quality, and the development of an organizational culture that upholds integrity. In educational institutions, particularly madrasahs, these efforts are closely linked to leadership strategies, professional work culture, and ethical and accountable governance that support institutional reform. Integrity, as defined in Ministerial Regulation No. 52 of 2012, reflects consistency between words and actions and a firm rejection of unethical behavior, making ethical leadership, accountability, and professionalism core elements in the governance of Islamic educational institutions.²³

Furthermore, the integrity zone functions as a declaration and recognition for ministries, institutions, and local governments committed to realizing the Corruption-Free Zone (WBK) and the Clean and Serving Bureaucracy Zone (WBBM). Achieving these statuses requires comprehensive change management, administrative and personnel system reform, strengthened supervision, improved performance accountability, and the enhancement of public service quality. In the context of madrasahs, the success of WBK and WBBM implementation is strongly influenced by visionary and ethical leadership, participatory governance, and professional human resource management, reflecting the integration of good governance principles and moral values as foundations for public

²² E Hashimov et al., *Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers* (Thousand Oaks, CA: SAGE, 2015).

²³ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga"; Anggraeni and Hanif, "Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals."

trust and sustainable service quality improvement.²⁴

Integrity Zone Categories

The implementation of integrity zones encompasses six key areas of change: change management, administrative restructuring, human resource management, strengthening accountability, enhancing supervisory functions, and improving the quality of public services. The acceleration of integrity zone development oriented toward good governance and excellent service requires a clear and well-directed reform strategy. In educational institutions, particularly madrasahs, this acceleration is closely linked to leadership commitment, effective organizational change management, and professional governance of human resources.²⁵

These six areas of change are formally regulated under the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 90 of 2021 concerning the Development and Evaluation of Integrity Zones toward Corruption-Free Zones (WBK) and Clean and Serving Bureaucracy Zones (WBBM). The regulation emphasizes the need for consistent and continuous implementation of reforms across all areas, as sustainable governance reform in educational institutions depends on leadership consistency, strong accountability systems, and an organizational culture that upholds integrity and professionalism. Through this approach, integrity zone implementation is expected to drive effective governance transformation and enhance the quality of professional, corruption-free public services in madrasahs.²⁶

Good Governance Madrasah

Good governance theory emphasizes the principles of transparency, accountability, participation, effectiveness, efficiency, and the rule of law in institutional management. In the education sector, the application of these principles aims to enhance educational quality through professional,

²⁴ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; R M Fajrin and P Astuti, "Implementasi Good Corporate Governance Dalam Peningkatan Pelayanan Publik RSUD KRMT Wongsonegoro Semarang Guna Mempertahankan Zona Integritas Wilayah Bebas Korupsi Dan Wilayah Birokrasi Bersih Melayani," *Journal of Politic and Government Studies* 11, no. 3 (2022): 325–35; Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal"; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanamiyah 5 Cilacap*; Hanif, "Islamic Education Design for Generation Z."

²⁵ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanamiyah 5 Cilacap*.

²⁶ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga"; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanamiyah 5 Cilacap*.

inclusive, and public interest-oriented management. In madrasahs, good governance is closely associated with ethical and participatory leadership, strong accountability systems, and professional management practices that support institutional effectiveness and performance.²⁷

The implementation of good governance in education also requires collaborative and participatory mechanisms involving internal and external stakeholders, particularly in financial management such as the administration of BOS funds, to ensure transparency and accountability.^{28,29} More broadly, good governance depends on effective interaction among government, the private sector, and the community, where institutional mechanisms function synergistically to serve public interests (Kartika et al., 2012; Hanif, 2018). Consistent application of these principles in educational institutions has been shown to improve service quality, reduce corruption, and strengthen public trust, making good governance a key foundation for sustainable educational development.³⁰

Madrasah Governance Category

The core elements of governance consist of leadership, accountability, transparency, participation, and supervision, all of which are oriented toward improving the quality of educational services. These elements are fundamental to strengthening good governance practices in educational institutions, including madrasahs, and are closely linked to leadership effectiveness, accountability systems, and an organizational culture that promotes integrity and professionalism. Leadership, often understood as an innate trait within individuals, remains a key driving force for organizational change, governance improvement, and service quality enhancement when supported by ethical values and professional commitment.³¹

Accountability and transparency ensure responsible and open management of educational finances through clear reporting and auditing

²⁷ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

²⁸ S Litha, L Samboteng, and S Aripin, "Analysis of BOS Fund Management at The Elementary School," 7, 2024.

²⁹ Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal."

³⁰ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga"; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

³¹ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; A Sundari, A F Rozi, and A Y Syaikhudin, "Ariefah Sundari, S.Kom, SM, MM. Ahmad Fathur Rozi, SE, MM. Ahmad Yani Syaikhudin, SE, MM.," 2 3 (2022); Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga."

mechanisms, which are essential for building public trust and institutional credibility.³² Participation reflects the active involvement of stakeholders such as teachers, parents, and the community as a form of social capital that supports institutional effectiveness and sustainable quality improvement.³³ Meanwhile, supervision or control functions guarantee that institutional activities are carried out in accordance with established plans and performance standards, thereby strengthening accountability, continuous improvement, and the practical realization of good governance principles in educational institution.³⁴

Integrity and Change Management

The concept of integrity in educational governance is closely linked to the core principles of good governance, namely leadership, accountability, transparency, participation, and supervision, all of which are oriented toward improving the quality of educational services. These elements form the foundation for strengthening governance practices in schools and madrasahs by promoting leadership effectiveness, accountable management systems, and an organizational culture that upholds professionalism and ethical values. Leadership plays a strategic role in driving organizational change, while accountability and transparency ensure responsible financial and administrative management, which are essential for building institutional credibility and public trust. Participation and supervision further reinforce good governance through stakeholder involvement and effective performance control, enabling continuous evaluation and improvement in educational institutions.³⁵

Change management constitutes a key dimension of bureaucratic reform aimed at improving organizational performance through

³² Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal"; P Dana et al., "PT. Media Akademik Publisher IMPLEMENTASI PRINSIP GOOD GOVERNANCE DALAM," *Jma* 3, no. 5 (2025): 3031–5220.

³³ F Maujud, *Peran Partisipasi Masyarakat Dalam Meningkatkan Mutu Pendidikan Madrasah (Studi Kasus Di Madrasah Ibtidaiyah Islahul Muta'allim Pagutan Kota Mataram)*, Palapa, vol. 5, 2017; Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*.

³⁴ The Liang Gie, *Administrasi Perkantoran Modern*, ed. Cet. VII (Yogyakarta: Liberty, 2000); Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

³⁵ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*; Sundari, Rozi, and Syaikhudin, "Ariefah Sundari, S.Kom, SM, MM. Ahmad Fathur Rozi, SE, MM. Ahmad Yani Syaikhudin, SE, MM.;" Kurniati and Hanif, "Manajemen Keuangan Untuk Meningkatkan Akuntabilitas Sekolah Di SD Negeri Semboja 02 Tegal"; Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga"; Maujud, *Peran Partisipasi Masyarakat Dalam Meningkatkan Mutu Pendidikan Madrasah (Studi Kasus Di Madrasah Ibtidaiyah Islahul Muta'allim Pagutan Kota Mataram)*; Gie, *Administrasi Perkantoran Modern*; Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

effectiveness, efficiency, accountability, and mindset transformation. This process involves shifting bureaucratic orientations toward public service, strengthening performance management, and fostering adaptive, innovative, and integrity-oriented work cultures. Organizational change must be systematically planned, continuously implemented, and supported by effective leadership communication to reduce resistance and encourage active participation in reform efforts.³⁶ In the context of integrity zone development, change management includes forming work teams, preparing strategic planning documents, conducting regular monitoring and evaluation, and strengthening mindset and work culture reforms. These efforts are reinforced through the internalization of ASN BerAKHLAK values as the ethical foundation of professional conduct, in line with the regulatory framework of bureaucratic reform (Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 90 of 2021; Regulation Number 52 of 2014.³⁷

D. RESULT

1. Shared Commitment and Mindset Change

Table 1. Shared Commitment and Integrity Zone Implementation at MAN 1 Cilacap

Aspect	Description
Shared Commitment and Mindset Change	In organizations, shared commitment means the collective effort of members towards common goals, requiring a shift in mindset. Individuals need to adopt open, adaptive, and innovative thinking, viewing change as an opportunity for growth rather than a threat.
Research Insights	According to Asep, mindset influences behavior, attitudes, and organizational culture. Raharjo et al. emphasize the importance of organizational commitment in guiding behavior, intentions, and attitudes, leading to a productive work culture.
WBK/WBBM	The implementation of the Integrity Zone at MAN 1

³⁶ Asep Deni Wahyudi, "Optimalisasi Manajemen Perubahan Optimalisasi Manajemen Perubahan Dalam Mewujudkan Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi (WBK) Dan Wilayah Birokrasi Bersih Dan Melayanin Dalam Mewujudkan Pembangunan Zona Integritas Menuju WBK / WBBM," 3 2 (2024), <http://repository.unigal.ac.id:8080/handle/123456789/5094>; G A Nugroho et al., "Best Practices Pembangunan Zona Integritas Pusat Pengembangan Sumber Daya Manusia Minyak Dan Gas Bumi," 15 2 (2025).

³⁷ Nugroho et al., "Best Practices Pembangunan Zona Integritas Pusat Pengembangan Sumber Daya Manusia Minyak Dan Gas Bumi."

Aspect	Description
Integrity Zone at MAN 1 Cilacap	Cilacap began with strategic steps, including declarations and commitments from internal and external stakeholders (employees, school committee, parents). The aim is to improve compliance, reduce abuse of power, and prevent KKN.
Strategic Management Principles	Strategies align with the principles of strategic management in Islamic educational institutions. This includes forming an Integrity Zone Team and collaborating with Change Agent Teams to prepare administrative documentation and assessment instruments.
Internal Commitment	Employees commit to anti-gratification and anti-corruption principles, focusing on transparency and accountability. IT and integrated monitoring systems are used to improve the effectiveness and transparency of work processes.
External Commitment	Service users and partners make commitments to ensure service quality and prevent corruption. A reward and punishment system is in place to recognize outstanding employees and guide undisciplined ones, reinforcing integrity zone commitments.

Shared commitment in an organization is reflected in the willingness of all members to work collaboratively towards common goals. This involves a shift in mindset, where individuals move from static thinking to adopting more open, adaptive, and innovative perspectives. Rather than seeing change as a threat, it becomes an opportunity for growth and improvement. As research by Allevato³⁸ highlights, mindset influences behavior and attitudes, shaping organizational culture and performance. Raharjo et al.³⁹ also emphasize that organizational commitment plays a crucial role in guiding behaviors, intentions, and attitudes, fostering attachment to the organization and driving a productive work culture focused on quality service.

³⁸ E Allevato, "Organizational Culture Change: Growth Mindset, Positive Psychology, and Empowerment BT - Social Entrepreneurship and Corporate Social Responsibility" (Cham: Springer International Publishing, 2020), 439–54.

³⁹ Raharjo et al., "Entrepreneurship Bisnis Manajemen Akuntansi Komitmen Organisasi Sebagai Strategi Peningkatan Kinerja Dan Loyalitas Karyawan: Studi Tinjauan Literatur," 4 1 (2022): 143–56.

The implementation of the WBK/WBBM Integrity Zone at MAN 1 Cilacap began with strategic steps, including a declaration and commitment from both internal and external parties, such as employees, the school committee, and parents. These steps aim to enhance compliance, effectiveness, and external perceptions of the madrasah's financial management, while reducing abuse of power and preventing corruption, collusion, and nepotism (KKN). These strategies align with the principles of strategic management in Islamic educational institutions, as discussed by Aditama et al.,⁴⁰ and involve the formation of an Integrity Zone Team and collaboration with Change Agent Teams to prepare necessary administrative documentation and assessment instruments.

MAN 1 Cilacap has established both internal and external joint commitments to uphold integrity. Internally, employees commit to anti-gratification and anti-corruption principles, with a focus on transparency and accountability. The use of information technology and integrated monitoring systems enhances the effectiveness and transparency of work processes. Externally, commitments are made with service users and partners to ensure service quality and prevent corruption. Additionally, a reward and punishment system is in place to recognize outstanding employees and guide those who show undisciplined behavior, reinforcing the integrity zone commitment within the institution.

2. Socialization of Integrity Zones

The Integrity Zone program was socialized as a strategic effort to foster a comprehensive understanding and shared commitment among all elements of the Madrasah institution. This socialization aimed to convey policy directions, integrity principles, and the implementation steps necessary to achieve a transparent, accountable, and high-quality public service environment. Safitri & Mujahid⁴¹ highlight that effective communication is key to success, as it facilitates smooth information flow and improves the organization's overall service quality. This initiative also serves to foster awareness, moral commitment, and cultural transformation towards a cleaner and more professional work environment free from corruption.

Following the declaration and joint commitment, MAN 1 Cilacap conducted both internal and external socialization. Internally, the institution engaged in focus group discussions (FGDs) and used

⁴⁰ Aditama et al., "Manajemen Strategik Dalam Pengembangan Prestasi Non-Akademik Pada Lembaga Pendidikan Islam," *5(40)*, 2025, <https://doi.org/https://doi.org/10.17977/um065.v5.i6.2025.7>.

⁴¹ Safitri & Mujahid, "Komunikasi Efektif Dalam Organisasi," *1 3* (2024): 309–16, <https://doi.org/https://doi.org/10.59996/cendib.v1i3.318>.

various communication channels such as websites, social media, and banners. "Change Agents" were appointed to help drive adaptive change and innovation. These agents act as catalysts, providing solutions and mediating during the transformation process. Internal socialization included briefings, anti-gratification education, and the signing of Integrity Pacts by all employees, including ASN, PPPK, and cleaning staff, with banners installed to reinforce the anti-gratification message.

Externally, MAN 1 Cilacap reached out to external parties, including the community, consumers, and business partners, using digital platforms like social media and the official website. This effort encouraged external stakeholders to commit to anti-gratification principles and provided mechanisms for public complaints via the "Whistleblowing System" (WBS). Feedback from the community led to service improvements, with the Change Agent Team conducting direct field observations and ensuring that suggestions and complaints were addressed in a timely manner.

3. Innovation by the Change Agent Team of the Integrity Zone at MAN 1 Cilacap

Table 2. Innovation by the Change Agent Team of the Integrity Zone at MAN 1 Cilacap

Aspect	Description
Definition of Innovation	Innovation is the process of planned change aimed at improving existing practices and working methods. It is commonly associated with enhancing organizational systems rather than individual change.
Innovation in Madrasahs	Innovation is a strategic response to the challenges of modern education and a key step towards improving governance. Madrasahs are implementing creative and adaptive programs to address these challenges.
Key Innovations	1. Digitization of administration 2. Integration of technology in teaching and learning 3. Strengthening character education based on religious values 4. Continuous enhancement of teacher competencies
Focus of Innovations	The focus is not only on technical advancements but also on transforming the organizational culture to become more collaborative, professional, and committed to quality improvement.
Goal of Innovation	Madrasahs aim to produce graduates who are academically successful, possess integrity, adaptability, and global competitiveness.

Aspect	Description
Continuous Improvement	The emphasis is on continuous improvement, encouraging all educational stakeholders to embrace renewal, innovate boldly, and contribute to creating an excellent education ecosystem that meets the demands of the contemporary world.

The term innovation is widely used in literature to describe the process of change and improvement within organizations and systems, but it is rarely directly associated with individuals. Innovation is understood as a planned change aimed at enhancing or improving existing practices and working methods.⁴² In the context of madrasahs, innovation has become a strategic response to the challenges of modern education and an essential step towards improving governance. Madrasahs have begun implementing creative and adaptive programs, including the digitization of administration, the integration of technology into teaching and learning, the strengthening of character education based on religious values, and the continuous enhancement of teacher competencies. These changes focus not only on technical advancements but also on transforming the organizational culture to become more collaborative, professional, and committed to quality improvement. By emphasizing continuous improvement, madrasahs encourage all educational stakeholders to embrace renewal, innovate boldly, and contribute to building an excellent education ecosystem that meets the demands of the contemporary world. Through these innovations, madrasahs aim to produce graduates who are not only academically successful but also possess integrity, adaptability, and global competitiveness.

- Several innovations have been implemented by MAN 1 Cilacap.

Table 3. Innovations Implemented by MAN 1 Cilacap

Aspect	Description
Madrasah Information and Service Center (PILAM)	PILAM serves as a control hub for service delivery and user complaints, applying checks and balances to maintain transparency and limit conflicts of interest.
Key Feature of PILAM: Open Space	The Open Space is a modern and comfortable waiting area equipped with air conditioning and CCTV. It promotes a clean bureaucracy and prevents corruption

⁴² Nur Adibah Mohidem and Zailina Hashim, "Integrating Environment with Health: An Islamic Perspective," *Social Sciences* 12, no. 6 (2023): 321, <https://doi.org/10.3390/socsci12060321>.

Aspect	Description
	by providing a professional, transparent environment for visitors, improving the overall waiting experience for parents, students, and partners.
Before and After the Integrity Zone Development	Prior to the Integrity Zone, visitors faced difficulties in finding waiting rooms and accessing facilities. Afterward, improvements such as Room/Building Name Boards, Gazebos, and Service Waiting Rooms were introduced, making navigation and accessibility easier.
Gazebo with Wi-Fi and Power Outlets	Gazebos were established as comfortable waiting areas, offering free Wi-Fi and power outlets, enhancing convenience and accessibility for students and visitors.
Digital Service Evaluation System	A modern, paperless evaluation system replaced traditional surveys, allowing users to submit evaluations via smartphones, ensuring accessibility even without personal devices or internet access.
Madrasah Digital Program	The Madrasah Digital Program includes digital student attendance, e-learning platforms, and Android-based Mid-Semester Summative Assessments (ASTS), enhancing the educational experience through digitalization while maintaining core values like honesty and academic integrity.
Gratification Control Program	Innovations in the program include the signing of an Integrity Pact by all teachers and employees to uphold anti-gratification principles. CCTV installations in service areas help deter bribery and ensure transparency.
Customer Satisfaction and Transparency	Evaluations indicate positive trends, with no reports of authority abuse for personal gain, reflecting improved transparency and customer satisfaction.
Challenges Faced by the ZI Team	The ZI Team faces challenges due to the overwhelming number of activities, lack of time for preparing ZI supporting data, and fluctuating self-motivation, affecting the progress of the Integrity Zone program and administrative tasks.

The Madrasah Information and Service Center (PILAM) at MAN 1 Cilacap plays a pivotal role in ensuring smooth service delivery and managing user complaints. This center functions as a control hub,

where checks and balances are applied to maintain transparency and limit potential conflicts of interest by restricting direct access between users and service providers. One of the key features of PILAM is the Open Space, a comfortable and modern waiting area equipped with air conditioning and CCTV. The primary goal of this space is to promote a clean bureaucracy in service delivery and prevent corruption by creating a professional and transparent environment for all visitors. The Open Space has significantly improved the waiting experience for parents, new students, and partners, making it easier for them to access services and information.

Prior to the development of the WBK/WBBM Integrity Zone, visitors to MAN 1 Cilacap faced challenges such as difficulty finding waiting rooms and building locations, with many resorting to sitting in the building's terrace or struggling to access internet services for charging their devices. However, after the Integrity Zone development efforts, MAN 1 Cilacap made several improvements, including the installation of Room/Building Name Boards, Gazebos, and Service Waiting Rooms. These additions have made it easier for visitors to navigate the campus and find necessary facilities. Gazebos equipped with free Wi-Fi and power outlets have been established as comfortable waiting areas or places for students to work on their reports, further enhancing the convenience and accessibility of the environment.

In addition to physical infrastructure improvements, MAN 1 Cilacap has implemented a modern Service Evaluation Information System that replaces traditional paper-based surveys with a digital (paperless) evaluation system. This system allows customers to easily submit evaluations via smartphones provided by the madrasah, even when they do not have their own devices or internet access, ensuring accessibility for all. Furthermore, the madrasah has embraced digitalization through its Madrasah Digital Program, which includes digital student attendance, e-learning platforms, and Android-based Mid-Semester Summative Assessments (ASTS). These innovations reflect MAN 1 Cilacap's commitment to a faster, more efficient, and eco-friendly educational environment, while upholding core values of honesty, discipline, and academic integrity.

MAN 1 Cilacap has also introduced significant innovations in its Gratification Control Program. One such innovation is the signing of an Integrity Pact by all teachers and employees as a form of commitment to uphold anti-gratification principles throughout the institution. Additionally, the installation of CCTV in service areas aims to deter potential bribery and ensure transparent interactions between service providers and users. The results of customer satisfaction

evaluations indicate a positive trend, with no reported cases of abuse of authority for personal gain. Despite these advancements, the ZI Team and Change Agents have faced several obstacles, including the overwhelming number of activities at the madrasah, which reduces the time available to prepare ZI supporting data. Their multiple roles in various activities also lead to a lack of focus on ZI tasks, and fluctuating self-motivation has been a challenge in maintaining consistent progress in implementing the integrity zone program and completing the required administrative tasks.

E. DISCUSSION

1. Shared Commitment and Mindset Change

The shared commitment and mindset change within MAN 1 Cilacap demonstrate the critical role of organizational culture in fostering transparency, accountability, and integrity. By shifting from a static to an adaptive and innovative mindset, the institution has not only embraced change but has transformed it into an opportunity for growth. The strategic implementation of the Integrity Zone (WBK/WBBM) is a direct result of this mindset shift, reflecting the institution's commitment to reducing corruption and improving service delivery. The involvement of both internal and external stakeholders further strengthens this commitment, ensuring that integrity is upheld at all levels.⁴³ This process highlights the importance of aligning organizational values with practical actions, creating a sustainable culture of ethical behavior. Ultimately, the integration of technology and monitoring systems enhances the efficiency of administrative processes, making it easier to maintain a transparent and accountable environment⁴⁴. The implications are clear: such a commitment leads to improved public perception, greater organizational effectiveness, and a long-lasting impact on organizational culture.⁴⁵

The hypothesis that Shared Commitment and Mindset Change support the transformation of Madrasah governance through the implementation of Change Agents in the Integrity Zone development is valid. The shared commitment among internal and external stakeholders creates a unified front, driving collective action towards

⁴³ Aditama et al., "Manajemen Strategik Dalam Pengembangan Prestasi Non-Akademik Pada Lembaga Pendidikan Islam."

⁴⁴ Fajrin and Astuti, "Implementasi Good Corporate Governance Dalam Peningkatan Pelayanan Publik RSUD KRMT Wongsonegoro Semarang Guna Mempertahankan Zona Integritas Wilayah Bebas Korupsi Dan Wilayah Birokrasi Bersih Melayani."

⁴⁵ Hapsari, Purnaweni, and Priyadi, "Implementasi Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi Dan Wilayah Birokrasi Bersihdan Melayani Di Bbws Pemali Juana Semarang."

common goals. This commitment is reflected in the shift in mindset from static thinking to adaptive and innovative approaches, fostering a culture that embraces change as an opportunity rather than a threat.⁴⁶ As a result, the implementation of the Integrity Zone at MAN 1 Cilacap is strategically supported, with the involvement of Change Agents who facilitate the transformation process (Wahyudi, 2024). These agents help guide the organization through adaptive changes, ensuring that anti-corruption principles are upheld and transparency is prioritized. The integration of technology and monitoring systems further enhances the effectiveness of governance, making it more accountable and transparent (Nur & Hanif, 2024). Thus, the shared commitment and mindset change directly contribute to the successful transformation of governance in the institution.

2. Socialization of Integrity Zones

The implication of the effective socialization of Integrity Zones at MAN 1 Cilacap is that it fosters a culture of transparency, accountability, and active participation among both internal and external stakeholders. By involving all members of the institution—employees, students, and external partners—in the socialization process, the program ensures a collective commitment to anti-corruption principles⁴⁷. The use of diverse communication channels, including websites, social media, and banners, enhances the reach and impact of the message.⁴⁸ The involvement of Change Agents acts as a catalyst for adaptive change, ensuring that the transformation is not only conceptual but also practical and sustainable.⁴⁹ Externally, engaging the community and partners through feedback mechanisms like the Whistleblowing System helps ensure that the integrity efforts are closely monitored and continuously improved.⁵⁰ The result is an environment where ethical behavior is promoted, and where there is a

⁴⁶ Allevato, “Organizational Culture Change: Growth Mindset, Positive Psychology, and Empowerment BT - Social Entrepreneurship and Corporate Social Responsibility”; Anggraeni and Hanif, “Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals.”

⁴⁷ Fajrin and Astuti, “Implementasi Good Corporate Governance Dalam Peningkatan Pelayanan Publik RSUD KRMT Wongsonegoro Semarang Guna Mempertahankan Zona Integritas Wilayah Bebas Korupsi Dan Wilayah Birokrasi Bersih Melayani.”

⁴⁸ Hanif, “Islamic Education Design for Generation Z.”

⁴⁹ Allevato, “Organizational Culture Change: Growth Mindset, Positive Psychology, and Empowerment BT - Social Entrepreneurship and Corporate Social Responsibility.”

⁵⁰ Wahyudi, “Optimalisasi Manajemen PerubahanOptimalisasi Manajemen Perubahan Dalam Mewujudkan Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi (WBK) Dan Wilayah Birokrasi Bersih Dan Melayanin Dalam Mewujudkan Pembangunan Zona Integritas Menuju WBK / WBBM.”

shared responsibility to uphold these values, leading to long-term improvements in institutional governance and service quality.⁵¹

The hypothesis that the Socialization of Integrity Zones supports the transformation of Madrasah governance through the implementation of Change Agents is valid. The effective socialization of the Integrity Zone plays a crucial role in building a comprehensive understanding and shared commitment among all stakeholders. By communicating the policies, principles of integrity, and implementation steps, it establishes a transparent, accountable, and high-quality public service environment.⁵² Internally, the use of communication channels such as websites, social media, and banners, along with the involvement of Change Agents, encourages adaptive change and innovation.⁵³ These agents act as catalysts, mediating the transformation process and ensuring that anti-corruption messages are effectively disseminated across the institution⁵⁴. Externally, engaging with the community, consumers, and business partners through feedback mechanisms like the Whistleblowing System further reinforces the commitment to integrity and transparency.⁵⁵ The result is a transformation in governance that is both internal and external, leading to enhanced service quality and a more ethical work environment.

3. Innovation by the Change Agent Team

The implication of the innovations implemented by the Change Agent Team at MAN 1 Cilacap is that these initiatives are driving a comprehensive transformation within the institution, improving both operational efficiency and educational quality. By embracing digitalization in administration, teaching, and learning, the madrasah is not only modernizing its practices but also creating a more transparent, accountable, and professional environment.⁵⁶ The establishment of the Madrasah Information and Service Center (PILAM) and the Open Space feature reflects a commitment to clean bureaucracy, preventing

⁵¹ Hapsari, Purnaweni, and Priyadi, "Implementasi Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi Dan Wilayah Birokrasi Bersihdan Melayani Di Bbws Pemali Juana Semarang."

⁵² Astuti and Hanif, "Accountability in the Management of School Operational Assistance (BOS) Funds for Improving Educational Quality at SMK Ma'arif NU 2 Karanglewas."

⁵³ Anggraeni and Hanif, "Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals."

⁵⁴ Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

⁵⁵ Nugroho et al., "Best Practices Pembangunan Zona Integritas Pusat Pengembangan Sumber Daya Manusia Minyak Dan Gas Bumi."

⁵⁶ Hanif, *Modal Sosial Dalam Perbaikan Mutu Pendidikan*.

corruption, and enhancing service delivery.⁵⁷ The Digital Madrasah Program further strengthens the educational experience by integrating technology while preserving core values such as academic integrity.⁵⁸ The long-term impact is a shift toward a more collaborative and adaptive organizational culture, where continuous improvement and innovation become central to achieving educational excellence.⁵⁹ This transformation not only benefits current students but also ensures that graduates are well-equipped with the skills and values necessary for success in a globalized world.⁶⁰

The hypothesis that "Innovation by the Change Agent Team supports the transformation of Madrasah governance through the implementation of Change Agents in Integrity Zone development" is valid. The innovations introduced by the Change Agent Team, such as the Madrasah Information and Service Center (PILAM) and the Digital Madrasah Program, directly contribute to improving both operational governance and educational quality.⁶¹ These innovations are strategic responses to the challenges of modern education and governance, facilitating transparency, accountability, and a professional work environment.⁶² The establishment of systems like check-and-balances within PILAM ensures that service delivery is free from corruption and conflicts of interest, while the Digital Madrasah Program improves efficiency in administrative tasks and teaching processes.⁶³ As a result, these innovations not only enhance administrative and educational practices but also foster a culture of continuous improvement, collaboration, and professionalism⁶⁴. Therefore, the Change Agents' efforts are essential in transforming Madrasah governance and creating

⁵⁷ Suparyo and Hanif, *Educational Transformation through Visionary Leadership: A Study at State Madrasah Tsanawiyah 5 Cilacap*.

⁵⁸ Fauzi and Hanif, "Upaya Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesional Guru Di Madrasah Aliyah Negeri Purbalingga."

⁵⁹ Anggraeni and Hanif, "Development of Teacher Work Culture Through Transformational and Situational Leadership Styles of Madrasah Principals."

⁶⁰ Aditama et al., "Manajemen Strategik Dalam Pengembangan Prestasi Non-Akademik Pada Lembaga Pendidikan Islam."

⁶¹ Widodo et al., "Manajemen Keuangan Pendidikan Berbasis Digital: Sebuah Kajian Pustaka."

⁶² Wahyudi, "Optimalisasi Manajemen Perubahan Optimalisasi Manajemen Perubahan Dalam Mewujudkan Pembangunan Zona Integritas Menuju Wilayah Bebas Dari Korupsi (WBK) Dan Wilayah Birokrasi Bersih Dan Melayanin Dalam Mewujudkan Pembangunan Zona Integritas Menuju WBK / WBBM."

⁶³ Istiqomah and Abidin, "Evaluation of BOS Fund Accountability for Good Governance in Schools [Evaluasi Akuntabilitas Dana BOS Untuk Good Governance Di Sekolah]."

⁶⁴ Juhji et al., "Accountability and Good Governance in Islamic Educational Management: A Library Study."

a sustainable, ethical, and globally competitive educational environment.⁶⁵

F. CONCLUSION

In conclusion, the transformation of madrasah governance at MAN 1 Cilacap through the implementation of Change Agents in the development of the Integrity Zone has yielded several important findings. MAN 1 Cilacap has consistently worked towards developing the Integrity Zone, beginning with the declaration and joint commitment from all internal and external stakeholders. This commitment emphasizes integrity, transparency, and accountability through comprehensive training and socialization programs. All employees at MAN 1 Cilacap have pledged to uphold these principles, supported by technology-based gratification control and the establishment of teams like the ZI Team and Change Agent Team. The madrasah fosters a shared commitment with its stakeholders, reinforced by a reward and punishment system designed to encourage ethical, transparent, and high-quality service delivery. Socialization efforts have been carried out both internally and externally through FGDs, social media, websites, and banners to create a shared understanding among all involved parties. Furthermore, MAN 1 Cilacap has introduced several innovations in public service, including the Madrasah Information and Service Center (PILAM), a transparent and comfortable Open Space, digitized service evaluation surveys, and other online-based services.

Despite these advances, the ZI Team and Change Agents have faced some challenges in their efforts to develop the Integrity Zone. These challenges include the large volume of activities at the madrasah, which limits the time available for preparing ZI supporting data; the fact that team members also serve as committee members in various activities, leading to a lack of focus on ZI data preparation; and fluctuating self-motivation, which affects the consistency and progress of the program. Nonetheless, the efforts to establish the Integrity Zone at MAN 1 Cilacap have contributed significantly to enhancing the quality of services and governance while reinforcing integrity as the foundation of the work culture.

Based on these findings, it is recommended that the madrasah adopts more effective implementation strategies. These should include forming a dedicated team focused on ZI assessment data, allocating a budget for ZI development programs, strengthening the reward and

⁶⁵ Hanif and Masngud, "Tantangan Dan Peluang Dalam Implementasi Pendidikan Berbasis Teknologi Di SMP Islam Andalusia Kebasen."

punishment system, innovating further digital services, and involving all stakeholders actively. This study contributes to the literature on change management in madrasah governance, particularly in strengthening institutional integrity through a transformational and participatory approach. The findings can also serve as a reference for policymakers and researchers interested in exploring the effectiveness of sustainable bureaucratic reforms in madrasahs.

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